

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Identification Number 200363X206 SSID 1133521356

Eligible (SLI)

Student RAPAPORT URIAAN R MI Date of Birth: 05-JAN-2021

Section A: Meeting Information

Section A: Meeting Information form with fields for Pertinent Dates (Date of Initial IEP Team Meeting, Date of Present Meeting, Annual Review to be conducted by, Next Three Year Review will be conducted by, Three Year Review or Evaluation was conducted on, Transition to Kindergarten to be conducted by) and Type of Meeting (Initial, Amendment of IEP dated, Annual Review, Three Year Review, Other, Early Start Transition, Expulsion Analysis, Individual Transition Plan).

Location of Meeting SP ED INF/PRE (1017) District Name Los Angeles Unified School Distri

Section B: Student Information

Section B: Student Information form with fields for Date of Birth, Gender, Location of the Psych Folder, Location of the Cum Folder, Home Language, Home Address of Student, City, Home Telephone, School of Attendance, School of Residence, Name of Parent/Guardian, Address, City, Surogate Parent, and Attends CURRENT SCHOOL as a result of one of the following (Preschool Program).

Additional form fields including: Is the student living in a Family Foster Home (FFH)?, Is FFH Provider related to student?, Licensed Children's Institution, Out of the home placement made by, Child's family living within LAUSD's boundaries?, and If the student is 18 years old or older or is an emancipated minor, does he/she have educational decision-making rights?

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Section C: Language Acquisition

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

Section D: Goal Achievement from Current IEP

Table with 4 columns: Goal for: (example - Reading), Achieved (Yes/No), and If No, explain the reason the goal/objective was not achieved. Rows 1-10 with categories and objectives.

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Student Date of Birth Meeting Date

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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):

Health Summary: Uriaan is a three-year and two -month old student who was born full-term without significant prenatal, birth and newborn complications. Student was discharged home with parent with no medication or medical equipment. Student passed the newborn hearing screening. Developmental milestones recalled were within age expectancy range except in the area of speech. Student had an unremarkable physical examination on February 10, 2024. Student has no known significant health issues and is not on any regular medications. Uriaan has history of recurrent ear infection and she had bilateral ear tubes placed at 2 years old; parent reports tubes came out and Uriaan had an ear infection on 1/2024.

Hearing: On 3/7/2024, student passed LAUSD audio screening right ear and refer left ear per LAUSD audio screening; referred to LAUSD's Audiological Resource Unit (ARU) for further testing.

Vision: Passed Spot vision screening on 3/7/2024.

Strengths: Student is on a regular diet, self-feeds using utensil and drinks from an open cup. Student communicates her needs by using words, grabbing desired object, pointing, pulling adult /parent. Student ambulates independently and is able to follow simple commands. Uriaan passed Spot vision screening on 3/7/2024.

Areas of Need: student passed LAUSD audio screening right ear and refer left ear per LAUSD audio screening on 3/7/2024; referred to LAUSD's Audiological Resource Unit (ARU) for further testing.

Impact of Disability: Student's physical health does not impact involvement and progress in the educational program.

Accommodations/Modifications: Preferential seating near the center of activity/instruction to maximize acoustic cues until further testing is completed. Fariba Akhiary, RN 3/7/2024

4/8/24 At the IEP mtng, Parent stated that child has hearing loss in left ear of 50%, which is impacting child in the area of speech. She also stated that child at 6 months was underweight, and was recommended to give formula by doctor. JC

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:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Overall, Uriaan's current functioning in cognition/general ability is estimated to be in the Average range based on performance on the Mullen Scales of Early Learning (MSEL) and information gathered via observation and rater input on the Developmental Profile-4th Edition (DP-4). Her parent rated her to be within the average range on the DP-4.

Uriaan's profile as examined on the MSEL reflects strengths in memory for objects, she was able to draw a circle and a line, she identified all colors and she understood object function. On the DP-4 her parent indicated that she is able to count up to 15 and she can sort things by color, shape or size

Areas of need/challenge; per parent none at this time.

Educational Impact: A general ability/cognition impact was not identified at this time.

Performance Area:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Overall, Uriaan's current functioning in school readiness is developing as expected given the student's chronological age and school experience to date, based on performance on the Mullen Scales of Early Learning (MSEL) and information gathered via observation and interview on the Developmental Profile-4th Edition (DP-4).

Uriaan demonstrates strengths as she is able to identify body parts and colors, she can give her name, age and gender, she attends to pictures in a book, can describe what is happening and she can copy a circle and a line.

Areas of need/challenge were not identified.

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

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Section E: Present Level of Performance

Performance Area: Communication
Category: Communication
Assessment/Monitoring Process Used: DP-4, MSEL, BASC, Interview, Observations, Review of reports
State/District Assessment Results:

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

Uriaan's home language is Hebrew. This assessment was completed in Hebrew with the support of a translator. Uriaan's language classification will be determined in kindergarten with appropriate measures.
Overall, based upon Uriaan's performance on the Mullen Scales of Early Learning (MSEL) and parent's responses on the Developmental Profile-4th Edition (DP-4), Uriaan's communication skills are found to be in the average range. During the assessment Uriaan was verbal and eye contact was established with the assessors.
Uriaan evidences the following strengths: Per parent, on the DP-4 it was indicated that she can understand multi step directions, she understands at least three nonverbal gestures and she can imitate a sentence of two or more words. On the MSEL she was able to understand action words, she could count in Hebrew and English from 1-5, she understood size and length concepts and she understood auditory spatial awareness.
Uriaan evidences the following needs; On the MSEL, she received a low average score on the Expressive Language scale. She was not able to speak in three to word sentences and she did not understand verbal analogies.
Educational Impact: A communication impact was not identified at this time.

Performance Area: Motor Abilities
Category: Motor Abilities
Assessment/Monitoring Process Used: DP-4, MSEL, BASC, Interview, Observations, Review of reports
State/District Assessment Results:

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

Overall, Uriaan's motor abilities are found to be in the High Average range based on parent interview on the DP-4. Uriaan received a superior score for Fine Motor on MSEL.
Based on the student's performance on the Mullen Scales of Early Learning (MSEL) and the parent's responses on the Developmental Profile 4th Edition (DP-4), Uriaan evidences the following strengths: she is able to draw a circle, she can catch a ball and she can walk up and downstairs changing feet. She can draw in a path, unscrew/screw a nut/bolt and she can put beads on a string.
Uriaan evidences the following needs/challenges: none at this time.
Educational Impact: A motor impact was not 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: DP-4, MSEL, BASC, Interview, Observations, Review of reports
State/District Assessment Results:

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

Overall, Uriaan's social-emotional skills are found to be in the High Average range as based on the DP-4. During the assessment she was compliant, established eye contact with the assessors and was able to sit for the duration of the assessment.
Based on observations, informal interviews and the parent's responses on formal rating scales, Uriaan evidences the following strengths: she will say sorry to a person that she has hurt., she is able to change her behavior depending on the setting and she is able to keep busy on activity for 15 minutes with limited parental involvement.
Uriaan evidences the following needs/challenges: per parent on the DP-4, none at this time.
Educational Impact: A social emotional impact was not identified at this time.

Performance Area: Adaptive Behaviors
Category: Adaptive Behaviors
Assessment/Monitoring Process Used: DP-4, MSEL, BASC, Interview, Observations, Review of reports
State/District Assessment Results:

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

Overall, Uriaan's self-help/adaptive behaviors are found to be in the High Average range as based on the parent interview and the DP-4.
Based on observations, informal interviews and the parent's responses on formal rating scales, Uriaan evidences the following strengths: she can dress herself and clean herself, she is toilet trained and she can use a spoon and fork for eating.
Uriaan evidences the following needs/challenges: per parent, none at this time.
Educational Impact: A self-help/adaptive behavior impact was not identified at this time.

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Section E: Present Level of Performance

Performance Area: Expressive Language

Category: Language – Expressive

Assessment/Monitoring Process Used: PLS-5; Spon sample; Obs; Review of Record; Prof Judgment; Consult; Interview

State/District Assessment Results: n/a

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

Background: Uriaan is a 3 year 2 month old student participating in a comprehensive evaluation to determine a need for possible special education services. Uriaan was referred to LAUSD for an initial speech and language evaluation by her mother due to decreased speech intelligibility and difficulties using word combinations and sentences to communicate.

Areas of Strength: Uriaan presents with age-appropriate skills in the areas of voice/resonance, fluency and language (auditory comprehension). In the Auditory comprehension subtest, Uriaan demonstrated the ability to recognized action in pictures (ie sleeping, eating, playing, drinking, washing, running), understood the verbs-eat, drink, and sleep in context and engaged in symbolic and pretend play. She also understood spatial concepts (in, on, next to), identified colors (ie blue, red, yellow, purple, brown, orange, green), and followed directions without gestural cues. In the area of Expressive Communication, Uriaan produced mostly one-word utterances to label objects in her surroundings and/or pictures, to answer yes/no questions, and to indicate her wants/needs. She also followed routine, familiar directions (ie put the toys away, give me the block), identified familiar objects from a group of objects (ie ball, cup, car, cookie), identified photographs of familiar objects, (ie cookie, bird, balloon, kitty, shoe, apple), identified body parts, identified clothing articles (ie shoe, shirt, pants), and understood the use of objects (ie what you use to drink water, what you wear on your foot, what you can ride, what you use to watch cartoon. In the area of Expressive Communication, Uriaan produced syllable strings (two to three syllables) with inflection similar to adult speech, participated in a play routine with another person for at least 1 minute while using appropriate eye contact. She also initiated a turn-taking game or social routine with the puzzle and demonstrated good joint attention. Uriaan also demonstrated the ability to name objects in photographs and used words for a variety of pragmatic functions (ie labeling, answering yes/no questions, commenting, etc).

Performance Area: Phonology

Category: Articulation/Phonological Processes

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Areas of Need: Uriaan exhibits phonological processes such as final consonant deletions, initial consonant deletions, and cluster reduction which negatively impacted her speech intelligibility especially when the context is unknown. When the context is known, Uriaan's intelligibility is 70-90%. When the context is unknown, her intelligibility is only between 40-60% clear in spontaneous speech. She also continues to demonstrate delays in the ability to utilize phrases and/or sentences to communicate her thoughts and ideas to others. Specifically, Uriaan did not use different word combinations during the assessment (ie noun/pronoun + verb; verb + noun/pronoun; noun/pronoun + verb + location; noun/pronoun + verb + adjective) and did not demonstrate the ability to combine three or four words in spontaneous speech.

Impact of Disability on Academic and Overall Educational Performance: Uriaan's disability of Speech or Language Impairment (SLI) is accompanied by an expressive language delay and articulation/phonological disorders that affect her ability to communicate which impact her involvement and progress in the general education curriculum.

Katherine Duque, M.S. CCC-SLP
March 22, 2024

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Section F: Eligibility

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

Health, general ability, academics, speech and language, social emotional, self-help, motor

For Initial IEP, interventions attempted prior to determining eligibility:

NLACRC- Speech and Child Development services.

Eligible as a student with the disability of:

Code: SLI Speech Or Language Impairment
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:

- Checkmarks 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 G: Annual Goals and Objectives

Performance Area: Expressive Language Category: Language - Expressive Annual Goal #: 1

Uriaan will improve her overall expressive language skills by using a variety of 4- to 5 word novel phrases to request, to comment, and/or to participate in structured language activities, on 4 out of 5 opportunities with minimal verbal cues.

Progress on annual goals to be reported to parents by completing the "IEP Report of Progress and Achievement from Current IEP" form(s) which will be provided at either Progress Report or Report Card periods.

Methods of Evaluation

- State Assessments, Observation, Other, Norm Referenced, Portfolio, Data Collection; Prof Judgment, Criterion Referenced, Work Samples, Curriculum Based, Informal

Incremental objective #1 related to the goal:

will improve her overall expressive language skills by using a variety of 4- to 5 word novel phrases to request, to comment, and/or to participate in structured language activities, on 4 out of 5 opportunities with maximum verbal and visual cues.

Incremental objective #2 related to the goal:

will improve her overall expressive language skills by using a variety of 4- to 5 word novel phrases to request, to comment, and/or to participate in structured language activities, on 4 out of 5 opportunities with moderate verbal and visual cues.

Date to be achieved: August 2024 MO/YR Date to be achieved: December 2024 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR EXCEEDED, 3 SUBSTANTIAL PROGRESS (50-99% of goal met), 2 PARTIAL PROGRESS (1-49% of goal met), 1 NO PROGRESS

Table with 5 columns: 1st Reporting Period, 2nd Reporting Period, 3rd Reporting Period, 4th Reporting Period (Secondary Only), Goal Achievement. Includes progress marks, goal achievement status, and 'No' comments.

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Section G: Annual Goals and Objectives

Performance Area: Phonology Category: Articulation/Phonologic Annual Goal #: 2

Uriaan will improve her overall speech intelligibility by decreasing her phonological processes of final consonant deletions, initial consonant deletions, and cluster reduction using the phonemes /k, g, f, v, s, z/ in spontaneous sentences with 80% accuracy with min verbal cues in 10 consecutive therapy sessions.

Progress on annual goals to be reported to parents by completing the "IEP Report of Progress and Achievement from Current IEP" form(s) which will be provided at either Progress Report or Report Card periods.

Methods of Evaluation

- State Assessments, Observation, Other, Norm Referenced, Portfolio, Data Collection; Prof Judgment, Criterion Referenced, Work Samples, Curriculum Based, Informal

Incremental objective #1 related to the goal:

will improve her overall speech intelligibility by decreasing her phonological processes of final consonant deletions, initial consonant deletions, and cluster reduction using the phonemes /k, g, f, v, s, z/ in two-syllable words with 80% accuracy with min verbal cues in 10 consecutive therapy sessions.

Incremental objective #2 related to the goal:

will improve her overall speech intelligibility by decreasing her phonological processes of final consonant deletions, initial consonant deletions, and cluster reduction using the phonemes /k, g, f, v, s, z/ in simple phrases with 80% accuracy with min verbal cues in 10 consecutive therapy sessions.

Date to be achieved: August 2024 MO/YR Date to be achieved: December 2024 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR EXCEEDED, 3 SUBSTANTIAL PROGRESS (50-99% of goal met), 2 PARTIAL PROGRESS (1-49% of goal met), 1 NO PROGRESS

Table with 5 columns: 1st Reporting Period, 2nd Reporting Period, 3rd Reporting Period, 4th Reporting Period (Secondary Only), Goal Achievement. Includes progress marks, goal achievement status, and 'No' comments.

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Section K: Participation in State and District-wide Assessments

Assessments administered will conform to those assessments determined for each grade by the California Department of Education and/or the Los Angeles Unified School District.

District Assessments

How will the student participate in District Assessments?

Full Participation

Partial Exemption from specific assessment(s). Indicate the exempt assessment **and** an appropriate replacement assessment below:

Exempt Assessment

Replacement Assessment

Accommodations:

DRDP-A - (Adaptations identified below are applicable)

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Section N: Procedural Safeguards and Follow-up Actions

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

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

Select Preferred Language:

*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. While this service is offered and available to assist parents/guardians to participate in IEP development, it is not a substitute for formal written translation services by a District translator. Parents/Guardians who elect access to computer generated written IEP translation are still able to receive oral interpretation and/or a formal translation of the IEP at any time. Only formal translations will be considered official IEP documentation.

Is the parent/guardian requesting official translation? Yes No Select Preferred Language:

Specify the Individual Pages to be translated:

Special Requests:

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

Pandemic Learning Loss Consideration of Compensatory and/or Recoupment Services

Compensatory Education Consideration:

- The IEP team has reviewed and discussed whether compensatory education is required due to the COVID-19 pandemic. The IEP team has determined:
 - Student received all of their special education and related aids and services required by their IEP. Compensatory education is not required.
 - Student did not receive all of their special education and related aids and services required by their IEP. Compensatory education offer details are documented in FAPE 2- Summary of Services.
 - Student did not receive all of the special education and related aids and services required by their IEP. However, no compensatory education was warranted for the reasons documented by the IEP team in FAPE Part 2 Part 4.
 - Compensatory education consideration was documented on IEP dated

Recoupment Services Consideration:

- The IEP team has reviewed and discussed student's progress/achievement and considered factors that may have impacted student's learning during the school facility closures as a result of the COVID-19 pandemic. The IEP team has determined:
 - Student has made expected progress toward IEP goals and/or progress is in alignment with expectations of progress/goal achievement. No recoupment services are recommended.
 - Student experienced learning loss as a result of the school facility closures caused by the COVID-19 pandemic and recoupment services are necessary. The IEP team discussed recoupment services to address past learning loss. Recoupment services offer details are included in FAPE Part 2, Part 4 of the IEP (including completion of a service grid, as necessary).
 - Recoupment services consideration was documented on IEP dated

- 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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Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student RAPAPORT URIAAN R MI Last First MI

Date of Birth 05-JAN-2021

Meeting Date 08-APR-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. Row 1: Other, J. Cho, 18-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 text 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 8-APR-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="Lin Rapaport- via Zoom"/>	<input type="text"/>
Parent/Guardian	<input type="text" value="Itzik Rapaport - via Zoom"/>	<input type="text"/>
Student Age 18 - 21 years	<input type="text"/>	<input type="text"/>
Student Under Age 18 years	<input type="text"/>	<input type="text"/>
Surrogate Parent	<input type="text"/>	<input type="text"/>
Foster Parent	<input type="text"/>	<input type="text"/>
Family Foster Home Provider	<input type="text"/>	<input type="text"/>
Administrator	<input type="text"/>	<input type="text"/>
Administrative Designee	<input type="text" value="Joanne Cho"/>	<input type="text" value="Joanne Cho"/>
Special Education Teacher	<input type="text" value="Elizabeth DiMartino"/>	<input type="text" value="EMD"/>
General Education Teacher	<input type="text" value="Wendy Cruz"/>	<input type="text" value="WCruz"/>
School Psychologist	<input type="text" value="Steven Rude"/>	<input type="text" value="SR"/>
School Nurse	<input type="text"/>	<input type="text"/>
Related Service Staff <input type="text" value="Language and Speech"/>	<input type="text" value="Katherine Duque"/>	<input type="text" value="Katherine Duque"/>
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"/>

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Student RAPAPORT

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LEAST RESTRICTIVE ENVIRONMENT ANALYSIS

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

Student's Current Placement Type:

<input type="radio"/> General Education Class/General Education Site	<input type="radio"/> Special Day Program/General Education Site
<input type="radio"/> Special Day Program/Special Education Center	<input type="radio"/> Nonpublic School
<input type="radio"/> Home/Hospital or Residential Care Facility	

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

The Individuals with Disabilities Education Act (IDEA) requires that students with disabilities be educated in the least restrictive environment. Placement in a more restrictive setting should only occur if the nature or severity of the student's disability is such that placement in a less restrictive setting with the use of supplementary aids and services cannot be achieved satisfactorily. The lack of current availability of a student's required supports, services, accommodations and modifications is not the sole justification for placement in a more restrictive setting, unless there is a compelling reason why they cannot be provided. In selecting the LRE, consideration is given to any potential harmful effect on the child or on the quality of services that he or she needs.

Step A. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a general education classroom/setting?

Yes No If the answer is YES, then a general education classroom/setting is the appropriate placement. If the answer is NO, go to the question below.

Yes No If not currently available, can the required supports, services, accommodations and/or modifications be made available in a general education classroom/setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step B.

Step B. Can the supports, services, accommodations and/or modifications in the student's IEP be made available on a general education site in a special day program?

Yes No If the answer is YES, then a special day program on a general education site is the appropriate placement. If the answer is NO, go to the question below.

Yes No If not currently available, can the required supports, services, accommodations and/or modifications be made available in a special day program on a general education site? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step C.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student RAPAPORT
Last

URIAAN
First

R
MI

Date of Birth 05-JAN-2021

Meeting Date 08-APR-2024

ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)

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

Step C. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a special school setting?

Yes No If the answer is YES, then a special school setting is the appropriate placement. If the answer is NO, go to the question below.

Yes No If not currently available, can the required supports, services, accommodations and/or modifications be made available in a special school setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step D.

Step D. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting?

Yes No If the answer is YES, then a home/hospital setting is the appropriate placement. If the answer is NO, go to the question below.

Yes No If not currently available, can the required supports, services, accommodations and/or modifications be made available in a home/hospital setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step E.

Step E. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a residential care facility?

Yes No If not currently available, articulate in the IEP what supports, accommodations and/or modifications are required for the student in this setting.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

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ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)

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

Step F.	The student's needs as reflected in the contents of this IEP, and the placement being considered by the IEP team, outweigh any potential harmful effects at this time, including (check all that apply):
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>Diminished access to the full range of the curriculum</p> <p>Missed general education instruction taught by highly qualified staff</p> <p>Rate at which student may earn credits for graduation</p> <p>Lack of opportunity for social interaction</p> <p>Lack of opportunities for age-appropriate peer role models</p> <p>Amount of socialization opportunities with typical peers</p> <p>Limited access to peers in student's home community</p> <p>Lack of exposure to appropriate behavioral models from peers</p> <p>Other: <input type="text"/></p>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)
IEP FAPE Part 1 - Eligibility, Placements and Supports

Los Angeles Unified School District
 Student Date of Birth Meeting Date
 Last First MI

	Effective With this IEP	Future Changes Related to this IEP
	As of Date: <input type="text"/>	<input type="text"/>
Eligibility: (from Page 4)	Eligible (SLI)	
	<i>Final IEP Reason</i> <i>Final IEP Effective Date:</i>	
Curriculum	<input type="text" value="General Education"/>	<input type="text"/>
Placement	Type of School <input type="text" value="Preschooler Non-LAUSD/Not Headstart"/>	<input type="text"/>
	Name of School <input type="text" value="SP ED INF/PRE (1989)"/> <input type="text" value="NESTLE AVE CHARTER"/>	<input type="text"/>
Instructional Setting	Setting <input type="text" value="DIS Only - Preschooler"/>	<input type="text"/>
	Program <input type="text" value="GE"/>	<input type="text"/>
	Special Day Minutes/Wk <input type="text"/>	<input type="text"/>
	Addresses Goals <input type="text" value="1(Expressive Language),2(Phonology)"/>	<input type="text"/>
Additional Factors	Low Incident Support <input type="text" value="None"/>	<input type="text"/>
	Assistive Technology Support <input type="text" value="No"/>	<input type="text"/>
	Transportation <input type="text" value="None"/>	<input type="text"/>
	Extended School Year/Intersession <input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="text"/>
	Parent Counseling and Training (PCT) <input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="text"/>
	ESY Transportation <input type="text"/>	<input type="text"/>
Accommodation, Modifications, Supports	Instructional Accommodations <input type="text" value="Model slow rate of speech, extra time on tasks, adult modeling"/>	<input type="text"/>
	Instructional Modifications <input type="text"/>	<input type="text"/>
	Other Supports, including Non-Academic and Extra-curricular Activities <input type="text"/>	<input type="text"/>
Preparation for Three Year Review IEP (At the second Annual Review IEP Meeting, the team must discuss and document the decision to conduct or not conduct a three-year comprehensive reassessment.)	Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary? <input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="text"/>
	If the Parent does not agree, specify the area(s) to be reassessed. <input type="text"/>	<input type="text"/>
Comments, as appropriate		
Low Incidence Equipment	<input type="text"/>	
Assistive Technology Equipment	<input type="text"/>	

**Participation in
General Education**

See comments on FAPE 2, Part 4

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student
 Last First MI

Date of Birth Meeting Date

FAPE Summary Grid

Program:	GE		Setting:	DIS Only - Preschooler					
Eligibility:	Eligible (SLI)		Curriculum:	General Education					
Transportation:	None		Low Incident Support:	None					
Date District Received									
Parent Signature:									
Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)	No Consent
10	Language/Speech	Effective on Signature Date	Regular	Yearly	0-100	School-Based	1800	Expressive Language, Phonology	--

Alternative Remote/Distance Learning Services During Emergency Conditions

If instruction or services, or both, cannot be provided to the pupil either at the school or in person for more than 10 school days due to emergency conditions caused by fire, flood, impassable roads, epidemic, earthquake, imminent major safety hazard as determined by local law enforcement, a transportation services strike by nonschool entity, or other official order issued to meet a state of emergency or war, the IEP will be provided by one or more of the means stated below, to the greatest extent possible in light of the emergency circumstances and District policy.

Means of Delivery, to greatest extent possible ("x" all that could apply for student, depending on emergency circumstances):

	Teacher-posted lessons, asynchronous (online or other media)	Virtual class meetings, synchronous	Personalized learning tools (virtual or paper packets, as available)	Scheduled teacher appointments (virtual or in-person, as available)	Scheduled email check-ins (parent or student)	Virtual office hours (drop-in; parent or student)
Specialized Academic Instruction and Related Services	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Supplementary Aids and Services (provided in general education classes and other general ed environments)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

As soon as practicable following the determination that instruction or services, or both, cannot be provided either at the school or in person for more than 10 days due to a qualifying state of emergency, the parent will be notified as to the specific means by which the student's IEP will be provided, in light of the emergency circumstances present at that time. The IEP will be provided by alternative means as necessitated during the period of emergency conditions, only.

Comments above do not constitute a change to the District's offer of FAPE or IEP. Because the nature of any future emergency cannot be known in advance, the specific means by which the IEP shall be provided in a future emergency will be determined at the time, in light of the circumstances.

For IEP Team Information

By clicking this box the IEP team has reviewed the FAPE Summary Page to ensure that it reflects the IEP Team decisions.

INDIVIDUALIZED EDUCATION PROGRAM
SPEECH LANGUAGE IMPAIRMENT (SLI) ELIGIBILITY CERTIFICATION

Los Angeles Unified School District

ATTACHMENT A

Student

Date of Birth

Meeting Date

This page is to be completed for initial IEPs, 3-year evaluations, or when a comprehensive speech-language evaluation has been conducted to determine whether SLI eligibility is appropriate.

Complete Step 1a or 1b

Step 1a. General Education Interventions - Check items as completed

- Intervention strategies implemented, including English Language Instruction or RtI2 prevention support (including but not limited to school staff development regarding language standards in the curriculum and referral for Special Education, consultation between the classroom teacher and school speech therapist for appropriate classroom accommodations, consultation with the SSPT that includes an EL expert if student is identified as an English Learner).
- Intervention support monitored over several weeks, and modified interventions as necessary based on student response.
- Interventions were not successful, student referred for special education assessment.
- Screening by a speech therapist or a student success team meeting (including a speech therapist) with the focus being speech and language concerns OR an appropriate screening for non-LAUSD enrolled preschoolers.

Step 1b. Interventions Not Applicable

- Interventions not applicable for non-LAUSD enrolled preschoolers or when determined unnecessary by the speech therapist.

Step 2. Review of Pre-referral Information - Check items as applicable

- The speech or language delay does not appear to be due to unfamiliarity with English.
- The delay does not appear to be due to a lack of instruction in English, dialectical factors or limited language experience.
- The delay does not appear to be due to environmental factors.
- The delay does not appear to be due to economic factors.
- The delay does not appear to be due to social or cultural factors.

Step 3. Assessment - Check either A or B, and complete the remaining items

- A.** Student has received an assessment by a school psychologist that gives an indication of where the student's general ability lies. (if a language impairment is suspected) *OR*
- B.** A psychological assessment is not required if the suspected area of disability is voice, fluency or articulation.
- Student has received a health assessment that rules out whether an inability to communicate effectively is a result of a health or sensory condition.
- A credentialed or licensed speech therapist has conducted a comprehensive evaluation, including assessment in the student's primary language, that consists of multiple measures of assessment, including but not limited to standardized test instruments (or alternate forms of assessment if necessary), formal speech/language sample, parent interview or checklist, teacher interview or checklist, and observation in various communication settings.

Complete Step 4

Step 4. Determination of Eligibility of Speech Language Impairment (as the only identified special education eligibility)

- A.** Student meets one or more of the following criteria (check each disorder that applies):
 - A language disorder, which has been identified in an assessment that includes use of two or more standardized tests in one or more of the following areas of language development: morphology, syntax, semantics, or pragmatics where the resulting scores are at least 1.5 S.D. below the mean or below the 7th percentile for the student's chronological age or developmental level and a 50-utterance representative spontaneous language sample where the student displays inappropriate or inadequate usage of receptive and/or expressive language. Note: When standardized tests are considered to be invalid for the specific student, the expected language performance level shall be determined by alternative means as specified on the assessment plan [5 CCR 3030 (c)(4)].
 - An articulation disorder (e.g., Pronunciation), which draws adverse attention, significantly interferes with communication and has been identified in an assessment that includes a conversational speech sample which reveals significant interference with communication and identifies single or multiple speech sound errors that are below the student's chronological age or developmental level.
 - A fluency disorder (e.g., Stuttering), which has been identified in an assessment that demonstrates that the flow of verbal expression adversely affects communication between the student and the listener in multiple communication settings and the dysfluency has persisted over time.
 - A voice disorder (e.g., Chronic Hoarseness, Pitch Variations), which has been identified in an assessment by a speech therapist after the etiology has been cleared by a Medical Doctor, in writing.
- B.** The impairment has a significant adverse affect on the student's academic performance.
- C.** The presenting Speech Language Impairment is not due to: social maladjustment, health factors, poor school attendance, environmental, economic, or social disadvantage, lack of instruction or the unfamiliarity with the English language.

Complete Step 5

Step 5. Consideration for additional special education service(s): Complete A or B.

- A.** In the event a student with eligibility of Speech Language Impairment is being considered for special education academic services and/or support, an updated District psychoeducational evaluation has been completed to determine that SLI is the overarching eligibility.
- B.** Student is not being considered for additional special education academic services and/or support.

If the student is eligible, the IEP Team must consider service delivery models based on the student's identified needs and appropriate placement in the least restrictive environment. Additionally, the IEP team should also include teacher and parent participation in the implementation of goals and supports and accommodations to ensure achievement of goals and objectives in a time-efficient manner and carry-over to multiple communication contexts.