

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Identification Number 103112F048 SSID 7025887800

Eligible (OHI)

Student TWITO SARAH Y MI Date of Birth: 31-OCT-2012

Section A: Meeting Information

Section A: Meeting Information form with fields for Pertinent Dates and Type of Meeting.

Section B: Student Information

Section B: Student Information form with fields for Date of Birth, Gender, Location, Home Language, Home Address, City, Home Telephone, School of Attendance, School of Residence, Name of Parent/Guardian, Address, City, Surogate Parent, and Attends CURRENT SCHOOL.

Form with questions about family placement, FFH, LCI, and decision-making rights.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student TWITO SARAH Y MI Date of Birth 31-OCT-2012

Section C: Language Acquisition

Language Classification: English Only Start Date: 15-AUG-2017
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 columns: Goal for: (example - Reading), Achieved (Yes/No), and If No, explain the reason the goal/objective was not achieved. Rows include categories like Writing, Math, and Objectives 1 and 2 met.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student TWITO SARAH Y Date of Birth 31-OCT-2012 Meeting Date 08-APR-2024
Last First MI

Section E: Present Level of Performance

Performance Area: Reading
Category: Reading
Assessment/Monitoring Process Used: informal, observation
State/District Assessment Results: iready

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

Strengths: Sarah is able to decode grade level text fluently and accurately at grade level. When Sarah is engaged in a passage or story she is able to answer literal and some inferential questions about a story. She is able to summarize a short story and find key details in a short story. She scored at 5th grade level in reading on the iready test. She participates in group discussions about books and topics of interest.

Needs: She is inconsistent with answering inferential questions when she is distracted , less engaged in the story or text, or when she is rushing.

Impact of Disability: Sarah's Other Health Impairment (OHI) and challenges with attention/focus affects her ability to comprehend grade level text which impacts her involvement and progress in the general education reading curriculum.

Performance Area: Writing
Category: Writing
Assessment/Monitoring Process Used: informal, observational, work samples
State/District Assessment Results:

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

Strengths: Sarah is able to express her thoughts and ideas in writing. She is able to copy notes from the board. She is able to write a solid paragraph with topic sentence and supporting sentence independently. She met her goal of being able to Sarah will produce clear and coherent writing of 4 or more paragraphs in which the organization is appropriate to the task, purpose, and/or audience with minimal support. She is currently meeting grade level expectations for writing.

Needs: Sarah sometimes needs support for expanding on her writing and editing her writing.

Impact of Disability: Sarah's Other Health Impairment (OHI) and challenges with attention/focus affects her ability to organize her thoughts and complete writing assignments which impacts her involvement and progress in the general education writing curriculum.

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Student TWITO SARAH Y Date of Birth 31-OCT-2012 Meeting Date 08-APR-2024
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Section E: Present Level of Performance

Performance Area: Math
Category: Math
Assessment/Monitoring Process Used: informal, observation, work samples
State/District Assessment Results: iready

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

Strengths: Sarah met her math goal of being able to find whole-number quotients and remainders with up to four-digit dividends and two-digit divisor independently. She is able to add and subtract multi-digit numbers with and without regrouping. She is able to multiply and divide multi-digit numbers. She is able to add and subtract fractions with like and unlike denominators. She is also able to multiply and divide fractions. She is able to find the volume of 3 dimensional structures when given the length, width and height. She is also able to find the missing length, width or height when given the total volume. She is currently meeting grade level expectations in math. She is helpful in her small math group and tries to help students who are struggling.

Needs: Sarah sometimes needs support with solving multiple step word problems.

Impact of Disability: Sarah's Other Health Impairment (OHI) and challenges with attention/focus affects her ability to solve multi-step math problems which impacts her involvement and progress in the general education math curriculum.

Performance Area:
Category:
Assessment/Monitoring Process Used:
State/District Assessment Results:

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

Empty text box for current performance/assessment summary.

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Section F: Eligibility

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

[Empty text box for disability discussion]

For Initial IEP, interventions attempted prior to determining eligibility:

[Empty text box for interventions]

Eligible as a student with the disability of:

Code: OHI Other Health 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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Student TWITO SARAH Y Date of Birth 31-OCT-2012 Meeting Date 08-APR-2024
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Section G: Annual Goals and Objectives

Performance Area: Reading Category: Reading Annual Goal #: 1

Sarah will cite at least 2-3 pieces of textual evidence to support analysis of the inferences made from the text with minimal support as measured in 3 out of 4 trials with 75% accuracy.

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, Criterion Referenced, Work Samples, Curriculum Based, Informal

Incremental objective #1 related to the goal:

Sarah will cite at least 2-3 pieces of textual evidence to support analysis of the inferences made from the text with moderate support as measured in 3 out of 4 trials with 70% accuracy.

Incremental objective #2 related to the goal:

Sarah will cite at least 2-3 pieces of textual evidence to support analysis of the inferences made from the text with moderate support as measured in 3 out of 4 trials with 75% accuracy.

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, 'Is progress sufficient to meet annual goal?' questions, and 'If "No" please comment:' sections.

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INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student Date of Birth Meeting Date

Last First MI

Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

With minimal guidance and support from peers and adults, Sarah will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach as measured in 3 out of 4 trials with 70% accuracy.

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
-
- Criterion Referenced
- Work Samples
- Curriculum Based
- Informal

Incremental objective #1 related to the goal:

With moderate guidance and support from peers and adults, Sarah will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach as measured in 3 out of 4 trials with 65% accuracy.

Incremental objective #2 related to the goal:

With moderate guidance and support from peers and adults, Sarah will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach as measured in 3 out of 4 trials with 70% accuracy.

Date to be achieved: MO/YR Date to be achieved: 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*

1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary Only)	Goal Achievement
Date: <input type="text"/>	Date: <input type="text"/>	Date: <input type="text"/>	Date: <input type="text"/>	
Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No If "No" please explain: <input type="text"/>

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Student TWITO SARAH Y Date of Birth 31-OCT-2012 Meeting Date 08-APR-2024
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Section G: Annual Goals and Objectives

Performance Area: Math Category: Math Annual Goal #: 3

When given a mixture of math problems requiring both single and multi-step solutions, Sarah will determine how and when to break a problem into simpler parts in 3 of 4 trials with 70% accuracy as measured by student work samples.

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, Criterion Referenced, Work Samples, Curriculum Based, Informal

Incremental objective #1 related to the goal:

When given a mixture of math problems requiring both single and multi-step solutions, Sarah will determine how and when to break a problem into simpler parts with minimal support in 3 of 4 trials with 65% accuracy as measured by student work samples.

Incremental objective #2 related to the goal:

When given a mixture of math problems requiring both single and multi-step solutions, Sarah will determine how and when to break a problem into simpler parts with minimal support in 3 of 4 trials with 70% accuracy as measured by student work samples.

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 reasons for non-compliance.

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Last First MI

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?	
<input checked="" type="checkbox"/>	Full Participation
<input type="checkbox"/>	Partial Exemption from specific assessment(s). Indicate the exempt assessment and an appropriate replacement assessment below:
Exempt Assessment	Replacement Assessment
<input type="text" value=""/>	<input type="text" value=""/>
<input checked="" type="checkbox"/>	Accommodations:
multiple assessment opportunity, shortened assessments, extra time on assessments	

Student will participate in Regular State and District Assessments. <i>(Designated Supports and/or Accommodations identified below are applicable)</i>	CAASPP Subject ELA and Math
Designated Supports: <ul style="list-style-type: none"> - Text-to-speech software enabled (for math items and ELA items except for reading passages) - Simplified or paraphrased test directions (non-embedded designated support) - Test in a separate/smaller setting 	
Accommodations: <ul style="list-style-type: none"> - Streamlined version of text presented in a more sequential format - Text-to-Speech software enabled for ELA reading passages (embedded accommodation). 	

Student will participate in Regular State and District Assessments. <i>(Designated Supports and/or Accommodations identified below are applicable)</i>	CAST Subject Science
Designated Supports: <ul style="list-style-type: none"> - Text-to-Speech (embedded support) - Simplified Test Directions (non-embedded support) - Test in a separate/smaller setting (non-embedded support) 	
Accommodations: <ul style="list-style-type: none"> - Streamlined version of text presented in a more sequential format 	

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student TWITO SARAH Y MI Last First MI

Date of Birth 31-OCT-2012

Meeting Date 08-APR-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?*

Select Preferred Language: [dropdown]

*Computer generated translation provides access to an immediate written translation of the IEP but translated content has not been fully vetted by a District translator.

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

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

Special Requests: [text box]

[checkbox] 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... Student received all of their special education... Student did not receive all of their special education... Student did not receive all of the special education... Compensatory education consideration was documented on IEP dated [dropdown]

Recoupment Services Consideration:

- Checkboxes for recoupment services: The IEP team has reviewed and discussed student's progress/achievement... Student has made expected progress toward IEP goals... Student experienced learning loss as a result of the school facility closures... Recoupment services consideration was documented on IEP dated [dropdown]

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

THIS SPACE DELIBERATELY LEFT BLANK.

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student TWITO SARAH Y Date of Birth 31-OCT-2012 Meeting Date 08-APR-2024
Last First MI

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: Email, LINDA PALACIOS, 19-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 12-APR-2024

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

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

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

Signature(s) 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 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="Avraham Twito - See Attached"/>	<input type="text"/>
Parent/Guardian	<input type="text" value="Teresa Monge Juarez"/>	<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="Sandra Riggs - See Attached"/>	<input type="text"/>
Administrative Designee	<input type="text"/>	<input type="text"/>
Special Education Teacher	<input type="text" value="Ashley Shapiro - See Attached"/>	<input type="text"/>
General Education Teacher	<input type="text" value="Sara Zaldivar - See Attached"/>	<input type="text"/>
School Psychologist	<input type="text"/>	<input type="text"/>
School Nurse	<input type="text" value="Samantha Stratman - See Attached"/>	<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"/>
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"/>

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student Last TWITO First SARAH MI Y

Date of Birth 31-OCT-2012

Meeting Date 08-APR-2024

LEAST RESTRICTIVE ENVIRONMENT ANALYSIS

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

Student's Current Placement Type:

Form with radio buttons for placement types: General Education Class/General Education Site, Special Day Program/General Education Site, Special Day Program/Special Education Center, Nonpublic School, 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.

Step A. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a general education classroom/setting? Includes Yes/No options and explanatory text.

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? Includes Yes/No options and explanatory text.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student TWITO

SARAH

Y

Date of Birth 31-OCT-2012

Meeting Date 08-APR-2024

Last

First

MI

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)

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Student TWITO SARAH Y
Last First MI

Date of Birth 31-OCT-2012

Meeting Date 08-APR-2024

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"/> Diminished access to the full range of the curriculum <input checked="" type="checkbox"/> Missed general education instruction taught by highly qualified staff <input type="checkbox"/> Rate at which student may earn credits for graduation <input type="checkbox"/> Lack of opportunity for social interaction <input type="checkbox"/> Lack of opportunities for age-appropriate peer role models <input type="checkbox"/> Amount of socialization opportunities with typical peers <input type="checkbox"/> Limited access to peers in student's home community <input type="checkbox"/> Lack of exposure to appropriate behavioral models from peers <input type="checkbox"/> Other: <input type="text"/>	

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

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

	Effective With this IEP	Future Changes Related to this IEP
	As of Date: <input type="text" value="12-APR-2024"/>	<input type="text" value="01-JUL-2024"/>
Eligibility: (from Page 4)	Eligible (OHI)	
	<i>Final IEP Reason</i> <i>Final IEP Effective Date:</i>	
Curriculum	<input type="text" value="General Education"/>	<input type="text" value="General Education"/>
Placement	Type of School <input type="text" value="District Resident School"/>	<input type="text" value="District Resident School"/>
	Name of School <input type="text" value="COLFAX EL(CHARTER)"/>	<input type="text" value="REED MS"/>
Instructional Setting	Setting <input type="text" value="General Education"/>	<input type="text" value="General Education"/>
	Program <input type="text" value="GE"/>	<input type="text" value="GE"/>
	Special Day Minutes/Wk <input type="text"/>	<input type="text"/>
	Addresses Goals <input type="text" value="1(Reading),2(Writing),3(Math)"/>	<input type="text" value="1(Reading),2(Writing),3(Math)"/>
Additional Factors	Low Incident Support <input type="text" value="None"/>	<input type="text" value="None"/>
	Assistive Technology Support <input type="text" value="No"/>	<input type="text" value="No"/>
	Transportation <input type="text" value="None"/>	<input type="text" value="None"/>
	Extended School Year/Intersession <input type="radio"/> Yes <input checked="" type="radio"/> No	
	Parent Counseling and Training (PCT) <input type="radio"/> Yes <input checked="" type="radio"/> No	
	ESY Transportation <input type="text"/>	
Accommodation, Modifications, Supports	Instructional Accommodations <input type="text" value="shortened assignments and assessments, extra time on assignments and assessments, assignments broken down into parts, graphic organizer for writing, self editing checklist for writing, multiple assessment opportunities, study corral, preferential seating, small group as needed, daily check ins"/>	<input type="text" value="shortened assignments and assessments, extra time on assignments and assessments, assignments broken down into parts, graphic organizer for writing, self editing checklist for writing, multiple assessment opportunities, study corral, preferential seating, small group as needed, daily check ins"/>
	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 type="radio"/> Yes <input checked="" type="radio"/> No	
	If the Parent does not agree, specify the area(s) to be reassessed. <input type="text" value="Comprehensive assessment required at next triennial"/>	<input type="text"/>
Comments, as appropriate		
Low Incidence Equipment	<input type="text"/>	
Assistive Technology Equipment	<input type="text"/>	

**Participation in
General Education**

Sarah participates in the general education program with push in resource support.

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

		Effective With This IEP	Future Changes Related To This IEP
Service 1	Start Date:	Effective on Signature Date 12-APR-2024	01-JUL-2024
RSP	End Date:	30-JUN-2024	
RSP	Service applies to:	Regular	Regular
	Frequency:	1-5	1-5
This service addresses the following goals:	Interval:	Weekly	Weekly
	Minutes/Interval:	60	100
<input type="text" value="3(Math)"/>	Minutes/Interval (Pullout from Gen Ed):	0	0
	Service Delivery Model:	RSP: Direct Instruction Services*	RSP: Collaborative Teaching and Planning**
	RSP Area:	Math	
	Responsible Personnel:	Resource Specialist Teacher	General Education Teacher
		General Education Teacher	Resource Specialist Teacher
Service 2	Start Date:	Effective on Signature Date 12-APR-2024	01-JUL-2024
RSP	End Date:	30-JUN-2024	
RSP	Service applies to:	Regular	Regular
	Frequency:	1-5	1-5
This service addresses the following goals:	Interval:	Weekly	Weekly

*

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1(Reading)	Minutes/Interval:	60	100
2(Writing)	Minutes/Interval (Pullout from Gen Ed):	0	0
	Service Delivery Model:	RSP: Direct Instruction Services*	RSP: Collaborative Teaching and Planning**
	RSP Area:	Literacy/ELA/ELD	
	Responsible Personnel:	Resource Specialist Teacher	General Education Teacher
		General Education Teacher	Resource Specialist Teacher
*			
**			

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	<input type="text" value="0"/>	

Part 4 - Compensatory Education/Recoupment Services Discussion

A discussion regarding compensatory education and recoupment services occurred during the IEP team meeting. The team has determined that compensatory services are not required to remedy any education or other deficits that may have resulted from Sarah not receiving evaluations or services.

The team considered factors that may have impacted student learning due to the COVID-19 pandemic and determined expected progress has been made and is in alignment with expectations of progress and/or goal achievement and no recoupment services are recommended.

Part 4 - Additional IEP Team Considerations & Parental Input

This is an annual IEP for Sara Twito. IEP was held in person. IEP introductory statements were read.

Health report was read by the school nurse. Parent confirmed the report. Father reported concern with student attendance. Team will continue to follow district protocols on attendance and update accommodations to support student.

Special education teacher and general education teacher shared current levels of performance. Parent participated in the discussion.

Team worked collaboratively on goals. Parent is in agreement with the proposed goals.

Section K (Testing Accommodations) and classroom accommodations were reviewed.

The IEP team discussed placement options based on Sarah's needs. At this time the IEP team is recommending the general education program with Resource Support as the most appropriate placement in the Least Restrictive Environment.

Parent participated in the discussion. When asked for further input, the parent stated they do not have any additional concerns at this time. Parent received a copy of the 'A Parent's Guide to Special Education Services'.

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:	General Education					
Eligibility:	Eligible (OHI)		Curriculum:	General Education					
Transportation:	None		Low Incident Support:	None					
Date District Received	12-Apr-2024								
Parent Signature:									
Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)	No Consent
RSP	RSP	Effective on Signature Date	Regular	Weekly	1-5	RSP-Literacy/ELA/ELD	60	Reading, Writing	--
RSP	RSP	Future Changes 01-Jul-2024	Regular	Weekly	1-5	RSP-Literacy/ELA/ELD	100	Reading, Writing	--
RSP	RSP	Effective on Signature Date	Regular	Weekly	1-5	RSP-Math	60	Math	--
RSP	RSP	Future Changes 01-Jul-2024	Regular	Weekly	1-5	RSP-Math	100	Math	--

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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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.