

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Identification Number 200316X037 SSID 1029115967

Eligible (OHI)

Student LABRECQUE ADAM S MI
Last First MI

Date of Birth: 03-NOV-2018

Section A: Meeting Information

Pertinent Dates	Type of Meeting
Date of Initial IEP Team Meeting: 23-MAY-2023	<input type="radio"/> Initial <input checked="" type="radio"/> Annual Review <input type="radio"/> Three Year Review <input type="radio"/> Other <input type="radio"/> Amendment of IEP dated <input type="radio"/> Early Start Transition <input type="radio"/> Expulsion Analysis <input type="radio"/> Individual Transition Plan
Date of Present Meeting: 02-MAY-2024	
Annual Review to be conducted by: 02-MAY-2025	
Next Three Year Review will be conducted by: 22-MAY-2026	
Three Year Review or Evaluation was conducted on: 23-MAY-2023	
Transition to Kindergarten to be conducted by: 02-MAY-2024	
Location of Meeting: WOODLAKE ECC	District Name: Los Angeles Unified School Distri

Section B: Student Information

Date of Birth: 03-NOV-2018	Age: 5	Grade: 18
Gender: <input checked="" type="radio"/> Male <input type="radio"/> Female	Ethnic Code: White	
Location of the Psych Folder: WOODLAKE ECC	Student has no Psych Folder: <input type="checkbox"/>	
Location of the Cum Folder: WOODLAKE ECC	Student has no Cum Folder: <input type="checkbox"/>	
Home Language: English	Student Language: English	Alternate Mode of Communication:
Home Address of Student: 23308 DOLOROSA ST		
City: WOODLAND HILI CA	ZIP Code: 91367	
Home Telephone: (818) 877-8865	Daytime Telephone:	Emergency Telephone:
School of Attendance: Woodlake Ecc	Location Code: 7877	
School of Residence: Woodlake Ecc	Location Code: 7877	
Name of Parent/Guardian: Ortal and Michael Labr	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)? <input checked="" type="radio"/> No <input type="radio"/> Yes FFH#: Is FFH Provider related to student? <input type="radio"/> No <input type="radio"/> Yes Relationship: Licensed Children's Institution <input checked="" type="radio"/> No <input type="radio"/> Yes LCI Name: LCI#: Out of the home placement made by: <input type="radio"/> Regional Center <input type="radio"/> Department of Mental Health <input type="radio"/> Department of Children's Services <input type="radio"/> Superior Court <input type="radio"/> Other: Child's family living within LAUSD's boundaries? <input type="radio"/> No <input checked="" type="radio"/> Yes If the student is 18 years old or older or is an emancipated minor, does he/she have educational decision-making rights? <input type="radio"/> No <input type="radio"/> Yes		

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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Student **LABRECQUE** **ADAM** **S** **MI** Date of Birth **03-NOV-2018**

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

		Achieved		
Goal for: (example - Reading)		Yes	No	If No, explain the reason the goal/objective was not achieved
1	<input type="text" value="Social Emotional"/>	<input checked="" type="radio"/>	<input type="radio"/>	
Category	<input type="text" value="Social Emotional Development"/> ▼			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
2	<input type="text" value="Social Emotional"/>	<input checked="" type="radio"/>	<input type="radio"/>	
Category	<input type="text" value="Social Emotional Development"/> ▼			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
3	<input type="text" value="Visual Motor"/>	<input checked="" type="radio"/>	<input type="radio"/>	
Category	<input type="text" value="Visual Motor"/> ▼			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
4	<input type="text" value="Expressive Language"/>	<input checked="" type="radio"/>	<input type="radio"/>	
Category	<input type="text" value="Language – Expressive"/> ▼			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
5	<input type="text" value="Fine Motor"/>	<input checked="" type="radio"/>	<input type="radio"/>	
Category	<input type="text" value="Fine Motor"/> ▼			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
6	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category	<input type="text"/> ▼			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
7	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category	<input type="text"/> ▼			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
8	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category	<input type="text"/> ▼			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
9	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category	<input type="text"/> ▼			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
10	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category	<input type="text"/> ▼			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student LABRECQUE ADAM S Date of Birth 03-NOV-2018 Meeting Date 02-MAY-2024
Last First MI

Section E: Present Level of Performance

Performance Area: Health
Category: Health
Assessment/Monitoring Process Used: parent interview, health record review, health questionnaire
State/District Assessment Results:

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

Health Summary: Health questionnaire completed by dad on 04/08/2024. Adam is a 5-year and 5-month-old student in Transitional Kindergarten. Adam has no known medical diagnosis and does not take routine or as needed medications. There were no reported incidents of serious chronic illness, allergies, accidents, injuries, surgeries, and hospitalizations in the last year.
Strengths: Student is on a regular diet, eats well, and feeds self by using utensils and drinking from a cup. Adam communicates verbally to meet needs and wants. Adam ambulates independently without assistance. Adam passed LAUSD audio screening on 2/12/2024 and passed LAUSD's vision screening on 5/12/2023.
Impact of Disability: Adam's physical health does not impact their involvement and progress in their education program.
Accommodations/Modifications: None for health
Laura Duclos, BSN, RN
Credentialed School Nurse
April 25,2024

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):

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Last LABRECQUE

First ADAM

MI S

Date of Birth 03-NOV-2018

Meeting Date 02-MAY-2024

Last

First

MI

Section E: Present Level of Performance

Performance Area: Cognition

Category: Cognitive Development

Assessment/Monitoring Process Used: Record Review - Psych Assessment 5/23/23

State/District Assessment Results:

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

The following information is from Adam's initial comprehensive psycho-educational assessment conducted on 5/23/23:

Adam's current functioning in cognition/general ability on the MSEL showed scatter in his scores between the average to well below average abilities. His abilities are estimated to be in the average based on performance on the MSEL and information gathered via observation and interview on the DP3. It is important to note Adam's high level of distractibility, inattention and task refusal may have interfered with his ability to show skills consistently.

Adam's profile as examined on the MSEL reflects strengths in visual reception skills. He was able to discriminate forms on a puzzle, understands spatial details, discriminate left and right, spatial positions and matched letters and pictures. On the DP-3 parents are reporting he is able to rote count to 15, understands number concepts, group objects by color, forms, or size and answers questions about a short story.

Areas of need/challenge were identified in fine motor and receptive language skills. During assessment Adam struggled to string beads, imitate a complex block design, to follow two-step unrelated commands, identify size concepts and comparative concepts. Parent is reporting that some of these skills have been seen in the home and community for Adam.

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

Performance Area: School Readiness

Category: Cognitive Development

Assessment/Monitoring Process Used: Record Review - Psych Assessment 5/23/23

State/District Assessment Results:

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

The following information is from Adam's initial comprehensive psycho-educational assessment conducted on 5/23/23:

Overall, Adam's current functioning in school readiness is developing not 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 3rd Edition (DP3).

Adam demonstrates strengths in general fund of information, pre-reading and pre-writing skills.

Areas of need/challenge were identified in pre-mathematics skills. Adam at the time of assessment did not demonstrate use of size words, the understanding of number concepts, and rote count to 10, demonstrate 1:1 correspondence or recognize numbers. During assessment it is noted that his inattention and high level of distractibility interfered with his willingness to participate in testing tasks. Parent is reporting some of these skills being seen in the home (recognizing numbers, and shapes).

Educational Impact: An academic performance/school readiness impact was identified at this time In pre-mathematic skills. Adam's school readiness skills are not developing as expected given his limited school experience.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student LABRECQUE

ADAM

S

Date of Birth 03-NOV-2018

Meeting Date 02-MAY-2024

Last

First

MI

Section E: Present Level of Performance

Performance Area: Social Emotional

Category: Social Emotional Development

Assessment/Monitoring Process Used: Record Review - Psych Assessment 5/23/23

State/District Assessment Results:

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

The following information is from Adam's initial comprehensive psycho-educational assessment conducted on 5/23/23: Overall, Adam's social-emotional skills are estimated within the below average to well below average range. Based on observations, informal interviews and the rater's responses on formal rating scales, Adam evidences the following strengths: on the DP-3 parent reports he's knows what 'my' means, responds more readily to the instructions and commands of a familiar adult, names a familiar friend, shows by asking or gestures toileting needs, Expresses desire for playtime with peers, verbally expresses awareness of how others feel and clearly prefers play with similar-aged children as opposed to playing alone. During direct assessment Adam was able to demonstrate functional play skills. He was playful and offered social smiles. Sorted and played with pretend fruit and with the beads stating, 'It's like a blueberry'. He allowed the assessors to enter his play but did not initiate play with others. He was also observed to be very busy as he moved from activity to activity quickly.

Performance Area: Social Emotional (cont.)

Category: Social Emotional Development

Assessment/Monitoring Process Used: Record Review - Psych Assessment 5/23/23

State/District Assessment Results:

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

Adam evidences the following needs/challenges: During direct assessment Adam was active and moved around frequently. He was highly distractible and wiggled and kicked frequently in his seat. Adam attempted to control the play. He verbally and physically (slammed fist on desk) complained when the team attempted persist longer than 1-2 minutes on a tasks. The team had to work at a more hurried pace for assessment. He appeared to be more playfully aggressive with items slamming them down. Some off-topic talk was noted for Adam as he used it to avoid what speaker was asking. Also some impulsivity in his actions was noted as he attempted to get items before given from assessor. Previous information provided by parent notes in the classroom poor teacher and negative peer interactions, poor spatial awareness, and limited ability to attend in group setting and aggressive behaviors. Due to behaviors reported and observed various rating scales were given to parent. At this time parent is endorsing concerns with atypical behaviors but notes significant inattention and hyperactivity. Educational Impact: A social emotional impact was identified at this time.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Date of Birth Meeting Date

Last First MI

Section E: Present Level of Performance

Performance Area:

Category: ▼

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

The following information is from Adam's initial comprehensive psycho-educational assessment conducted on 5/23/23: Overall, Adam's self-help/adaptive behaviors are found to be in the average range.

Based on observations, informal interviews and the rater's responses on formal rating scales, Adam evidences the following strengths: he urinates in the toilet without adult assistance, washes face and hands, and dries them acceptably, selects and plays a video/DVD recording, purposefully uses a mouse, touchpad, or other computerized pointing device and plays a simple computer game.

Adam does not appear to evidences needs/challenges in the area of self-help and adaptive skills.

Educational Impact: A self-help/adaptive behavior 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):

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student

Date of Birth

Meeting Date

Last

First

MI

Section E: Present Level of Performance

Performance Area:

Category: ▼

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Area of Strengths:

Adam understands the concept of schedule and routine. He interacts appropriately with objects in his environment for majority of time. He shows understanding of cause and effect. He is curious about his environment and will explore to find out how things work and what the meaning behind them. He engages in observations and investigations of objects and events in the environment and includes information when sharing his findings. He demonstrates an awareness of differences among living things, earth materials and events in the environment by identifying some of their specific characteristics (appearance, behaviors). He can imitate multiple steps of others' actions. He is curious and asks questions to find out information and to learn. He can continue self-selected activities on his own for a long period of time, with reminder/prompt he will ask adult support to work through challenges he encounters. Adam has great imagination and was observed to be engaged in symbolic and socio-dramatic play. He can communicate on events from past or present. Adam is an active participant during morning/group meeting.

Area of Needs:

Adam display some attention deficits and at times he is not attentive to teacher's instructions/directions.

Impact of disability: Adam's eligibility of OHI contributes to attention challenges which can impact Adam's work production and comprehension in the general education 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):

Area of Strength:

In the area of gross motor skills/movement, Adam is able to anticipate and adjust aspect of his movements during new activities, in changed environment, and different surfaces. He has adequate skills for his age. He combines a variety of locomotor movements and moves effectively across a range of activities. He can run, throw and catch a ball, moves with coordinate speed, access playground equipment, ride the tricycle, and participates in rhythmic activities(dance/songs) . In the area of fine motor, he can color, trace and write his name with a correct grasp, draw some shapes, cut/snip with scissors . He arrange/matches/connects small items, he is able to manipulate objects using his hands with accuracy, and coordination. Adam engages regularly in active physical activities or play for sustained period of time.

Needs: Please refer to OT present level for more information about fine motor abilities and skills.

Educational Impact: motor abilities impact was not identified at this time.

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Los Angeles Unified School District

Student Last: LABRECQUE, First: ADAM, MI: S, Date of Birth: 03-NOV-2018, Meeting Date: 02-MAY-2024

Section E: Present Level of Performance

Performance Area: Literacy, Category: Reading, Assessment/Monitoring Process Used: DRDP/OBSERVATION/DIRECT WORK WITH STUDENT, State/District Assessment Results:

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

Area of Strengths: Adam shows interest in books, looks at the books, and show interest in other literacy activities in the classroom. He knows how to handle a book, flipping the pages page by page. He can listen to a short story, answer questions relate to the story, can responds by recalling some story elements, and participate in music and songs when he is interested and attentive. Adam recognizes his name in writing, and can write his name. He knows most of the upper case alphabet letters and some sounds. Area of needs: At times Adam experiences difficulties to maintain his attention during literacy activities and to complete task independently . Impact of disability: Adam's eligibility of OHI contributes to attention challenges which can impact Adam's work production and comprehension in the general education curriculum.

Performance Area: Math, Category: Math, Assessment/Monitoring Process Used: DRDP/DIRECT WORK WITH STUDENT/OBSERVATION, State/District Assessment Results:

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

Area of Strengths: Adam recognizes and name most basic shapes, he identifies colors, numbers 1-10, and some double digit numbers such as 11, 16, 12, and body parts. He can rote count to 15. He can classify and sort objects into one or two groups based on one attribute. He understands proposition words such as in/out, big/small, up/down. He shows understanding of some measurable properties such as big/small/medium. Area of Needs: One to one correspondence is emerging but still has difficulties to count objects in a group when it has more than 5 items. Impact of disability: Adam's eligibility of OHI contributes to attention challenges which can impact Adam's work production and comprehension in the general education curriculum.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Date of Birth Meeting Date

Last First MI

Section E: Present Level of Performance

Performance Area:

Category: ▼

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Area of Strengths:
 Adam made a tremendous growth in the area of social emotional development. At the beginning of the year Adam displayed challenging behaviors relate to social interactions, following rules and routines and accepting authorities. Adam understand routines and rules and can follow them mostly independently. Adam is a sweet boy who seems to be happy and cheerful at school. He has shown progress in engaging in cooperative play in which he is interacting with peers in a much positive manner and expressing his desires and needs much better with limited reminders and support. He can be very social and articulates and loves to have conversations with both his peers and the adults. He follows the classroom routine and rules with occasion prompts and reminders. Adam can transition from activities with ease and no resistant for the most part. Sometimes he needs an extra prompt to transition from preferred activities to non-preferred activities. Teacher reports that Adam has improved with his reactions to certain situations and handle them better. He plays appropriate with toys, share space and materials for the most part, can lead a group in play or join in. He can state his own name as well as the names of all familiar people. He expresses simple ideas about himself and his connection to others. He also describes his own preferences and feelings as well as those of family members and other familiar people. He initiates extended interactions with familiar adults and will seek out support from them. He participates in extended episodes of cooperative play with friends and engages in pretend play with others around a shared idea.

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):

Area of Needs: Adam is still learning to solve conflicts and resolve disputes with peers on his own and to regulate his feelings and control his emotions and use his words when frustrated, angry or upset . He does better but still needs some reminders/prompts when he experiences disappointment or when things don't go exactly how he wants them to go.

Impact of disability: Adam's eligibility of OHI contributes to attention and social/emotional challenges which can impact Adam's overall functioning in the general education curriculum.

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Los Angeles Unified School District

Student Last: LABRECQUE, First: ADAM, MI: S, Date of Birth: 03-NOV-2018, Meeting Date: 02-MAY-2024

Section E: Present Level of Performance

Performance Area: Language
Category: Language - Expressive
Assessment/Monitoring Process Used: Ongoing informal data, observation, teacher report, assessment review
State/District Assessment Results: N/A

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

Summary of Service: Adam is transitioning to Kindergarten and he has received Language and Speech (LAS) services at Woodlake ECC.
Strengths: Adam has been an enthusiastic participant during LAS sessions and demonstrates that he met his annual goal focused on asking/answering WH (who, what, where, what doing...) on topic and using 4+ word utterances. Adam uses language well for a variety of purposes (e.g., labeling familiar vocabulary- nouns/verbs/basic concepts, requesting/asking, commenting, providing a simple description, protesting, expressing opinions, telling about a past event) and he engages in conversation over several turns with different partners. He typically speaks in complete sentences and benefits from adult modeling of grammatical markers as needed. His receptive language was previously determined to be within the average range and he usually shows understanding of different directions and questions when he is attentive and well-regulated. Adam has improved his oral participation in whole and small group activities. Informally, the areas of articulation, voice and speech fluency continue to be appropriate for curriculum access.
Needs: Adam has increased vocabulary but needs support to expand and describe vocabulary by different types of features/descriptor (e.g., category, action/function, location, parts, appearance, etc.).
Impact of Disability: Adam's disability of OHI is accompanied by an expressive language disorder which affects his communication and may impact his involvement and progress in the general education curriculum.
Lara Johnson, M.S. CCC-SLP
Speech-Language Pathologist
5/1/24

Performance Area: Language Development
Category: Language Development
Assessment/Monitoring Process Used: DRDP/OBSERVATION/DIRECT WORK WITH STUDENT
State/District Assessment Results:

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

Area of Strengths
Adam utilizes his language to adequately articulate thoughts, wants, needs, and desires in most circumstances. He uses full sentences to communicate, and can talk about events or objects that are not present. He answers simple 'wh' questions with a complete thought with minimal prompting. Responds to others' comments or questions in a series of exchanges. When speaking to others, Adam uses appropriate eye contact.. He can follow simple 2-3 step directions most of the time.
Area of Need:
please refer to LAS present level

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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Student LABRECQUE

ADAM

S

Date of Birth 03-NOV-2018

Meeting Date 02-MAY-2024

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Section E: Present Level of Performance

Performance Area: Sensorimotor

Category: Sensorimotor

Assessment/Monitoring Process Used: session observations, teacher reports, work samples

State/District Assessment Results:

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

Student's areas of strengths: Adam is a 5yr 5 mo old active little boy who loves Legos, Sonic and enjoys gross motor activities. Adam demonstrated adequate postural stability to maintain an upright position in sitting and standing and to transition between various positions and to navigate his classroom and school environment. Adam demonstrates functional visual perceptual skills to identify and differentiate colors, letters and numbers and match pictures/shapes/letters. Adam demonstrated functional fine motor and visual motor skills to manipulate objects eg coins, Legos small blocks and beads. He is able to follow simple 1-2 step directions with minimal visual, verbal, tactile cues. Adam possesses adequate arousal and alertness to participate in classroom based tasks. He has demonstrated significant improvements in his Visual Motor skills specifically being able to write his first name in Uppercase 'ADAM' and cutting simple shapes. He is developing skills in imitating rest of the alphabet and numbers. Adam is Right handed and uses a mature functional grasp on writing utensils during writing or colouring tasks. Adam is able to don scissors correctly 70% of the time and cut and simple shapes within 1/4 inch of reference line.

Student's areas of need: Adam is demonstrating some differences in his fine motor and visual motor skills and would benefit from collaboration from school occupational therapy regarding his fine motor and visual motor skills.

Impact of disability : Adam's disability of OHI is accompanied by visual motor difference which affects his cutting skills and may impact his involvement and progress in the general education 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):

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Student LABRECQUE ADAM S
Last First MI

Date of Birth 03-NOV-2018

Meeting Date 02-MAY-2024

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:

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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Student LABRECQUE ADAM S Last First MI

Date of Birth 03-NOV-2018

Meeting Date 02-MAY-2024

Section G: Annual Goals and Objectives

Performance Area: Self Regulation Category: Social Emotional Develk Annual Goal #: 1

Adam will independently seek out an adult or practice self-regulation strategies(for example -deep breath, movement breaks, tactile fidgets, etc.)when an upsetting situation occurs, in 4/5 opportunities for five consecutive school days.

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:

Adam will seek out an adult or practice self-regulation strategies(for example - deep breath, movement breaks, tactile fidgets, etc.) with adult modeling when an upsetting situation occurs , in 3/5 opportunities for five consecutive school days.

Incremental objective #2 related to the goal:

Adam will seek out an adult or practice self-regulation strategies with no more than 2 verbal reminders when an upsetting situation occurs (e.g., a peer not following classroom rules), in 3/5 opportunities for five consecutive school days

Date to be achieved: September 2024 MO/YR

Date to be achieved: January 2025 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 questions, and reasons for 'No'.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
 Last First MI

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

During small/Large group instruction / a task (reading/writing/table task, etc), Adam will increase the amount of time he can remain on task/group activity without becoming distracted or disengaged in 4/5 opportunity for 5 consecutive school days

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 no more than 2-3 cues/prompts, during small/Large group instruction / a task (reading/writing/table task, etc), Adam will increase the amount of time he can remain on task/group activity without becoming distracted or disengaged in 3/5 opportunity for 5 consecutive school days

Incremental objective #2 related to the goal:

With no more than 1-2 reminders, during small/Large group instruction / a task (reading/writing/table task, etc), Adam will increase the amount of time he can remain on task/group activity without becoming distracted or disengaged in 3/5 opportunity for 5 consecutive school days

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 Date: <input type="text"/>	2nd Reporting Period Date: <input type="text"/>	3rd Reporting Period Date: <input type="text"/>	4th Reporting Period (Secondary Only) Date: <input type="text"/>	Goal Achievement
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"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student LABRECQUE ADAM S Last First MI

Date of Birth 03-NOV-2018

Meeting Date 02-MAY-2024

Section G: Annual Goals and Objectives

Performance Area: Expressive Language Category: Language - Expressive Annual Goal #: 3

Adam will describe a familiar object/picture by at least 3 features (e.g., category, action/function, location, parts, appearance, etc.). given access to visual support and minimal verbal prompts and cues in 80% of opportunities, measured over two consecutive LAS 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, Criterion Referenced, Work Samples, Curriculum Based, Informal

Incremental objective #1 related to the goal:

Adam will describe a familiar object/picture by at least 3 features (e.g., category, action/function, location, parts, appearance, etc.). given access to visual support and minimal verbal prompts and cues in 60% of opportunities, measured over two consecutive LAS sessions.

Incremental objective #2 related to the goal:

Adam will describe a familiar object/picture by at least 3 features (e.g., category, action/function, location, parts, appearance, etc.). given access to visual support and minimal verbal prompts and cues in 70% of opportunities, measured over two consecutive LAS sessions.

Date to be achieved: September 2024 MO/YR

Date to be achieved: January 2025 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 'No' progress.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student LABRECQUE ADAM S Last First MI

Date of Birth 03-NOV-2018

Meeting Date 02-MAY-2024

Section G: Annual Goals and Objectives

Performance Area: Math Category: Math Annual Goal #: 4

Adam will count to answer, 'How many?' when given as many as 20 things arranged in a line, rectangular array, and /or circle, or as many as 10 things in a scattered configuration in 4/5 trials with 80% 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:

Adam will count to answer, 'How many?' when given as many as 10 things arranged in a line, rectangular array, and /or circle, or as many as 10 things in a scattered configuration in 3/5 trials with 60% accuracy.

Incremental objective #2 related to the goal:

Adam will count to answer, 'How many?' when given as many as 15 things arranged in a line, rectangular array, and /or circle, or as many as 10 things in a scattered configuration in 3/5 trials with 70% accuracy.

Date to be achieved: September 2024 MO/YR

Date to be achieved: January 2025 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.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student LABRECQUE ADAM S Last First MI

Date of Birth 03-NOV-2018

Meeting Date 02-MAY-2024

Section G: Annual Goals and Objectives

Performance Area: Visual Motor Category: Visual Motor Annual Goal #: 5

For improved fine motor/ visual motor skills for cutting, Adam will correctly position scissors to cut complex shapes (star, heart etc) with 80% accuracy staying no more than 1/4 inch away from the line with minimal verbal cues, 3/5 trials.

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, teacher samples, Criterion Referenced, Work Samples, Curriculum Based, Informal

Incremental objective #1 related to the goal:

For improved fine motor/ visual motor skills for cutting, Adam will correctly position scissors to cut simple shapes (circle, square etc) with 90% accuracy staying no more than 1/4 inch away from the line with minimal verbal cues, 4/5 trials.

Incremental objective #2 related to the goal:

For improved fine motor/ visual motor skills for cutting, Adam will correctly position scissors to cut complex shapes (star, heart etc) with 60% accuracy staying no more than 1/4 inch away from the line with minimal verbal cues, 3/5 trials.

Date to be achieved: October 2024 MO/YR

Date to be achieved: February 2025 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

Table with 5 columns: 4 GOAL MET OR EXCEEDED, 3 SUBSTANTIAL PROGRESS (50-99% of goal met), 2 PARTIAL PROGRESS (1-49% of goal met), 1 NO PROGRESS, and Goal Achievement. Rows include reporting periods, progress marks, and achievement status.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Last: LABRECQUE, First: ADAM, MI: S

Date of Birth: 03-NOV-2018

Meeting Date: 02-MAY-2024

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

[Dropdown menu with arrow]

[Text input field]

Accommodations:

[Large empty text area for accommodations]

No assessment tests found.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student LABRECQUE ADAM S MI

Date of Birth 03-NOV-2018

Meeting Date 02-MAY-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]

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

Pandemic Learning Loss Consideration of Compensatory and/or Recoupment Services

Compensatory Education Consideration:

- Checkboxes for compensatory education: The IEP team has reviewed and discussed whether compensatory education is required due to the COVID-19 pandemic. The IEP team has determined: Student received all of their special education... Student did not receive all of their special education... Compensatory education consideration was documented on IEP dated

23-MAY-2023 (Inactive) Initial [dropdown]

Recoupment Services Consideration:

- Checkboxes for recoupment services: The IEP team has reviewed and discussed student's progress/achievement and considered factors that may have impacted student's learning during the school facility closures as a result of the COVID-19 pandemic. The IEP team has determined: Student has made expected progress toward IEP goals... Student experienced learning loss as a result of the school facility closures... Recoupment services consideration was documented on IEP dated

23-MAY-2023 (Inactive) 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.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Last: LABRECQUE, First: ADAM, MI: S

Date of Birth: 03-NOV-2018

Meeting Date: 02-MAY-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 include Email (J Ljubicic, 08-APR-2024) and Student (J Ljubicic, 22-APR-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: 02-MAY-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: 2-MAY-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.



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="Ortal Labrecque"/>	<input type="text" value="Ortal Labrecque"/>
Parent/Guardian	<input type="text" value="Michael Labrecque"/>	<input type="text" value="Michael Labrecque"/>
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="Iris Yelinek"/>	<input type="text" value="Iris Yelinek"/>
General Education Teacher	<input type="text" value="Michelle Gerson"/>	<input type="text" value="Michelle Gerson"/>
School Psychologist	<input type="text" value="Rachel Boyd"/>	<input type="text" value="Rachel Boyd"/>
School Nurse	<input type="text"/>	<input type="text"/>
Related Service Staff <input type="text" value="LAS"/>	<input type="text" value="Lara Johnson"/>	<input type="text" value="Lara Johnson"/>
Related Service Staff <input type="text" value="OT"/>	<input type="text" value="Jameela Lavangnia"/>	<input type="text" value="Jameela Lavangnia"/>
Related Service Staff <input type="text"/>	<input type="text"/>	<input type="text"/>
Interpreter	<input type="text"/>	<input type="text"/>
Sign Language Interpreter	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Last: LABRECQUE, First: ADAM, MI: S

Date of Birth: 03-NOV-2018

Meeting Date: 02-MAY-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, Special Day Program, Home/Hospital, etc.

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 LABRECQUE

ADAM

S

Date of Birth 03-NOV-2018

Meeting

02-MAY-2024

Last

First

MI

Date

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?	
	<input type="radio"/> Yes <input type="radio"/> 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.
	<input type="radio"/> Yes <input type="radio"/> 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.
<div style="border: 1px solid black; height: 80px; width: 100%;"></div>		

Step D.	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting?	
	<input type="radio"/> Yes <input type="radio"/> 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.
	<input type="radio"/> Yes <input type="radio"/> 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.
<div style="border: 1px solid black; height: 80px; width: 100%;"></div>		

Step E.	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a residential care facility?	
	<input type="radio"/> Yes <input type="radio"/> No	If not currently available, articulate in the IEP what supports, accommodations and/or modifications are required for the student in this setting.
	<div style="border: 1px solid black; height: 80px; width: 100%;"></div>	

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Last LABRECQUE

ADAM

S

Date of Birth 03-NOV-2018

Meeting

Date 02-MAY-2024

Last

First

MI

Date

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)

Los Angeles Unified School District

IEP FAPE Part 1 - Eligibility, Placements and Supports

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="02-MAY-2024"/>	<input type="text"/>
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"/>
Placement	Type of School <input type="text" value="Affiliated Charter"/>	<input type="text"/>
	Name of School <input type="text" value="WOODLAKE ECC"/>	<input type="text"/>
Instructional Setting	Setting <input type="text" value="General Education"/>	<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(self regulation),2(Attention),4(Math),3(Expressive Language)"/>	<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="Providing a quiet workspace free from distractions, Breaking down tasks into smaller, more manageable steps, Using visual aids and other sensory supports to enhance learning and retention, Using positive reinforcement and rewards to motivate and encourage students, Teaching self-monitoring and self-regulation strategies, such as mindfulness and deep breathing exercises"/>	<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 type="radio"/> Yes <input checked="" type="radio"/> No	<input type="text"/>
	If the Parent does not agree, specify the area(s) to be reassessed. <input type="text" value="health, psych, academics, LAS, OT"/>	<input type="text"/>
Comments, as appropriate		
Low Incidence Equipment	<input type="text"/>	

**Assistive Technology
Equipment**

--

**Participation in
General Education**

Adam will participate in general education the entire school day with PKIT (23-24), RSP (24-25), LAS, and OT services.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student **LABRECQUE** **ADAM** **S**
 Last First MI

Date of Birth **03-NOV-2018** Meeting Date **02-MAY-2024**

		Effective With This IEP	Future Changes Related To This IEP
Service 1	Start Date:	Effective on Signature Date 02-MAY-2024	
26	End Date:	07-JUN-2024	
Pre-Kdg. Itinerant	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals:	Interval:	Monthly	
	Minutes/Interval:	120	
1(Self Regulation)	Minutes/Interval (Pullout from Gen Ed):	0	
2(Attention)			
4(Math)	Service Delivery Model:	Direct Service (Collaborative)*	
	Responsible Personnel:	Special Education Teacher	
		General Education Teacher	
	*		
Service 2	Start Date:	Effective on Signature Date 02-MAY-2024	
10	End Date:		
Language/Speech	Service applies to:	Regular	
	Frequency:	10-40	
This service addresses the following goals:	Interval:	Yearly	

3(Expressive Language)	Minutes/Interval:	900	
	Minutes/Interval (Pullout from Gen Ed):	900	
	Service Delivery Model:	Direct Service (Collaborative)*	
	Area:	School-Based	
	Responsible Personnel:	Licensed/Credentialed Provider	
		General Education Teacher	

*

Service 3	Start Date:	Effective on Signature Date 02-MAY-2024	
16	End Date:		
Occupational Therapy	Service applies to:	Regular	
	Frequency:	10-20	
This service addresses the following goals:	Interval:	Yearly	

1(Self Regulation) 5(Visual Motor)	Minutes/Interval:	840	
	Minutes/Interval (Pullout from Gen Ed):	500	
	Service Delivery Model:	Direct Service (Collaborative)*	
	Responsible Personnel:	Licensed/Credentialed Provider	
		Other Provider(s)	
		General Education Teacher	

*

Service 4	Start Date:	Effective with Future Changes 02-MAY-2024	12-AUG-2024
RSP	End Date:		
RSP	Service applies to:		Regular
	Frequency:		1-5

This service addresses the following goals:	Interval:	Weekly
4(Math)	Minutes/Interval:	20
	Minutes/Interval (Pullout from Gen Ed):	0
	Service Delivery Model:	RSP: Collaborative Teaching and Planning**
	RSP Area:	Math
	Responsible Personnel:	Resource Specialist Teacher
		Other Provider(s)

**

Service 5	Start Date:	Effective with Future Changes 02-MAY-2024	12-AUG-2024
RSP	End Date:		
RSP	Service applies to:		Regular
	Frequency:		1-5

This service addresses the following goals:	Interval:	Weekly
1(Self Regulation) 2(Attention)	Minutes/Interval:	40
	Minutes/Interval (Pullout from Gen Ed):	0
	Service Delivery Model:	RSP: Collaborative Teaching and Planning**
	RSP Area:	Literacy/ELA/ELD
	Responsible Personnel:	Resource Specialist Teacher
		Other Provider(s)

**

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="1"/>	

Part 4 - Compensatory Education/Recoupment Services Discussion

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Part 4 - Additional IEP Team Considerations & Parental Input

This is an annual IEP for Adam. Parents participated in-person.

The Language and Speech (LAS) initial assessment report from the IEP dated 5/23/23 is uploaded to the 'attachments' tab of this IEP. The team discussed Adam's significant progress and that a re-evaluation in LAS may be considered in Kindergarten if appropriate. PKIT will be provided for the remaining of the school year 2023-2024 for 120 minutes a months to support his needs in the TK classroom.

The initial comprehensive psycho-educational assessment from the IEP dated 5/23/23 is uploaded to the 'attachments' tabs of this IEP. The school psychologist reviewed eligibility with the team, and the team discussed that Other Health Impairment (OHI) related to characteristics of ADHD continues to be the most accurate eligibility to describe Adam's unique strengths and needs. Information from psych PLPs were copied from his IEP on 5/23/23 as this is considered his current assessment.

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	02-May-2024								
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	10-40	School-Based	900	Expressive Language	--
16	Occupational Therapy	Effective on Signature Date	Regular	Yearly	10-20	~	840	Self Regulation, Visual Motor	--
26	Pre-Kdg. Itinerant	Effective on Signature Date	Regular	Monthly	1-5	~	120	Self Regulation, Attention, Math	--
RSP	RSP	Effective with Future Changes 12-Aug-2024	Regular	Weekly	1-5	RSP-Literacy/ELA/ELD	40	Self Regulation, Attention	--
RSP	RSP	Effective with Future Changes 12-Aug-2024	Regular	Weekly	1-5	RSP-Math	20	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.