

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Identification Number  SSID

Student    Last First MI

Eligible (SLD)

Date of Birth:

Section A: Meeting Information

Pertinent Dates	Type of Meeting
Date of Initial IEP Team Meeting <input type="text" value="31-MAY-2024"/>	<input checked="" type="radio"/> Initial <input type="radio"/> Amendment of IEP dated <input type="text"/>
Date of Present Meeting <input type="text" value="31-MAY-2024"/>	<input type="radio"/> Annual Review <input type="radio"/> Early Start Transition
Annual Review to be conducted by <input type="text" value="31-MAY-2025"/>	<input type="radio"/> Three Year Review <input type="radio"/> Expulsion Analysis
Next Three Year Review will be conducted by <input type="text" value="31-MAY-2027"/>	<input type="radio"/> Other <input type="radio"/> Individual Transition Plan
Three Year Review or Evaluation was conducted on <input type="text" value="31-MAY-2024"/>	<input type="text"/>
Transition to Kindergarten to be conducted by <input type="text"/>	
Location of Meeting <input type="text" value="MONLUX EL"/>	District Name <input type="text" value="Los Angeles Unified School Distri"/>

Section B: Student Information

Date of Birth  Age  Grade

Gender  Male  Female Ethnic Code

Location of the Psych Folder  Student has no Psych Folder

Location of the Cum Folder  Student has no Cum Folder

Home Language  Student Language  Alternate Mode of Communication

Home Address of Student

City  CA ZIP Code

Home Telephone  Daytime Telephone  Emergency Telephone

School of Attendance  Location Code

School of Residence  Location Code

Name of Parent/Guardian  Telephone

Address

City  CA ZIP Code

Surrogate Parent  Telephone

Attends **CURRENT SCHOOL** as a result of one of the following  ▼

Private School:

Is the student living in a Family Foster Home (FFH)?  No  Yes FFH#

Is FFH Provider related to student?  No  Yes Relationship

Licensed Children's Institution  No  Yes LCI Name

Out of the home placement made by  Regional Center  Department of Mental Health  Department of Children's Services

Superior Court  Other

Child's family living within LAUSD's boundaries?  No  Yes

If the student is 18 years old or older or is an emancipated minor, does he/she have educational decision-making rights?  No  Yes

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student    Date of Birth

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Section C: Language Acquisition

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

Section D: Goal Achievement from Current IEP

Goal for: (example - Reading)	Achieved		If No, explain the reason the goal/objective was not achieved
	Yes	No	
1 <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"/>
2 <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"/>
3 <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"/>
4 <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"/>
5 <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"/>
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 GOV

LIEM

Date of Birth 10-SEP-2014

Meeting Date 31-MAY-2024

Last

First

MI

Section E: Present Level of Performance

Performance Area: Reading

Category: Reading

Assessment/Monitoring Process Used: Woodcock Johnson IV Tests of Achievement

State/District Assessment Results:

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

Letter-Word Identification SS 81  
Passage Comprehension SS 81  
Sentence Reading Fluency SS 70

Strengths: Liem was able to recognize and name all of the letters on the Letter-Word Identification subtest and he knew all of the letter sounds. He was able to read all of the CV, CVC, CCVC, and CVCC words as well as some two and even three syllable words. On the Passage Comprehension subtest he was able to read simple sentences and verbally fill in the missing word. He was also able to read simple sentences and circle yes or no correctly, to demonstrate comprehension, 21 times in 3 minutes on the Sentence Reading Fluency subtest.

Areas of Need: Liem generally did not attempt to decode words, but instead read by rote memory, making him much more of a sight word reader. His ability to read words can be very inconsistent due to this and he often struggled with simpler words but later on was able to read words well beyond his grade level. It is estimated that his independent reading level is probable early 2nd grade. He was very soft spoken on all three reading subtests and at times it was difficult to understand him due to his quiet voice and what appeared to be noticeable articulation difficulties.

Impact: Liem's specific learning disability impairs his ability to both decode and comprehend what he is reading, which impacts his participation and progress in the general education curriculum.

Performance Area: Written Language

Category: Writing

Assessment/Monitoring Process Used: Woodcock Johnson IV Tests of Achievement

State/District Assessment Results:

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

Spelling SS 70  
Writing Samples SS 85  
Sentence Writing Fluency SS 72

Strengths: Liem was able to spell most of the CV and CVC words as well as some CCVC and CVCC words on the Spelling subtest. He was also able to correctly spell a few two syllable words which he seemed to now by rote memory. On the Writing Samples subtest he was able to complete sentences by filling in a missing word. He was also able to look at a picture prompt and write simple sentences with fairly good syntax and semantics. On the Sentence Writing Fluency Subtest he was able to write 5 sentences accurately within 5 minutes given picture prompts and three words.

Areas of Need: Liem had a difficult time with spelling overall. He did not capitalize the first word of his sentences nor did he use any end punctuation. He also made numerous spelling errors when writing sentences, but it was fairly easy to understand what he wrote. On the Sentence Writing Fluency Subtest he often had trouble with word order, but it may have been because he was trying to rush knowing it was a timed test.

Impact: Liem's specific learning disability impairs his writing strategies and conventions, which impacts his participation and progress in the general education curriculum.

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LIEM

Date of Birth 10-SEP-2014

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First

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Section E: Present Level of Performance

Performance Area: Mathematics

Category: Math

Assessment/Monitoring Process Used: Woodcock Johnson IV Tests of Achievement

State/District Assessment Results:

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

Calculation SS 81  
 Applied Problems SS 92  
 Math Facts Fluency SS 94

Strengths: Liem appears to have a relative strength in math. He scored within the average range in Applied Problems and Math Facts Fluency and in the low average range in Calculation. On the Calculation subtest he was able to add two digit numbers, including three addends, without regrouping. He was able to subtract two digit numbers without regrouping and he was able to solve most of the single digit multiplication problems as well as two digit by one digit multiplication problems with regrouping. He did attempt to solve some addition problems to the thousands and some subtraction problems to the hundreds with regrouping. On the Math Facts Fluency subtest he attempted to solve 60 single digit addition and subtraction problems in three minutes. On the Applied Problems subtest he was able to solve word problems, when read to him, involving counting and single operations of addition, subtraction, and multiplication. He was able to read analog time by at least the hour, and he demonstrated fairly good knowledge of coin value.

Areas of Need: Liem was unable to regroup accurately when adding or subtracting. He frequently used the wrong operation, especially on the Math Facts Fluency subtest where he did make twelve errors. He was also unable to solve multiplication problems involving zeros correctly and typically wrote  $4 \times 0 = 4$  for example.

Impact: Liem's specific learning disability impairs both his calculation and math applications, which impacts his participation 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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Section E: Present Level of Performance

Performance Area:

Health

Category:

Health

Assessment/Monitoring Process Used:

Parent Interview and nurse assessment

State/District Assessment Results:

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

HEALTH ASSESSMENT: An Initial Health Assessment was completed 5/23/2024 with information obtained from the father and an assessment by the school nurse. Liem is 9 years and 8 months old, currently attending 3rd grade. Father reported that mother had a full-term pregnancy without any complications. All developmental milestones if not early were within age expectancy range. Student does not take any medication at home or at school. No serious illness, injury, accidents, or hospitalization reported. No known food and medication allergy.

STRENGTHS: Liem is in good general health. Student passed LAUSD's vision screening without correction on 5/23/2024. Father has no concerns with student's hearing. Student can ambulate with steady gait and balance and is independent with activities of daily living such as feeding, toileting, and personal grooming. Student can verbalize needs and wants effectively.

AREA OF NEED: Health is not an area of need at this time.

IMPACT OF DISABILITY: Student's physical health does not impact their involvement and progress in their educational program.

ACCOMMODATIONS/MODIFICATIONS: None in the area of health.

Helen Ueyama, BSN, RN  
School Nurse  
5/23/2024

Performance Area:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

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LIEM

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Section E: Present Level of Performance

Performance Area: Cognitive/Processing

Category: General Ability

Assessment/Monitoring Process Used: Alternative Psycho-educational

State/District Assessment Results: N/A

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

Current Level/Strengths: Based on alternative measures of assessment cognitive ability is estimated to be in the average range. Liem demonstrates high average range visual perceptual skills including visual memory, discrimination, ability to visualize visual closure, identify item figure ground and spatial relations. He demonstrates inconsistent simultaneous processing tasks. Simultaneous processing involves the mental process used to relate separate pieces of information into a group or see how parts are related to a whole. Liem demonstrates average range ability to complete nonverbal patterns and well below average range skills on tasks involving verbal comprehension skills in sequence with visual choices. He demonstrates average range auditory processing skills. Liem demonstrates average range phonological discrimination, average range segmentation/deletion skills and blending skills. Within the area of short-term auditory memory, Liem scored within the average range. He scored inconsistently in the area of auditory comprehension and processing oral directions with skills ranging from well below average to average.

Challenges: Liem exhibits inconsistent attention processing skills. Attention allows the student to selectively focus on things heard or seen and resist being distracted by irrelevant sights and sounds.

Continued below

Performance Area: Cognitive/Processing (continued)

Category: General Ability

Assessment/Monitoring Process Used: Alternative Psycho-educational

State/District Assessment Results: N/A

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

Executive functioning skills fell in the well below average range on tasks that required control of thinking and attention with significant inconsistency. His working memory score fell in the well below average range indicating well below average range scores on tasks involving evaluating and working with information remembered for a short period of time.

Impact: Liem's eligibility of Specific Learning Disability and processing challenges impacts his ability to be involved and progress in the general curriculum without the support of special education services.

Supports: Continue to provide Liem with structure for academic activities whenever possible (e.g.: specific directions, formal routine for tasks, time units). Liem should continue to be seated close to instruction to access visual supports and reduce distractions. Verbal information should be supported with visual supports whenever appropriate. Tasks may be broken down into smaller components, which after individual success, might then be recombined with the original task.

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LIEM

Date of Birth

10-SEP-2014

Meeting Date

31-MAY-2024

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MI

Section E: Present Level of Performance

Performance Area:

Language

Category:

Language

Assessment/Monitoring Process Used:

Observations, Questionnaires, Woodcock Munoz III

State/District Assessment Results:

N/A

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

Current Level/Strengths: Liem lives in a household in which Hebrew and English is spoken. He speaks in complete sentences and his speech is easily understood. Liem demonstrates appropriate topic maintenance and exhibits overall appropriate social language pragmatic skills. On verbal analogy reasoning tasks such as a bird flies.... A fish ... Liem scored in the low average range. With regard to picture vocabulary at the one-word level, Liem performed in the average range. On tasks using listening comprehension and ability to complete sentences provided using one word, Liem scored in the low average range. Parent responses on the BASC indicated Adequate scores in the area of Functional Communication.

Challenges: On oral language expressive tasks requiring use of directed words and picture cues, Liem scored in the below average range. Listening skills were found to range from below average to low average. Expressive skills ranged from below average to low average. Teacher responses on the BASC indicated Clinically Significant scored in the area of Functional Communication.

Impact: Liem's eligibility of Specific Learning Disability and attention/comprehension challenges impact his ability to be involved and progress in the general curriculum without the support of special education services.

Supports: It may be helpful to encourage Liem to rephrase information to determine understanding/comprehension of information. Verbal information should be supported with visual cues.

Performance Area:

Motor

Category:

Motor Abilities

Assessment/Monitoring Process Used:

VMI, Observations, Questionnaire

State/District Assessment Results:

N/A

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

Current Level/Strengths: Liem exhibits age-appropriate gross motor skills. He is observed to exhibit good coordination and control in sport activities such as soccer and basketball. He runs quickly turning as desired and is able to kick a ball kicked in his direction. Liem participates successfully on a soccer team outside of school. Teacher describes Liem as very artistic and enjoys participating in art activities.

Challenges: Teacher reports that Liem exhibits irregular handwriting with respect to size of letters, spacing and use of upper and lowercase letters. He is also noted to reverse letters consistently. On visual motor integration tasks, involving combining visual input with motor output, Liem scored in the below average range. (sensory motor skills). This is an area of real and relative weakness for Liem.

Impact: Liem's eligibility of Specific Learning Disability and visual motor challenges impact his ability to be involved and progress in the general curriculum without the support of special education services.

Supports: Liem may benefit from extra time on writing tasks as well as limited need to copy from near or far point range.

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LIEM

Date of Birth 10-SEP-2014

Meeting Date 31-MAY-2024

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Section E: Present Level of Performance

Performance Area: Social-Emotional

Category: Social Emotional

Assessment/Monitoring Process Used: Observations, Interviews, Rating Scales, Record Review

State/District Assessment Results: N/A

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

Current Level/Strengths: Liem is described as a generally happy, outgoing, cooperative and active child that has many friends, makes friends easily and exhibits leadership qualities. Liem gets along very well with family members of all ages. He exhibits age-appropriate self-care skills. Across settings he presents as a kind, friendly, polite, interactive and talkative student. Liem plays well with others and enjoys the social aspects of school. He is also described as motivated and excited to learn new things when he is interested. Liem enjoys age-appropriate activities, shares his interests with others and is interested in the ideas of others. Liem is motivated to learn and a positive attitude towards challenges. He follows classroom as school rules and is described as well behaved. Liem is a great friend, shows empathy and cooperation and has strong peer relationships. Liem exhibits appropriate activity level, is well behaved, follows classroom and school rules, adapts well to changes and exhibits strong social skills including leadership skills. He presents as a generally happy child. However, as observed in his academic environment, Liem struggles with direct and sustained attention and exhibits significant academic challenges.

Challenges: N/A Social-Emotional skills are age appropriate, and he does not exhibit a deficit in this area.

Impact: N/A Social-Emotional skills are age appropriate, and he does not exhibit a deficit in this area.

Performance Area:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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



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Section F: Eligibility

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

Cognitive/Processing, Language, Motor, Academics, Social-Emotional

For Initial IEP, interventions attempted prior to determining eligibility:

Liem works with a private reading specialist one time per week. Additionally, he joined the Emek reading lab pull out group at the end of January, which meets 4 times per week. It was noted that he also received this reading lab pull out intervention last school year. He also receives title 4 math intervention twice a week during the spring semester.

Eligible as a student with the disability of:

Code: SLD Specific Learning Disability
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, Lack of instruction in math, Temporary Physical Disability, Limited English Proficiency, Lack of instruction in reading, Environmental, Cultural or Economic Factors

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area:  Category:  Annual Goal #:

Liem will ask and/or answer questions to show understanding of an informational text in a small group setting as measured by work samples in 2 out of 3 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:

Liem will ask and/or answer questions to show understanding of an informational text in a small group setting as measured by work samples in 1 out of 2 trials with 60% accuracy.

Incremental objective #2 related to the goal:

Liem will ask and/or answer questions to show understanding of an informational text in a small group setting as measured by work samples in 1 out of 2 trials with 65% 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 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"/>

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Student     
 Last First MI

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area:  Category:  Annual Goal #:

With guidance and support from adults, Liem will write 3 or more paragraphs in which the development/ organization are appropriate to the task and/ or purpose in a small group as measured by work samples in 2 out of 3 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 guidance and support from adults, Liem will write 1 or more paragraphs in which the development/ organization are appropriate to the task and/ or purpose in a small group as measured by work samples in 1 out of 2 trials with 60% accuracy.

Incremental objective #2 related to the goal:

With guidance and support from adults, Liem will write 2 or more paragraphs in which the development/ organization are appropriate to the task and/ or purpose in a small group as measured by work samples in 1 out of 2 trials with 65% 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 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"/>

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Meeting Date

Section G: Annual Goals and Objectives

Performance Area:  Category:  Annual Goal #:

Liem will subtract from a total number no greater than 1000 using strategies and algorithms based on place value and properties of operations in a small group as measured by work samples in 2 out of 3 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:

Liem will subtract from a total number no greater than 1000 using strategies and algorithms based on place value and properties of operations in a small group as measured by work samples in 1 out of 2 trials with 60% accuracy.

Incremental objective #2 related to the goal:

Liem will subtract from a total number no greater than 1000 using strategies and algorithms based on place value and properties of operations in a small group as measured by work samples in 1 out of 2 trials with 65% 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"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student     
 Last First MI

Date of Birth

Meeting Date

**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 <b>and</b> an appropriate replacement assessment below:
<b>Exempt Assessment</b>	<b>Replacement Assessment</b>
<input type="text" value=""/>	<input type="text" value=""/>
<input type="checkbox"/>	Accommodations:

<p><b>Student will participate in Regular State and District Assessments.</b>                  (Designated Supports and/or Accommodations identified below are applicable)</p>	<p><b>CAASPP Subject</b>                  ELA and Math</p>
<p>Designated Supports:</p> <ul style="list-style-type: none"> <li>- Test in a separate/smaller setting</li> <li>- Text-to-speech software enabled (for math items and ELA items except for reading passages)</li> <li>- Simplified or paraphrased test directions (non-embedded designated support)</li> </ul>	
<p>Accommodations:</p> <ul style="list-style-type: none"> <li>- Multiplication table for single digits 1-9 (paper-based; not allowed for Grade 3; non-embedded accommodation)</li> <li>- Speech-to-Text voice recognition software enabled for ELA performance writing tasks only (non-embedded accommodation)...Can be used for note-taking-preparation for the assessment task and/or for the writing assessment task.</li> <li>- Text-to-Speech software enabled for ELA reading passages (embedded accommodation).</li> </ul>	

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student GOV LIEM MI Last First MI

Date of Birth 10-SEP-2014

Meeting Date 31-MAY-2024

Section N: Procedural Safeguards and Follow-up Actions

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

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

Select Preferred Language: [dropdown]

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

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

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

Special Requests: [text box]

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

Pandemic Learning Loss Consideration of Compensatory and/or Recoupment Services

Compensatory Education Consideration:

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

31-MAY-2024 (Pending) Initial [dropdown]

Recoupment Services Consideration:

- Checkboxes for: 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... 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

31-MAY-2024 (Pending) Initial [dropdown]

- Radio buttons for: 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

GOV

LIEM

Last

First

MI

Date of Birth

10-SEP-2014

Meeting Date

31-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

Method	Whom	When
Email	SARA LOPEZ-SILVA	15-MAY-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

Empty box for Parent Concerns and Comments.

Signature(s)

Signature box 1

Signature box 2

Date

Date box

- 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)

Signature box 1

Signature box 2

Date

31-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 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="Lior Gov (zoom)"/>	<input type="text"/>
Parent/Guardian	<input type="text" value="Sharon Nagar (zoom)"/>	<input type="text"/>
Student Age 18 - 21 years	<input type="text"/>	<input type="text"/>
Student Under Age 18 years	<input type="text"/>	<input type="text"/>
Surrogate Parent	<input type="text"/>	<input type="text"/>
Foster Parent	<input type="text"/>	<input type="text"/>
Family Foster Home Provider	<input type="text"/>	<input type="text"/>
Administrator	<input type="text" value="Arpineh Kourounian"/>	<input type="text" value="Arpineh Kourounian"/>
Administrative Designee	<input type="text"/>	<input type="text"/>
Special Education Teacher	<input type="text" value="David Visner"/>	<input type="text" value="David Visner"/>
General Education Teacher	<input type="text"/>	<input type="text"/>
School Psychologist	<input type="text" value="Jennifer Rose"/>	<input type="text" value="Jennifer Rose"/>
School Nurse	<input type="text" value="Helen Ueyama"/>	<input type="text" value="Helen Ueyama"/>
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" value="Emek Respresentative"/>	<input type="text" value="Stephie Bergman (zoom)"/>	<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 First MI

Date of Birth

Meeting    
 Date

LEAST RESTRICTIVE ENVIRONMENT ANALYSIS

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

Student's Current Placement Type:

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

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

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

<b>Step A.</b>	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a general education classroom/setting?	
	<input checked="" type="radio"/> Yes <input type="radio"/> No	If the answer is YES, then a general education classroom/setting is the appropriate placement. If the answer is NO, go to the question below.
	<input checked="" 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 general education classroom/setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step B.

<b>Step B.</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?	
	<input type="radio"/> Yes <input type="radio"/> No	If the answer is YES, then a special day program on a general education site is the appropriate placement. If the answer is NO, go to the question below.
	<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 day program on a general education site? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step C.

**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

Los Angeles Unified School District

Student     
 Last First MI

Date of Birth

Meeting Date

**ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)**

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

<b>Step C.</b>	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>		

<b>Step D.</b>	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>		

<b>Step E.</b>	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 First MI

Date of Birth

Meeting   
Date

ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)

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

<b>Step F.</b>	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 checked="" 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 GOV LIEM MI  
Last First MI

Date of Birth 10-SEP-2014

Meeting Date 31-MAY-2024

		Effective With this IEP	Future Changes Related to this IEP
		As of Date: <input type="text"/>	<input type="text"/>
Eligibility: (from Page 4)		<b>Eligible (SLD)</b>	
	Final IEP Reason Final IEP Effective Date:		
Curriculum		General Education	<input type="text"/>
Placement	Type of School	District Resident School	<input type="text"/>
	Name of School	MONLUX EL	<input type="text"/>
Instructional Setting	Setting	General Education	<input type="text"/>
	Program	GE	<input type="text"/>
	Special Day Minutes/Wk	<input type="text"/>	<input type="text"/>
	Addresses Goals	2(Written Language),3(Mathematics),1(Reading)	<input type="text"/>
Additional Factors	Low Incident Support	None	<input type="text"/>
	Assistive Technology Support	No	<input type="text"/>
	Transportation	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 type="radio"/> Yes <input checked="" type="radio"/> No	<input type="text"/>
	ESY Transportation	<input type="text"/>	<input type="text"/>
Accommodation, Modifications, Supports	Instructional Accommodations	Writing Templates, Small group, Check for understanding, Visual Instruction	<input type="text"/>
	Instructional Modifications	<input type="text"/>	<input type="text"/>
	Other Supports, including Non-Academic and Extra-curricular Activities	<input type="text"/>	<input type="text"/>
Preparation for Three Year Review IEP (At the second Annual Review IEP Meeting, the team must discuss and document the decision to conduct or not conduct a three-year comprehensive reassessment.)	Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary?	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="text"/>
	If the Parent does not agree, specify the area(s) to be reassessed.	<input type="text"/>	<input type="text"/>
<b>Comments, as appropriate</b>			
Low Incidence Equipment	<input type="text"/>		
Assistive Technology Equipment	<input type="text"/>		

**Participation in  
General Education**

Student will spend majority of the day in a general education setting.

**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
<b>Service 1</b>	Start Date:	Effective on Signature Date	
<b>RSP</b>	End Date:		
<b>RSP</b>	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following <b>goals</b> :	Interval:	Weekly	
<input type="text" value="3(Mathematics)"/>	Minutes/Interval:	150	
	Minutes/Interval (Pullout from Gen Ed):	150	
	Service Delivery Model:	RSP: Direct Instruction Services*	
	RSP Area:	Math	
	Responsible Personnel:	Resource Specialist Teacher	
*  			
<b>Service 2</b>	Start Date:	Effective on Signature Date	
<b>RSP</b>	End Date:		
<b>RSP</b>	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following <b>goals</b> :	Interval:	Weekly	

2(Written Language)	Minutes/Interval:	150	
1(Reading)	Minutes/Interval (Pullout from Gen Ed):	150	
	Service Delivery Model:	RSP: Direct Instruction Services*	
	RSP Area:	Literacy/ELA/ELD	
	Responsible Personnel:	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="19"/>	

### Part 4 - Compensatory Education/Recoupment Services Discussion

Since this is a private School compensatory and recoupment discussion was not necessary.

### Part 4 - Additional IEP Team Considerations & Parental Input

This is an initial IEP for Liem. Mom and dad were present via zoom during this meeting. Emek representative was present. Introductions were made. IEP statement was read, and booklets were offered. Nurse read the health report. Parents did not have any questions for the nurse. Psychologist went over the psycho- educational assessment for Liem. Psychologist discussed his strengths and areas of need. Psychologist discussed Liem's eligibility of specific learning disability (SLD). Resource teacher went over his academic strengths and areas of need based on the age normed standardized assessments. Teacher went over his strengths and areas of need. RSP provider also went over his goals for reading, writing, and math. The offer of FAPE for Liem is to receive RSP services at his home school. The administrator informed the parent that the district where the private school is located, LAUSD, is responsible for the re-evaluation of a child with a suspected disability, determining eligibility for special education services, and the development and implementation of Services Plan for eligible private school students. Parents agree that a Free Appropriate Public Education (FAPE) has been offered and will be implemented upon enrollment in a public school but decline public school services and choose to continue having Liem parentally placed at his current private school, which is Emek Hebrew Academy. Parent would like to think about speech and occupational therapy assessments.



INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

(SLD, pg. 1 of 1)

Student GOV LIEM MI Last First MI

Date of Birth 10-SEP-2014

Meeting Date 31-MAY-2024

SPECIFIC LEARNING DISABILITIES CERTIFICATION

Use this form at Initial, Three Year Reviews and comprehensive assessments for students eligible as having a Specific Learning Disability, including but not limited to students with characteristics of dyslexia. This form is not required at Annual Review meetings.

It is the consensus of the IEP Team that the student meets the eligibility criteria for Specific Learning Disability based upon the information which follows. This form serves as the written report of the IEP Team consensus.

1. Are there educationally relevant medical conditions which should be considered by the IEP Team? Yes No

If Yes, describe

N/A

2. During the observation of the student in the general education setting, was behavior noted that relates to the student's general academic functioning? Yes No

If Yes, describe

Difficulty keeping up with the pace of academic tasks.

3. A severe discrepancy exists in one or more of the following academic areas: (Check all that apply)

- Listening Comprehension, Basic Reading Skills, Oral Expression, Reading Comprehension, Written Expression, Math Calculation, Math Reasoning, Reading Fluency

4. The discrepancy is the result of a disorder in one or more of the following psychological processes: (Check all that apply)

- Attention, Visual Processing, Auditory Processing, Sensory Motor Skills, Cognitive abilities including association, conceptualization and expression, Phonological Processing

5. The Team agrees that the discrepancy is not primarily the result of:

- Limited school experience, Poor school attendance, Environmental, economic or cultural disadvantage, Social maladjustment, Intellectually Disabled, Visual, hearing or motor impairment, Unfamiliarity with the English language

**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**

<b>Program:</b>	GE		<b>Setting:</b>	General Education				
<b>Eligibility:</b>	Eligible (SLD)		<b>Curriculum:</b>	General Education				
<b>Transportation:</b>	None		<b>Low Incident Support:</b>	None				
<b>Date District Received</b>								
<b>Parent Signature:</b>								
Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)
RSP	RSP	Effective on Signature Date	Regular	Weekly	1-5	RSP-Literacy/ELA/ELD	150	Written Language, Reading
RSP	RSP	Effective on Signature Date	Regular	Weekly	1-5	RSP-Math	150	Mathematics

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