

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student Identification Number

200081X243

SSID

7565106622

Eligible (AUT)

Student

AZAR

Last

LIEL

First

MI

Date of Birth:

01-JAN-2010

Section A: Meeting Information

Pertinent Dates

Type of Meeting

Date of Initial IEP Team Meeting

01-FEB-2017

Date of Present Meeting

27-AUG-2021

Annual Review to be conducted by

27-MAY-2022

Next Three Year Review will be conducted by

09-OCT-2021

Three Year Review or Evaluation was conducted on

10-OCT-2018

Transition to Kindergarten to be conducted by

☐ Initial☒ Amendment of IEP dated

27-MAY-2021

☐ Annual Review☐ Early Start Transition☐ Three Year Review☐ Expulsion Analysis☐ Other☐ Individual Transition Plan

Location of Meeting

Virtual/ Portola CMS

District Name

Los Angeles Unified School Dist

Section B: Student Information

Date of Birth

01-JAN-2010

Age

11

Grade

6

Gender

☐ Male☒ Female

Limited English Proficient Student

☐ Yes☒ No

Ethnic Code

White

Location of the Psych Folder

SUPPORT UNIT NOR

Student has no Psych Folder

☐

Location of the Cum Folder

PORTOLA CM

Student has no Cum Folder

☐

Home Language

English

Student Language

English

Alternate Mode of Communication

Home Address of Student

5150 YARMOUTH AVE APT 302

City

ENCINO

CA

ZIP Code

91316

Home Telephone

(310) 993-7944

Daytime Telephone

Emergency Telephone

School of Attendance

Portola Cm

Location Code

8107

School of Residence

Portola Cm

Location Code

8107

Name of Parent/Guardian

Telephone

Address

City

CA

ZIP Code

Surogate Parent

Telephone

Attends CURRENT SCHOOL as a result of one of the following

Attends School of Residence



Is the student living in a Family Foster Home (FFH)?

☒ No☐ Yes

FFH#

Is FFH Provider related to student?

☒ No☐ Yes

Relationship

Licensed Children's Institution

☒ No☐ Yes

LCI Name

LCI#

Out of the home placement made by

☐ Regional Center☐ Superior Court☐ Department of Mental Health☐ Department of Children's Services☐ 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 AZAR

LIEL

Date of Birth 01-JAN-2010

Last

First

MI

Section C: Language Acquisition

Language Classification:

English Only

Start Date:

07-JAN-2019

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	Reading	<input type="radio"/>	<input checked="" type="radio"/>	not due until October 2021 (5 months)
Category	Reading			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	
2	Written Language	<input type="radio"/>	<input checked="" type="radio"/>	goal due in October
Category	Writing			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	
3	Mathematics	<input type="radio"/>	<input type="radio"/>	
Category	Math			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	
4		<input type="radio"/>	<input type="radio"/>	
Category				
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	
5		<input type="radio"/>	<input type="radio"/>	
Category				
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	
6		<input type="radio"/>	<input type="radio"/>	
Category				
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	
7		<input type="radio"/>	<input type="radio"/>	
Category				
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	
8		<input type="radio"/>	<input type="radio"/>	
Category				
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	
9		<input type="radio"/>	<input type="radio"/>	
Category				
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	
10		<input type="radio"/>	<input type="radio"/>	
Category				
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student **AZAR****LIEL**Date of Birth **01-JAN-2010**Meeting Date **27-AUG-2021**

Last

First

MI

Section E: Present Level of Performance

Performance Area:

reading

Category:

Reading

Assessment/Monitoring Process Used:

IXL reading, virtual distant lessons, observations, Raz Plus level R

State/District Assessment Results:

DIBLES TRO

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

DIBLES COMPOSITE SCORE FLUENCY ACCURACY MAZE TRO

BOY 269/335 WELL BELOW 36 well below 84 well below 0.5 well below S low text 52wcpm 91% ACCURACY 6/8 comp.

MOY 311/394 WELL BELOW 37 well below 86 well below 7 well below U on grade 30 wcpm 27% ACCURACY 8/8 comp.

EOY 384/449 WELL BELOW 72 /137 well below 97 benchmark 8/21 well below overall status well below proficient

Due to Covid-19 and remote learning, testing was based on virtual class observation, teacher assessment, and Dibles

Strengths: Liel has made enormous improvements in reading. Her decoding, fluency, and comprehension skills have improved with constant reading activity. She tries very hard and even with the virtual learning due to pandemic closures, Liel had continued to use Raz Plus Reading for improvement. Level R corresponds to 3rd grade level. Liel volunteers to read aloud in all subject areas. She has good comprehension and is able to infer details and author's purpose from the passages even if she has difficulty reading the entire passage. Liel has improved at least 2 grade levels this academic year. Testing is difficult to correctly monitor.

Needs: Liel is reading fluently on her own at the 3rd grade level material on Raz Plus. She is able to decode most words. Liel attempts to decode multisyllabic words which slows her fluency rate, but not her comprehension.

Impact: Due to Liel's eligibility of Autism, she is impacted from accessing the grade level reading curriculum in the general education classroom without excessive adult assistance.

I

Performance Area:

writing

Category:

Writing

Assessment/Monitoring Process Used:

observation, classroom samples

State/District Assessment Results:

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

Due to Covid-19 and remote learning, testing was based on virtual class observation, weekly teacher assessment, and IXL

IXL WRITING STRATEGIES 170-280 VOCABULARY 320-390 GRAMMAR 180-340

Strengths: Liel as submitted writing samples that have adult assistance with editing. She is more efficient using capitalization and punctuation. Liel can set-up a Google document and use word art to create a wonderful presentation.. Liel's written assignments are prepared at home. Liel passes all weekly spelling tests and completes all spelling/phonics/vocabulary exercises

Needs: Liel needs to write multiple paragraph essays that introduce a situation, use details and descriptive sentences that explain a solution or makes a statement, and then reviews material to create an ending statement.

Impact: Impact: Due to Liel's eligibility of Autism, she is impacted from accessing the writing curriculum in the general education classroom and from performing grade appropriate writing assignments.

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Section E: Present Level of Performance

Performance Area:

math

Category:

Math

Assessment/Monitoring Process Used:

IXL math, Eureka math lessons

State/District Assessment Results:

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

Due to Covid-19 and remote learning, testing was based on virtual class observation, teacher skill assessments, and IXL

Strengths: Liel has improved with her math skills. She can add and subtract multiple-digit numbers with /without regrouping. She knows some of her multiplication facts and is able to use her fact sheet to assist with division. Liel is doing very well with fractions. She can add/sub and multiply fractions with same denominators. Liel's IXL Fractions score is within the 450-510 4th/5th skill level

Needs: Liel needs more practice using division with whole numbers, fractions, and decimals. IXL Numbers and Operations score is 200-380, Geometry 310, Measurement 120-310, Algebra 200-270, and Data 220-360

Impact of Disability: Liel's eligibility of Autism, limits her ability to solve math problems requiring both single and multistep solutions which impacts her general education math curriculum.

Performance Area:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

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Section E: Present Level of Performance

Performance Area:

health assessment

Category:

Health

Assessment/Monitoring Process Used:

State/District Assessment Results:

lausd health assessment

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

INFORMATION PROVIDED BY HER MOTHER .

HEALTH SUMMARY:STUDENT CURRENT DIAGNOSIS IS ALLERGY TO Insect Bites , SEASONAL ALLERGY.AND CONVERGENCE INSUFFICIENCY,WHICH MEANS EYES ARE UNABLE TO WORK TOGETHER WHEN LOOKING AT NEARBY OBJECT. PER DR.CONTRIBUTING TO HEADACHES AND DIFFICULTY READING.TAKES CLARITON AS NEEDED FOR ALLERGY .PARENT AREA OF CONCERN IS ACADEMIC.

STUDENT NEEDS: ALLOW TO WRITE ON EVERY OTHER LINE,BREAKS 1-2 MINUTES AFTER 10 MINUTES OF CLOSE WORK,USE A LINE MARKER TO HELP KEEP PLACE MORE EASILY WHEN READING AND EXTENDED COMPUTER USE LIMITED TO A MAXIMUM OF 20 MINUTES BEFORE TAKING A BREAK.AND uSE OF PRISM EYEGLASSES TO HELP COMPENSATE FOR CONVERGENCE DIFFICULTY WORN FOR ALL TASKS THAT INVOLVE READING OR WRITING..

STUDENT STRENGTHS:SHE PASSED VISION TEST WITHOUT CORRECTION ON 8/26/21 AND PASSED HEARING TEST ON 2/28/20. NO HISTORY OF SERIOUS ILLNESS,INJURY, OR HOSPITALIZATION IN THE LAST 3 YEARS.SHE HAS GLASSES WITH SPECIAL LENS (prism glasses) .

IMPACT OF DISABILITY:STUDENT HEALTH IMPACTS HER PARTICIPATION,PERFORMANCE AND ACCESS IN HER EDUCATIONAL PROGRAM.

ACCOMMODATION:PRISM EYEGLASSES TO HELP COMPENSATE FOR CONVERGENCE DIFFICULTY, WORN FOR ALL TASKS THAT INVOLVE READING OR WRITING.

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:

For Initial IEP, interventions attempted prior to determining eligibility:

Eligible as a student with the disability of:

Code:

AUT

Autism



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

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Section G: Annual Goals and Objectives

Performance Area:

reading

Category:

Reading

Annual Goal #:

1

AZAR LIEL will cite at least 4 pieces of textual evidence to support analysis of what the text says explicitly with small group as measured monthly in 2 out of 3 trials with 75% accuracy

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

Methods of Evaluation

☐ State Assessments☐ Norm Referenced☐ Criterion Referenced☒ Curriculum Based☒ Observation☐ Portfolio☒ Work Samples☒ Informal☐ Other

Incremental objective #1 related to the goal:

AZAR LIEL will cite at least 1 pieces of textual evidence to support analysis of what the text says explicitly with adult assistance as measured weekly in 2 out of 3 trials with 60% accuracy

Incremental objective #2 related to the goal:

AZAR LIEL will cite at least 2 pieces of textual evidence to support analysis of what the text says explicitly with small group as measured weekly in 2 out of 3 trials with 65% accuracy

Date to be achieved:

Septe

2021

MO/YR

Date to be achieved:

Janua

2022

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"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Objective 2 Met: <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"/>	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"/>	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"/>	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"/>	If "No" please explain: <input type="text"/>

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Date of Birth **01-JAN-2010**Meeting Date **27-AUG-2021**

Section G: Annual Goals and Objectives

Performance Area:

writing

Category:

Writing

Annual Goal #:

2

When given a menu of persuasive composition topics, AZAR LIEL will write a multi-paragraph essay choosing an organizational strategy that aids reader understanding by stating thesis, purpose or position, using supporting documentation that offers relevant evidence and validates arguments or reader concerns and counterarguments with 75% accuracy in 2 of 3 trials as measured by teacher-made writing rubric.

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
 ☐ Norm Referenced
 ☐ Criterion Referenced
 ☒ Curriculum Based
- ☒ Observation
 ☐ Portfolio
 ☒ Work Samples
 ☒ Informal
- ☐ Other

Incremental objective #1 related to the goal:

When given a menu of persuasive composition topics, AZAR LIEL will write a multiparagraph response that states thesis or purpose, explains the situation using organizational strategy appropriate to the composition with evidence that supports arguments and conclusions with 60% accuracy in 2 of 3 trials, as measured by teacher-generated writing rubric.

Incremental objective #2 related to the goal:

When given a menu of persuasive composition topics, AZAR LIEL will write a multiparagraph response that states thesis or purpose, explains the situation using organizational strategy appropriate to the composition with evidence that supports arguments and conclusions with 75% accuracy in 2 of 3 trials, as measured by teacher-generated writing rubric.

Date to be achieved:

Septe

2021

MO/YR

Date to be achieved:

Janua

2022

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"/>
Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	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"/>	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"/>	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"/>	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"/>
Goal Achievement 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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Date of Birth **01-JAN-2010**Meeting Date **27-AUG-2021**

Section G: Annual Goals and Objectives

Performance Area:

math

Category:

Math

Annual Goal #:

3

AZAR LIEL will fluently divide multi-digit numbers using the standard algorithm use of mult. chart as measured weekly in 2 out of 3 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
 ☐ Norm Referenced
 ☐ Criterion Referenced
 ☒ Curriculum Based
- ☒ Observation
 ☐ Portfolio
 ☐ Work Samples
 ☒ Informal
- ☐ Other

Incremental objective #1 related to the goal:

AZAR LIEL will fluently divide multi-digit numbers using the standard algorithm use of mult. chart as measured weekly in 2 out of 3 trials with 65% accuracy.

Incremental objective #2 related to the goal:

AZAR LIEL will fluently divide multi-digit numbers using the standard algorithm use of mult. chart as measured weekly in 2 out of 3 trials with 70% accuracy.

Date to be achieved:

Septe

2021

MO/YR

Date to be achieved:

Janua

2022

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"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Objective 2 Met: <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"/>	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"/>	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"/>	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"/>	If "No" please explain: <input type="text"/>

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Section K: Participation in State and District-wide Assessments

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

Student will participate in Regular State and District Assessments. <i>(Designated Supports and/or Accommodations identified below are applicable)</i>	CAASPP Subject ELA and Math
Designated Supports: - Test in a separate/smaller setting	
Student will participate in Regular State and District Assessments. <i>(Designated Supports and/or Accommodations identified below are applicable)</i>	CAST Subject Science
Designated Supports: - Multiplication Table (non-embedded support) - Test in a separate/smaller setting (non-embedded support) - 100s Number Table (non-embedded support)	
PFT - (Variations or Accommodations identified below are applicable)	
Variations: - Test students in a small group setting - Extra time on a test within a testing day	

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Section N: Procedural Safeguards and Follow-up Actions

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

Is the parent/guardian requesting informal translation? ☐ Yes ☒ No

Select Preferred Language:

▼

Is the parent/guardian requesting official translation? ☒ Yes ☐ No

Select Preferred Language:

Hebrew

▼

Specify the Individual Pages to be translated:

Special Requests:

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

THIS SPACE DELIBERATELY LEFT BLANK.

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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

Email

Whom

L. Hirsch

When

25-AUG-2021

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

Signature(s)

Date

27-AUG-2021

- ☒ Parent ☐ Guardian ☐ Student age 18-21 years age 18-21 years ☐ 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

27-AUG-2021

PARENT INPUT SURVEY

Would you please take a moment to complete the survey below.
The information you provide will help us improve the Individualized Education Program (IEP) process. Thank you in advance for your time and interest.

ALL INFORMATION IS CONFIDENTIAL

DIRECTIONS: After each statement, please place an X on the line that describes your experience with your child's IEP.

A. Regarding your child's current IEP:	Yes	No	Does Not Apply
1. I am satisfied with the IEP meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I feel that the IEP accurately reflects the decisions made at the IEP meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I received notice of the IEP meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I received "The IEP and You" handbook with the notice of the IEP meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. During the IEP process I received "A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)" explaining my rights as a parent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The IEP meeting was held in an appropriate setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I feel I was treated as an equal and important part of the IEP team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The participants at the IEP meeting were prepared and informed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Placements for my child, including the general education setting, were discussed and decided upon.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Related services were discussed and decided upon, if relevant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. If my child is 14 years old or older, an Individualized Transition Plan (ITP) was developed with my child's and my concerns in mind.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. At the end of the IEP meeting the decisions were summarized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. If I needed an oral interpretation of the IEP team meeting an interpreter was provided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. The interpretation of the IEP team meeting enabled me to participate and make an informed decision regarding my child's IEP during the IEP meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. The interpreter stayed for the duration of the IEP team meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. If the interpreter left the IEP meeting before it was over, another staff member served as the interpreter and the interpretation was adequate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I am aware that, if I am dissatisfied with the adequacy of the oral interpretation at the IEP team meeting, I can file a complaint with the Educational Equity Compliance Office at (213) 241-7682.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. If I needed a written translation of the IEP, translation services were offered.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. I am aware that, if I do not receive a copy of the translated IEP, I can contact the site administrator or call the Division of Special Education at (213) 241-6701.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If any of the answers to items 13-16 or 18-19 was No, please discuss your concern(s) with the site administrator or call the Division of Special Education at (213) 241-6701.			
B. Regarding your child's previous IEP (if relevant):			
20. I am satisfied that my child received the services described on the previous IEP. (If your answer to this question is "No", please write concerns below.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional Comments			

Is there anything more you would like to ask us or tell us?
Please write below or call the Parent Resource Network at 1-800-933-8133.

Please fold along dotted lines with the address showing. Seal and mail. Postage is pre-paid.
Again, Thank you!



NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES

BUSINESS REPLY MAIL
FIRST-CLASS MAIL PERMIT NO. 33798 LOS ANGELES CA 90051
POSTAGE WILL BE PAID BY ADDRESSEE

ATTN PARENT RESOURCE NETWORK
LOS ANGELES UNIFIED SCHOOL DISTRICT
PO BOX 613307
LOS ANGELES CA 90099-4093



PARENT INPUT SURVEY
English

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Reconvened
Meeting Date

Student

AZAR

LIEL

Last

First

MI


Date of Birth

01-JAN-2010

Meeting Date

27-AUG-2021

Section R: Names and Signatures (Signatures on File)

Team Member	Print Name	Signature
Parent/Guardian	SHEREEN ZURNAMER	
Parent/Guardian		
Student Age 18 - 21 years		
Student Under Age 18 years		
Surrogate Parent		
Foster Parent		
Family Foster Home Provider		
Administrator	JAMES MCGROARTY	James Mc Groarty
Administrative Designee		
Special Education Teacher	Lhana Van Lamsweerde	
General Education Teacher		
School Psychologist		
School Nurse		
Related Service Staff		
Related Service Staff		
Related Service Staff		
Interpreter		
Sign Language Interpreter		
Agency Representative		
Agency Representative		
Agency Representative		
Other		
Other		
Other		
Other		

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Reconvened
Meeting Date

Student

AZAR

LIEL

Last

First

MI

Date of Birth

01-JAN-2010

Meeting Date

27-AUG-2021

Section R: Names and Signatures (Signatures on File)

Team Member	Print Name	Signature
Parent/Guardian	Sharona Azar (on phone)	
Parent/Guardian		
Student Age 18 - 21 years		
Student Under Age 18 years		
Surrogate Parent		
Foster Parent		
Family Foster Home Provider		
Administrator		
Administrative Designee	Lynda Hirsch	AK
Special Education Teacher	Francis Padua	FP
General Education Teacher	Katherine Beck	KB
School Psychologist		
School Nurse	Mehrdokht Parsinia	
Related Service Staff		
Related Service Staff		
Related Service Staff		
Interpreter		
Sign Language Interpreter		
Agency Representative		
Agency Representative		
Agency Representative		
Other		
Other		
Other		
Other		

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student

Last

First

MI

Date of
BirthMeeting
Date

LEAST RESTRICTIVE ENVIRONMENT ANALYSIS

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

Student's Current Placement Type:

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

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

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

Step A.

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

☐ Yes ☒ No

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

☐ Yes ☒ No

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

Step B.

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

☒ Yes ☐ No

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

☐ Yes ☐ No

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student

AZAR

LIEL

Last

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MI

Date of

Birth

01-JAN-2010

Meeting

Date

27-AUG-2021

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.

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.

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.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student

AZAR

LIEL

MI

Date of
Birth

01-JAN-2010

Meeting
Date

27-AUG-2021

ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)

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

Step F.	The student's needs as reflected in the contents of this IEP, and the placement being considered by the IEP team, outweigh any potential harmful effects at this time, including (check all that apply):	
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Diminished access to the full range of the curriculum Missed general education instruction taught by highly qualified staff Rate at which student may earn credits for graduation Lack of opportunity for social interaction Lack of opportunities for age-appropriate peer role models Amount of socialization opportunities with typical peers Limited access to peers in student's home community Lack of exposure to appropriate behavioral models from peers Other: <input type="text" value="none"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 1 - Eligibility, Placements and Supports

Student AZAR

LIEL

Date of Birth 01-JAN-2010

Meeting Date 27-AUG-2021

Last

First

MI

		Effective With this IEP	Future Changes Related to this IEP
		As of Date: 31-AUG-2021	02-AUG-2021
Eligibility: (from Page 4)		Eligible (AUT)	
	Final IEP Reason Final IEP Effective Date:		
Curriculum		General Education	General Education
Placement	Type of School	District Resident School	District Resident School
	Name of School	NESTLE AVE CHARTER	PORTOLA CM
Instructional Setting	Setting	Special Education	Special Education
	Program	SLD	SLD
	Special Day Minutes/Wk	1350	1000
	Addresses Goals	1(reading),2(writing),3(math)	1(reading),2(writing),3(math)
Additional Factors	Low Incident Support	None	None
	Assistive Technology Support	No	No
	Transportation	None	None
	Extended School Year/Intersession	<input type="radio"/> Yes <input checked="" type="radio"/> No	
	Parent Counseling and Training (PCT)	<input type="radio"/> Yes <input checked="" type="radio"/> No	
	ESY Transportation		
Accommodation, Modifications, Supports	Instructional Accommodations	preferred seating, visual cues, prompting, re-direct to task, graphic organizer, break lengthy assignments into chunks, extra time for assessments	preferred seating, visual cues, prompting, re-direct to task, graphic organizer, break lengthy assignments into chunks, extra time for assessments, allow student to use ruler or line marker when reading/writing, Allow student to have a break when using computer for more than 20 min., Larger font/print when available, Allow student to use prism glasses as she needs,
	Instructional Modifications		
	Other Supports, including Non-Academic and Extra-curricular Activities		
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 type="radio"/> No	
	If the Parent does not agree, specify the area(s) to be reassessed.		
Comments, as appropriate			
Low Incidence Equipment			
Assistive Technology			

Equipment	
Participation in General Education	

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student AZAR

LIEL

Date of Birth 01-JAN-2010

Meeting Date 27-AUG-2021

Last

First

MI

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

Notes:

Parents of students who are Medi-Cal eligible authorize LAUSD to submit claims for reimbursement by Medi-Cal funded services unless parent(s) signs a Parent Medi-Cal Non-Authorization to Bill form. Please see Parent's Guide to Special Education Services (including Procedural Rights and Safeguards).

Part 3 - Percentage of Time Outside of General Education

	Effective With this IEP	Future Changes Related to this IEP
% of Time per Week outside of General Education	72	

Part 4 - Additional Discussion (This section is optional)

Parent requested the following be submitted:

Quite small rooms for testing

Mainstreaming options to be attempted

Optometry recommendations

Counselor advisory for self esteem/ bullying and background of her experience at Nestle so they have full story administrator to administrator (not parent alone advocating)to provide safer environment and encouragement considering that she is only child with very limited social interaction, besides virtual, due to pandemic.

Amendment 8/27/21: Per parent request: Amendment to include accommodations as stated in the Health Present Level which are also stated on Fape 1. Parent is requesting student to be mainstreamed when appropriate for academic classes.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student AZAR

LIEL

Date of Birth 01-JAN-2010

Meeting Date 27-AUG-2021

Last

First

MI

FAPE Summary Grid

Program:	SLD	Setting:	Special Education
Eligibility:	Eligible (AUT)	Curriculum:	General Education
Transportation:	None	Low Incident Support:	None
Date District Received	31-Aug-2021		
Parent Signature:			

Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)	No Consent

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 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 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.