

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Identification Number 031308F011

Not Eligible for Spec Ed Services

Student ESHEL LEA Last First MI

Date of Birth 13-MAR-2008

Section A: Meeting Information

Table with 2 columns: Pertinent Dates and Type of Meeting. Includes fields for meeting dates, review types, and location.

Section B: Student Information

Form containing student details: Date of Birth, Age, Grade, Gender, Ethnic Code, Location of Psych/Cum Folder, Home Language, Address, Telephone, School of Attendance, Parent/Guardian info, and placement details.

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 LEA Date of Birth Meeting Date

Section C: Language Acquisition

Language Classification: Start Date: Reclassification Date:

Parent Waiver: Yes No

Elementary English Language Development Level: Start Date:

Secondary English Language Development Level: Start Date:

Communication Observation Matrix Level: Start 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" value=""/> | <input type="radio"/> | <input type="radio"/> | <input type="text" value=""/> |
| Objective 1 met | <input type="radio"/> | <input type="radio"/> | <input type="text" value=""/> |
| Objective 2 met | <input type="radio"/> | <input type="radio"/> | <input type="text" value=""/> |
| 2. <input type="text" value=""/> | <input type="radio"/> | <input type="radio"/> | <input type="text" value=""/> |
| Objective 1 met | <input type="radio"/> | <input type="radio"/> | <input type="text" value=""/> |
| Objective 2 met | <input type="radio"/> | <input type="radio"/> | <input type="text" value=""/> |
| 3. <input type="text" value=""/> | <input type="radio"/> | <input type="radio"/> | <input type="text" value=""/> |
| Objective 1 met | <input type="radio"/> | <input type="radio"/> | <input type="text" value=""/> |
| Objective 2 met | <input type="radio"/> | <input type="radio"/> | <input type="text" value=""/> |
| 4. <input type="text" value=""/> | <input type="radio"/> | <input type="radio"/> | <input type="text" value=""/> |
| Objective 1 met | <input type="radio"/> | <input type="radio"/> | <input type="text" value=""/> |
| Objective 2 met | <input type="radio"/> | <input type="radio"/> | <input type="text" value=""/> |
| 5. <input type="text" value=""/> | <input type="radio"/> | <input type="radio"/> | <input type="text" value=""/> |
| Objective 1 met | <input type="radio"/> | <input type="radio"/> | <input type="text" value=""/> |
| Objective 2 met | <input type="radio"/> | <input type="radio"/> | <input type="text" value=""/> |
| 6. <input type="text" value=""/> | <input type="radio"/> | <input type="radio"/> | <input type="text" value=""/> |
| Objective 1 met | <input type="radio"/> | <input type="radio"/> | <input type="text" value=""/> |
| Objective 2 met | <input type="radio"/> | <input type="radio"/> | <input type="text" value=""/> |
| 7. <input type="text" value=""/> | <input type="radio"/> | <input type="radio"/> | <input type="text" value=""/> |
| Objective 1 met | <input type="radio"/> | <input type="radio"/> | <input type="text" value=""/> |
| Objective 2 met | <input type="radio"/> | <input type="radio"/> | <input type="text" value=""/> |
| 8. <input type="text" value=""/> | <input type="radio"/> | <input type="radio"/> | <input type="text" value=""/> |
| Objective 1 met | <input type="radio"/> | <input type="radio"/> | <input type="text" value=""/> |
| Objective 2 met | <input type="radio"/> | <input type="radio"/> | <input type="text" value=""/> |
| 9. <input type="text" value=""/> | <input type="radio"/> | <input type="radio"/> | <input type="text" value=""/> |
| Objective 1 met | <input type="radio"/> | <input type="radio"/> | <input type="text" value=""/> |
| Objective 2 met | <input type="radio"/> | <input type="radio"/> | <input type="text" value=""/> |
| 10. <input type="text" value=""/> | <input type="radio"/> | <input type="radio"/> | <input type="text" value=""/> |
| Objective 1 met | <input type="radio"/> | <input type="radio"/> | <input type="text" value=""/> |
| Objective 2 met | <input type="radio"/> | <input type="radio"/> | <input type="text" value=""/> |

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District


Student ESHEL


LEA

Date of Birth 13-MAR-2008

Meeting Date 10-MAY-2018

Section E: Present Level of Performance

| | |
|--|--|
| Performance Area: | Reading |
| Assessment/Monitoring Process Used: | observation, teacher input, work samples, cumulative records, WJIV |
| State/District Assessment Results: | Dynamic Indicators of Basic Early Literacy Success: Intensive |
| Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):  | |
| <p>Strengths: Lea is meeting grade level standards in reading. Per reporting period two of fourth grade, Lea scored as '3-Meets Grade Level Standards' in English language arts. Classroom teacher shares, 'Lea has phonological knowledge. She can read books at her independent reading level with less complicated vocabulary and themes.' Per WJIV assessment data, Lea's broad reading score measured in the average range (Standard Score-90). Lea demonstrated knowledge of initial consonant sounds, ending sounds, and consonant blends. She showed a comparative area of strength in her ability to apply phonic and structural analysis skills as measured by the word attack subtest (SS-118).</p> <p>Needs: Per WJIV testing results, Lea had difficulty on the passage comprehension subtest, measuring Lea's ability to understand what she reads. Lea read the passages out loud. She put forth good effort by going back and re-reading passages silently. She was able to read passages through the second grade level. She had difficulty responding correctly to questions when she was unable to understand the context clues of the sentence. Lea Classroom teacher shares, 'Lea has difficulty with reading comprehension of grade level literature.' Per the Dynamic Indicators of Basic Early Literacy Success (DIBELS) test, Lea read an average of 66 words per minute at 93% accuracy, with the passing criterion being 103 words per minute at 97% accuracy. Lea retold each passage using an average of 25 words per story, with the passing criterion being 30 words per story. Given a three minute silent reading time limit, Lea answered 8 questions about what she read, with the passing score being 17 questions.</p> <p>Impact of Disability: While Lea demonstrates areas of need in reading comprehension and fluency, she does not have a special education eligibility which limits her access to and involvement in the general education reading curriculum.</p> | |

| | |
|--|--|
| Performance Area: | Writing |
| Assessment/Monitoring Process Used: | observation, teacher input, work samples, cumulative records, WJIV |
| State/District Assessment Results: | |
| Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):  | |
| <p>Strengths: Lea is meeting grade level standards in writing. Per reporting period two of fourth grade, Lea scored as '3-Meets Grade Level Standards' in English language arts. Per WJIV assessment data, Lea's broad writing score measured in the average range (SS-95). Lea demonstrated knowledge of initial consonant sounds, ending sounds, and consonant blends. Lea demonstrated the ability to write a complete simple sentence. She can also write compound sentences, but not all of her attempts were written correctly. Classroom teacher shares, 'Lea can write grade level paragraphs. She understands the concept of including beginning, middle and ending paragraphs.'</p> <p>Needs: Per WJIV assessment data, She has more difficulty with vowel sounds. She incorrectly spelled words such as: league (leeg), skiing (skeaing), gymnasium (gimnaziam) and enthusiastic (inthuziastic). The majority of Lea's sentences were relevant to the given prompt and included numerous details. All of her sentences began with capital letters and ending punctuation, yet there were several misspelled words. Classroom teacher shares, 'Lea needs help expanding the vocabulary within her writing. She needs to learn to write more complex sentences.'</p> <p>Impact of Disability: While Lea demonstrates areas of need in writing, she does not have a special education eligibility which limits her access to and involvement in the general education writing curriculum.</p> | |

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student

Date of Birth


Meeting Date

Section E: Present Level of Performance

Performance Area:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Strengths: Lea is meeting grade level standards in mathematics. Per reporting period two of fourth grade, Lea scored as '3-Meets Grade Level Standards' in Mathematical Content. Per reporting period two of fourth grade, Lea scored a '3-Meets Grade Level Standards' in Mathematical Practices. Classroom teacher shares, 'Lea can solve grade level math computation problems.' Per WJIV assessment, Lea's broad mathematics score measured in the average range (SS-104). Lea was able to add and subtract single digit, two-digit numbers with and without regrouping, simple multiplication and division facts, and multi-step multiplication problems. Lea can tell time to the hour, read a thermometer and compute the value of small coin collections. She can compare quantities and solve two-step word problems.


Needs: Per reporting period two of fourth grade, Lea scored a '2-Progressing Toward Grade Level Standards' in the math subcategory of reasoning and explaining. Classroom teacher shares, 'Lea has trouble comprehending word problems. She is performing below grade level standards only in the area of math word problems.' Per WJIV testing data, Lea was not able to solve multi-step division problems independently.

Impact of Disability: While Lea demonstrates areas of need in reading comprehension and fluency, she does not have a special education eligibility which limits her access to and involvement in the general education reading curriculum.

Performance Area:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student ESHEL LEA Date of Birth 13-MAR-2008 Meeting Date 10-MAY-2018

Section E: Present Level of Performance

Performance Area: Health
Assessment/Monitoring Process Used: Assessment and interview
State/District Assessment Results:

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

Health History: Lea was born 5 weeks pre mature but did not have any pre or post natal complications. Before the age of one she had a hospitalization for asthma and subsequently was on daily medication for asthma prevention until she was six. Lea has not had an asthma exacerbation since that time. She Achieved all her developmental milestones with in age appropriate limits. Lea was prescribed glasses when she was eight.
Strengths: Healthy 10 year old. Lea does not have any known allergies and does not have any medical conditions. She does not require any daily medication or medical procedures. Lea is independent with all area of daily living. She is consistent with wearing he glasses. Lea passed her vision with her glasses on on 4/5/18 and her hearing on 4/9/18 per LAUSD screenings.
Area of Need: None for health
Impact of Disability: Health does not impact her participation in her educational program.
Recommendations/ Placements and Supports: Placement per IEP team

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

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

Empty text area for current performance/assessment summary.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student ESHEL


LEA

Date of Birth 13-MAR-2008

Meeting Date 10-MAY-2018

Section E: Present Level of Performance

| | |
|-------------------------------------|-----------------------------------|
| Performance Area: | Cognition |
| Assessment/Monitoring Process Used: | Alternative Assessment Procedures |
| State/District Assessment Results: | |

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


Cognitive functioning is the ability to learn, remember and understand information, apply knowledge, generalize information, and utilize concepts.

Strengths: Overall, based on alternative means of assessment which include: observations, interviews, review of records, formal and informal assessment measures, Lea appears to function within the average range of cognitive ability, with areas of high average and superior performance. Lea demonstrated significant strength (high average to superior performance) in visual-motor integration and basic visual processes (discriminating between similar looking figures, visual short term memory for single forms and her ability to identify an object from a complex background or surrounding objects); she also scored within the high average range in her ability to perceive the position of objects in relation to other objects. Significant strength was also noted in attention processing skills (the ability to sustain effort and maintain focus on visually demanding tasks over time), discriminating between similar sounding words (discrimination) and manipulating word parts (segmentation). Strong skills (average performance) were noted in auditory short term memory, auditory comprehension, the ability to create a plan of action, apply the plan, and modify the plan as needed, the ability to relate parts into a comprehensive whole, to see how things fit together and understanding relationships among words, pictures, or ideas. Age-appropriate fine and gross motor skills, auditory and visual reasoning are noted.

Needs: Lea demonstrated inconsistent performance in auditory short-term memory which may be due to inconsistent attention and focus. However, generally, Lea demonstrated age-appropriate attention to the tasks administered. No processing deficits were noted.

Impact of Disability: There is no evidence of a disability. Lea exhibits age-appropriate processing skills.

| | |
|-------------------------------------|---|
| Performance Area: | Social Emotional |
| Assessment/Monitoring Process Used: | Review of records, observations, interviews/questionnaires, testing |
| State/District Assessment Results: | |

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

Strengths: Lea's social emotional status was assessed by a review of records, behavioral observations, anecdotal information from Lea's mother and current teacher and rating scales. Lea is described as friendly, well-spoken, helpful, well behaved and respectful. She has good peer and adult relationships and has many friends. Her mother reports that she is competitive. She is highly motivated to perform well and demonstrates appropriate effort. She submits homework regularly, participates in class activities and usually finishes tasks within the allotted time. She demonstrates age-appropriate attention and focus. She has age-appropriate interests and engages in reciprocal social conversations with ease. She appears to have age-appropriate receptive and expressive communication skills; she is able to express her ideas, needs and desires effectively and follow multi-step directions. She is very well-behaved, follows directions and is eager to learn. She is respectful and compliant.

Needs: Mother reports significant concerns related to anxiety. Lea reports some concerns in anxiety, but not to significant degree. Her teacher reports that behaviors related to anxiety are noted to have increased in intensity and frequency. She cries easily when frustrated and becomes nervous about assessments, especially reading.

Impact of Disability: Lea's social emotional functioning appears to be an area of concern that requires monitoring. She may benefit from general education interventions and accommodations to address these concerns.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student

Date of Birth

Meeting Date

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:

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 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.
(Designated Supports and/or Accommodations identified below are applicable)

CAASPP Subject
ELA and Math

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

| | | | | | | | |
|---------|-------|-----|--|---------------|-------------|--------------|-------------|
| Student | ESHEL | LEA | | Date of Birth | 13-MAR-2008 | Meeting Date | 10-MAY-2018 |
|---------|-------|-----|--|---------------|-------------|--------------|-------------|

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 translation services? Yes No

If yes, the parent/guardian has requested a written translation of the IEP in

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.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student ESHEL LEA Date of Birth 13-MAR-2008 Meeting Date 22-MAR-2018

Section Q: Parent Participation and Consent

Table with 2 columns: Parent Participation and Parent Notification. Includes radio buttons for meeting participation and a table for notification details (Method, Whom, When).

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.

- Radio buttons for agreement levels: AGREES to all components, AGREES with specific exceptions (Assessment, Eligibility, Instructional Setting, Services), and DOES NOT AGREE.

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.

Parent Concerns and Comments

Large empty box for parent concerns and comments.

Signature(s) / Date Parent Guardian Student 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 10-MAY-2018

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.

Handwriting lines for providing feedback.

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

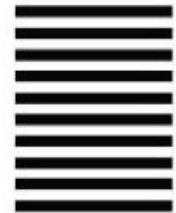


NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES

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 513307
LOS ANGELES CA 90099-4093



PARENT INPUT SURVEY
English

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Reconvened Meeting Date

Student

Date of Birth

Meeting Date

Section R: Names and Signatures (Signatures on File)

| Team Member | Print Name | Signature |
|--|---|-----------|
| Parent/Guardian | <input type="text" value="Orly Porat"/> | |
| Parent/Guardian | <input type="text"/> | |
| Student Age 18 - 21 years | <input type="text"/> | |
| Student Under Age 18 years | <input type="text"/> | |
| Surrogate Parent | <input type="text"/> | |
| Foster Parent | <input type="text"/> | |
| Family Foster Home Provider | <input type="text"/> | |
| Administrator | <input type="text" value="Tammy Fernandez"/> | |
| Administrative Designee | <input type="text"/> | |
| Special Education Teacher | <input type="text" value="Allison Browne"/> | |
| General Education Teacher | <input type="text" value="Alice Ramos"/> | |
| School Psychologist | <input type="text" value="Sandra Osorio-Hakimi"/> | |
| School Nurse | <input type="text" value="Cynthia Bitterman"/> | |
| Related Service Staff <input type="text"/> | <input type="text"/> | |
| Related Service Staff <input type="text"/> | <input type="text"/> | |
| Related Service Staff <input type="text"/> | <input type="text"/> | |
| Interpreter | <input type="text"/> | |
| Sign Language Interpreter | <input type="text"/> | |
| Agency Representative | <input type="text"/> | |
| Agency Representative | <input type="text"/> | |
| Agency Representative | <input type="text"/> | |
| Other <input type="text"/> | <input type="text"/> | |
| Other <input type="text"/> | <input type="text"/> | |
| Other <input type="text"/> | <input type="text"/> | |
| Other <input type="text"/> | <input type="text"/> | |

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student LEA

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.

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.

| | | |
|---------|--|--|
| Step A. | 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 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. |
| | | |

| | | |
|---------|--|--|
| 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? | |
| | <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. |
| | | |

Los Angeles Unified School District

Student

Date of Birth

Meeting Date

ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)
To Be Completed By the IEP Team at the IEP Team Meeting

| | | |
|------------|---|---|
| Step C. | Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a special school setting? | |
| | <input type="radio"/> YES <input type="radio"/> NO | If the answer is YES, then a special school setting is the appropriate placement. If the answer is NO, go to the question below. |
| | <input type="radio"/> YES <input type="radio"/> NO | If not currently available, can the required supports, services, accommodations and/or modifications be made available in a special school setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step D. |
| | | |

| | | |
|------------|--|--|
| 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. |
| | | |

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|------------|--|--|
| 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

IEP FAPE Part 1 - Eligibility, Placements and Supports

Student LEA Date of Birth Meeting Date

| | | Effective With this IEP | Future Changes Related to this IEP |
|---|---|---|------------------------------------|
| | | As of Date: | |
| | | Not Eligible for Spec Ed Services | |
| Eligibility: (from Page 4) | Final IEP Reason Final IEP Effective Date: | | // |
| Curriculum | | General Education | |
| Placement | Type of School | District Resident School | |
| | Name of School | HANCOCK PARK EL | |
| Instructional Setting | Setting | General Education | |
| | Program | GE | |
| | Special Day Minutes/Wk | | |
| | Addresses Goals | | // |
| Additional Factors | Low Incident Support | None | |
| | Assistive Technology Support | No | |
| | Transportation | None | |
| | Extended School Year/Intersession | Yes <input type="radio"/> No <input checked="" type="radio"/> | |
| | Parent Counseling and Training (PCT) | Yes <input type="radio"/> No <input checked="" type="radio"/> | |
| | ESY Transportation | | |
| Accommodation, Modifications, Supports | Instructional Accommodations | | // |
| | 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? | Yes <input checked="" type="radio"/> No <input type="radio"/> | |
| | 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 | | | |

