

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Identification Number 101907M007 SSID 9676774282

Eligible (OI)

Student ELI ROY Y
Last First MI

Date of Birth: 19-OCT-2007

Section A: Meeting Information

Pertinent Dates	Type of Meeting
Date of Initial IEP Team Meeting: 20-SEP-2010	<input type="radio"/> Initial <input type="radio"/> Amendment of IEP dated <input type="radio"/> Annual Review <input type="radio"/> Early Start Transition <input checked="" type="radio"/> Three Year Review <input type="radio"/> Expulsion Analysis <input type="radio"/> Other <input type="radio"/> Individual Transition Plan
Date of Present Meeting: 08-MAR-2024	
Annual Review to be conducted by: 08-MAR-2025	
Next Three Year Review will be conducted by: 08-MAR-2027	
Three Year Review or Evaluation was conducted on: 08-MAR-2024	
Transition to Kindergarten to be conducted by:	
Location of Meeting: GRANT SH	District Name: Los Angeles Unified School Distri

Section B: Student Information

Date of Birth: 19-OCT-2007 Age: 16 Grade: 10
 Gender: Male Female Ethnic Code: White
 Location of the Psych Folder: GRANT SH Student has no Psych Folder:
 Location of the Cum Folder: REGION NORTH Student has no Cum Folder:
 Home Language: Hebrew Student Language: Hebrew Alternate Mode of Communication: Voice Output Device
 Home Address of Student: 4740 KESTER AVE APT 5
 City: SHERMAN OAKS CA ZIP Code: 91403
 Home Telephone: (818) 968-9383 Daytime Telephone: Emergency Telephone:
 School of Attendance: Grant Sh Location Code: 8683
 School of Residence: Van Nuys Sh Location Code: 8893
 Name of Parent/Guardian: Paulette Cohen Telephone: (818) 968-9383
 Address: Same as student
 City: CA ZIP Code:
 Surogate Parent: Telephone:
 Attends **CURRENT SCHOOL** as a result of one of the following: Attends School of Residence

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

Last First MI

Section C: Language Acquisition

Language Classification: Start Date:

Withdrawal by Parent Request: Yes No Reclassification Date:

ELPAC Performance Level and Performance Descriptor: Test Date:

Alternate ELPAC Performance Level and Performance Descriptor: Test Date:

Section D: Goal Achievement from Current IEP

		Achieved		
Goal for: (example - Reading)		Yes	No	If No, explain the reason the goal/objective was not achieved
1	<input type="text" value="Funct. Reading"/>	<input type="radio"/>	<input checked="" type="radio"/>	Answering questions not to %
Category	<input type="text" value="Reading"/>			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
2	<input type="text" value="Funct. Math"/>	<input type="radio"/>	<input checked="" type="radio"/>	Skip counting not to %. In progress/progress made.
Category	<input type="text" value="Math"/>			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
3	<input type="text" value="Funct. Writing"/>	<input type="radio"/>	<input checked="" type="radio"/>	Sentence writing not to %
Category	<input type="text" value="Writing"/>			
	Objective 1 met	<input type="radio"/>	<input checked="" type="radio"/>	Sentence writing not to %
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
4	<input type="text" value="Behavioral Support"/>	<input checked="" type="radio"/>	<input type="radio"/>	
Category	<input type="text" value="Behavior Intervention"/>			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
5	<input type="text" value="Funct. Communication"/>	<input type="radio"/>	<input checked="" type="radio"/>	Full sentence communication not to %.
Category	<input type="text" value="Communication"/>			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
6	<input type="text" value="Funct. Math"/>	<input type="radio"/>	<input checked="" type="radio"/>	money skills not to %
Category	<input type="text" value="Math"/>			
	Objective 1 met	<input type="radio"/>	<input checked="" type="radio"/>	money skills not to %
	Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	money skills not to %
7	<input type="text" value="Communication"/>	<input checked="" type="radio"/>	<input type="radio"/>	
Category	<input type="text" value="Communication"/>			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
8	<input type="text" value="Physical Fitness APE"/>	<input checked="" type="radio"/>	<input type="radio"/>	
Category	<input type="text" value="Physical Fitness"/>			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
9	<input type="text" value="School Access"/>	<input checked="" type="radio"/>	<input type="radio"/>	
Category	<input type="text" value="Physical Accessibility"/>			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
10	<input type="text" value="Sensorimotor"/>	<input type="radio"/>	<input type="radio"/>	
Category	<input type="text" value="Gross Motor"/>			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student ELI

ROY

Y

Date of Birth 19-OCT-2007

Meeting Date 08-MAR-2024

Last

First

MI

Section E: Present Level of Performance

Performance Area: Funct. Reading

Category: Reading

Assessment/Monitoring Process Used: informal/curriculum based/IEP, IReady

State/District Assessment Results:

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

STRENGTHS:
GENERAL:
 Roy was able to read many words on a 36 word sight word list. He utilizes his device to access the school's online platforms, such as Schoology, I-Ready and the Unique curriculum, using a QR code for streamlined sign-in, which minimizes fatigue and allows him to focus more on academic content. He actively engages in both whole-group and small-group reading discussions and can utilize his device to respond. Roy grasps the main idea of short stories and can answer comprehension questions using eye gaze, selecting the correct responses from multiple choices.

I-Ready Data indicates the following skills that Roy should be able to accomplish:
PHONICS: Recognize and name all lowercase letters of the alphabet, Demonstrate basic knowledge of one-to-one letter-sound correspondences, Match short vowel sounds with common spellings for the five major vowels.
VOCAB- Use prefixes, suffixes, and base words, Understand word relationships., Use general academic and domain-specific vocabulary.
COMP. LIT- Identify point of view in literary text, Identify sequence of events in literary text, Compare and contrast within a literary text.
COMP. INFORMATIONAL- Compare and contrast within an informational text, Identify main idea in informational text, Identify reasons that support points in informational text, Identify similarities and differences in two informational texts.
 Reading inventories indicate that Roy can identify many sight words, answer questions from text being read aloud at level 2, and he is able to follow along with stories being read aloud.

Performance Area: Funct. Reading (Cont.)

Category: Reading

Assessment/Monitoring Process Used: informal/curriculum based/IEP, IReady

State/District Assessment Results:

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

NEEDS:
PHONICS: Roy will benefit from instruction and practice in decoding simple VC and CVC words with short vowels. Continue working on long vowels as well as letter blends along with decoding strategies.
VOCAB- Roy would likely benefit from instruction and practice in the vocabulary typical of third-grade literature as well as science, social studies, and math texts at that grade-level. Needs in this area also include continued instruction in shades of meaning among synonyms and antonyms, as well as instruction with prefixes in-, im-, en-, em-, non-, mid-, mis-, dis-; suffixes -ful, -less, -ness, -ment, -able, -ible, -ous; and word roots
COMP. LIT- Roy would likely benefit from instruction in Grade 2 literary skills and strategies such as describing story elements and determining word meaning from context clues. Multiple word meanings, exposure to multi-subject work, and academic vocab
COMP. INFORMATIONAL- Roy would benefit from instruction that targets reading comprehension skills such as making inferences and connecting pictures to descriptions in the text. Encourage ROY to share new information learned from informational texts.
 Continue working on skills such as answering '5W' questions, and varied academic topics.
IMPACT OF DISABILITY-
 Roy's disability of Orthopedic Impairment and challenges in Funct. Reading. impacts his ability to read and answer questions in grade level material which impacts his involvement and progress in the general education curriculum to such a degree that instruction is based on alternate achievement standards using the alternate curriculum.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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Student ELI

ROY

Y

Date of Birth 19-OCT-2007

Meeting Date 08-MAR-2024

Last

First

MI

Section E: Present Level of Performance

Performance Area: Funct. Math

Category: Math

Assessment/Monitoring Process Used: informal/curriculum based/IEP data/I-Ready

State/District Assessment Results:

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

STRENGTHS-
 I-READY DATA
 NUMBERS and OPERATIONS: Recognize numerals to 10, Count backward from 10 to 0
 ALGEBRA: Find combinations of 10 and identify missing addends, Find different number pairs with the same sum for sums to 10, Use equations to solve joining problems with numbers to 10, Use equations to solve take away problems with numbers to 10.
 MEASUREMENT/DATA- Test results indicate that Measurement and Data skills are at emergent level. At this grade-level, Roy is likely to have only a basic understanding of the meaning of measurement and data concepts.
 GENERAL- Roy is capable of utilizing a calculator to solve equations. He demonstrates an understanding of relative numerical values and can interpret graphs and respond to comprehension questions. Roy shows an interest in engaging with online math games. Additionally, he can recognize coins and count them with the assistance of an adult using touch points. With support, Roy can skip count by fives and tens. He can solve basic addition/subtraction problems. Roy's IEP goal was to skip count by 2, 5, 10, and 25. With assistance, he has partially met his goal.
 NEEDS:
 I-READY- Test results indicate that Roy would benefit from intensive intervention focused on skills and concepts related to quantitative reasoning and representation. Instruction that connects understanding of algebraic representation, computation, and problem solving skills will strengthen Roy's math abilities across domains.

Performance Area: Funct. Math (Cont.)

Category: Math

Assessment/Monitoring Process Used: informal/curriculum based/IEP data/I-Ready

State/District Assessment Results:

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

GENERAL-Roy should continue focus on functional life skills such as money use, calendars, basic measurement skills and concepts of time.
 IMPACT OF DISABILITY:
 Roy's disability of Orthopedic Impairment and challenges in Funct. math impacts his ability to perform basic, grade level math concepts which impacts his involvement and progress in the general education curriculum to such a degree that instruction is based on alternate achievement standards using the alternate curriculum.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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Student Date of Birth Meeting Date

Last First MI

Section E: Present Level of Performance

Performance Area:

Category: ▼

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

STRENGTHS:
 Roy is able to access classroom worksheets on Schoology, I-ready and other school platforms utilizing his device. He mostly communicates answers by 'gaze-typing' or selecting a pre-downloaded response button on his device. When he types, he is able to do so for a short amount of time as this method is fatiguing. With assistance, Roy can generate three3-5 word sentences using his device with eye gaze input. He utilizes sentence frames, vocabulary lists, spelling aids, and adult prompts to support his sentence production. He prefers to work independently but may request help with spelling and sentence structure. While he requires adult support for new or requested sentences, Roy can independently produce routine sentences. Roy is working on 4 different sentence types, statement, questions, exclamation, and command. Roy is able to fill in comprehension questions utilizing his device.

NEEDS:
 Although Roy is gaining skills on his device, his sentences and communications are often out of place. Words are simply not in the right order or they do not make sense. Continue working on utilizing his device to write simple 3-5 sentences on a topic with correct end punctuation and spelling. Roy's current IEP goal of writing sentences based on U.L. topics is appropriate to continue working on.

IMPACT OF DISABILITY: Roy's disability of Orthopedic Impairment and challenges in Funct. Writing impacts his ability to write simple, on-topic sentence which impacts his involvement and progress in the general education curriculum to such a degree that instruction is based on alternate achievement standards using the alternate 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):

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Date of Birth Meeting Date

Last First MI

Section E: Present Level of Performance

Performance Area:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Strengths:

Reading: Roy effectively utilizes his AAC device to read sight words. He actively engages in reading discussions and adeptly answers comprehension questions.

Writing: Roy demonstrates typing skills and ability to use his device buttons for writing. He benefits from word prediction tools, which aid him in composing sentences.

Speaking: Roy is capable of responding to simple questions, with 1-2 word responses regarding a text or when directly speaking with someone. He independently addresses inquiries about daily activities and effectively communicates his needs and desires.

Listening: Roy comprehends stories when they are read aloud to him. He demonstrates the ability to follow directions accurately.

Roy was reclassified English Proficient on March 17, 2023. His ELD goal and writing goal for this IEP were the same. He did not complete goal. The writing aspect will be addressed in the writing goal. Due to his reclassification status, there will be no goal given on this IEP.

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):

STRENGTHS:

Roy demonstrates the ability to vocalize word approximations to convey his thoughts. He can respond to yes or no questions and select multiple-choice options. Roy effectively utilizes his dynamic display voice output device, accessed with eye gaze, along with word approximations and vocalizations to engage in conversations. He takes pleasure in conversing and discussing his home activities and other areas that are of interest to him such as Israel and family. He is able to communicate his wants and needs utilizing pre-populated buttons on his device. Roy has many friends and he communicates with them utilizing simple phrases, looks, gestures, or device output.

NEEDS:

Although Roy is capable of utilizing his device for communication, he is not always accurate in manipulating the device. Continue to work with A.T. itinerant in order to gain functionality on his device.

IMPACT OF DISABILITY-

Roy's disability of Orthopedic Impairment and challenges in Funct. Reading. impacts his ability to read and answer questions in grade level material which impacts his involvement and progress in the general education curriculum to such a degree that instruction is based on alternate achievement standards using the alternate curriculum.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Date of Birth Meeting Date

Last First MI

Section E: Present Level of Performance

Performance Area:

Category: ▼

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

STRENGTHS:
 Roy demonstrates a solid understanding of classroom rules and consistently adheres to them. He exhibits a high level of awareness of his environment. Roy possesses knowledge of his address and phone number. He readily complies with tasks assigned to him and performs them to his ability. While Roy continues to benefit from adult support, he actively seeks clarification by asking questions when unsure of tasks or directions. He utilizes his device to utilize the internet and effectively navigates various online platforms. Roy is able to assist people that are unfamiliar on how to use his device in order for them to help him as needed. Additionally, he is proficient in sending emails and messages to teachers. Roy maintains many friendships and is a generally happy and enthusiastic young man. It is the intention to expose him to the community more frequently in the coming year.

NEEDS:
 Roy should continue working with his A.T. support in order to become more proficient with his device. Continue working on funct. skills and self-evaluating strengths in order to identify job/career likes dislikes.

IMPACT OF DISABILITY: Roy's disability of Orthopedic Impairment and challenges in Voc Ed impacts his ability to work at the pace of Gen Ed which impacts his involvement and progress in the general education curriculum to such a degree that instruction is based on alternate achievement standards using the alternate 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):

STRENGTHS:
 Roy's goal was to communicate his needs. He can do tis independently and when prompted Roy follows directives, is polite , courteous and respectful to staff and classmates. Roy has a pleasant demeanor and a happy disposition. There are no behavioral issues of concern at the present time.

NEEDS:
 Behavior is not an issue of concern at present and a goal will not be given for this IEP. Continue to work on expressing wants and needs completely utilizing device on independent basis.

IMPACT OF DISABILITY:
 Roy's disability of Orthopedic Impairment and challenges in behavior would not impact his involvement and progress in the general education curriculum however, the Alt. Curr environment is the LRE for this student.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student ELI

ROY

Y

Date of Birth 19-OCT-2007

Meeting Date 08-MAR-2024

Last

First

MI

Section E: Present Level of Performance

Performance Area: Behavior Support

Category: Behavior Intervention

Assessment/Monitoring Process Used: informal/curriculum based/observation

State/District Assessment Results:

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

STRENGTHS:

Roy's goal was to communicate his needs. This has been done to completion. Roy follows directives, is polite, courteous and respectful to staff and classmates. Roy has a pleasant demeanor and a happy disposition. There are no behavioral issues of concern at the present time.

NEEDS:

Behavior is not an issue of concern at present and a goal will not be given for this IEP.

IMPACT OF DISABILITY:

Performance Area:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Empty text box for current performance/assessment summary.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student ELI ROY Y Date of Birth 19-OCT-2007 Meeting Date 08-MAR-2024
Last First MI

Section E: Present Level of Performance

Performance Area: Communication
Category: Communication
Assessment/Monitoring Process Used: Standardized assessment, teacher report, performance in txt, informal observatio
State/District Assessment Results: N/A

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

Background: Roy is a 16 year 4 month old male student enrolled in the special educational program at Grant High School with an eligibility of Orthopedic Impairment (OI). He is currently receiving language and speech (LAS) services in the area of Communication to support Roy's language and use of a dynamic display speech generating device accessed via eye gaze.

Strengths: Roy is able to independently use his dynamic device via eye gaze to communicate during class discussions and/or participate in back and forth conversations using phrases/sentences. He can independently navigate his device and communicate if he needs assistance. He is able to access the curriculum using his dynamic device via eye gaze and navigate through pages. Roy is a determined student and enjoys socializing with his peers and adults.

Needs: Roy has shown great progress over the years, however Roy requires minimal-moderate prompting when it comes to expanding on information he presents in social conversation such as telling stories, relating to events, and conveying information.

Impact of Disability: Roy's medical diagnosis of Cerebral Palsy with an eligibility of Orthopedic Impairment (OI) and its associated language deficits, which may impact his language skills and may prevent him from communicating with his peers/adults and accessing the alternate curriculum without support of an Augmentative and Alternative Communication (AAC) device. Dynamic display speech generating device with quick access to text to speech accessed via eye gaze technology with mounting equipment is recommended to be continuously used.

Deanna Sargsyan, M.S., CCC-SLP
Speech-Language Pathologist
03/04/2024

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):

[Empty text box for current performance/assessment summary]

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Last: ELI ROY First: MI MI Date of Birth: 19-OCT-2007 Meeting Date: 08-MAR-2024

Section E: Present Level of Performance

Performance Area: Physical Fitness APE
Category: Physical Fitness
Assessment/Monitoring Process Used: Teacher Observation
State/District Assessment Results: NA

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

Roy is a 16.4 year old 11th grade boy with an eligibility of (OT) Orthopedic Impairment attending Grant High School. According to the nurse, ' Student has the health diagnoses of cerebral palsy, developmental delays and asthma. Areas of Need: Physical health is an area of need due to the student's diagnosis of Cerebral Palsy.' Using verbal and physical prompting and hand over hand assistance, he is able to follow directions and cooperate with the assistants and instructor to the best of his ability. It is a pleasure to have Roy in class and I look forward to working with him this year.
AREAS OF STRENGTH:
He is a very friendly boy and participates in the APE class to the best of his ability. He enjoys the company of his peers and assistants and participates with enthusiasm in the APE class. Roy responds to his name and is able to communicate using short verbal words with effort when he needs something. Roy also utilizes the Tobi machine (a device that enables students to access hands free communication). Using verbal and physical prompting and hand over hand assistance, he is able to follow directions and cooperate with the assistants and instructor to the best of his ability. He is limited by his condition to a manual wheelchair and requires adult assistance at all times in class for mobility and interactions. It is a pleasure to have Roy in class and I look forward to working with him this school year.
PERCEPTUAL MOTOR SKILLS
He demonstrates some difficulty with Ocular control which is following an object with his eyes across the midline of his body without moving his head. He is able to focus on an object and follow a slow moving object with his eyes. He is able to rotate his head forward, backward and side to side and look over his shoulder.
LOCOMOTOR PATTERNS: He is able to demonstrate a walk in his gait trainer with assistance and without. He uses high knees as he walks in his gait trainer with determination and a smile on his face. He enjoys this special time when he is removed from his wheel chair and placed in the gait trainer and allowed to walk either in the gym or outside as weather permits.

Performance Area: Physical Fitness APE
Category: Physical Fitness
Assessment/Monitoring Process Used: Teacher Observation
State/District Assessment Results: NA

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

OBJECT CONTROL: With assistance and without, he is able to squeeze a soft object with both of his hands on request as well as release his grip on the object when requested to do so With assistance he is able to bat a balloon into the air or trap a ball into his chest. With assistance he can roll a ball to a partner, throw a ball to a partner, throw overhand, throw underhand, and pass a ball to a partner
PHYSICAL FITNESS:
With assistance and support, he is able to hold onto a free weight (2 pounds) and lift it toward his chest and away from his chest with ease to maintain arm strength as well as range of movement. With assistance and support, he is able to use the fitness center and work on a machine that provides the opportunity for strengthening and stretching along with his peers. He demonstrates good cardio-vascular fitness as he uses his gait trainer 4-5 days every week. With support he participates in the stretch and warm-up routine with his peers and he participates in the modified games in class with his peers.
AREAS OF NEEDS:
Roy needs to continue his physical fitness in the area of cardiovascular endurance, flexibility, and strength along with motor skills by participating fully in all physical fitness activities. He requires continued support, physical assistance, verbal and physical prompts by the assistant and the instructor to improve his overall physical fitness.
IMPACT OF THE DISABILITY:
Roy's disability of Orthopedic Impairment (OI) and related need for intervention affects his involvement and progress in the general physical education curriculum. He will continue APE services for 800 minutes a month total.
Report Prepared By: Garrie Katznelson (Adapted Physical Education Specialist)

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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Section E: Present Level of Performance

Performance Area:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Health Summary: Health assessment was completed on 03/01/2024 with information gathered from a review of school health records and an in-person assessment of the student. The student is a 16 years and 4 months old student in 11th grade. Student has the health diagnoses of cerebral palsy and asthma. Student is not currently taking any medications at school and has an allergy to cats, dust, and pollen. Review of records from the past 3-years reveal no significant changes in health status, no history of chronic illness, injury, surgery, accident, and hospitalization.

Strengths: Roy responds to his name and gives eye contact when being spoken to. He can communicate using short verbal words with effort when he wants something, and he also utilizes his Tobi machine to communicate his needs. He passed his LAUSD hearing screening on 11/13/2023 and his vision is functional.

Areas of Need: Roy is non-ambulatory and wheelchair dependent. He needs assistance with mobility and positioning. Roy uses a gait trainer in school. He needs assistance when he moves his hands and arms in an uncoordinated manner to prevent injury. Roy is able to chew his food as long as it's cut into bite-size pieces and has no problem swallowing. He needs assistance with feeding, food preparation, toileting, personal hygiene and dressing.

Impact of Disability: Roy's physical health diagnoses and related health needs affect his ability to independently perform activities of daily living related to hygiene, feeding, and mobility which impacts their involvement and progress in their educational program.

Accommodations/ Modification: Roy will need assistance with mobility, transfer, food preparation, feeding, toileting, personal hygiene and dressing.

Krystal Quemquem BSN, RN
 Credentialed School Nurse
 03/01/2024

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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ROY

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Date of Birth 19-OCT-2007

Meeting Date 08-MAR-2024

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Section E: Present Level of Performance

Performance Area: School Access, Part 1/3

Category: Physical Accessibility

Assessment/Monitoring Process Used: GMFCS, GMFM, 6MWT, observation, interviews, review of records

State/District Assessment Results: N/A

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

The following is a summary of the school-based physical therapy assessment findings. Testing results include:

GMFCS: Roy's level of motor impairment for children with Cerebral Palsy falls into Level V for age 12-18. This means he is 'limited in his ability to maintain antigravity head and trunk postures and control arm and leg movements. Assistive technology is used to improve head alignment, seating, standing, and mobility but limitations are not fully compensated by equipment.'

GMFM: Roy's Total Score: 25.8 (+/- 2.1; CI: 21.6 to 30.0); ~60th percentile for GMFCS Level V. For children classified under GMFCS Level V, student >6 years, the mean score for GMFM-66 is 22.0 with a standard deviation from the mean of +/- 9.7, and therefore Roy's score of 25.8 is within average range. When Roy's GMFM-66 score is graphed against tabulated reference percentiles (which are based on the percentage of children in the normative sample of children with Cerebral Palsy), his GMFM-66 score is at approximately the 60th percentile for a GMFCS Level V his age. Roy's last GMFM score at age 10 was 28.7. His scores have been consistent, which is expected given his age and diagnosis. Research using the GMFM-66 shows that children in GMFCS Level V achieve 90% of their motor skills just before 3 years of age. Beyond this age, children at GMFCS Level V do not typically make significant gains in their motor skills. Roy's motor skill development has been consistent with this research.

6MWT - Roy completed the 6-minute walk test during APE on 1/29/24 and ambulated 189 ft in 6 minutes. He walked in his gait trainer full supports and required adult assistance to generate forward propulsion and assist with steering the gait trainer. The distance Roy walked is less than children with milder cerebral palsy or typically developing children, however, is functional for school participation and access. (continued)

Performance Area: School Access, Part 2/3

Category: Physical Accessibility

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

(continued) Student's areas of strengths related to school physical therapy area of expertise: Roy continues to use his manual wheelchair (medically provided by CCS) as his seating system in the classroom and during meal times with peers. He demonstrates good upright sitting posture with full supports. Roy's family developed a set up where his arms are stabilized beneath his wheelchair tray, which is clamped to the arm rests of his chair. Roy is able to sit with an upright trunk with his arms stabilized in this manner and control his head/eyes. Roy uses eye-gaze technology on his communication device to participate in teacher-directed classroom activities and for communication. He can answer academic questions, express wants, needs, and communicate with peers using this technology. Roy was issued a new gait trainer (larger size, different supports) for mobility last year and continues to use it during APE daily. Roy greatly enjoys being upright and moving in the gait trainer. Roy does not wear ankle braces (AFOs), but typically wears high-top shoes that provide ankle support. Per data collection by the classroom staff in APE, Roy is currently able to tolerate between 11-30 minutes with an average daily duration of 19 minutes of walking and standing in the gait trainer during APE. He walked every school day with the exception of 1 day in the past 2+ weeks. His standing/walking tolerance is improved from between 8-13 minutes last school year. Roy requires dependent adult assistance (3 people) to transfer in/out of the gait trainer, and minimal to moderate assistance of 1 person to assist with steering/forward propulsion to walk in the gait trainer. Roy has access to a hi/low changing table for his toileting protocol that is in a located across from his classroom. He has 3 staff assigned to assist him with transfers to/from the changing table as part of his daily routine; the adult support is helpful in accommodating Roy's involuntary movements that can make transfers dangerous. Roy continues to be a client of CCS for medical-based therapy needs and equipment.

(continued)

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student ELI ROY Y Date of Birth 19-OCT-2007 Meeting Date 08-MAR-2024
Last First MI

Section E: Present Level of Performance

Performance Area: School Access 3/3
Category: Physical Accessibility
Assessment/Monitoring Process Used:
State/District Assessment Results:

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

(continued from part 2) Student's areas of need related to school physical therapy area of expertise: Roy continues to require assistance for all positioning in his manual wheelchair (medically-provided), gait trainer with full supports, and high/low changing table. Potential future equipment needs also include adapted classroom chair, neck collar, mechanical lift/sling, stander with supports, and additional padding on hard surfaces to prevent bruising. School physical therapy services are indicated to continue to address Roy's equipment needed in the school setting, and to progress his classroom mobility program with the use of adapted equipment and adult support to accommodate his impaired functional mobility skills.
Impact of student's disability on academic and overall performance: Roy's eligibility of ID and medical diagnosis of cerebral palsy (athetoid) with resulting functional mobility deficits impacts his progress in the general education curriculum to such a degree that instruction is based on alternate achievement standards using the alternate curriculum. He requires adult assistance and adapted equipment to access his school environment.
Anastasia Alton, PT, DPT
Doctor of Physical Therapy, LAUSD PT
3/8/24

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

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

[Empty text box for current performance/assessment summary]

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student ELI

ROY

Y

Date of Birth 19-OCT-2007

Meeting Date 08-MAR-2024

Last

First

MI

Section E: Present Level of Performance

Performance Area: Sensorimotor

Category: Sensorimotor

Assessment/Monitoring Process Used: clinical and classroom observations; record review; teacher/parent interview

State/District Assessment Results:

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

Student's areas of strengths: Roy demonstrates functional trunk alignment, adequate head/neck control, and attention to his Tobii device during classroom tasks. He presents with adequate postural stability when he utilizes an adapted wheelchair for sitting during academic class and his walker when walking during adapted physical education class. When provided with adequate time, he is able to demonstrate adequate ocular coordination skills to visually locate icons and applications using his eye gaze device. Roy demonstrates strengths with his visual perceptual skills, eye contact, and head/neck control to use an eye gaze device to assist with his classroom academics and communication. He is able to create multiple word sentences to communicate. Roy displays functional sensory modulation and processing skills to participate in his daily routine and tolerates hand-over-hand assistance. At this time, Roy is dependent on the classroom staff to complete all self-help tasks.

Student's areas of needs: Roy displays needs in the area of postural stability, secondary to his diagnosis of cerebral palsy. He presents with poor motor control in his upper extremities, ataxic movement patterns, and spasticity in upper extremities. He presents risk for developing contractures, secondary to his diagnosis. He continues to benefit from the support of a school-based occupational therapist to monitor his seated posture in the adapted chair and possible contractures, to support his access to his academic curriculum.

Impact of disability on academic and overall performance: Roy's eligibility of MDO and his needs in postural stability and proximal stability impact his involvement and progress in the general education curriculum to such a degree that instruction is based on alternate achievement standards using the alternate curriculum.

Jennifer Kim, MS, OTR/L
School-based Occupational therapist

Performance Area:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Last: ELI, First: ROY, MI: Y, Date of Birth: 19-OCT-2007, Meeting Date: 08-MAR-2024

Section F: Eligibility

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

[Empty text box for disability discussion]

For Initial IEP, interventions attempted prior to determining eligibility:

[Empty text box for interventions]

Eligible as a student with the disability of:

Code: OI Orthopedic Impairment
[Not Applicable, Blind or Partially Sighted]

Additional Low Incidence Eligibility (only for VI, DBL, DEA, HOH, or severe OI):

Code: [Not Applicable, Blind or Partially Sighted]

Does not meet eligibility criteria for Special Education Services (Initial IEP).

or

No Longer Eligible for Special Education Services (Review IEP).

No Longer Eligible (Effective Date):

This is a Final IEP, the student remains eligible for Special Education Services until the Effective Date below.

Final IEP Reason: Final IEP Effective Date:

The IEP Team has considered and agrees that the educational needs of the student are not primarily due to:

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student ELI ROY Y

Date of Birth 19-OCT-2007

Meeting Date 08-MAR-2024

Last First MI

Section G: Annual Goals and Objectives

Performance Area: Funct. Read Category: Reading Annual Goal #: 1

While reading a passage, Roy will use knowledge of consonants, consonant blends, and common vowel patterns to decode unfamiliar words with 70% accuracy in three trials, as measured by work output/observation.

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

Methods of Evaluation

- State Assessments, Observation, Other, Norm Referenced, Portfolio, Criterion Referenced, Work Samples, Curriculum Based, Informal

Incremental objective #1 related to the goal:

When given initial letter blends and words with initial blends and final endings (ed, ing, er, etc.) Roy will decode read blend and/or decode words with 70% accuracy, in 4/5 trials, as measured by output/observation.

Incremental objective #2 related to the goal:

When given a passage at Nicko reading level, Roy will read with increased fluency and accuracy in 5 succeeding attempts, starting with 70% acc. and increasing to 80%, in 5/6/ trials, as measured by work samples.

Date to be achieved: June 2024 MO/YR

Date to be achieved: October 2024 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR EXCEEDED, 3 SUBSTANTIAL PROGRESS (50-99% of goal met), 2 PARTIAL PROGRESS (1-49% of goal met), 1 NO PROGRESS

Table with 5 columns: 1st Reporting Period, 2nd Reporting Period, 3rd Reporting Period, 4th Reporting Period (Secondary Only), Goal Achievement. Includes progress marks, sufficiency questions, and comment boxes.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student ELI ROY Y Last First MI

Date of Birth 19-OCT-2007

Meeting Date 08-MAR-2024

Section G: Annual Goals and Objectives

Performance Area: Behavioral Support Category: Behavior Intervention Annual Goal #: 10

Roy will communicate his needs 5 /5 times with no prompts, on a daily basis as measured by observation/log

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, log, Criterion Referenced, Work Samples, Curriculum Based, Informal

Incremental objective #1 related to the goal:

Roy will communicate his needs with no more than 2 prompts, 3 /5 times on a daily basis as measured by observation/log.

Incremental objective #2 related to the goal:

Roy will communicate his needs with no more than 1 prompt, 4 /5 times on a daily basis as measured by observation/log.

Date to be achieved: July 2024 MO/YR

Date to be achieved: November 2024 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student ELI ROY Y Last First MI

Date of Birth 19-OCT-2007

Meeting Date 08-MAR-2024

Section G: Annual Goals and Objectives

Performance Area: Funct. Math Category: Math Annual Goal #: 2

When given various life skills tasks or questions/worksheets/computer based involving math (money, time, measurement, calendar,) Roy will complete task/worksheet with 80% acc., in 5/6 trials, as measured by work production and completion.

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

Methods of Evaluation

- State Assessments, Observation, Other, Norm Referenced, Portfolio, Criterion Referenced, Work Samples, Curriculum Based, Informal

Incremental objective #1 related to the goal:

When given various life skills tasks or questions/worksheets, computer based involving math (money, time, measurement, calendar,) Roy will complete task/worksheet with 70% acc., in 3/6 trials, as measured by work production and completion.

Incremental objective #2 related to the goal:

When given various life skills tasks or questions/worksheets, computer based involving math (money, time, measurement, calendar,) Roy will complete task/worksheet with 75% acc., in 4/6 trials, as measured by work production and completion.

Date to be achieved: June 2024 MO/YR

Date to be achieved: October 2024 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR EXCEEDED, 3 SUBSTANTIAL PROGRESS (50-99% of goal met), 2 PARTIAL PROGRESS (1-49% of goal met), 1 NO PROGRESS

Table with 5 columns: 1st Reporting Period, 2nd Reporting Period, 3rd Reporting Period, 4th Reporting Period (Secondary Only), Goal Achievement. Includes progress marks, sufficiency questions, and comment boxes.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student ELI ROY Y Last First MI

Date of Birth 19-OCT-2007

Meeting Date 08-MAR-2024

Section G: Annual Goals and Objectives

Performance Area: Funct. Writing Category: Writing Annual Goal #: 3

When given a word to put into a sentence, Roy will use his device/dictate word in the 'four sentence types' (statement, question, command, exclamation) 3xs each, with correct spelling, capital letters and punctuation, provided with 1-2 verbal cues, showing 75% accuracy in 4/5 opportunities, as measured by work samples.

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

Methods of Evaluation

- State Assessments, Observation, Other, Norm Referenced, Portfolio, Criterion Referenced, Work Samples, Curriculum Based, Informal

Incremental objective #1 related to the goal:

When given a word to put into a sentence, Roy will use his device/dictate word in 2/4 sentence types (statement, question), 2xs each, with correct spelling, capital letters and punctuation, provided with 1-2 verbal cues, showing 70% accuracy in 3/5 opportunities, as measured by work samples.

Incremental objective #2 related to the goal:

When given a word to put into a sentence, Roy will use his device/dictate word in 2/4 sentence types (command, exclamation), 2xs each, with correct spelling, capital letters and punctuation, provided with 1-2 verbal cues, showing 70% accuracy in 3/5 opportunities, as measured by work samples.

Date to be achieved: June 2024 MO/YR

Date to be achieved: October 2024 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student ELI ROY Y Last First MI

Date of Birth 19-OCT-2007

Meeting Date 08-MAR-2024

Section G: Annual Goals and Objectives

Performance Area: Funct. Communication Category: Communication Annual Goal #: 4

When given tasks, questions to answer or in simple conversation with staff, with no more than 5 prompts, Roy will use his dynamic display voice output system accessed via eye-gaze to answer or state a complete, word order correct answer, with 70 percent accuracy on 4 out of 5 occasions during the week.

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, log, Criterion Referenced, Work Samples, Curriculum Based, Informal

Incremental objective #1 related to the goal:

When given tasks, questions to answer or in simple conversation with staff, with no more than 4 prompts, Roy will use his AAC device to answer or state a complete, word order correct answer, with 60% accuracy on 2 out of 5 opportunities, as measured by observation/log.

Incremental objective #2 related to the goal:

When given tasks, questions to answer or in simple conversation with staff, with no more than 2 prompts, Roy will use his AAC device to answer or state a complete, word order correct answer, with 65% percent accuracy on 3 out of 5 opportunities, as measured by observation/log.

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

Table with 5 columns: 1st Reporting Period, 2nd Reporting Period, 3rd Reporting Period, 4th Reporting Period (Secondary Only), Goal Achievement. Includes progress marks, sufficient progress questions, and 'No' comment boxes.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student ELI ROY Y Last First MI

Date of Birth 19-OCT-2007

Meeting Date 08-MAR-2024

Section G: Annual Goals and Objectives

Performance Area: Voc Ed Category: Vocational Education Annual Goal #: 5

Roy, will analyze and explore his characteristics related to personal, educational and career planning and research what requirements/skills are needed in areas of likes/dislikes on bi-weekly schedule as measured by output.

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

Methods of Evaluation

- State Assessments, Observation, Other, Norm Referenced, Portfolio, Criterion Referenced, Work Samples, Curriculum Based, Informal

Incremental objective #1 related to the goal:

When given job career surveys on his device, Roy will analyze and explore his characteristics (personality, likes/dislikes) related to personal, educational and career planning with 6 out of 10 opportunities as measured by Student log.

Incremental objective #2 related to the goal:

When utilizing the internet and community sources, Roy will analyze and explore his characteristics (personality, likes/dislikes,) related to personal, educational and career planning and research what requirements/skills are needed in areas of likes with 7 out of 10 opportunities as measured by Student Log.

Date to be achieved: June 2024 MO/YR

Date to be achieved: October 2024 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR EXCEEDED, 3 SUBSTANTIAL PROGRESS (50-99% of goal met), 2 PARTIAL PROGRESS (1-49% of goal met), 1 NO PROGRESS

Table with 5 columns: 1st Reporting Period, 2nd Reporting Period, 3rd Reporting Period, 4th Reporting Period (Secondary Only), Goal Achievement. Includes progress marks, sufficient progress questions, and 'No' comment options.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student: ELI ROY Y Date of Birth: 19-OCT-2007 Meeting Date: 08-MAR-2024

Section G: Annual Goals and Objectives

Performance Area: Communication (LAS) Category: Communication Annual Goal #: 6

During structured and unstructured activities (e.g. classroom activities, conversations with multiple speaking partners), Roy will produce at least 4 word phrases, sentences, and questions using a multi-modal approach (e.g. word approximations, dynamic display voice output system accessed via eye-gaze) to expand on presenting information relating to telling stories, relating to events, and conveying information given minimal-moderate prompts and cues with at least 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

Methods of Evaluation: State Assessments, Observation, Other, Norm Referenced, Portfolio, Criterion Referenced, Work Samples, Curriculum Based, Informal

Incremental objective #1 related to the goal:

During structured and unstructured activities (e.g. classroom activities, conversations with multiple speaking partners), Roy will produce at least 4 word phrases, sentences, and questions using a multi-modal approach (e.g. word approximations, dynamic display voice output system accessed via eye-gaze) to expand on presenting information relating to telling stories, relating to events, and conveying information given moderate prompts and cues with at least 80% accuracy.

Incremental objective #2 related to the goal:

During structured and unstructured activities (e.g. classroom activities, conversations with multiple speaking partners), Roy will produce at least 4 word phrases, sentences, and questions using a multi-modal approach (e.g. word approximations, dynamic display voice output system accessed via eye-gaze) to expand on presenting information relating to telling stories, relating to events, and conveying information given minimal-moderate prompts and cues with at least 60% accuracy.

Date to be achieved: July 2024 MO/YR Date to be achieved: November 2024 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student ELI ROY Y Date of Birth 19-OCT-2007 Meeting Date 08-MAR-2024

Section G: Annual Goals and Objectives

Performance Area: Physical Fitness APE Category: Physical Fitness Annual Goal #: 8

P.E. Skill 16, FPI 16.3 P.E. Skill 16, FPI 16.3 Student will maintain movement activity for a set time period to develop and enhance components of physical fitness and gross motor skills by participating in the adapted physical education class 800 minutes each month and walking in his gait trainer 3-4 days a week at 80% accuracy.

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

Methods of Evaluation

State Assessments, Observation, Other, Norm Referenced, Portfolio, APEAS II Informal/Observation, Criterion Referenced, Work Samples, Curriculum Based, Informal

Incremental objective #1 related to the goal:

P.E. Skill 16, FPI 16.3 P.E. Skill 16, FPI 16.3 Student will maintain movement activity for a set time period to develop and enhance components of physical fitness and gross motor skills by participating in the adapted physical education class 800 minutes each month and walking in his gait trainer 3-4 days a week at 60% accuracy.

Incremental objective #2 related to the goal:

P.E. Skill 16, FPI 16.3 P.E. Skill 16, FPI 16.3 Student will maintain movement activity for a set time period to develop and enhance components of physical fitness and gross motor skills by participating in the adapted physical education class 800 minutes each month and walking in his gait trainer 3-4 days a week at 70% accuracy.

Date to be achieved: June 2024 MO/YR Date to be achieved: October 2024 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student ELI ROY Y Last First MI

Date of Birth 19-OCT-2007

Meeting Date 08-MAR-2024

Section G: Annual Goals and Objectives

Performance Area: School Access Category: Physical Accessibility Annual Goal #: 7

In collaboration with school staff, Roy will participate in a mobility program in which he is upright in an adapted mobility device for at least 20 minutes with head/neck support as needed, and will have dependent adult assistance for transfers into the equipment and minimal to maximal adult assistance for steering and to maintain forward progression, 3-4+ days out of 5 school days attended with 80% consistency.

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:

Roy will participate in daily classroom and toileting routines with 11th grade peers using adapted equipment (may require: adapted desk, head/neck support, adapted toileting equipment, mechanical lift/sling, padded surfaces to prevent bruising, positional supports) - as determined appropriate/necessary by school physical therapist.

Incremental objective #2 related to the goal:

In collaboration with school staff, Roy will participate in a mobility program in which he is upright in an adapted mobility device for at least 20 minutes with head/neck support as needed, and will have dependent adult assistance for transfers into the equipment and minimal to maximal adult assistance for steering and to maintain forward progression, 3-4+ days out of 5 school days attended with 60% consistency.

Date to be achieved: July 2024 MO/YR

Date to be achieved: November 2024 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR EXCEEDED, 3 SUBSTANTIAL PROGRESS (50-99% of goal met), 2 PARTIAL PROGRESS (1-49% of goal met), 1 NO PROGRESS

Table with 5 columns: 1st Reporting Period, 2nd Reporting Period, 3rd Reporting Period, 4th Reporting Period (Secondary Only), Goal Achievement. Includes progress marks, goal achievement status, and reasons for 'No' progress.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student ELI ROY Y Date of Birth 19-OCT-2007 Meeting Date 08-MAR-2024

Section G: Annual Goals and Objectives

Performance Area: Sensorimotor Category: Gross Motor Annual Goal #: 9

In collaboration with the classroom teacher and supporting adults, Roy will demonstrate improved postural control and head stability, to utilize his technology device for at least 5 minutes with independence to participate in classroom assignments/activities, in 4/5 trails, while seated in his adapted seating system.

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

Methods of Evaluation

State Assessments, Observation, Other, Norm Referenced, Portfolio, teacher report, Criterion Referenced, Work Samples, Curriculum Based, Informal

Incremental objective #1 related to the goal:

In collaboration with the classroom teacher and supporting adults, Roy will demonstrate improved postural control and head stability, to utilize his technology device for at least 3 minutes with independence to participate in classroom assignments/activities, in 4/5 trails, while seated in his adapted seating system.

Incremental objective #2 related to the goal:

In collaboration with the classroom teacher and supporting adults, Roy will demonstrate improved postural control and head stability, to utilize his technology device for at least 4 minutes with independence to participate in classroom assignments/activities, in 4/5 trails, while seated in his adapted seating system.

Date to be achieved: June 2024 MO/YR Date to be achieved: October 2024 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

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.

Student will participate in California Alternate Assessment in English Language Arts and Math in grades 3-8 and 11 and Science in grades 5, 8, and once in high school.

CAA Subject
ELA/Math and Science

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student ELI ROY Y Last First MI

Date of Birth 19-OCT-2007

Meeting Date 08-MAR-2024

Section N: Procedural Safeguards and Follow-up Actions

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

Is the parent/guardian requesting computer generated translation?* 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 compensatory education: 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

17-MAR-2023 (Inactive) Review - Annual [dropdown]

Recoupment Services Consideration:

- Checkboxes for recoupment services: The IEP team has reviewed and discussed student's progress/achievement and considered factors that may have impacted student's learning during the school facility closures as a result of the COVID-19 pandemic. 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

17-MAR-2023 (Inactive) Review - Annual [dropdown]

- Preschool Only Consideration (Transition IEP)
30-Day IEP Consideration (Out-of-District)
Student attends private school within district boundaries and resides outside of district boundaries (Eligibility Determination Only)

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INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Last: ELI, First: ROY, MI: Y

Date of Birth: 19-OCT-2007

Meeting Date: 08-MAR-2024

Section Q: Parent Participation and Consent

Parent Participation

- Parent/Student (18-21) has participated in the IEP meeting.
Parent/Student (18-21) indicated before the meeting that they would not be able to attend.
Parent/Student (18-21) was notified 3 times of the meeting time and place.
Parent/Student (18-21) did not respond to any of the meeting notifications and the meeting was held without the Parent/Student (18-21) present.
Parent/Student (18-21) did not attend and gave permission to proceed without them if they did not attend.

Parent Notification

Table with 3 columns: Method, Whom, When. Rows include Student, Email, Email notifications to Rodas on 20-FEB-2024 and 08-FEB-2024.

I (PARENT) acknowledge that the IEP meeting was rescheduled to this date at my request. (Parent initials here ONLY if the PARENT requested that the IEP meeting be rescheduled.)

Parent/Student (18-21) Agreement to Components of the Proposed IEP

A Parent/Student (18-21) may agree to all or some of the components of a proposed IEP. The District will implement those portions of the IEP to which the parent/student (18-21) agrees so as to not delay providing instruction and services.

- Parent/Student (18-21) AGREES to all components of the IEP.
Parent/Student (18-21) AGREES to all components of the proposed IEP WITH THE SPECIFIC EXCEPTION(S) stated below:
Assessment Specify
Eligibility Specify
Instructional Setting Specify
Services Specify

The Parent/Student (18-21) DOES NOT AGREE with any of the components of the proposed IEP.

A Parent/Student (18-21) is not required to initiate any form of dispute resolution as to components of the proposed IEP to which the parent does not agree. If a parent/student (18-21) does wish to initiate a form of dispute resolution as to the components of the proposed IEP, the parent can find information on dispute resolution processes in the District's publication, A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards).

Parent Concerns and Comments

Large empty text box for parent concerns and comments.

Signature(s) [] [] Date []

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

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

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

Signature(s) [] [] Date 8-MAR-2024



Parent IEP Experience Survey
Encuesta sobre la experiencia de los padres en el IEP.

Please take a moment to complete the survey below by scanning the QR code with your smart phone camera. You can also take the survey at this link:

Por favor tómese un momento para completar la siguiente encuesta escaneando el código QR con la cámara de su teléfono inteligente. También puede realizar la encuesta en este enlace:

<http://lausd.PARENT-IEP-EXPERIENCE.alchemer.com/s3/>

Please ask your school staff if in need of assistance.

En caso que necesite asistencia, por favor solicitesela al personal de la escuela.



INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Reconvened Meeting Date

Student
 Last First MI

Date of Birth

Meeting Date

Section R: Names and Signatures (Signatures on File)

Team Member	Print Name	Signature
Parent/Guardian	<input type="text" value="Ilan Eli"/>	<input type="text"/>
Parent/Guardian	<input type="text"/>	<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="Theresa Rech"/>	<input type="text" value="Theresa Rech"/>
Administrative Designee	<input type="text"/>	<input type="text"/>
Special Education Teacher	<input type="text" value="Ross Kramer"/>	<input type="text"/>
General Education Teacher	<input type="text" value="Noah Henriksson"/>	<input type="text"/>
School Psychologist	<input type="text"/>	<input type="text"/>
School Nurse	<input type="text"/>	<input type="text"/>
Related Service Staff <input type="text" value="Physical Therapist"/>	<input type="text" value="Anastasia Alton"/>	<input type="text"/>
Related Service Staff <input type="text" value="OI"/>	<input type="text" value="Vincent Licassi"/>	<input type="text"/>
Related Service Staff <input type="text" value="AT"/>	<input type="text" value="Anthony Morales"/>	<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="APE"/>	<input type="text" value="Garrie Katznelson"/>	<input type="text"/>
Other <input type="text" value="OT"/>	<input type="text" value="Jennifer Kim"/>	<input type="text"/>
Other <input type="text" value="LAS"/>	<input type="text" value="Deanna Sargsyan"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Last: ELI, First: ROY, MI: Y

Date of Birth: 19-OCT-2007

Meeting Date: 08-MAR-2024

LEAST RESTRICTIVE ENVIRONMENT ANALYSIS

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

Student's Current Placement Type:

Form with radio buttons for placement types: General Education Class, Special Day Program, Home/Hospital, etc.

DIRECTIONS: Complete the information below as part of the IEP team discussion regarding placement from the beginning at Step A until the team reaches the Step that indicates YES.

The Individuals with Disabilities Education Act (IDEA) requires that students with disabilities be educated in the least restrictive environment. Placement in a more restrictive setting should only occur if the nature or severity of the student's disability is such that placement in a less restrictive setting with the use of supplementary aids and services cannot be achieved satisfactorily.

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

Step B. Can the supports, services, accommodations and/or modifications in the student's IEP be made available on a general education site in a special day program? Includes Yes/No options and a text box for justification.

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

Step C.	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a special school setting?	
	<input type="radio"/> Yes <input type="radio"/> No	If the answer is YES, then a special school setting is the appropriate placement. If the answer is NO, go to the question below.
	<input type="radio"/> Yes <input type="radio"/> No	If not currently available, can the required supports, services, accommodations and/or modifications be made available in a special school setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step D.
<div style="border: 1px solid black; height: 80px; width: 100%;"></div>		

Step D.	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting?	
	<input type="radio"/> Yes <input type="radio"/> No	If the answer is YES, then a home/hospital setting is the appropriate placement. If the answer is NO, go to the question below.
	<input type="radio"/> Yes <input type="radio"/> No	If not currently available, can the required supports, services, accommodations and/or modifications be made available in a home/hospital setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step E.
<div style="border: 1px solid black; height: 80px; width: 100%;"></div>		

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Last ELI

First ROY

MI Y

Date of Birth 19-OCT-2007

Meeting Date 08-MAR-2024

Last

First

MI

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 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
 Last First MI

Date of Birth Meeting Date

		Effective With this IEP	Future Changes Related to this IEP
	As of Date:	<input type="text"/>	<input type="text"/>
Eligibility: (from Page 4)		Eligible (OI)	
	Final IEP Reason Final IEP Effective Date:		
Curriculum		<input type="text" value="Alternate Curriculum"/>	
Placement	Type of School	<input type="text" value="District Resident School"/>	
	Name of School	<input type="text" value="GRANT SH"/> <input type="text"/>	
Instructional Setting	Setting	<input type="text" value="Special Education"/>	
	Program	<input type="text" value="IDM"/>	
	Special Day Minutes/Wk	<input type="text" value="1350"/>	
	Addresses Goals	<input type="text" value="1(Funct. Read),4(Funct. Communication),3(Funct. Writing),5(Voc Ed),2(Funct. Math),6(Communication (LAS)),8(Physical Fitness APE),7(School Access),9(Sensorimotor)"/>	
Additional Factors	Low Incident Support	<input type="text" value="Yes (OI-Severe Eligibility)"/>	
	Assistive Technology Support	<input type="text" value="Yes, Regular Session and ESY"/>	
	Transportation	<input type="text" value="Home to School"/>	
	Extended School Year/Intersession	<input checked="" type="radio"/> Yes <input type="radio"/> No	
Parent Counseling and Training (PCT)		<input type="radio"/> Yes <input checked="" type="radio"/> No	
	ESY Transportation	<input type="text" value="Home to School"/>	
Accommodation, Modifications, Supports	Instructional Accommodations	<input type="text" value="Checking for understanding, chunking information, graphic organizers, sentence starters, simplification of instructions. small group instruction, pre-teaching and reteaching, Pages of book less dense. Large Print Font between 14-16, extended time to complete tasks, classroom tablet technology, multi-modality instruction including visual clues, modeling, realia, and use of the alternate curriculum, hands on instruction, visual aides, teacher-made materials & multisensory instruction & additional time to process information and to answer questions."/>	
	Instructional Modifications	<input type="text" value="Alt. Curr"/>	
	Other Supports, including Non-Academic and Extra-curricular Activities	<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	
	If the Parent does not agree, specify the area(s) to be reassessed.	<input type="text"/>	
Comments, as appropriate			

<p>Low Incidence Equipment</p>	<p>may require: gait trainer, stander, adapted classroom chair, adapted desk, positioning equipment, head/neck support, toileting equipment including a mechanical lift and changing table, AAC mounting, additional padding to prevent bruising on support surfaces - all with full supports and as determined by the school physical therapist</p> <p>Dynamic Display Communication Device with eye gaze technology for access with word processing program, customizable on-screen keyboard, with text to speech capabilities and math formatting software to access the curriculum to be used at home and school including RSY and ESY with table, wheelchair and rolling mounts. This device will be used for academic (AT) and communication (LAS).</p>
<p>Assistive Technology Equipment</p>	<p>Dynamic Display Communication Device with eye gaze technology for access with word processing program, customizable on-screen keyboard, with text to speech capabilities and math formatting software to access the curriculum to be used at home and school including RSY and ESY with table, wheelchair and rolling mounts. This device will be used for academic (AT) and communication (LAS).</p>
<p>Participation in General Education</p>	<p>Roy participates in General Education during electives, school assemblies, lunch and school activities.</p>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student
 Last First MI

Date of Birth Meeting Date

		Effective With This IEP	Future Changes Related To This IEP	
Service 1	Start Date:	Effective on Signature Date		
10	End Date:			
Language/Speech	Service applies to:	Regular		
	Frequency:	0-100		
This service addresses the following goals:	Interval:	Yearly		
<input type="text" value="6(Communication (LAS))"/>	Minutes/Interval:	900		
	Minutes/Interval (Pullout from Gen Ed):	0		
	Service Delivery Model:	Direct Service (Collaborative)*		
	Area:	School-Based		
	Responsible Personnel:	Licensed/Credentialed Provider		
		Special Education Teacher		
		Other Provider(s)		
*				
Service 2	Start Date:	Effective on Signature Date		
10	End Date:			
Language/Speech	Service applies to:	ESY		
	Frequency:	1-10		
This service addresses the following goals:	Interval:	Yearly		

6(Communication (LAS))	Minutes/Interval:	80	
	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	Direct Service (Collaborative)*	
	Area:	School-Based	
	Responsible Personnel:	Licensed/Credentialed Provider	
		Other Provider(s)	

*

Service 3	Start Date:	Effective on Signature Date	
09S	End Date:		
Adapted PE - Roster Carrying	Service applies to:	Regular	
	Frequency:	1-10	
This service addresses the following goals:	Interval:	Monthly	

8(Physical Fitness APE)	Minutes/Interval:	800	
	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	Direct Service (By a Single Provider)*	
	Responsible Personnel:	Licensed/Credentialed Provider	

*

Service 4	Start Date:	Effective on Signature Date	
09	End Date:		
Adapted PE	Service applies to:	ESY	
	Frequency:	1-10	
This service addresses the following goals:	Interval:	Yearly	

8(Physical Fitness APE)	Minutes/Interval:	160	
	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	Direct Service (By a Single Provider)*	
	Responsible Personnel:	Licensed/Credentialed Provider	

*

Service 5	Start Date:	Effective on Signature Date	
16	End Date:		
Occupational Therapy	Service applies to:	Regular	
	Frequency:	1-10	
This service addresses the following goals :	Interval:	Yearly	

9(Sensorimotor)	Minutes/Interval:	240	
	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	Direct Service (By a Single Provider)*	
	Responsible Personnel:	Licensed/Credentialed Provider	

*

Service 6	Start Date:	Effective on Signature Date	
32	End Date:		
Behavior Intervention Implementation (BII)	Service applies to:	ESY	
	Frequency:	1-5	
This service addresses the following goals :	Interval:	Weekly	

10(Behavioral Support)	Minutes/Interval:	1350	
	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	Collaborative Behavioral Services*	
	Responsible Personnel:	District Assigned Qualified Provider	

*

Service 7	Start Date:	Effective on Signature Date	
13	End Date:		
Physical Therapy	Service applies to:	Regular	
	Frequency:	1-10	
This service addresses the following goals:	Interval:	Yearly	

7(School Access)	Minutes/Interval:	240	
	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	Direct Service (By a Single Provider)*	
	Responsible Personnel:	Licensed/Credentialed Provider	
		Special Education Teacher	
		Other Provider(s)	

*

Service 8	Start Date:	Effective on Signature Date	
16	End Date:		
Occupational Therapy	Service applies to:	ESY	
	Frequency:	1-5	
This service addresses the following goals:	Interval:	Yearly	

9(Sensorimotor)	Minutes/Interval:	30	
	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	Direct Service (By a Single Provider)*	
	Responsible Personnel:	Licensed/Credentialed Provider	
*			

Service 9	Start Date:	Effective on Signature Date	
35	End Date:		
OI Services	Service applies to:	Regular	
	Frequency:	1-10	
This service addresses the following goals :	Interval:	Yearly	

1(Funct. Read) 3(Funct. Writing) 2(Funct. Math)	Minutes/Interval:	120	
	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	Indirect Service (Consultative) {n/a for RSP}*	
	Responsible Personnel:	District Assigned Qualified Provider	
*			

Service 10	Start Date:	Effective on Signature Date	
32	End Date:		
Behavior Intervention Implementation (BII)	Service applies to:	Regular	
	Frequency:	1-5	

This service addresses the following goals:	Interval:	Weekly	
10(Behavioral Support)	Minutes/Interval:	2085	
	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	Collaborative Behavioral Services*	
	Responsible Personnel:	District Assigned Qualified Provider	

*

Service 11	Start Date:	Effective on Signature Date	
13	End Date:		
Physical Therapy	Service applies to:	ESY	
	Frequency:	1-5	
This service addresses the following goals:	Interval:	Yearly	
7(School Access)	Minutes/Interval:	45	
	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	Direct Service (By a Single Provider)*	
	Responsible Personnel:	Licensed/Credentialed Provider	
		Special Education Teacher	
		Other Provider(s)	

*

Notes:

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

Part 3 - Percentage of Time Outside of General Education

	Effective With this IEP	Future Changes Related to this IEP
--	--------------------------------	---

% of Time per Week outside of General Education

72

Part 4 - Compensatory Education/Recoupment Services Discussion

Part 4 - Additional Discussion (This section is optional)

APE: Fitnessgram: It is recommended that the Fitnessgram passing criteria for Roy be modified to 0 out of the 6 test items in the Healthy Fitness Zone.

APE: In accordance with California State mandated PE minutes, students at a secondary school site are required to complete 400 minutes per 10 school days. Roy will receive one period of APE based on the school site bell schedule, which may be different than the California state mandated PE minutes. Student attendance will be captured in MiSiS/Schoolology.

School physical therapy and occupational therapy is recommended for 240 minutes a year. Services are designated as yearly minutes to provide the physical therapist and occupational therapist flexibility to address Roy's unique student needs as they arise. PT/OT services are intended to be provided approximately 1x a month on average, with flexibility to address situations as needed.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student
 Last First MI

Date of Birth Meeting Date

FAPE Summary Grid

Program:	IDM	Setting:	Special Education						
Eligibility:	Eligible (OI)	Curriculum:	Alternate Curriculum						
Transportation:	Home to School	Low Incident Support:	Yes (OI-Severe Eligibility)						
Date District Received									
Parent Signature:									
Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)	No Consent
09	Adapted PE	Effective on Signature Date	ESY	Yearly	1-10	~	160	Physical Fitness APE	--
09S	Adapted PE - Roster Carrying	Effective on Signature Date	Regular	Monthly	1-10	~	800	Physical Fitness APE	--
32	Behavior Intervention Implementation (BII)	Effective on Signature Date	Regular	Weekly	1-5	~	2085	Behavioral Support	--
32	Behavior Intervention Implementation (BII)	Effective on Signature Date	ESY	Weekly	1-5	~	1350	Behavioral Support	--
10	Language/Speech	Effective on Signature Date	Regular	Yearly	0-100	School-Based	900	Communication (LAS)	--
10	Language/Speech	Effective on Signature Date	ESY	Yearly	1-10	School-Based	80	Communication (LAS)	--
35	OI Services	Effective on Signature Date	Regular	Yearly	1-10	~	120	Funct. Read, Funct. Writing, Funct. Math	--
16	Occupational Therapy	Effective on Signature Date	Regular	Yearly	1-10	~	240	Sensorimotor	--
16	Occupational Therapy	Effective on Signature Date	ESY	Yearly	1-5	~	30	Sensorimotor	--
13	Physical Therapy	Effective on Signature Date	ESY	Yearly	1-5	~	45	School Access	--
13	Physical Therapy	Effective on Signature Date	Regular	Yearly	1-10	~	240	School Access	--

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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Transition Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Extended School Year Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input 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.

INDIVIDUALIZED EDUCATION PROGRAM Behavior Intervention Plan

For Behavior Interfering with Student's Learning or the Learning of His/Her Peers

Los Angeles Unified School District

(Behavior Intervention Plan, pg. 1 of 3)

Student **ELI** **ROY** **Y** **Date of Birth** 19-OCT-2007 **Meeting Date** 08-MAR-2024

Last **First** **MI**

1 The behavior impeding learning is: Describe what it looks like:
other Mobility

2 It impedes learning because: lack of work production disrupts other students requires instruction to stop
instructional time is lost negative interaction with peers
other

3 The need for a Behavior Intervention Plan: early stage intervention moderate serious extreme

4 Frequency or intensity or duration of behavior: Frequency (x) Period Intensity Duration (min)
6 daily medium 20
 Reported by staff and/or observed by staff

PREVENTION

PART I

ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

5 What are the predictors for the behavior? (Situations in which the behavior is likely to occur: people, time, place, subject, etc).
 Disruption in routines Work level higher than student's ability Verbal directives Lack of predictability
 Time of day Internal physical/emotional state Peer conflict Over stimulation
 Unstructured time Lack of freedom, choice, desirable activities, friends Room conditions Specific room arrangement
 Events from previous environments Under stimulation
 Other Describe: Restroom

Observation Analysis

6 What supports the student using the problem behavior? (What is missing in the environment/curriculum or what is in the environment/curriculum that needs changing?)
Present in the environment: Classroom seating arrangement Noise levels Interactions (adult and/or peers)
Missing in the environment: Peer status gained for misbehavior Inappropriate materials (age-appropriate) Social conflict resolution skills
 Transition skills Schedule Effective communication with parent
 Re-teaching Task structuring Communications system
 Social skills instruction Consequences not clear to student
 Choices
 Other (Missing/Present): cannot utilize restroom independently

REMOVE STUDENT'S NEED TO USE THE PROBLEM BEHAVIOR

Intervention 7

What environmental changes, structure and supports are needed to remove the student's need to use this behavior? (Changes in Time/Space/Materials/Interactions to remove the likelihood of behavior)

Time Changes: Give more time on tasks Allow completion in parts Teach a closure system
Space Changes: Signal transition Provide a break Give less time on tasks
Material Changes: Preferred seating Different work areas Study carrels
Interaction: Personal space Hands-on learning Tasks organized
 Accommodated work Notebook organizer Enlarged print size books
 High interest materials Cue the student Model
 Use specific supportive words Praise successes Peer Models
 Verbally praise student Use calm, de-escalating language
 Use specific support communications

Other Cannot use restroom independently
Who will establish? staff Who will monitor? staff Frequency daily

INDIVIDUALIZED EDUCATION PROGRAM
Behavior Intervention Plan

For Behavior Interfering with Student's Learning or the Learning of His/Her Peers

Los Angeles Unified School District

(Behavior Intervention Plan, pg. 2 of 3)

Student ELI ROY Y Date of Birth 19-OCT-2007 Meeting Date 08-MAR-2024
Last First MI

ALTERNATIVE PART II FUNCTIONAL FACTORS AND NEW BEHAVIORS TO TEACH AND SUPPORT

8 Team believes the behavior occurs because: (Function of behavior in terms of getting, protest or avoiding something)
To Get: Sensory input Attention (peer) Attention (staff)
To Avoid: Tangible (desired item) Tangible (desired activity) Attention (staff)
 Sensory input Attention (peer) Task (too long)
 Task (too difficult) Task (too easy)
Describe:
9 What team believes the student should do INSTEAD of the problem behavior? (How should the student escape/protest/avoid or get his/her need met in an acceptable way?)
communicate needs ahead of time

Observation Analysis

10 What teaching Strategies/Necessary Curriculum/Materials are needed?
 Better communication skills Anger management Communication system Self-management systems
 Following schedules & routines Learning new social skills Learning how to negotiate Learning structured choice
 Learning new scripts organization Learning to use conflict resolution Learning to request breaks
 Other practicing with comm. device
Who will establish? staff Who will monitor? staff Frequency: daily

11 What are reinforcement procedures to use for establishing, maintaining, and generalizing the replacement behavior(s)?
Physical: High-fives Smiles Handshake
Verbal: Pat on the back Recognition of student's str... Peer recognition
 Use specific praises Free time Listen to music
Contingent Access: Time on the computer Preferred activity Describe: Other
Tangibles Positive phone calls or notes to home Certificate sent home Seating Location
Tokens and Points: Tokens Points
Privileges: Exempt assignment Extra test points
Other ideas:
Selection of reinforcer based on: student needs
 reinforcer for using replacement behavior reinforcer for general increase in positive behaviors
By whom? staff Frequency: daily

EFFECTIVE REACTION PART III REACTIVE STRATEGIES

12 What strategies will be employed if the problem behavior occurs again. (1. Prompt student to switch to the replacement behavior, 2. Describe how staff should handle the problem behavior if it occurs again, 3. Positive discussion with student after behavior ends, 4. Any necessary further classroom or school consequences)
none
Personnel? staff

INDIVIDUALIZED EDUCATION PROGRAM
Behavior Intervention Plan

For Behavior Interfering with Student's Learning or the Learning of His/Her Peers

Los Angeles Unified School District

(Behavior Intervention Plan, pg. 3 of 3)

Student ELI ROY Y
Last First MI

Date of Birth 19-OCT-2007 Meeting Date 08-MAR-2024

OUTCOMES

PART IV

BEHAVIORAL GOALS

13 Behavioral Goal: Goal #: 10

Roy will communicate his needs 5 /5 times on a daily basis.

The above behavioral goal is to: Increase use of replacement behavior and may also include:
 Reduce frequency of problem behavior Develop new general skills that remove student's need to use the problem behavior

Observation and Analysis Conclusion

Are curriculum accommodations or modifications also necessary? Where described?

Yes No

Are environmental supports/changes necessary?

Yes No

Is reinforcement of replacement behavior alone enough? (no new teaching is necessary)?

Yes No

Are both teaching of new replacement behavior AND reinforcement needed?

Yes No

This BIP to be coordinated with other agency's service plans? Agency?

Yes No

Person responsible for contact between agencies.

COMMUNICATION

PART V

COMMUNICATION PROVISIONS

14 Manner and content of communication:

- Phone calls
- Daily reports
- Weekly reports
- Other
- Email
- Daily charting
- Written notes
- Behavioral logs

Between? staff/parent Frequency? as needed

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

(ITP, pg. 1 of 3)

Student Last: ELI, First: ROY, MI: Y

Date of Birth: 19-OCT-2007

Meeting Date: 08-MAR-2024

INDIVIDUAL TRANSITION PLAN (ITP)

- Student was invited to IEP meeting: Yes
Student received mentoring: Yes
Student referred and placed in an outside agency: Yes
If yes, name of agency: Regional Center
Student participated in Work Experience Education: Yes
Student received college awareness preparation: No
Student received career awareness: Yes

Achievement of Transition Activities from Current ITP (not if first ITP)

Table with 3 columns: Area, Completed, If no, indicate reason. Rows include Education/Training Activity, Employment Activity, and Independent Living Skills Activity.

Section 1: Education/Training

Table with 3 columns: Assessment (at least one assessment must be completed in this area), Date, Assessment Name and Results: Indicate interests/abilities and area(s) of need (if applicable).

Education/Training Postsecondary Goal

Upon completion of high school, the student will: enroll in and attend a vocational training program

Table with 3 columns: Education/Training Activity to Support Goal, Timeline, Person/Agency Responsible. Includes activity: develop work-based vocabulary to be used in an area of vocational interest.

Student Last First MI

Date of Birth

Meeting Date

INDIVIDUAL TRANSITION PLAN (ITP)

Section 2: Employment

Assessment (at least one assessment must be completed in this area).	Date	Assessment Name and Results: Indicate interests/abilities and area(s) of need (if applicable)
<input type="text" value="Transition Surveys, Checklists, or Informal Questionnaires"/> If other? <input type="text"/>	<input type="text" value="22-FEB-2024"/>	Transition Planning Profile (TPP)
<input type="text"/> If other? <input type="text"/>	<input type="text"/>	

Employment Postsecondary Goal If other?
 Upon completion of high school, the student will:

Employment Activity to Support Goal	Timeline	Person/Agency Responsible
<input type="text" value="attend a career fair and list jobs of interest"/> If other? <input type="text"/>	<input type="text" value="21-FEB-2025"/>	<input type="text" value="Parent/Guardian/Family"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>

Section 3: Independent Living (as needed)

Assessment (at least one assessment must be completed in this area).	Date	Assessment Name and Results: Indicate interests/abilities and area(s) of need (if applicable)
<input type="text" value="Transition Surveys, Checklists, or Informal Questionnaires"/> If other? <input type="text"/>	<input type="text" value="22-FEB-2024"/>	TPP- Roy is capable of communicating his wants and needs. He is reliant on others to help him with personal needs such as bathing, eating and others. Roy is able to follow a schedule and complete tasks.
<input type="text"/> If other? <input type="text"/>	<input type="text"/>	

Independent Living Postsecondary Goal If other?
 Upon completion of high school, the student will:

Independent Living Activity to Support Goal	Timeline	Person/Agency Responsible
<input type="text" value="keep and maintain personal planner/calendar for scheduling appointments/events"/> If other? <input type="text"/>	<input type="text" value="21-FEB-2025"/>	<input type="text" value="Parent/Guardian/Family"/> <input type="text" value="Special Education Teacher"/> <input type="text" value="Transition Teacher"/> <input type="text" value="Student"/> <input type="text"/> <input type="text"/>

Student ELI ROY Y Last First MI

Date of Birth 19-OCT-2007

Meeting Date 08-MAR-2024

INDIVIDUAL TRANSITION PLAN (IEP)

Course of study: A multi-year description of student's coursework from current year to anticipated exit year, in order to enable the student to meet their postsecondary goal.

A course of study (or IGP) was reviewed with parent and student in relation to:

- Courses completed: Yes No
Courses currently enrolled in: Yes No
Courses still needed: Yes No

IGP or course of study was provided to the parent or student over age 18 as required: Yes

Student is working towards: Certificate of Completion Diploma

Additional courses/activities discussed that may support post secondary goals (e.g. SLC participation, electives or instruction related to postsecondary goals, community experiences, participation in other school clubs or organizations, etc.) NOTE: these are suggestions and contingent to availability:

Upon leaving Grant, Roy would be well suited to an LAUSD CTC where he can further learn job, career, and personal self-help skills. Continue to expose Roy to community experiences.

Future Agency Involvement:

Are there agencies currently or prospectively providing or paying for transition services? Yes No

Do you give permission to the District to invite these agencies to the next IEP in which transition services will be reviewed? Yes No

- Agency Name: Regional Center
Agency Name:
Agency Name:

- 1. Does the student's IEP include appropriate measurable postsecondary goals that cover education/training, employment and, as needed, independent living? info 1. Yes
2. Are the postsecondary goals updated annually? info 2. Yes
3. Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessment? info 3. Yes
4. Are there transition services that will reasonably enable the student to meet their postsecondary goals? info 4. Yes
5. Do the transition services include a course of study that is a multi-year description of coursework from the student's current year to anticipated exit year and that is designed to help the student achieve the identified postsecondary goals? info 5. Yes
6. Is (are) there annual IEP goal(s) related to the student's transition services needs? info 6. Yes
7. Is there evidence that the student was invited to the IEP team meeting where transition services were discussed? info 7. Yes
8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student who has reached the age of majority? info 8. Yes N/A