			INDIVIDUALIZED EDU	JCATION PROGRAM (II	EP)	Page 1 of 36
Los Angeles Unified Student Identificat Number		rict 101907M007		576774282	nt	Eligible (OI)
Student ELI	RO		Y		Date of Birth:	19-OCT-2007
Last		First	MI Section A: Me	eting Information		
	Pertin	ent Dates		01210	Type of Meet	ing
Date of Initial IEP Tean	n Meeting	20-SEP-2010		Initial		Amendment of IEP dated
Date of Present Meeting	g	20-MAY-2022	2	Omina	<u> </u>	MAR-2022
Annual Review to be co	onducted by	30-MAR-202	3	Annual Review	<u> </u>	Early Start Transition
Next Three Year Review	w will be	13-APR-2024	Letter and the second sec	O Three Year Review		Expulsion Analysis
conducted by Three Year Review or E was conducted on	Evaluation	13-APR-2021		Other	01	ndividual Transition Plan
Transition to Kindergar conducted by	ten to be					
Location of Meeting	C	irant High Scho	ol Via Zoom	District Name	Los Angeles U	nified School Dist
			Section B: Stu	dent Information		
Date of Birth	19-OCT-20		Age	14	Grade	9
Gender	O Male C		Limited English Proficient Student	$\bigcirc$ Yes $\bigcirc$ No	Ethnic Code	White
Location of the Psych Folder	SUPPORT	UNIT NOR	Student has no Psych Folder			
Location of the Cum Folder	GRANT SI	H	Student has no Cum Folder			
Home Language	Hebrew		Student Language	Hebrew	Alternate Mode Communication	
Home Address of Student		TER AVE APT :	5			
City		OAKS CA	ZIP Code	91403		
Home Telephone	(818) 968-9	0383	Daytime Telephone		Emergency Telephone	
School of Attendance	Grant Sh		Location Code	8683		
School of Residence	Van Nuys S	Sh	Location Code	8893		
Name of Parent/Guardian			Telephone			
Address						
City		CA	ZIP Code			
Surogate Parent			Telephone			
Attends CURRENT So of the following	CHOOL as a s	result of one	Special Education Placer	ment V		]
Is the student living in a	a Family Foste	er 🔘 No	y O Yes	FFH#		
Home (FFH)? Is FFH Provider related	to student?	ONG	$O \bigcirc _{\text{Yes}}$	Relationship		
Licensed Children's Ins			$O \bigcirc Yes$	LCI Name		
		- 10		LCI#		
Out of the home placem	nent made by	0	gional Center perior Court	O Department of Menta	l Health O D	epartment of Children's Services
Child's family living wi boundaries?	thin LAUSD's		Yes			
	s old or older	or is an emancip	pated minor, does he/she ha	ve educational decision-ma	king rights?	$\bigcirc$ No $\bigcirc$ Yes

	Ι	NDIVIDUALI	ZED EDUC	CATION PROGRAM (IEP	)	Page 2 of 3
-	Unified School District					
Student	ELI ROY Y	MI	~ •	Date of Birth 19-OCT	2007	
		Sectio	on C: Lang ited English	uage Acquisition		24-AUG-2012
Language Cla			_	Proficient	Start Date:	24-AUG-2012
-	y Parent Request:		les O <sub>No</sub>		Reclassification Date:	
ELPAC Perfor	rmance Level and Performance Descripto	or:		►	Test Date:	
Alternate ELP Descriptor:	AC Performance Level and Performance			~	Test Date:	
<b>T</b>		Section D:	Goal Achie	vement from Current IEP		
		Ach	ieved			
	ample - Reading)	Yes	No		the goal/objective was not acl	nieved
1	Sensorimotor	0	$\bigcirc$	Just started school, need	s more time.	
Category	Gross Motor V	0		(*		
	Objective 1 met	0	0	Just started school, need		
	Objective 2 met	0	0	Just started school, need		
2	Behavioral Support	0	$\bigcirc$	Just started school. Nee	ds more time.	
Category	Activities of Daily Living					
	Objective 1 met	0	$\bigcirc$	Just started school. Nee		
	Objective 2 met	0	$\bigcirc$	Just started school. Nee	ls more time.	
3	School Access	0	$\bigcirc$	Needs more time to wor	k on goal	
Category	Physical Accessibility					
	Objective 1 met		$\bigcirc$			
	Objective 2 met		$\bigcirc$			
4	LAS-Communication		$\bigcirc$			
Category	Communication V					
	Objective 1 met		$\bigcirc$			
	Objective 2 met		$\bigcirc$			
5	Functional Reading	0	$\bigcirc$	Just started school. Need	ls more time.	
Category	Reading V					
	Objective 1 met	0	$\bigcirc$	Just started school. Nee	ls more time.	
	Objective 2 met	0	$\bigcirc$	Just started school. Nee	ls more time.	
6	Functional Writing	0	$\bigcirc$	Just started school. Nee	ls more time.	
Category	Writing 🗸					
	Objective 1 met	0	$\bigcirc$	Just started school. Nee	ls more time.	
	Objective 2 met	0	$\bigcirc$	Just started school. Nee	ls more time.	
7	Functional Math	0	$\bigcirc$	Just started school. Nee	ls more time.	
Category	(Math 🗸					
	Objective 1 met	0	$\bigcirc$	Just started school. Nee	ls more time.	
	Objective 2 met	Õ	$\overline{\bigcirc}$	Just started school. Nee	ls more time.	
8	ELD	Ŏ	0	Just started school. Nee	ls more time.	
Category	English Language Development 🗸					
	Objective 1 met	0	$\bigcirc$	Just started school. Nee	ls more time.	
	Objective 2 met	Õ	0	Just started school. Nee	ls more time.	
9	ADAPTED PE	Ŏ	$\bigcirc$	GOAL INAPPROPRIA	TE FOR CONDITION	
Category	Object Control Skills					
0.	Objective 1 met	0	$\bigcirc$	GOAL INAPPROPRIA	TE FOR CONDITION	
	Objective 2 met	0	0	GOAL INAPPROPRIA		
10	<u> </u>	0	0			
Category	✓		$\cup$			
8-1	Objective 1 met	0	0			
	Objective 2 met	0	0			
	J		$\cup$			

Student ELI ROY	Y Date of Birth 19-0	OCT-2007 Meeting Date 20-MAY-202
	rst MI	
	Section E: Present Level of Performance	:
Performance Area:	ADAPTED PHYSICAL EDUCATION	
Category:	Physical Fitness	
Assessment/Monitoring Process Used:	APEAS II, FITNESSGRAM, INFORMAL AND OBSERVATIO	<u>ON</u>
State/District Assessment Results:	N/A	
	ary (include student strengths, student needs and impact of disabil	
DEVELOPMENTAL DELAYS AND	DUNG MAN WHO ENJOYS PE CLASS. HE IS DIAGNOSED V ISTHMA. HE IS LIMITED BY HIS CONDITION TO A MANU S IN CLASS FOR MOBILITY AND INTERACTIONS.	
BAT A BALL AWAY OR TRAP ONE	CKING SKILLS, CAN SQUEEZE AND HOLD OBJECTS WITH AGAINST HIS CHEST AND WHEELCHAIR. HE PARTICIPAT N 'BOXING' WITH THE OTHER STUDENTS IN CLASS.	
INTERACTIONS WITH PEERS IN A	DITION, LIMITED USE OF UPPER EXTREMITIES, EYE-HAN PLAY/GAME SETTING. NO LOWER BODY MOVEMENT, L CE-OF EXECUTION, SEQUENCING, MULTI-STEP ACTIVIT LATED TO HIS CONDITIONS.	LIMITED IMPLEMENTATION OR
ACC/MOD: ADAPTED EOUIPMEN	, ADAPTED ACTIVITIES, INFORMATION CHUNKING ANI	D SUPERVISION.
-	I' COMBINED WITH THE LIMITATION THAT ARE CAUSED	
	CESSFUL IN A GPE PROGRAM WITH HIS PEERS. THE APE	
PREPARED BY: F. FISHER		
Performance Area:		
Category:	✓	
Assessment/Monitoring Process Used:		
State/District Assessment Results:		
Current Performance/Assessment Summ	ary (include student strengths, student needs and impact of disabil	lity on student performance):

Los Angeles Unified Scho	ol District		INDIVIDUALIZED E	DUCATION PROGR	AM (IEP)		Page 4
Student ELI	ROY		Y	Date of Birth	19-OCT-2007	Meeting	Date 20-MAY-2022
Last	Firs	st	MI				
				ent Level of Perform	ance		
Performance Area:		Functiona	l Reading				
Category:		Reading		►			
Assessment/Monitoring Proce	ess Used:	Teacher O	bservation/ Informal Ass	sessment/ Benchmarks	and Unique Checkpoin	nts	
State/District Assessment Res	ults:						
Current Performance/Assessm	nent Summa	ry (include	student strengths, studen	nt needs and impact of d	lisability on student per	rformance):	
STRENGTHS: Roy can read and the Unique curriculum. I participate in whole group ar story. He understands the ma and word choices regarding i words without picture suppo stories). Roy is very determin questions after reading an ap absences. NEEDS: Although Roy has the word. It is time consumin words. When reading one on questions to a story but could IMPACT OF DISABILITY: curriculum to such a degree	He signs in t ad small gro in idea of sh a story being rt. Roy is pri- ned to read I propriate lev shown that I ag and tireso one with th d benefit from roy's Ortho	using a QR up readings ort stories g read to the acticing rea his curriculiveled text h he can corrr ome for Roy the teach m more pra	code to help ease the fat (discussions. He can star read to him. Roy is able e group. Roy was able to ding proper punctuation um stories for both pleas e was not able to achieve ectly select many sight w to select via eye gaze a er, Roy will verbally read ictice answering more in airment impact his ability	igue on signing in. This ites the problem/conflic to answer comprehensi select the correct sight and distinguishing betv ure and to obtain inform e the goal since he just s vords when given choic large list of words, it is d about 80 percent of th depth questions such as y to read sight words ar	way he can focus mor t in the text, and can su on questions via eye ge word from unique whe veen cause and effect i nation. His goal which started school in Januar es of three, he still need not possible to access e text correctly. Roy is s 'why' questions or fig ad progress in the generi	e on academics apply an approp aze, when given en given a choi n expository te was to answer ry and has quitt ds practice verf Roy this way f able to answer urative questio	s. He loves to priate title to a a three picture ce out of three xts (unique 'why' or 'how e a bit of bally reading for too many literal ns.
Performance Area:		Functiona	l Writing				
Category:		Writing		~			
Assessment/Monitoring Proce	ess Used:	Teacher O	bservation/ Informal Ass	sessment/ Benchmarks	and Unique Checkpoin	its	
State/District Assessment Res	ults:						
Current Performance/Assessm	nent Summar	ry (include	student strengths, studen	nt needs and impact of d	lisability on student pe	rformance):	
STRENGTHS: Roy can type answers. He can type 3- 5 we augmentative dynamic displa spelling help, adult prompts input. Word prediction is a b structure. Roy continues to n achieve the goal of independ NEEDS: Roy continues to s instructional time and will be capitalization. He needs mor IMPACT OF DISABILITY: curriculum to such a degree	ords without ay communi and support. ig help when leed adult su lently writing truggle com enefit from 1 e practice in	t getting fat cation devi . Roy can a n Roy is typ pport for n g sentences pleting sen earning the t this area.	igued. When using assist ce or tablet with eye gaze ccess the keyboard area of ping. He prefers to do the ew and requested sentence since he just started sch- tences with proper syntax se to help him write a co- airment impact his ability	tive technology, Roy ca e input in 3 out of 4 opp of his dynamic display a e work independently an ces but can produce rou ool in January and has o x. He is practicing ident implete sentence. Roy s	n produce three, 5-7 w bortunities with sentence augmentative commun nd will ask for help wit time sentences indepen quite a bit of absences. ifying nouns verbs and ometimes omits proper tences and progress in	ord sentences u ce frames, voca ication device v h spelling and dently. He was l adjectives dun r punctuation a	using his usuary lists, with eye gaze sentence not able to ring nd

Last       First       Will         Performance Area:       English Language Development         Calgory:       Faglish Language Development         State/District Assessment Results:       Incher Observation' Informal Assessment/ Benchmarks and Unique Checkpoints         State/District Assessment Summary (include student strengths, student needs and impact of disability on student performance):         Strengths: Reending: Roy can explored to observation? Informal Assessment/ Benchmarks and Unique Checkpoints         Writing: Roy can explored to observation? Informal Assessment/ Benchmarks and Language Development         Carrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):         Spacing: Roy can explored to an explored to an explore the incluse of facious direction.         Checkmark Development         Spacing: Roy can explored to an explore the incluse of facious.         Tiskering: Roy universation for each benching can Can Carlos.         Tiskering: Roy can explored to an explore stentice without dual programs in the general clusation curriculum is a degree that instruction is back of a alternate achievenent standards using the alternate curriculum.         Tisker: Fortune State Construction Math       Carlos of the construction of the c	Los Angeles Unified Scho Student ELI	ROY		Y	) 1	Date of Birth 19-OCT-20	007	Meeting Date 20-MAY-2022
Performance Area: English Language Development Category: Teacher Observation/ Informal Assessment/ Benchmarks and Unique Checkpoints State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: Reading: Roy can read sight words using his AAC device. He participates in reading discussions and answering comprehension questions. Writing: Roy can type using his dynamic display augmentative communication device with eye gaze input. Word prediction assists Roy with composing sentences. Speaking: Roy can read sight words using the vocabulary was not achieved due to recent enrollment thus needs more time. NEEDS: Roy finds it difficult to write a complete sentence without adult prompting. Roy could benefit from more practice in developing his academic vocabulary and writing sentences with proper syntax. Impact of Disability: Roy's Orthopedic Impairment impacts his ability to write complete sentences in FLD 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: Functional Math Category: Math  Category: Math  Category: Indevelopment impact his adult prompt Assessment/ Benchmarks and Unique Checkpoints State/District Assessment Results: Current Performance/Assessment Re	Last	Firs	t					
Category:       English Language Development         Assessment/Monitoring Process Used:       Teacher Observation/ Informal Assessment/ Benchmarks and Unique Checkpoints         State/District Assessment Summary (include student strengths, student needs and impact of disability on student performance):         Strengths: Reading: Roy can read sight words using his AAC device. He participates in reading discussions and answering comprehension questions. Writing: Roy can read sight words using his AAC device. He participates in reading discussions about daily activities. Roy is able to composing sentences.         Speaking: Roy can read sight words using his AAC device. He can independently respond to questions about daily activities. Roy is able to communicate his needs and wants.         Listening: Roy understands stories when being read to. He follows directions.         His goal which was to independently write a sentence using the vocabulary was not achieved due to recent enrollment thus needs more time.         NEEDS: Roy finds it difficult to write a complete sentence without adult prompting. Roy could benefit from more practice in developing his academic vocabulary and writing sentences.         Verformance Area:       Functional Math         Category:       Math         Varter Performance/Assessment Results:         Current Performance/Assessment Results: </td <td>Darformanco Aroas</td> <td></td> <td>English</td> <td></td> <td></td> <td>el of Performance</td> <td></td> <td></td>	Darformanco Aroas		English			el of Performance		
Sessment/Monitoring Process Used:       Teacher Observation/Informal Assessment/Benchmarks and Unique Checkpoints         State/District Assessment Summary (include student strengths, student needs and inpact of disability on student performance):         Strengths: Reading: Roy can read sight words using his AAC device. He participates in reading discussions and answering comprehension questions. Writing: Roy can report using his dynamic display augmentative communication device with eye gaze input. Word prediction assists Roy with composing sentences.         Speaking: Roy can respond to simple questions about a text. He can independently respond to questions about daily activities. Roy is able to communicate his needs and wants.         Listening: Roy understands stories when being read to. He follows directions.         His goal which was to independently write a sentence using the vocabulary was not achieved due to recent enrollment thus needs more time.         NEEDS: Roy finds it difficult to write a complete sentence without adult prompting. Roy could benefit from more practice in developing his academic vocabulary and writing sentences with proper syntax.         Impact of Disability: Roy's Orthopedic Impairment impacts his ability to write complete sentences in ELD and progress in the general education curriculum to such a degree that instruction is based on alternate achievement standards using the alternate curriculum.         Verformance /Area:       Functional Math         Current Performance/Assessment Results:			_	0.0	1			
State/District Assessment Results:          Current Performance/Assessment Summary (include student strengths, student needs and inpact of disability on student performance):         Strengths: Reading: Roy can read sight words using his AAC device. He participates in reading discussions and answering comprehension questions.         Writing: Roy can type using his dynamic display augmentative communication device with eye gaze input. Word prediction assists Roy with composing sentences.         Speaking: Roy can respond to simple questions about a text. He can independently respond to questions about daily activities. Roy is able to communicate his needs and wants.         Listening: Roy understands stories when being read to. He follows directions.         His goal which was to independently write a sentence using the vocabulary was not achieved due to recent enrollment thus needs more time.         NEEDS: Roy finds it difficult to write a complete sentence without adult prompting. Roy could benefit from more practice in developing his academic vocabulary and writing sentences with proper syntax.         Impact of Disability: Roy's Orthopedic Impairment impacts his ability to write complete sentences in ELD 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:       Functional Math         Cargory:       Math         Current Performance/Assessment Results:       Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):         Strengths: Roy participates during math discuss		ag Ugadi	_	0.0	1	2	Chaolenainta	
Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: Reading: Roy can read sight words using his AAC device. He participates in reading discussions and answering comprehension questions. Writing: Roy can type using his dynamic display augmentative communication device with eye gaze input. Word prediction assists Roy with composing sentences. Speaking: Roy can respond to simple questions about a text. He can independently respond to questions about daily activities. Roy is able to communicate his needs and wants. Listening: Roy understands stories when being read to. He follows directions. His goal which was to independently write a sentence using the vocabulary was not achieved due to recent enrollment thus needs more time. NEEDS: Roy finds it difficult to write a complete sentence without adult prompting. Roy could benefit from more practice in developing his academic vocabulary and writing sentences with proper syntax. Impact of Disability: Roy's Orthopedic Impairment impacts his ability to write complete sentences in ELD 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: Functional Math Category: Math Category: Catecher Observation/ Informal Assessment/ Benchmarks and Unique Checkpoints State/District Assessment Results: Current Performance/Assessment Results: Current Performance/Assessm	-		Teacher		Jillai Assessment	benefiliarks and Onique	Checkpoints	
Strengths: Reading: Roy can read sight words using his AAC device. He participates in reading discussions and answering comprehension questions. Writing: Roy can type using his dynamic display augmentative communication device with eye gaze input. Word prediction assists Roy with composing sentences. Speaking: Roy can respond to simple questions about a text. He can independently respond to questions about daily activities. Roy is able to communicate his needs and wants. Listening: Roy understands stories when being read to. He follows directions. His goal which was to independently write a sentence using the vocabulary was not achieved due to recent enrollment thus needs more time. NEEDS: Roy finds it difficult to write a complete sentence without adult prompting. Roy could benefit from more practice in developing his academic vocabulary and writing sentences with proper syntax. Impact of Disability: Roy's Orthopedic Impairment impacts his ability to write complete sentences in ELD 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: Listerior Process Used: Teacher Observation/ Informal Assessment/ Benchmarks and Unique Checkpoints state/District Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: Roy participates during math discussions. He can use the calculator when solving equations. He seems fatigued when using the calculator. He knows which numbers are more or less. He can read graphs and answer comprehension questions. He seems to enjoy playing online math games that doesn't involve drag and drop. Roy can identify coins. Roy can count coins using touch points on money with adult help. He can skip count by 5s and 10s. Roy is able to find the perimeter and area of objects with adult help. His goal was not achieved due to recent enrollment. He needs more time. Needs: Roy has been avoiding a lot of the math computer			m. (inclué	a student strengt	a student needs s	and impact of disability on	student perform	nanco):
composing sentences.       Speaking: Roy can respond to simple questions about a text. He can independently respond to questions about daily activities. Roy is able to communicate his needs and wants.         Listening: Roy understands stories when being read to. He follows directions.       His goal which was to independently write a sentence using the vocabulary was not achieved due to recent enrollment thus needs more time.         NEEDS: Roy finds it difficult to write a complete sentence without adult prompting. Roy could benefit from more practice in developing his academic vocabulary and writing sentences with proper syntax.         Impact of Disability: Roy's Orthopedic Impairment impacts his ability to write complete sentences in ELD and progress in the general education curriculum to such a degree that instruction is based on alternate achievement standards using the alternate curriculum.         Verformance Area:       Functional Math         Category:       Math         Seasesment/Monitoring Process Used:       Teacher Observation/ Informal Assessment/ Benchmarks and Unique Checkpoints         State/District Assessment Results:       Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):         Strengths: Roy participates during math discussions. He can use the calculator when solving equations. He seems fatigued when using the calculator. He knows which numbers are more or less. He can read graphs and answer comprehension questions. He seems for ony playing online math games that doesn't involve drag and drop. Roy can ichnit fy coins. Roy can count coins using touch points on money with adult help. He can skip count by 5s and 10s. Roy	Strengths: Reading: Roy car	n read sight w	vords usi	ng his AAC devic	e. He participates	in reading discussions and	d answering con	nprehension questions.
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Category: Math Teacher Observation/Informal Assessment/Benchmarks and Unique Checkpoints Assessment/Monitoring Process Used: Teacher Observation/Informal Assessment/Benchmarks and Unique Checkpoints State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: Roy participates during math discussions. He can use the calculator when solving equations. He seems fatigued when using the calculator. He knows which numbers are more or less. He can read graphs and answer comprehension questions. He seems to enjoy playing online math games that doesn't involve drag and drop. Roy can identify coins. Roy can count coins using touch points on money with adult help. He can skip count by 5s and 10s. Roy is able to find the perimeter and area of objects with adult help. His goal was not achieved due to recent enrollment. He needs more time. Needs: Roy has been avoiding a lot of the math computer activities and would veer towards reading activities during math time. Roy is able to use solve single digit and double digit problems but struggles when regrouping. Roy also needs more practice calculating money. IMPACT OF DISABILITY: Roy's Orthopedic Impairment impact his ability to solve simple math problems and progress in the general education	Impact of Disability: Roy's curriculum to such a degree	Orthopedic I that instructi	mpairme on is bas	nt impacts his abi ed on alternate ac	ility to write comp hievement standa	lete sentences in ELD and rds using the alternate curr	l progress in the riculum.	general education
Assessment/Monitoring Process Used: Teacher Observation/ Informal Assessment/ Benchmarks and Unique Checkpoints State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: Roy participates during math discussions. He can use the calculator when solving equations. He seems fatigued when using the calculator. He knows which numbers are more or less. He can read graphs and answer comprehension questions. He seems to enjoy playing online math games that doesn't involve drag and drop. Roy can identify coins. Roy can count coins using touch points on money with adult help. He can skip count by 5s and 10s. Roy is able to find the perimeter and area of objects with adult help. His goal was not achieved due to recent enrollment. He needs more time. Needs: Roy has been avoiding a lot of the math computer activities and would veer towards reading activities during math time. Roy is able to use solve single digit and double digit problems but struggles when regrouping. Roy also needs more practice calculating money. IMPACT OF DISABILITY: Roy's Orthopedic Impairment impact his ability to solve simple math problems and progress in the general education	Performance Area:		Function	nal Math				
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	Needs: Roy has been avoid solve single digit and double IMPACT OF DISABILITY	ing a lot of the digit proble	ne math c ems but st opedic Im	omputer activities ruggles when reg pairment impact	s and would veer t rouping. Roy also his ability to solve	towards reading activities of needs more practice calcu	during math tim llating money. nd progress in th	e. Roy is able to use

term       Teacher Observation/ Informal Assessment/ Benchmarks and Unique Checkpoints         ter/District Assessment Results:	os Angeles	s Unified Scho				L	ZED EDUCA								
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Student's areas of need: Secondary to medical diagnosis, Roy presents with ANTR reflex, ataxic and ballistic movement patterns. With adapted seating external supports, Roy is able to maintain adequate trunk alignment and head control to access his dynamic display voice output device accessed with eye-gaze in order to communicate and participate in his curriculum. It is important to note that Roy requires maximal breaks, as he is observed with decreased attention and work output as the allotted time and/or task demand increases. It is recommended to continue to monitor Roy's seating and positioning for continued access to his curriculum and low to high technology devices. Impact of student's disability on academic and overall performance: Roy's eligibility of Orthopedic Impairment (OI), his diagnosis of cerebral palsy, and his needs in postural control and proximal stability impact his participation in his educational curriculum.	Los Angeles Unified School D	lictuiat	I	NDIVIDUAI	LIZED EDUCA	ATION PR	ROGRA	AM (IEP)					Pag	ge 7 c
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Los Angeles Unified School District	Page INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student ELI ROY	Y         Date of Birth         19-OCT-2007         Meeting Date         20-MAY-2022
Last Fir	
Performance Area:	Communication (LAS)
Category:	Communication V
ssessment/Monitoring Process Used:	Progress towards goal; Observation
tate/District Assessment Results:	
	ary (include student strengths, student needs and impact of disability on student performance):
Background: Roy is a 14 year 5 month of	old 9th grade male student enrolled in the special educational program at Grant High School with an eligibility e and speech (LAS) services in the area of Communication to support Roy's language and use of a dynamic
approximations/vocalizations) to ask/and opportunities in 3/4 sessions as observed to comment and request with minimal pip produce the following phrases using his interest in using computer based program internet to find specific locations (e.g. he Needs: Roy mainly communicates by p asks questions with his communication p	: 'Roy will use total communication (i.e., his dynamic display voice output device accessed with eyegaze, word swer/comment during curricular related activity in 3-5 word grammatically correct utterances in 4/5 d by clinician/classroom teacher with no more than 1 prompt.' In class, Roy has been using his dynamic device rompting. Usually, Roy can independently use his device to produce common phrases. He has been observed to eye-gaze dynamic device: 'I want that one.' 'She is my favorite.' 'It needs salt.' 'It is matter.' Roy takes an active ms to participate in classroom activities (e.g. Science based experiments and lessons). Roy can navigate the e discussed a trip he took to Israel) with minimal prompting. providing words, phrases, and sentences. He can produce comments and make requests; however, Roy rarely partner. In his device, Roy may need to have his vocabulary updated. It is recommended that Roy work on ences, and questions during speech therapy, class room based activities, and during home use.
erformance Area:	Communication (LAS) continued
ategory:	Communication 🗸
ssessment/Monitoring Process Used:	Progress towards goal; Observation
tate/District Assessment Results:	
urrent Performance/Assessment Summa	ary (include student strengths, student needs and impact of disability on student performance):
which may impact his expressive/pragm	gnosis of Cerebral Palsy with an eligibility of Orthopedic Impairment (OI) and it's associated language deficits, natic language skills and may prevent him from communicating with his peers/adults and accessing the an Augmentative and Alternative Communication (AAC) device.

State       Nume       Nume       Nume       Nume       20 MAY-2022         Issue       Fit       Num       Num<	Los Angeles Unified School Distri	ict	INDIVIDUAI	LIZED EDUCAT	ION PROGRA	M (IEP)			Pa	age
Last       First       Mi         Section E: Present Level of Performance         Performance Area:       School Access         Category:       Physical Accessibility          Assessment/Monitoring Process Used:       record review, staff interview, PT sessions         State/District Assessment Results:       NA         Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):         Roy is a 14 year, 5-month old student who currently attends 40 th Grade at Ulysses Grant High School in Ms. Madridejos-Roa's class. The following is an update on Ell's progress with school based physical therapy: Roy continues to utilized physical duce hybe, corrently attends 40 th Grade at Ulysses Grant High School in Ms. Madridejos-Roa's class. The following is an update on Ell's progress with school based physical therapy: Roy continues to utilize therapy reversion and demonstrated good uprijs stitting posture with full supports. Roy continues to utilize device placed on his school on bis school on prowoting ing with perscl. LAUSD transported the G			Y		Date of Birth	19-OCT-2007	Meeting	Date	20-MAY-202	22
Performance Area:       School Access         Category:       Physical Accessibility         Category:       Physical Accessibility         Assessment/Monitoring Process Used:       record review, staff interview, PT sessions         State/District Assessment Results:       NA         Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):         Roy is a 14 year, 5-month old student who currently attends 9th Grade at Upsses Grant High School in Ms. Madridejos-Root's class. The following is an update on Eff's progress with School based physical therapy: Roy continues to utilized his manual wheelchair (medically provided by California Children Services) as his seating system in the classroom and demonstrated good upright stitting porture with full supports. Roy cortinues to utilize vegaze technology on his communication. Roy outgrew his previous stander and PT is currently working on procuring him a new one. Roy does have access to his Grillo gait trainer with needs statistance for steering and propulsion when he fatigued. Roy was able to locatrate > 30 grave with adult assistance for steering and propulsion when he fatigued. Roy was able to locatrate > 30 grave and his mobility program at home. Father reported Roy has not been withing the gait trainer in April 12020 so Roy could continue to walk and perform his mobility program at home. Father reported Roy has not been withing the gait trainer with adult assistance for steering and roughisson to been withing the gait trainer in April 12020 so Roy could continue to walk and perform his mobility and grave part of the walking/straing hegater his reported for Grillo gait trainer in April 12020 so Roy could continue to twalk and perform the new tartinter with and		First	MI							
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	Cerebral Palsy presenting with atheto access his educational environment w	id movements	s, causes him to his involvement	require constant a and progress in the	dult assistance a	and adapted equipm	nent in order to p	hysica	lly	
		of Physical Tl	nerapy							

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plicable	, areas discussed	u related to d	isability c	or suspec	ted disab	onity:						
nitial IE	EP, interventions	attempted p	rior to det	termining	g eligibili	ity:						
	student with the	e disability of										
e:	OI		Orthop	edic Imp	airment							
	ONot Applic		OBlind			$\bigcirc$ Partially Sighte	ed					
	low Incidence E	ligibility (on	ly for VI,	DBL, D	EA, HOI	H, or severe OI):						
le:												
	Not Applic	able,	OBlind	or		OPartially Sighte	ed					
Does not	meet eligibility	criteria for S	pecial Ec	lucation	Services	(Initial IEP).						
No Long Date):	er Eligible (Effe	ective										
Date): This is a	Final IEP, the st		s eligible	e for Spec	cial Educ		the Effective Date be					
Date): This is a	Final IEP, the st		ıs eligible	for Spec	cial Educ		the Effective Date be nal IEP Effective Da					
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Student ELI Last	ROY First	MI	Date of Birth 19-OCT-20	07	Meeting Date 20-MAY-2022
Last	FILSt	Section G: Annual G	oals and Objectives		
ormance Area:	Behavioral Support C		ivities of Daily Livi 🗸	Annual Goal #	#: 6
	needs 5 /5 times on a daily ba	sis	·		
	be reported to parents by co Report or Report Card perio	ds.	f Progress and Achievement fr	om Current IEI	P" form(s) which will be
		Methods of	$\Box$		$\frown$
State Assessments		Referenced	Criterion Referenced		Curriculum Based
Observation	U Portfol	10	U Work Samples		Informal
Other			_	_	_
ncremental objective #1	related to the goal: needs 3 /5 times on a daily		Roy will communicate his n		
ate to be achieved:	July   2022		Date to be achieved: CHIEVEMENT FROM CU ON OF MARKS	November <b>•</b>	• 2022 • MO/YI
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROC met)	GRESS (50-99% of goal	2 PARTIAL PROGRESS (	1-49% of goal r	met) 1 NO PROGRESS
1st Reporting Period	2nd Reporting Period	<b>3rd Reporting Period</b>	4th Reporting Period (Seco	ondary G	Goal Achievement
Date:	Date:	Date:	Only)		
			Date:		
Progress Mark	Progress Mark	Prooress Mark	Progress Mark		Objective 1 Met:
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:		-
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:		○ Yes ○ No
Is progress sufficient to	Progress Mark: Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to mee goal?	t annual	-
Is progress sufficient to meet annual goal?	Is progress sufficient to	Is progress sufficient to	Is progress sufficient to mee	t annual	<ul> <li>Yes ○ No</li> <li>Objective 2 Met:</li> <li>Yes ○ No</li> </ul>
Is progress sufficient to meet annual goal? O Yes O No	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to mee goal?	t annual	O Yes ○ No Objective 2 Met:
Is progress sufficient to meet annual goal? Yes No If "No" please comment:	Is progress sufficient to meet annual goal? Yes No If "No" please comment:	Is progress sufficient to meet annual goal? Yes No If "No" please comment:	Is progress sufficient to mee goal? Yes No If "No" please comment:	t annual	<ul> <li>Yes ○ No</li> <li>Objective 2 Met:</li> <li>Yes ○ No</li> </ul>
Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal? Yes No	Is progress sufficient to mee goal? Yes No If "No" please comment: Needs More Time	t annual	<ul> <li>Yes ○ No</li> <li>Objective 2 Met:</li> <li>Yes ○ No</li> </ul>
Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	Is progress sufficient to mee goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy		<ul> <li>Yes ○ No</li> <li>Objective 2 Met:</li> <li>Yes ○ No</li> </ul>
Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	Is progress sufficient to mee goal? Yes No If "No" please comment: Needs More Time	leted	<ul> <li>Yes ○ No</li> <li>Objective 2 Met:</li> <li>Yes ○ No</li> </ul>
Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	Is progress sufficient to mee goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Comp	leted	<ul> <li>Yes ○ No</li> <li>Objective 2 Met:</li> <li>Yes ○ No</li> </ul>
Excess Absence/Tardy	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	Is progress sufficient to mee goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Comp Need to review/revise C	leted	<ul> <li>Yes ○ No</li> <li>Objective 2 Met:</li> <li>Yes ○ No</li> </ul>
Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	Is progress sufficient to mee goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Comp Need to review/revise C	leted	<ul> <li>Yes ○ No</li> <li>Objective 2 Met:</li> <li>Yes ○ No</li> </ul>
Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Is progress sufficient to mee goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Comp Need to review/revise C	leted	<ul> <li>Yes ○ No</li> <li>Objective 2 Met:</li> <li>Yes ○ No</li> </ul>
Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Is progress sufficient to mee goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Comp Need to review/revise C	leted	<ul> <li>Yes ○ No</li> <li>Objective 2 Met:</li> <li>Yes ○ No</li> </ul>
Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Is progress sufficient to mee goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Comp Need to review/revise C	leted	<ul> <li>Yes ○ No</li> <li>Objective 2 Met:</li> <li>Yes ○ No</li> </ul>

Los Angeles					007	
Student E	ELI Last	First	Y MI	Date of Birth 19-OCT-2	2007	Meeting Date 20-MAY-2022
	Last	FIFSt	Section G: Annual G	oals and Objectives		
ormance Area:	: Fi	unctional Reading	Category: Rea	ading 🗸	Annual Goal #	: 2
luring the wee	k	ow questions after reading rted observations.	an appropriate leveled text in	n 4 out 5 consecutive trials w	ith 70 percent accu	racy on 1 occasion
		be reported to parents by o Report or Report Card per		f Progress and Achievement	from Current IEP	" form(s) which will be
~			Methods of	Evaluation		
<ul> <li>State Asse</li> <li>Observation</li> <li>Other</li> </ul>		Norm     Portfo	n Referenced blio	<ul><li>Criterion Referenced</li><li>Work Samples</li></ul>	1	<ul><li>Curriculum Based</li><li>Informal</li></ul>
eading an app	propriate leve	, Roy will answer 'why' o led text in 2 out of 5 cons sion during the as measur	ecutive trials with 70 ed by teacher-charted		n 3 out 4 consecut ek	
ate to be achi	eved:	July	2 V MO/YR	Date to be achieved:	November 🗸	2022 <b>▼</b> MO/YF
		IEP REPOI	RT OF PROGRESS AND A	CHIEVEMENT FROM C	URRENT IEP	
			EXPLANATI	ON OF MARKS		
4 GOAL MI EXCEEDE		<i>3 SUBSTANTIAL PRO</i> met)	OGRESS (50-99% of goal	2 PARTIAL PROGRESS	5 (1-49% of goal m	net) 1 NO PROGRESS
1st Reporting	g Period	2nd Reporting Period	<b>3rd Reporting Period</b>	4th Reporting Period (Se	econdary G	oal Achievement
Date:		Date:	Date:	Only) Date:		
Progress Marl	k:	Progress Mark:	Progress Mark:	Progress Mark:		Objective 1 Met:
						○ Yes ○ No
Is progress su meet annual g Yes	goal? No	Is progress sufficient to meet annual goal? Yes No	Is progress sufficient to meet annual goal?	Is progress sufficient to m goal? Yes No	eet annual	Objective 2 Met: Ves No If "No" please explain:
If "No" please Needs Mo Excess Absence/Tard Assignmed Completed	ore Time y	If "No" please comment:           If "No" please comment:           Excess           Absence/Tardy           Assignments Not           Completed	If "No" please comment: If "No" please comment: Excess Absence/Tardy Assignments Not Completed	If "No" please comment:  Needs More Time Excess Absence/Tard Assignments Not Cor Need to review/revise Other	npleted	
Need to	Goal	Need to review/revise Goal	Need to review/revise Goal			

Student ELI	ROY Y		Date of Birth 19-OCT-2007	Meeting Date 20-MAY-2022
Last	First			
		Section G: Annual G		
		ategory: Wri	ting  An	nnual Goal #: 3
ccuracy in 4 out of 5 trials	as measured by teacher-char	ted observations and student	work samples.	
	be reported to parents by cc Report or Report Card perio		f Progress and Achievement from	h Current IEP" form(s) which will be
_	_	Methods of 1	Evaluation	_
State Assessments	Norm l	Referenced	Criterion Referenced	Curriculum Based
Observation	Portfol	io	U Work Samples	<ul> <li>Informal</li> </ul>
Other				
ncremental objective #1	related to the goal:		Incremental objective #2 rela	ited to the goal:
	ite a sentence using the voca	abulary from his current		sentence using the vocabulary from his curren
	ne occasion during the mont		monthly thematic unit in one o	ccasion during the month with 60 percent accu
	s as measured by teacher-ch		in 3 out of 5 trials as measured	by teacher-charted observations and student w
student work samples.	-		samples.	
Date to be achieved:	July	✓ MO/YR	Date to be achieved:	November V 2022 V MO/YH
	IEP REPOR	Γ OF PROGRESS AND A	CHIEVEMENT FROM CURR	ENT IEP
		EXPLANATIO	ON OF MARKS	
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROC met)	RESS (50-99% of goal	2 PARTIAL PROGRESS (1-4	9% of goal met) <i>1 NO PROGRESS</i>
1st Reporting Period	2nd Reporting Period	<b>3rd Reporting Period</b>	4th Reporting Period (Second	ary Goal Achievement
Date:	Date:	Date:	Only)	
			Date:	]
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:
11051055 Murk.	1 1051000 IVIGIN.	11051000 mark.	1 10E1000 WILLIN.	
				O Yes O No
	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet ar goal?	Objective 2 Met:
	meet annual goar.			
meet annual goal?		O Vec O No		TOUNT IL 1
<ul><li>☐ Yes ○ No</li></ul>	$\bigcirc$ Yes $\bigcirc$ No	○ Yes ○ No	○ Yes ○ No	If "No" please explain:
Is progress sufficient to meet annual goal? O Yes O No If "No" please comment:		○ Yes ○ No If "No" please comment:	○ Yes ○ No If "No" please comment:	If "No" please explain:
meet annual goal?	$\bigcirc$ Yes $\bigcirc$ No			If "No" please explain:
<pre>meet annual goal?    Yes  No If "No" please comment:</pre>	○ Yes ○ No If "No" please comment:	If "No" please comment:	If "No" please comment:	If "No" please explain:
<ul> <li>Yes O No</li> <li>Yes O No</li> <li>If "No" please comment:</li> <li>Needs More Time</li> <li>Excess</li> </ul>	<ul> <li>Yes ○ No</li> <li>If "No" please comment:</li> <li>□ Needs More Time</li> </ul>	If "No" please comment:	If "No" please comment:	
<ul> <li>Yes No</li> <li>Yes No</li> <li>If "No" please comment:</li> <li>Needs More Time</li> <li>Excess</li> <li>Absence/Tardy</li> <li>Assignments Not</li> </ul>	<ul> <li>Yes No</li> <li>If "No" please comment:</li> <li>Needs More Time</li> <li>Excess</li> <li>Absence/Tardy</li> <li>Assignments Not</li> </ul>	If "No" please comment: <ul> <li>Needs More Time</li> <li>Excess</li> </ul> Absence/Tardy <ul> <li>Assignments Not</li> </ul>	If "No" please comment:	ed
meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	<ul> <li>Yes</li> <li>No</li> <li>If "No" please comment:</li> <li>Needs More Time</li> <li>Excess</li> <li>Absence/Tardy</li> <li>Assignments Not</li> <li>Completed</li> </ul>	If "No" please comment: <ul> <li>Needs More Time</li> <li>Excess</li> </ul> Absence/Tardy <ul> <li>Assignments Not</li> <li>Completed</li> </ul>	If "No" please comment: <ul> <li>Needs More Time</li> <li>Excess Absence/Tardy</li> <li>Assignments Not Complete</li> </ul>	ed
meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	<ul> <li>Yes No</li> <li>If "No" please comment:</li> <li>Needs More Time</li> <li>Excess</li> <li>Absence/Tardy</li> <li>Assignments Not</li> <li>Completed</li> <li>Need to</li> </ul>	If "No" please comment: <ul> <li>Needs More Time</li> <li>Excess</li> </ul> Absence/Tardy <ul> <li>Assignments Not</li> <li>Completed</li> <li>Need to</li> </ul>	If "No" please comment: <ul> <li>Needs More Time</li> <li>Excess Absence/Tardy</li> <li>Assignments Not Complete</li> <li>Need to review/revise Goa</li> </ul>	ed
meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	<ul> <li>Yes</li> <li>No</li> <li>If "No" please comment:</li> <li>Needs More Time</li> <li>Excess</li> <li>Absence/Tardy</li> <li>Assignments Not</li> <li>Completed</li> <li>Need to</li> <li>review/revise Goal</li> </ul>	If "No" please comment: <ul> <li>Needs More Time</li> <li>Excess</li> <li>Absence/Tardy</li> <li>Assignments Not</li> <li>Completed</li> <li>Need to</li> <li>review/revise Goal</li> </ul>	If "No" please comment: <ul> <li>Needs More Time</li> <li>Excess Absence/Tardy</li> <li>Assignments Not Complete</li> <li>Need to review/revise Goa</li> </ul>	ed
meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	<ul> <li>Yes No</li> <li>If "No" please comment:</li> <li>Needs More Time</li> <li>Excess</li> <li>Absence/Tardy</li> <li>Assignments Not</li> <li>Completed</li> <li>Need to</li> </ul>	If "No" please comment: <ul> <li>Needs More Time</li> <li>Excess</li> </ul> Absence/Tardy <ul> <li>Assignments Not</li> <li>Completed</li> <li>Need to</li> </ul>	If "No" please comment: <ul> <li>Needs More Time</li> <li>Excess Absence/Tardy</li> <li>Assignments Not Complete</li> <li>Need to review/revise Goa</li> </ul>	ed
meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	<ul> <li>Yes</li> <li>No</li> <li>If "No" please comment:</li> <li>Needs More Time</li> <li>Excess</li> <li>Absence/Tardy</li> <li>Assignments Not</li> <li>Completed</li> <li>Need to</li> <li>review/revise Goal</li> </ul>	If "No" please comment: <ul> <li>Needs More Time</li> <li>Excess</li> <li>Absence/Tardy</li> <li>Assignments Not</li> <li>Completed</li> <li>Need to</li> <li>review/revise Goal</li> </ul>	If "No" please comment: <ul> <li>Needs More Time</li> <li>Excess Absence/Tardy</li> <li>Assignments Not Complete</li> <li>Need to review/revise Goa</li> </ul>	ed
<ul> <li>Yes No</li> <li>Yes No</li> <li>If "No" please comment:</li> <li>Needs More Time</li> <li>Excess</li> <li>Absence/Tardy</li> <li>Assignments Not</li> <li>Completed</li> <li>Need to</li> <li>review/revise Goal</li> </ul>	<ul> <li>Yes</li> <li>No</li> <li>If "No" please comment:</li> <li>Needs More Time</li> <li>Excess</li> <li>Absence/Tardy</li> <li>Assignments Not</li> <li>Completed</li> <li>Need to</li> <li>review/revise Goal</li> </ul>	If "No" please comment: <ul> <li>Needs More Time</li> <li>Excess</li> <li>Absence/Tardy</li> <li>Assignments Not</li> <li>Completed</li> <li>Need to</li> <li>review/revise Goal</li> </ul>	If "No" please comment: <ul> <li>Needs More Time</li> <li>Excess Absence/Tardy</li> <li>Assignments Not Complete</li> <li>Need to review/revise Goa</li> </ul>	ed

Student ELI	ROY		Date of Birth 19-OCT-2007	Meeting Date 20-MAY-2022
Last	First	MI		-
_		Section G: Annual G		
rmance Area:	unc. Communication C	ategory: Cor	Annual C	Goal #: 4
f 5 occasions during the w		vice to answer or state a com	plete sentence during the school day with	70 percent accuracy on 4 out
	be reported to parents by co Report or Report Card perio		f Progress and Achievement from Currer	nt IEP" form(s) which will be
	_	Methods of	Evaluation	_
State Assessments         Observation         Other	Norm Portfo	Referenced	Criterion Referenced Work Samples	<ul><li>Curriculum Based</li><li>Informal</li></ul>
	npts, Roy will use his AAC g the school day with 60 per			ill use his AAC device to answer or state lay with 70 percent accuracy on 3 out of
ate to be achieved:		EXPLANATIO	Date to be achieved: Novemb CHIEVEMENT FROM CURRENT I DN OF MARKS	EP
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROC met)	<i>FRESS</i> (50-99% of goal	2 PARTIAL PROGRESS (1-49% of §	goal met) 1 NO PROGRESS
st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary	Goal Achievement
Date:	Date:	Date:	Only) Date:	
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:
				$\bigcirc$ Yes $\bigcirc$ No
				Objective 2 Met:
s progress sufficient to neet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	$\bigcirc$ Yes $\bigcirc$ No
$\sim$	$\bigcirc$ Yes $\bigcirc$ No	$\bigcirc$ Yes $\bigcirc$ No	$\bigcirc$ Yes $\bigcirc$ No	If "No" please explain:
) Yes () No	If "No" please comment:	If "No" please comment:	If "No" please comment:	
		Needs More Time	<ul> <li>Needs More Time</li> <li>Excess Absence/Tardy</li> </ul>	
<ul> <li>Yes</li> <li>No</li> <li>If "No" please comment:</li> <li>Needs More Time</li> <li>Excess</li> <li>Absence/Tardy</li> <li>Assignments Not</li> <li>Completed</li> <li>Need to</li> </ul>	<ul> <li>Needs More Time</li> <li>Excess</li> <li>Absence/Tardy</li> <li>Assignments Not</li> <li>Completed</li> <li>Need to</li> </ul>	Excess     Absence/Tardy     Assignments Not     Completed     Need to	Assignments Not Completed Need to review/revise Goal Other	

Student ELI	ROY		Date of Birth 19-OCT-2007	Meeting Date 20-MAY-2022
Last	First	MI		
		Section G: Annual G		
			lish Language Dev( ➤ Annu hly thematic unit in one occasion duri	ual Goal #: 5
	-	rted observations and student		
	be reported to parents by co Report or Report Card perio		f Progress and Achievement from Co	urrent IEP" form(s) which will be
	_	Methods of 1	Evaluation	_
State Assessments Observation Other	Norm Portfol	Referenced lio	Criterion Referenced Work Samples	Curriculum Based Informal
onthly thematic unit in or	ite a sentence using the voc ne occasion during the mon a s measured by teacher-ch	th with 50 percent	monthly thematic unit in one occa	entence using the vocabulary from his current asion during the month with 60 percent accu tracher-charted observations and student w
te to be achieved:	July V 2022	✓ MO/YR	Date to be achieved: Nov	vember V 2022 V MO/YI
	IEP REPOR	T OF PROGRESS AND A	CHIEVEMENT FROM CURREN	NT IEP
		EXPLANATIO	ON OF MARKS	
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROC met)		2 PARTIAL PROGRESS (1-49%	6 of goal met) <i>1 NO PROGRESS</i>
st Reporting Period	2nd Reporting Period	<b>3rd Reporting Period</b>	4th Reporting Period (Secondary	Goal Achievement
Date:	Date:	Date:	Only) Date:	
rogress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:
]				$\bigcirc$ Yes $\bigcirc$ No
s progress sufficient to neet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annu goal?	al Objective 2 Met:
) Yes () No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	If "No" please explain:
f "No" please comment:	If "No" please comment:	If "No" please comment:	If "No" please comment:	
☐ Needs More Time ☐ Excess ыbsence/Tardy	<ul> <li>Needs More Time</li> <li>Excess</li> <li>Absence/Tardy</li> </ul>	<ul> <li>Needs More Time</li> <li>Excess</li> <li>Absence/Tardy</li> </ul>	<ul> <li>Needs More Time</li> <li>Excess Absence/Tardy</li> <li>Assignments Not Completed</li> </ul>	
Assignments Not Completed Need to	<ul> <li>Assignments Not</li> <li>Completed</li> <li>Need to</li> </ul>	<ul> <li>Assignments Not</li> <li>Completed</li> <li>Need to</li> </ul>	Need to review/revise Goal	
eview/revise Goal Other	review/revise Goal	review/revise Goal		

Last	ROY		Date of Birth 19-OCT-2007	Meeting Date 20-MAY-2022
	First	MI Section Co. Americal C		
G		Section G: Annual G		
		ategory: Ma	)	
when asked to count by 2s,	58, 108, and 258, Roy will o	rally count to 100 with 70% a	accuracy in 4 out of 5 consecutive trials a	as measured by teacher-charted
rogress on annual goals to rovided at either Progress	be reported to parents by cc Report or Report Card perio	ompleting the "IEP Report o ds.	f Progress and Achievement from Curre	ent IEP" form(s) which will be
_	_	Methods of	Evaluation	_
State Assessments Observation Other	Norm Portfol	Referenced io	Criterion Referenced Work Samples	Curriculum Based Curriculum Based
	s, 5s, 10s, and 25s, Roy will a 60% accuracy in 2 out of 3 ed observations.	-	-	and 25s, Roy will orally count to 100 wit aracy in 3 out of 4 consecutive trials as tions.
Date to be achieved:	July   2022     IEP REPOR		Date to be achieved: Novem	
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROC met)		DN OF MARKS 2 PARTIAL PROGRESS (1-49% of	goal met) 1 NO PROGRESS
1st Reporting Period	2nd Reporting Period	<b>3rd Reporting Period</b>	4th Reporting Period (Secondary	<b>Goal Achievement</b>
Date:	Date:	Date:	Only) Date:	
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:
	- 1051000 IVIGIN.			○ Yes ○ No
Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Objective 2 Met:
-	$\bigcirc$ Yes $\bigcirc$ No	$\bigcirc$ Yes $\bigcirc$ No	$\bigcirc$ Yes $\bigcirc$ No	If "No" please explain:
○ Yes ○ No		If "No" please comment:	If "No" please comment:	
○ Yes ○ No If "No" please comment:	If "No" please comment:			
	If "No" please comment: <ul> <li>Needs More Time</li> <li>Excess</li> <li>Absence/Tardy</li> <li>Assignments Not</li> <li>Completed</li> </ul>	<ul> <li>Needs More Time</li> <li>Excess</li> <li>Absence/Tardy</li> <li>Assignments Not</li> <li>Completed</li> </ul>	<ul> <li>Needs More Time</li> <li>Excess Absence/Tardy</li> <li>Assignments Not Completed</li> <li>Need to review/revise Goal</li> <li>Other</li> </ul>	

Student ELI	ROY Y		Date of Birth 19-OCT-2007	Meeting Date 20-MAY-2022
Last	First	MI		-
_		Section G: Annual G		
rmance Area:	unc. Communication C	ategory: Cor	nmunication V Annual C	Goal #: 8
f 5 occasions during the w	•	vice to answer of state a con	plete sentence during the school day with	70 percent accuracy on 4 out
	be reported to parents by cc Report or Report Card perio		f Progress and Achievement from Curren	nt IEP" form(s) which will be
_	_	Methods of	Evaluation	_
State Assessments	Norm l	Referenced	Criterion Referenced	Curriculum Based
Observation	Portfol	io	Work Samples	<ul> <li>Informal</li> </ul>
Other				
	npts, Roy will use his AAC g the school day with 60 per			ill use his AAC device to answer or state ay with 70 percent accuracy on 3 out of
ate to be achieved:	July <b>v</b> 2022	► MO/YR	Date to be achieved: Novemb	er <b>v</b> 2022 <b>v</b> MO/YR
		EXPLANATIO	CHIEVEMENT FROM CURRENT I ON OF MARKS	
4 GOAL MET OR EXCEEDED	IEP REPOR 3 SUBSTANTIAL PROC met)	EXPLANATIO		
EXCEEDED	3 SUBSTANTIAL PROC	EXPLANATIO	ON OF MARKS	
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Last rmance Area: Vo Vhen given 4 different coin	First			Meeting Date 20-MAY-2022
			oals and Objectives	
	oc. Ed. Ca	ategory: Voca	ational Education V Annual	Goal #: 9
-	ed by teacher-charted observ			
	be reported to parents by co Report or Report Card perio		f Progress and Achievement from Curre	ent IEP" form(s) which will be
		Methods of l	Evaluation	_
State Assessments         Observation         Other	Norm F     Portfoli	Referenced	Criterion Referenced Work Samples	<ul><li>Curriculum Based</li><li>Informal</li></ul>
lentify/state the value/show	ns, and with guidance and s w different combinations of 12 out of 3 consecutive trials	coins with the same		ill identify/state the value/show differen value with 65% accuracy in 3 out of 4 cher-charted observations.
ate to be achieved:	July V 2022 IEP REPORT 3 SUBSTANTIAL PROG	EXPLANATIO	Date to be achieved: Novem CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of	IEP
EXCEEDED	met)		````	
st Reporting Period	2nd Reporting Period	3rd Reporting Period	<b>4th Reporting Period</b> (Secondary Only)	Goal Achievement
Date:	Date:	Date:	Date:	
			D N 1	Objective 1 Met:
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s progress sufficient to neet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Objective 2 Met: Ves O No
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Other	Other	Other		

Student ELI	ROY	Y	Date of Birth 19-OCT-20	07 Mee	ting Date 20-MAY-2022
Last	First	MI Section G: Annual G	coals and Objectives		
mance Area:	ensorimotor		asorimotor V	Annual Goal #:	10
	k/answer questions, comple		ol and head stability, Roy will ut for at least 180 seconds, with in		
	be reported to parents by o Report or Report Card per		of Progress and Achievement fr	om Current IEP" fo	rm(s) which will be
	_	Methods of	Evaluation	_	
State Assessments Observation Other	Norm     Portfo	n Referenced blio	Criterion Referenced Work Samples		Curriculum Based Informal
ntrol and head stability, hnology applications, as	lassroom teacher, to demor Roy will utilize technology sk/answer questions, comp 60 seconds, with independen ng system.	v device (i.e. paint using lete in-classroom	control and head stability, R technology applications, as	oy will utilize techn c/answer questions, c ) seconds, with indep	emonstrate improved postura ology device (i.e. paint using complete in-classroom pendence, in 3/5 trails, while
e to be achieved:	July		Date to be achieved:	November 🗸	2022 V MO/Y
	IEP REPOI	RT OF PROGRESS AND A	CHIEVEMENT FROM CU	RRENT IEP	
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PRC met)	EXPLANATIOn Contract	ON OF MARKS 2 PARTIAL PROGRESS (	1-49% of goal met)	1 NO PROGRESS
t Reporting Period	2nd Reporting Period	<b>3rd Reporting Period</b>	4th Reporting Period (Seco	ondary Goal	Achievement
ate:	Date:	Date:	Only) Date:		
ogress Mark:	Progress Mark:	Progress Mark:	Progress Mark:		ective 1 Met: Yes O No
progress sufficient to eet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to mee goal?	t annual Obj	ective 2 Met: Yes O No
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Need to view/revise Goal	If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other	<ul> <li>Needs More Time</li> <li>Excess</li> <li>Absence/Tardy</li> <li>Assignments Not</li> <li>Completed</li> <li>Need to</li> <li>review/revise Goal</li> </ul>	Needs More Time     Excess Absence/Tardy     Assignments Not Comp     Need to review/revise C     Other		
Completed	Completed Need to	Completed Need to			

Last       First       Mi         Section G: Annual Goals and Objectives         mance Area:       Communication (LAS)       Category:       Communication       Annual Goal #:       11         During structured and unstructured activities, Ray will produce at least 4 word phrases, sentences, and questions using a multi-modal approach (e.g. word provided at either Progress Report or Report Cat periods.       Methods of Evaluation         order       Methods of Evaluation       Curriculum Based         Observation       Ponfolio       Curriculum Based         Observation       Ponfolio       Informal         Other       Informal       Informal         order       Informal       Informal         proximations, dynamic display voice output system accessed via cyc-gaze)       Informal display voice output system accessed via cyc-gaze)         ith moderate prompts and cues with at least 50% accuracy.       MoVIR       Date to be achieved:       November 2022 MOV         ita to be achieved:       July 2022 MOVIR       Date to be achieved:       November 2022 MOVIR       MoVIR         ita to be achieved:	Student ELI	ROY	r	Date of Birth 19-OCT-2007	Meeting Date 20-MAY-2022
mance Area:       Communication (LAS)       Category:       Communication       Annual Goal #:       II         During studented and unstructured activities, Roy will produce at least 4 word presens, submers, and questions using a multi-modal approach (e.g. word provided at either Progress Report or Report Care parties);       Methods of Evaluation         orgetes 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 orded at either Progress Report or Report Care parties.       Methods of Evaluation         State Assessments:       Norm Referenced       Curriculum Based         Observation       Portfolio       Curriculum Based         Observation       Portfolio       Curriculum Based         Observation       Portfolio       Intermental objective #2 related to the goal:         During structured and unstructured activities, Roy will produce at least 4 word haves, sentences, and questions using a multi-modal approach (e.g. word approximations, dynamic display voice output system accessed via eye-gaze)       Porting structured and unstructured activities, Roy will produce at least 4 word parce for g. word approximation, dynamic display voice output system accessed via eye-gaze)         ate to he achieved:       Juty V       2022 V       MO/YR         Date       Portgress Mark:       Porgress Mark:       Porgress Mark:       Porgress Mark:         Progress Mark:       Progress Mark:       Progress Mark:       Po	Last	First			-
uring structured and unstructured activities, Roy will produce at least 4 word phrases, sentences, and questions using a multi-modal approach (e.g. word proximations, dynamic display voice output system accessed via eye-gaze) with moderate prompts and cues with at least 70% accuracy.         orgees 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 wilded at charge sentences, and questions using a multi-modal approach (e.g. word Observation Observation Understructure dativities, Roy will produce at least 4 word Parases, sentences, and questions using a multi-modal approach (e.g. word proximations, dynamic display voice output system accessed via eye-gaze) the moderate prompts and cues with at least 50% accuracy.       Curriculum Based Observation Work Samples Informal         nervemental objective #1 related to the goal:       Incremental objective #1 related to the goal:       Incremental objective #1 related to the goal:         uring structured and unstructured activities, Roy will produce at least 4 word protex, dynamic display voice output system accessed via eye-gaze) ith moderate prompts and cues with at least 50% accuracy.       Incremental objective #1 related to the goal:         uring structured and unstructured activities, Roy will produce at least 4 word protex is a current if the second will be					
proximutions, dynamic display voice output system accessed via eye-gaze) with moderate prompts and cues with at least 70% accuracy.  agress 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 visid at either Progress Report or Report Carl periods.  State Assessments					
State Assessments       Norm Referenced       Curiculum Based         Observation       Portfolio       Work Samples       Informal         Observation       Portfolio       Work Samples       Informal         Uring structured and unstructured activities, Roy will produce at least 4 word hrases, sentences, and questions using a multi-modal approach (e.g. word proximations, dynamic display voice output system accessed via eye-gare)       Incremental objective #2 related to the goal:         Puring structured and unstructured activities, Roy will produce at least 4 word hrases, sentences, and questions using a multi-modal approach (e.g. word proximations, dynamic display voice output system accessed via eye-gare moderate prompts and cues with at least 50% accuracy.       Date so be achieved:       November 💙 2022 V MO         IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP         EXPLANATION OF MARKS         4 GOAL MET OR       3 SUBSTANTIAL PROGRESS (50-99% of goal       2 PARTIAL PROGRESS (1-49% of goal met)       I NO PROGRES         Adeporting Period         Date:       Date:       Objective 1 Met:         Date:       Date:       Date:       Objective 1 Met:         Structured and mater       Is progress sufficient to meet annual goal?       Sole Achievement       Objective 1 Met:         Structured and word       Date:       Progress Mark:       Progress Mark:       Progres	-		-		
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Observation       Portfolio       Work Samples       ☑ Informal         Other       Incremental objective #1 related to the goal:       Incremental objective #2 related to the goal:         During structured and unstructured activities, Roy will produce at least 4 word hrases, sentences, and questions using a multi-modal approach (e.g. word approximations, dynamic display voice output system accessed via eye-gaze)       During structured and unstructured activities, Roy will produce at least 4 word hrases, sentences, and questions using a multi-modal approach (e.g. word approximations, dynamic display voice output system accessed via eye-gaze)         with moderate prompts and cues with at least 50% accuracy.       Date so be achieved:       November ▼       2022 ▼       MO/YR         ate to be achieved:       July ▼       2022 ▼       MO/YR       Date to be achieved:       November ▼       2022 ▼       MO/YR         EXPLANATION OF MARKS       EXPLANATION OF MARKS       EXPLANATION OF MARKS       1 NO PROGRESS (1-49% of goal met)       1 NO PROGRESS         ts Reporting Period       2nd Reporting Period       3rd Reporting Period       3rd Reporting Period       2mate ice ice ice ice ice ice ice ice ice ic	_	_	Methods of 1	Evaluation	_
Other       Incremental objective #1 related to the goal:         During structured and unstructured activities, Roy will produce at least 4 word pproximations, dynamic display voice output system accessed via eye-gaze)       During structured and unstructured activities, Roy will produce at least 4 word pproximations, dynamic display voice output system accessed via eye-gaze)         ate to be achieved:       Juty ▼       2022 ▼       MO/YR       Date to be achieved:       November ▼       2022 ▼       MO         IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP         EXPLANATION OF MARKS         Goal Achievement         ACAL MET OR       3 SUBSTANTIAL PROGRESS (50-99% of goal       2 PARTIAL PROGRESS (1-49% of goal met)       I NO PROGRE         Streeter lend and using and limit in out approach (e.g. word approximations, dynamic display voice output system accessed via eye-gaze)       The progress AND ACHIEVEMENT FROM CURRENT IEP         IEXPLANATION OF MARKS         Goal Achievement         Mater or       3 SUBSTANTIAL PROGRESS (50-99% of goal       2 PARTIAL PROGRESS (1-49% of goal met)       I NO PROGRE         Streeter lend on and approach (e.g. word approximations, dynamic display voice output system accessed via eye-gaze)       The progress Mark:       Progress Mark:       Progress Mark:       Incremental Approach (e.g. word approach (e.g. word approach (e.g. word approximations, dynamic display voice output system accessed via eye-gaze)     <					
arcremental objective #1 related to the goal:       Incremental objective #2 related to the goal:         During structured and unstructured activities, Roy will produce at least 4 word phrases, sentences, and questions using a multi-modal approach (e.g. word phrases, sentences, and questions using a multi-modal approach (e.g. word approximations, dynamic display voice output system accessed via eye-gar moderate prompts and cues with at least 50% accuracy.         ate to be achieved:       July v       2022 v       MO/YR         Date to be achieved:       July v       2022 v       MO         IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP         EXPLANATION OF MARKS         4 GOAL MET OR       3 SUBSTANTIAL PROGRESS (50-99% of goal       2 PARTIAL PROGRESS (1-49% of goal met)       1 NO PROGRES         1 St Reporting Period       2nd Reporting Period       3rd Reporting Period       dth Reporting Period (Secondary Only)       Goal Achievement         Date:       Date:       Date:       Date:       Objective 1 Met:       Yes No         Progress sufficient to meet annual goal?       Is progress sufficient to meet annual goal?       Structured and unstructured activities Goal       Objective 1 Met:         Needs More Time       Excess Absence/Tardy Absence/Tar		Portfo!	lio	U Work Samples	Informal
During structured and unstructured activities. Roy will produce at least 4 word phrases, sentences, and questions using a multi-modal approach (e.g. word approximations, dynamic display voice outputs ystem accessed via eye-gaze with moderate prompts and cues with at least 50% accuracy.       During structured and unstructured activities. Roy will produce at least 4 word approximations, dynamic display voice outputs ystem accessed via eye-gaze moderate prompts and cues with at least 50% accuracy.         with moderate prompts and cues with at least 50% accuracy.       Date to be achieved:       November ✓       2022 ✓       MO         Pate to be achieved:       July       2022 ✓       MO/YR       Date to be achieved:       November ✓       2022 ✓       MO         Pate to be achieved:       July       2022 ✓       MO/YR       Date to be achieved:       November ✓       2022 ✓       MO         Pate to be achieved:       July       2022 ✓       MO/YR       Date to be achieved:       November ✓       2022 ✓       MO         Is progress aufficient or meet       3 SUBSTANTIAL PROGRESS (50-99% of goal       2 PIRTIAL PROGRESS (1-49% of goal met)       I NO PROGRES         Is progress sufficient to meet       Date:       Date:       Date:       Objective 1 Met:       Substructured and unstructured andues anule and unstructured and unstructured and unst	J Other				
Image to be addressed.       Information of the construction of the constructing construction of the construction of the const	During structured and unst phrases, sentences, and qu approximations, dynamic o	tructured activities, Roy will estions using a multi-modal display voice output system	approach (e.g. word accessed via eye-gaze)	During structured and unstructured a phrases, sentences, and questions us approximations, dynamic display vo	activities, Roy will produce at least 4 wor ing a multi-modal approach (e.g. word bice output system accessed via eye-gaze)
EXCEEDED       met         Ist Reporting Period       2nd Reporting Period       3rd Reporting Period       4th Reporting Period (Secondary Only)       Goal Achievement         Date:       Date:       Date:       Only       Date:       Objective 1 Met:         Progress Mark:       Progress Mark:       Progress Mark:       Progress Mark:       Progress Mark:       Progress Mark:       Objective 1 Met:         Is progress sufficient to meet annual goal?       Is progress sufficient to meet annual goal?       Is progress sufficient to meet annual goal?       Yes No       Yes No       Yes No       If "No" please comment:       If "No" please comment:       If "No" please comment:       If "No" please comment:       Needs More Time       Need to completed       Need to review/revise Goal		IEP REPOR	T OF PROGRESS AND A EXPLANATIO	CHIEVEMENT FROM CURRENT DN OF MARKS	TIEP
Date:       Date:       Only)         Progress Mark:       Progress Mark:       Progress Mark:         Is progress sufficient to meet annual goal?       Is progress sufficient to meet annual goal?       Is progress sufficient to meet annual goal?         Yes       No       Yes       No         If "No" please comment:       If "No" please comment:       If "No" please comment:         Is progress No       Yes       No         Yes       No       Yes         Needs More Time       Needs More Time       Needs More Time         Excess       Absence/Tardy       Absence/Tardy         Assignments Not Completed       Need to review/revise Goal       Other			511265 (50 9970 61 gour	2 milling i no oness (i 1970 o	
Date:       Date:       Date:       Date:         Progress Mark:       Progress Mark:       Progress Mark:       Progress Mark:       Objective 1 Met:         Is progress sufficient to neet annual goal?       Is progress sufficient to meet annual goal?       Yes No       Yes No         Yes       No       Yes       No       If "No" please comment:       Needs More Time       Excess Absence/Tardy       Assignments Not Completed       Need to review/revise Goal       Need to review/revise Goal       Other       Other       Is progress Goal       Is pr	lst Reporting Period	2nd Reporting Period	<b>3rd Reporting Period</b>		<b>Goal Achievement</b>
Progress Mark:       Progress Mark:       Progress Mark:       Progress Mark:       Objective 1 Met:         Image: Sufficient to meet annual goal?       Is progress sufficient to meet annual goal?       Objective 1 Met:         Yes       No       Is progress sufficient to meet annual goal?       Is progress sufficient to meet annual goal?       Is progress sufficient to meet annual goal?       Objective 2 Met:         Yes       No       Yes       No       Yes       No         If "No" please comment:         Needs More Time       Excess       Needs More Time       Needs More Time       Excess Absence/Tardy       Assignments Not Completed         Need to       Need to       Need to       Need to       Need to       Other       Other         Inview/revise Goal       Need to       review/revise Goal       Need to       Need to       Other       Image: Comment	Date:	Date:	Date:		
Image: Strain Mark.       Progress Mark.       Progress Mark.       Vestication         Image: Strain Mark.       Image: Strain Mark.       Progress Mark.       Vestication         Image: Strain Mark.       Image: Strain Mark.       Image: Strain Mark.       Vestication         Image: Strain Mark.       Image: Strain Mark.       Image: Strain Mark.       Vestication         Image: Strain Mark.       Image: Strain Mark.       Image: Strain Mark.       Vestication         Image: Strain Mark.       Image: Strain Mark.       Image: Strain Mark.       Vestication         Image: Strain Mark.       Image: Strain Mark.       Image: Strain Mark.       Vestication         Image: Strain Mark.       Image: Strain Mark.       Image: Strain Mark.       Vestication         Image: Strain Mark.       Image: Strain Mark.       Image: Strain Mark.       Vestication         Image: Strain Mark.       Image: Strain Mark.       Image: Strain Mark.       Vestication         Image: Strain Mark.       Image: Strain Mark.       Image: Strain Mark.       Vestication         Image: Strain Mark.       Image: Strain Mark.       Image: Strain Mark.       Image: Strain Mark.       Vestication         Image: Strain Mark.       Image: Strain Mark.       Image: Strain Mark.       Image: Strain Mark.       Vestication       Vestication				Date.	
is progress sufficient to neet annual goal?       Is progress sufficient to meet annual goal?       Is progress sufficient to meet annual goal?       Is progress sufficient to meet annual goal?       Objective 2 Met:         Yes       No       Yes       No       Yes       No       If "No" please comment:       If "No" please completed       If "No" ple	Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:
s progress sufficient to neet annual goal?       Is progress sufficient to meet annual goal?       If "No" please comment:       Is progress sufficient to meet annual goal?       Is progress					$\bigcirc$ Yes $\bigcirc$ No
If "No" please comment:       If "No" please comment:       If "No" please comment:       If "No" please comment:         Needs More Time       Needs More Time       Needs More Time       Needs More Time         Excess       Excess       Excess       Excess         Absence/Tardy       Absence/Tardy       Absence/Tardy       Assignments Not         Completed       Ompleted       Ompleted       Other         Need to       Need to       review/revise Goal       Other	ls progress sufficient to				
f "No" please comment:       If "No" please comment:       If "No" please comment:       If "No" please comment:         l Needs More Time       Needs More Time       Needs More Time       Needs More Time         Excess       Excess       Excess       Excess         Absence/Tardy       Absence/Tardy       Absence/Tardy       Assignments Not         Completed       Need to       Assignments Not       Only the section of the		$\bigcirc$ Yes $\bigcirc$ No	$\bigcirc$ Yes $\bigcirc$ No	$\bigcirc$ Yes $\bigcirc$ No	If "No" please explain:
Needs More Time       Needs More Time       Needs More Time         Excess       Excess       Excess         Absence/Tardy       Absence/Tardy       Excess         Assignments Not       Assignments Not       Assignments Not         Completed       One d to       Need to         Need to       Need to       Need to         eview/revise Goal       review/revise Goal       Other	neet annual goal?		If "No" please comment:	If "No" please comment:	
Excess       Excess       Excess       Excess         Absence/Tardy       Absence/Tardy       Absence/Tardy       Assignments Not         Assignments Not       Assignments Not       Assignments Not       Need to review/revise Goal         Need to       Need to       Need to         review/revise Goal       review/revise Goal       review/revise Goal	meet annual goal?	If "No" please comment:			
Absence/Tardy       Absence/Tardy       Absence/Tardy       Assignments Not Completed         Assignments Not Completed       Assignments Not Completed       Need to review/revise Goal       Need to review/revise Goal         Need to       Need to       review/revise Goal       review/revise Goal       review/revise Goal	meet annual goal? Yes No If "No" please comment:			Needs More Time	
Completed     Completed     Completed       Need to     Need to     Need to       review/revise Goal     review/revise Goal	meet annual goal? Yes No If "No" please comment: Needs More Time Excess	<ul><li>Needs More Time</li><li>Excess</li></ul>	<ul><li>Needs More Time</li><li>Excess</li></ul>		
Need to review/revise Goal     Need to review/revise Goal     Need to review/revise Goal	meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	<ul> <li>Needs More Time</li> <li>Excess</li> <li>Absence/Tardy</li> </ul>	<ul> <li>Needs More Time</li> <li>Excess</li> <li>Absence/Tardy</li> </ul>	Excess Absence/Tardy Assignments Not Completed	
	meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	<ul> <li>Needs More Time</li> <li>Excess</li> <li>Absence/Tardy</li> <li>Assignments Not</li> </ul>	<ul> <li>Needs More Time</li> <li>Excess</li> <li>Absence/Tardy</li> <li>Assignments Not</li> </ul>	Excess Absence/Tardy     Assignments Not Completed     Need to review/revise Goal	
U Other U Other	meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	<ul> <li>Needs More Time</li> <li>Excess</li> <li>Absence/Tardy</li> <li>Assignments Not</li> <li>Completed</li> <li>Need to</li> </ul>	<ul> <li>Needs More Time</li> <li>Excess</li> <li>Absence/Tardy</li> <li>Assignments Not</li> <li>Completed</li> <li>Need to</li> </ul>	Excess Absence/Tardy     Assignments Not Completed     Need to review/revise Goal	
	meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	<ul> <li>Needs More Time</li> <li>Excess</li> <li>Absence/Tardy</li> <li>Assignments Not</li> <li>Completed</li> <li>Need to</li> <li>review/revise Goal</li> </ul>	<ul> <li>Needs More Time</li> <li>Excess</li> <li>Absence/Tardy</li> <li>Assignments Not</li> <li>Completed</li> <li>Need to</li> <li>review/revise Goal</li> </ul>	Excess Absence/Tardy     Assignments Not Completed     Need to review/revise Goal	
	meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	<ul> <li>Needs More Time</li> <li>Excess</li> <li>Absence/Tardy</li> <li>Assignments Not</li> <li>Completed</li> <li>Need to</li> <li>review/revise Goal</li> </ul>	<ul> <li>Needs More Time</li> <li>Excess</li> <li>Absence/Tardy</li> <li>Assignments Not</li> <li>Completed</li> <li>Need to</li> <li>review/revise Goal</li> </ul>	Excess Absence/Tardy     Assignments Not Completed     Need to review/revise Goal	

Student ELI	ROY		Date of Birth 19-OCT-2007	Meeting Date 20-MAY-2022
Last	First	MI		
_		Section G: Annual G	oals and Objectives	
rmance Area:	hysical Access C	ategory: Phy	sical Accessibility 💙 Annual G	oal #: 1
with head/neck support as n		assistance for transfers into t	ity device for at least 15 minutes (during a he equipment and minimal to maximal adu lays attended.	
	be reported to parents by co Report or Report Card perio		f Progress and Achievement from Curren	t IEP" form(s) which will be
_	_	Methods of 1	Evaluation	_
State Assessments	Norm 1	Referenced	Criterion Referenced	Curriculum Based
Observation	Portfol	io	Work Samples	Informal
Other				
cremental objective #1 1	related to the goal:		Incremental objective #2 related to t	he goal:
Roy will access his restroo	m environment with adapted	d toileting equipment	Roy will maintain an upright position f	for at least 30 minutes to allow for
including changing table, assistance, 90% of the time	mechanical lift, adapted toil e, on days attended	et) as needed, with adult	equipment (adapted seating, - currently	th his communication device with adapt y using wheelchair (medically provided b k support) as needed, with adult assistan
	IEP REPOR		CHIEVEMENT FROM CURRENT IF DN OF MARKS	CP
4 GOAL MET OR	3 SUBSTANTIAL PROC	FRESS (50-99% of goal	2 PARTIAL PROGRESS (1-49% of g	oal met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED	<i>3 SUBSTANTIAL PROC</i> met)	GRESS (50-99% of goal	2 PARTIAL PROGRESS (1-49% of g	oal met) 1 NO PROGRESS
EXCEEDED		GRESS (50-99% of goal 3rd Reporting Period	4th Reporting Period (Secondary	oal met) <i>1 NO PROGRESS</i> Goal Achievement
EXCEEDED	met)		4th Reporting Period (Secondary Only)	,
EXCEEDED st Reporting Period	met) 2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary	Goal Achievement
EXCEEDED st Reporting Period Date:	met) 2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary Only)	,
EXCEEDED st Reporting Period Date:	met) 2nd Reporting Period Date:	<b>3rd Reporting Period</b> Date:	4th Reporting Period (Secondary Only)         Date:	Goal Achievement Objective 1 Met:
EXCEEDED st Reporting Period Date:	met) 2nd Reporting Period Date:	<b>3rd Reporting Period</b> Date:	4th Reporting Period (Secondary Only)         Date:	Goal Achievement         Objective 1 Met:         O Yes       No
EXCEEDED st Reporting Period Date: brogress Mark: s progress sufficient to	met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to	3rd Reporting Period         Date:         Progress Mark:	4th Reporting Period (Secondary Only)         Date:         Progress Mark:         Is progress sufficient to meet annual	Goal Achievement Objective 1 Met: Yes No Objective 2 Met:
EXCEEDED st Reporting Period Date: rogress Mark: s progress sufficient to	met) 2nd Reporting Period Date: Progress Mark:	3rd Reporting Period       Date:       Progress Mark:	4th Reporting Period (Secondary Only)         Date:         Progress Mark:	Goal Achievement         Objective 1 Met:         O Yes       No
EXCEEDED st Reporting Period Date: rogress Mark: s progress sufficient to neet annual goal?	met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to	3rd Reporting Period         Date:         Progress Mark:	4th Reporting Period (Secondary Only)         Date:         Progress Mark:         Is progress sufficient to meet annual	Goal Achievement Objective 1 Met: Yes No Objective 2 Met:
EXCEEDED st Reporting Period Date: Progress Mark: s progress sufficient to neet annual goal? Yes O No	met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?	3rd Reporting Period         Date:         Progress Mark:	4th Reporting Period (Secondary Only)         Date:         Progress Mark:	Goal Achievement         Objective 1 Met:         O Yes       No         Objective 2 Met:         Yes       No
EXCEEDED st Reporting Period Date: Progress Mark: s progress sufficient to neet annual goal? Yes O No f "No" please comment:	met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:	3rd Reporting Period         Date:         Progress Mark:         Is progress sufficient to meet annual goal?         Yes       No         If "No" please comment:	4th Reporting Period (Secondary Only)         Date:         Progress Mark:         Is progress sufficient to meet annual goal?         Yes       No         If "No" please comment:	Goal Achievement         Objective 1 Met:         O Yes       No         Objective 2 Met:         Yes       No
EXCEEDED         st Reporting Period         Date:         Progress Mark:         s progress Mark:         S progress Sufficient to neet annual goal?         Yes       No         f "No" please comment:         Needs More Time	met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment: Needs More Time	3rd Reporting Period         Date:         Progress Mark:	4th Reporting Period (Secondary Only)         Date:         Progress Mark:         Is progress sufficient to meet annual goal?         Yes       No         If "No" please comment:         Needs More Time	Goal Achievement         Objective 1 Met:         O Yes       No         Objective 2 Met:         Yes       No
EXCEEDED st Reporting Period Date:  Progress Mark:  s progress sufficient to neet annual goal?  Yes O No f "No" please comment: Needs More Time Excess	met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:	3rd Reporting Period         Date:         Progress Mark:         Is progress sufficient to meet annual goal?         Yes       No         If "No" please comment:	4th Reporting Period (Secondary Only)         Date:         Progress Mark:         Is progress Mark:         Value         Is progress sufficient to meet annual goal?         Yes         No         If "No" please comment:         Needs More Time         Excess Absence/Tardy	Goal Achievement         Objective 1 Met:         O Yes       No         Objective 2 Met:         Yes       No
EXCEEDED         Ist Reporting Period         Date:         Progress Mark:         Brogress Mark:         Second Structure         Progress Mark:         Second Structure         Progress Mark:         Second Structure         Progress Mark:         Second Structure         Progress Mark:         Second Structure         Needs More Time         Excess         Absence/Tardy         Assignments Not	met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not	3rd Reporting Period         Date:         Progress Mark:         Is progress sufficient to meet annual goal?         Yes       No         If "No" please comment:         Needs More Time         Excess         Absence/Tardy         Assignments Not	4th Reporting Period (Secondary Only)         Date:         Progress Mark:         Is progress sufficient to meet annual goal?         Yes       No         If "No" please comment:         Needs More Time	Goal Achievement         Objective 1 Met:         O Yes       No         Objective 2 Met:         Yes       No
EXCEEDED         Ist Reporting Period         Date:         Progress Mark:         Progress Mark:         s progress Sufficient to neet annual goal?         Yes       No         f "No" please comment:         Needs More Time         Excess         Absence/Tardy         Assignments Not         Completed	met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed	3rd Reporting Period         Date:         Progress Mark:         Is progress sufficient to meet annual goal?         Yes       No         If "No" please comment:         Needs More Time         Excess         Absence/Tardy         Assignments Not Completed	4th Reporting Period (Secondary Only)         Date:         Progress Mark:	Goal Achievement         Objective 1 Met:         O Yes       No         Objective 2 Met:         Yes       No
EXCEEDED         Ist Reporting Period         Date:         Progress Mark:         Brogress Mark:         Seprogress Sufficient to neet annual goal?         Yes       No         f "No" please comment:         Needs More Time         Excess         Absence/Tardy         Assignments Not         Completed         Need to	met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	3rd Reporting Period         Date:         Progress Mark:	4th Reporting Period (Secondary Only)         Date:         Progress Mark:	Goal Achievement         Objective 1 Met:         O Yes       No         Objective 2 Met:         Yes       No
EXCEEDED         Ist Reporting Period         Date:         Progress Mark:         Is progress Mark:         Is progress sufficient to meet annual goal?         Yes       No         If "No" please comment:         Needs More Time         Excess         Absence/Tardy         Assignments Not         Completed         Need to         review/revise Goal	met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	3rd Reporting Period         Date:         Progress Mark:         Is progress sufficient to meet annual goal?         Yes       No         If "No" please comment:         Needs More Time         Excess         Absence/Tardy         Assignments Not         Completed         Need to         review/revise Goal	4th Reporting Period (Secondary Only)         Date:         Progress Mark:	Goal Achievement         Objective 1 Met:         Oyes       No         Objective 2 Met:         Yes       No
EXCEEDED         Ist Reporting Period         Date:         Progress Mark:         Is progress Mark:         Is progress sufficient to meet annual goal?         Yes       No         If "No" please comment:         Needs More Time         Excess         Absence/Tardy         Assignments Not         Completed         Need to	met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	3rd Reporting Period         Date:         Progress Mark:	4th Reporting Period (Secondary Only)         Date:         Progress Mark:	Goal Achievement         Objective 1 Met:         O Yes       No         Objective 2 Met:         Yes       No
EXCEEDED         Ist Reporting Period         Date:         Progress Mark:         Is progress Mark:         Is progress sufficient to meet annual goal?         Yes       No         If "No" please comment:         Needs More Time         Excess         Absence/Tardy         Assignments Not         Completed         Need to         review/revise Goal	met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	3rd Reporting Period         Date:         Progress Mark:         Is progress sufficient to meet annual goal?         Yes       No         If "No" please comment:         Needs More Time         Excess         Absence/Tardy         Assignments Not         Completed         Need to         review/revise Goal	4th Reporting Period (Secondary Only)         Date:         Progress Mark:	Goal Achievement         Objective 1 Met:         Oyes       No         Objective 2 Met:         Yes       No

Last	ROY First		Date of Birth 19-OCT-2007	Meeting Date 20-MAY-2022
2007	First	Section G: Annual G	oals and Objectives	
ormance Area:	ADAPTED PE C	ategory: Phy	sical Fitness 💉 Annual G	oal #: 12
	ill participate in a Mild to Mc Rhythm, and Strength Traini		program monthly; according to bell sched	ule;, including Stretching,
	be reported to parents by cc Report or Report Card perio		f Progress and Achievement from Curren	t IEP" form(s) which will be
_		Methods of 1	Evaluation	
State Assessments Observation Other	Norm Portfol	Referenced	Criterion Referenced Work Samples	Curriculum Based Informal
	to Moderate Exercise and ac ;, including Stretching, Rang		Incremental objective #2 related to t Will participate in a Mild to Moderate according to bell schedule;, including S Rhythm, and Strength Training. 3/5 @	Exercise and activity program monthly Stretching, Range-of-motion, Balance,
Date to be achieved:	October  V 2022 IEP REPOR		Date to be achieved: February CHIEVEMENT FROM CURRENT IF DN OF MARKS	
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROC met)	<i>GRESS</i> (50-99% of goal	2 PARTIAL PROGRESS (1-49% of g	oal met) 1 NO PROGRESS
1st Reporting Period	2nd Reporting Period	<b>3rd Reporting Period</b>	4th Reporting Period (Secondary	Goal Achievement
Date:	Date:	Date:	Only) Date:	
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:
	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Objective 2 Met:
	$\bigcirc$ Yes $\bigcirc$ No	$\bigcirc$ Yes $\bigcirc$ No	$\bigcirc$ Yes $\bigcirc$ No	If "No" please explain:
Is progress sufficient to meet annual goal? Ves O No If "No" please comment:		If "No" please comment.	If "No" please comment	
meet annual goal?	If "No" please comment:  If "No" please comment: Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	If "No" please comment:           Needs More Time           Excess Absence/Tardy           Assignments Not Completed           Need to review/revise Goal           Other	

INDIVIDUALIZED EDUCATION PROGRAM (IEP)	Page 23
Los Angeles Unified School District	
Student     ELI     ROY     Y     Date of Birth     19-OCT-2007	Meeting Date 20-MAY-2022
Last First MI Section V. Participation in State and District wide Assessments	
Section K: Participation in State and District-wide Assessments essments administered will conform to those assessments determined for each grade by the California Department of Educa District.	tion and/or the Los Angeles Unified S
Student will participate in Regular State and District Assessments.	Alternate ELPAC Subject
Designated Supports and/or Accommodations identified below are applicable)	Writing
Designated Supports:	
- Read aloud by an adult (writing domain only)(non-embedded)	
- Streamlined interface of the test in an alternate, simplified format in which the items are displayed below the	sumun
Accommodations:	
- Use of an assistive device that does not interfere with the independent work of the student-pupil responses m book by the ELPAC test examiner or scribe (listening, speaking, and writing domains only)	ust be transcribed into the answer
Student will participate in Regular State and District Assessments.	Alternate ELPAC Subject
(Designated Supports and/or Accommodations identified below are applicable)	Speaking
Designated Supports:	
- Read aloud by an adult (writing domain only)(non-embedded)	
- Simplified or paraphrased test directions (non-embedded designated support)	
Accommodations:	
- Use of an assistive device that does not interfere with the independent work of the student-pupil responses m	ust be transcribed into the answer
book by the ELPAC test examiner or scribe (listening, speaking, and writing domains only)	
Student will participate in Regular State and District Assessments. Designated Supports and/or Accommodations identified below are applicable)	Alternate ELPAC Subject Listening
Designated Supports:	L
- Read aloud by an adult (writing domain only)(non-embedded)	
- Simplified or paraphrased test directions (non-embedded designated support)	
Accommodations:	
- Use of an assistive device that does not interfere with the independent work of the student-pupil responses m book by the ELPAC test examiner or scribe (listening, speaking, and writing domains only)	ust be transcribed into the answer
Student will participate in Regular State and District Assessments.	Alternate ELPAC Subject
(Designated Supports and/or Accommodations identified below are applicable)	Reading
Designated Supports:	
- Read aloud by an adult (writing domain only)(non-embedded)	
- Simplified or paraphrased test directions (non-embedded designated support)	
Accommodations:	
- Use of an assistive device that does not interfere with the independent work of the student-pupil responses m book by the ELPAC test examiner or scribe (listening, speaking, and writing domains only)	ust be transcribed into the answer
book by the EEFAC test examiner of serioe (insteming, speaking, and writing domains only)	
Student will participate in California Alternate Assessment in English Language Arts and Math in grades and 11 and Science in grades 5, 8, and once in high school.	<b>3-8</b> CAA Subject ELA/Math and Science
	•
Designated Supports:	
Designated Supports: - Test in a separate/smaller setting (non-embedded resource)	
- Test in a separate/smaller setting (non-embedded resource)	esource)
<ul> <li>Test in a separate/smaller setting (non-embedded resource)</li> <li>Read aloud (only items) (non-embedded resource)</li> </ul>	esource)
<ul> <li>Test in a separate/smaller setting (non-embedded resource)</li> <li>Read aloud (only items) (non-embedded resource)</li> <li>Calculator (science only; four-function for grade 5, scientific for Grade 8 and high school) (non-embedded resource)</li> <li>Simplified test directions (non-embedded resource)</li> </ul>	esource)
<ul> <li>Read aloud (only items) (non-embedded resource)</li> <li>Calculator (science only; four-function for grade 5, scientific for Grade 8 and high school) (non-embedded resource)</li> </ul>	esource)

		INDIVIDUALIZED E	DUCATION PROG	RAM (IEP)		Page 24 of 36
Los Angeles Unified Schoo	ROY	Y	Data of	19-OCT-2007	M 4 <sup>2</sup>	20-MAY-2022
Student ELI Last	First	MI	Date of Birth	19-001-2007	Meeting Date	20-MIA1-2022
				ow up Actions		
	2	Section N: Procedural S	aleguards and ron	low-up Actions		
A Parent's Guide to Speci	al Education Serv	vices including Procedu	ral Rights & Safeg	uards was provided to	the parent in his/	her primary language.
✓ The IEP Team Meeting I	Introductory Stater	ments were read aloud at	the beginning of the	e IEP Team meeting.		
✓ The parent/guardian was	s informed of his/h	er right to a written trans	lation of the IEP.			
Is the parent/guardian reque	esting informal tran	nslation? O Yes O I	No Select Prefer	rred Language:	~	
Is the parent/guardian reque	esting official trans	lation? 🔘 Yes 🔿 N	o Select Preferr	ed Language: Hebrew		~
Specify the Individual Pa	ages to be translate	ed:				
Special Requests:						
		lent and parent(s)/guardia		ormed that the education	nal decision-mak	ing rights will transfer
to the student at 18 year	's of age, unless the	e court has determined ot	herwise.			

## **Recoupment Consideration**

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 national pandemic. The IEP team has determined:

• Student has made expected progress toward IEP goals and/or progress is in alignment with expectations of progress/goal achievement. No recoupment supports/accommodations/services, etc. are recommended.

Student experienced learning loss as a result of the school facility closures caused by the COVID-19 global pandemic and recoupment supports/accommodations/services, etc. are necessary. Additionally, the IEP team discussed recoupment to address past learning loss. Recoupment is not part of the Student's stay put program. Recoupment offer details are included in FAPE Part 2, Part 4 of the IEP (including completion of a service grid, as necessary).

Recoupment consideration was documented on IEP dated

O Preschool Only Consideration (Transition IEP)

O 30-Day IEP Consideration (Out-of-District)

O Student attends private school within district boundaries and resides outside of district boundaries (Eligibility Determination Only)

## THIS SPACE DELIBERATELY LEFT BLANK.

		INDIVIDUALIZED EI	DUCATION PROGRAM (	IEP)	Page 25 of 36
Los Angeles Unified School			Data of Pinth	, 	lasting Data
Student ELI Last	ROY First	Y MI	Date of Birth 19-C	OCT-2007	leeting Date 20-MAY-2022
Last	113		articipation and Cons	ent	
Par	ent Participation			Parent Notific	ation
O D (5) 1 (10 01)1		י תי.	Method	Whom	When
<ul> <li>Parent/Student (18-21) has pa</li> <li>Parent/Student (18-21) indica</li> </ul>			Email Student	E. Rivas E. Rivas	16-MAY-2022 16-MAY-2022
able to attend.			Phone	Myung	18-MAY-2022
O Parent/Student (18-21) was no Parent/Student (18-21) did not res	otified 3 times of the	he meeting time and place. meeting notifications and th	e		
meeting was held without the Pare	ent/Student (18-21)	) present			
O Parent/Student (18-21) did not them if they did not attend.	t attend and gave p	permission to proceed without	ut I (PARENT) acknowledg	ge that the IEP meeting v	vas rescheduled to this date at my
·····			request(1 IEP meeting be reschedu		Y if the PARENT requested that the
	Parent/Stu	ident (18-21) Agreemei	0		
A Parent/Student (18-21) may					1 .
implement those portions of the $O$ provides the second s			agrees so as to not delay p	roviding instruction a	nd services.
<ul> <li>Parent/Student (18-21) AGR</li> <li>Parent/Student (18-21) AGR</li> </ul>			UTH THE SDECIFIC EV	CEDTION(S) stated hal	
Assessment	Specify	nents of the proposed IEP w	THE THE SPECIFIC EX	CEPTION(S) stated bei	ow:
	Specify				
Instructional Set					
Services	Specify				
The Parent/Student (18-21) D A Parent/Student (18-21) is no agree. If a parent/student (18-2 information on dispute resoluti and Safeguards).	t required to initi 1) does wish to i	ate any form of dispute re nitiate a form of dispute re he District's publication, 2	solution as to components esolution as to the compo	nents of the proposed	EP, the parent can find
Signature(s)				Da	te
O Guardian		lent age 18-21 years age 18-	O Surrogate Parent	O Emancipated	Minor O Foster Parent
Did the school district facilitate pa	21 years arent involvement		vices and results for your ch	nild? OYes ONo	No Response
					letion of the form is voluntary
and can be done at anytime aft	er the IEP meetir	ng			
Signature(s)				Da	te 20-MAY-2022

## PARENT INPUT SURVEY

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

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

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

Please fold alor	ng dotted lines with	the address showing Again, Thank you!	Seal and mail. Postage i	s pre-paid.
	BUSINES	S REPLY		NO POSTAGE NECESSARY IF MAILED IN THE UNITED STATE
	T-CLASS MAIL PERM	T NO. 33798 LOS ANG BE PAID BY ADDRES	ELES CA 90051	
	LOS ANGELE PO BOX 5133	T RESOURCE NE S UNIFIED SCHO 07 S CA 90099-409	OL DISTRICT	
		II.dadh	սԱահեռետեսԱահետվեն	ull
2				
PARENT INPUT SURVEY English				
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PARENT English				
Jo D				

		Mee	onvened ting Date
Student ELI La	st First MI	Date of Birth 19-OCT-2007	Meeting Date 20-MAY-2022
La		ames and Signatures (Signatures on File)	
	Team Member	Print Name	Signature
Parent/Guardian		Ilan Eli (participated by chromebook)	
Parent/Guardian		Paulette Eli (participated by chromeb)	
Student Age 18 - 21	years		
Student Under Age	18 years		
Surrogate Parent			
Foster Parent			
Family Foster Home	e Provider		
Administrator			
Administrative Desi	gnee	Theresa Rech	Theresa Rech
Special Education T	eacher	Mariejo Madridejos-Roa	Mudhular
General Education	Feacher	David Guest	DNG
School Psychologist	:		
School Nurse			
Related Service Stat		Monica Ko	Junak
Related Service Stat		Michelle Eglin	-1MW.SI
Related Service Stat	f PT	Grace Boll	<u>HO</u>
nterpreter			
Sign Language Inter	-		
Agency Representat			
Agency Representat			
Agency Representat	LAUSD Orthopedic Impairment Services	Peggy Miller	feer Mile
Other	AT	Malika Ferrell	Maika Ferrell
Other	APE	Franklin Fisher	Kalla Ferrell
Other	Bridge Coordinator	Daria Myung	Daria Myung
Other	Bridge Coordinator		Daria Myung

				Reconvened Meeting Date
Student ELI	ROY	Y	Date of Birth 19-OCT-200	
Last	First	MI		
		Section R: Na	mes and Signatures (Signatures on File)	
]	<b>Feam Member</b>		Print Name	Signature
arent/Guardian				
arent/Guardian				
tudent Age 18 - 21 years	8			
tudent Under Age 18 ye	ars			
urrogate Parent				
oster Parent				
amily Foster Home Prov	vider			
dministrator			Theresa Rech	342
dministrative Designee				
pecial Education Teache	r		Mariejo Madrridejos-Roa	Mariejo Madridejos-Roa
eneral Education Teach	er			
chool Psychologist				
chool Nurse				
elated Service Staff A	PE		Franklin Fisher	Tanker Tak
elated Service Staff				
elated Service Staff				
nterpreter				
ign Language Interprete	r			
gency Representative				
gency Representative				
gency Representative				
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other				
other				
		)		

	. U	I D!- 4- !		INDIVIDUALIZ	ED EDUCATION PROG	GRAM (IEP)		Page 28 c
Student	s Unified Sch ELI Last	ROY	irst	Y MI	Date of Birth	19-OCT-2007	Meeting Date	20-MAY-2022
			LEAS	ST RESTRICT	IVE ENVIRONMI	ENT ANALYSIS		
			-		the IEP Team at the IEI	-		
				Student	's Current Placement Ty	<u>pe:</u>		
General	Education C	lass/Genera	al Educat	ion Site	Special I	Day Program/General I	Education Site	
) Special	Day Program	/Special Ec	ducation	Center	O Nonpubl	ic School		
) Home/H	Iospital or Re	sidential C	are Facil	ity				
DIRECTIO					EP team discussion rega ng the Step that indicates			
lacement i etting with upports, se ompelling	n a more restr the use of su rvices, accom	rictive setti pplementar imodations hey cannot	ng should y aids an and mod be provid	d only occur if the na id services cannot be lifications is not the	that students with disabi ature or severity of the st achieved satisfactorily. sole justification for plac LRE, consideration is gi	udent's disability is suc The lack of current ava cement in a more restric	ch that placement ailability of a stud ctive setting, unlo	t in a less restrictive dent's required ess there is a
Step A.	Can the su classroom/		vices, acc	commodations and/o	r modifications in the stu	ıdent's IEP be made av	ailable in a gener	ral education
	O Yes No	•	go to the	question below.	general education classro			
	⊖ Yes		available modifica	e in a general educati	n the required supports, s ion classroom/setting? If led within a reasonable t	YES, all required supp	ports, services, ad	commodations and
	Student need	ds smaller so	etting that	t can support him with	academic, behavioral and	social emotional needs.		
Step B.		y program?			r modifications in the stu			
	O Yes		answer i	s NO, go to the ques		-		•
	) Yes		available accomm	e in a special day pro odations and/or mod	the required supports, so ogram on a general educa iffications must be provide ow. Then go to Step C.	tion site? If YES, all re	equired supports,	services,

s Angele	s Unified S	chool Dist		INDIVIDUALIZE	D EDUCATION PROV	JKAMI (ILI)					
Student	ELI	RO	Y	Y	Date of	19-OCT-2007	Meeting	20-MAY-2022			
	Last		First	MI	Birth		Date				
	A	ANNUA	L LEAST F	RESTRICTIV	E ENVIRONMI	ENT ANALYSIS	(Continued)				
			To B	Be Completed By 1	the IEP Team at the IE	P Team Meeting					
Step C.	Can the	supports, s	ervices, accomr	ces, accommodations and/or modifications in the student's IEP be made available in a special school setting?							
	○ Yes	$\bigcirc$ No	If the answer question belo		pecial school setting is	the appropriate placeme	ent. If the answer	is NO, go to the			
	() Yes	() No	available in a	a special school se	etting? If YES, all requ	services, accommodatio ired supports, services, answer is NO, please a	accommodations	and/or modificatio			
Step D.	Can the	supports, s	ervices, accom	modations and/or	modifications in the st	udent's IEP be made ava	ailable in a home	/hospital setting?			
	○ Yes	() No		r is YES, then a ho		the appropriate placeme	ent.				
	○ Yes	() No	available in a	a home/hospital se	etting? If YES, all requ	services, accommodatio ired supports, services, answer is NO, please a	accommodations	and/or modificatio			
Step E.	Can the	supports, s	ervices, accom	modations and/or	modifications in the st	udent's IEP be made ava	ailable in a reside	ential care facility?			
õtep E.	Can the O Yes	supports, s ◯ No		tly available, artic		udent's IEP be made ava supports, accommodatio					
Step E.			If not current	tly available, artic							
Step E.			If not current	tly available, artic							
Step E.			If not current	tly available, artic							

Student		ROY	Y	Date of	19-OCT-2007	Meeting	20-MAY-2022
	Last	First	MI	Birth		Date	
	AN	INUAL LEAS	T RESTRICTIV	E ENVIRONME	ENT ANALYSIS	(Continued)	
			To Be Completed By t	he IEP Team at the IE	P Team Meeting		
Step F.			ed in the contents of the cluding (check all that	-	ent being considered b	y the IEP team, ou	itweigh any potent
		Missed genera Rate at which Lack of oppor Lack of oppor Amount of so Limited acces	excess to the full range of al education instruction student may earn cred tunity for social interac- tunities for age-approp- cialization opportunities s to peers in student's h ure to appropriate beha	a taught by highly qual its for graduation ction priate peer role models es with typical peers nome community			

Last	First	MI	
		Effective With this IEP	Future Changes Related to this IEP
	As of Date:		
from Page 4)		Eligible (OI)	
nom i age 4)	Final IEP Reason Final IEP Effective Date:		
Curriculum		Alternate Curriculum	
lacement	Type of School	District Non-Resident School	
	Name of School	GRANT SH	
nstructional Setting	Setting	Special Education	
	Program	IDM	
	Special Day Minutes/Wk	1350	
	Addresses Goals	2(Functional Reading),3(Functional Writing),4(Func. Communication),5(ELD),6(Behavioral Support),7(Functional Math),8(Func. Communication),9(Voc. Ed.),10(Sensorimotor ),11(Communication (LAS)),1(Physical Access)	
Additional Factors	Low Incident Support	Yes (OI-Severe Eligibility)	
	Assistive Technology Support	Yes, Regular Session and ESY	
	Transportation	Home to School	
	Extended School Year/Intersession	• Yes O No	
	Parent Counseling and Training (PCT)	• Yes O No	
	ESY Transportation	Home to School	
Accommodation, Aodifications, Supports	Instructional Accommodations	Checking for understanding, chunking information, graphic organizers, sentence starters, simplification of instructions. small group instruction, pre-teaching and reteaching, Allow use of line marker of finger to help keep placed when reading. 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	Alternative curriculum. Use of high tech communication system, pictures, visuals, break tasks into parts,	
	Other Supports, including Non-Academic and Extra-curricular Activities	Supervision and support when using his equipment with walker, standing device etc. Full support with feeding, toileting, positioning, transferring, and self help skills.	
Preparation for Three /ear Review IEP (At tl econd Annual Review EP Meeting, the team nust discuss and	educational agency)	🔿 Yes 💿 No	

three-year comprehensive reassessment.)	If the Parent does not agree, specify the area(s) to be reassessed.Reassessment will be determined at the second annual.	
	Comments, as appropriate	
Low Incidence Equipment	Dynamic Display Communication Device with eye gaze technology for access with word processing program, customizable of screen keyboard, with text to speech capabilities and math formatting software to access the curriculum to be used at home an school including RSY and ESY with table, wheelchair and rolling mounts. This device will be used for academic (AT) and communication (LAS). PT: Student may require an adapted classroom chair; adapted desk; positioning equipment; head/neck support; standing device mobility equipment/gait trainer; adapted toileting equipment - including changing table, lift, adapted toilet, as needed to meet goals	nd ce;
Assistive Technology Equipment	Dynamic Display Communication Device with eye gaze technology for access with word processing program, customizable of screen keyboard, with text to speech capabilities and math formatting software to access the curriculum to be used at home an school including RSY and ESY with table, wheelchair and rolling mounts. This device will be used for academic (AT) and communication (LAS).	
Participation in General Education	Electives, lunch, passing periods and all school wide activities	

dent ELI ROY Last Fir	st MI	Date of Birth 19-OCT-2007	Meeting Date 20-MAY-2022
		Effective With This IEP	Future Changes Related To This IEP
Service 1	Start Date:	Effective on Signature Date	
16	End Date:		
<b>Occupational Therapy</b>	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following <b>goals:</b>	Interval:	Monthly	
10(Sensorimotor)	Minutes/Interval:	75	
	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	Direct Service (Collaborative)*	
	Responsible Personnel:	Licensed/Credentialed Provider	
	*		
Service 2	Start Date:	Effective on Signature Date	
35	End Date:		
OI Services	Service applies to:	Regular	
	Frequency:	1-10	
This service addresses the following <b>goals:</b>	Interval:	Yearly	
2(Functional Reading)	Minutes/Interval:	120	
3(Functional Writing)	Minutes/Interval (Pullout from Gen Ed):	0	
4(Func. Communication)	Service Delivery Model:	Indirect Service (Consultative) {n/a for RSP}*	
	Responsible Personnel:	Licensed/Credentialed Provider	

	*		1
Service 3	Start Date:	Effective on Signature Date	
10	End Date:		
Language/Speech	Service applies to:	Regular	
	Frequency:	0-100	
This service addresses the following <b>goals:</b>	Interval:	Yearly	
11(Communication (LAS))	Minutes/Interval:	1800	
	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	Direct Service (Collaborative)*	
	Area:	School	l-Based
	Responsible Personnel:	Licensed/Credentialed Provider	
			1
Service 4	Start Date:	Effective on Signature Date	
10	End Date:		
Language/Speech	Service applies to:	ESY	
	Frequency:	1-10	
This service addresses the following <b>goals:</b>	Interval:	Yearly	
11(Communication (LAS))	Minutes/Interval:	120	
	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	Direct Service (Collaborative)*	
	Area:	Schoo	l-Based
	Responsible Personnel:	Licensed/Credentialed Provider	

*			
Service 5	Start Date:	Effective on Signature Date	
13	End Date:		
Physical Therapy	Service applies to:	Regular	
	Frequency:	10-20	
This service addresses the following <b>goals:</b>	Interval:	Yearly	
1(Physical Access)	Minutes/Interval:	600	
	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	Direct Service (Collaborative)*	
	Responsible Personnel:	Licensed/Credentialed Provider	
		Special Education Teacher	
		Other Provider(s)	
	*		
Service 6	Start Date:	Effective on Signature Date	
098	End Date:		
Adapted PE - Roster Carrying	Service applies to:	Regular	
	Frequency:	10	
This service addresses the	Interval:	Monthly	
following goals:	inter val.	monuny	
12(ADAPTED PE)	Minutes/Interval:	0800	
· · · · · ·	Minutes/Interval (Pullout from	0	
	Gen Ed):		
	Service Delivery Model:	Direct Service (Collaborative)*	
	Responsible Personnel:	Licensed/Credentialed Provider	
		District Assigned Qualified	
		Provider	

	*		
Service 7	Start Date:	Effective on Signature Date	
16	End Date:		
Occupational Therapy	Service applies to:	ESY	
	Frequency:	1-5	
This service addresses the following <b>goals:</b>	Interval:	Yearly	
3(Functional Writing)	Minutes/Interval:	60	
10(Sensorimotor)	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	Direct Service (Collaborative)*	
	Responsible Personnel:	Licensed/Credentialed Provider	
	*		
Service 8	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 <b>goals:</b>	Interval:	Weekly	
6(Behavioral Support)	Minutes/Interval:	1350	
· 11 <sup></sup> /	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	Collaborative Behavioral Services*	

	*		
Service 9	Start Date:	Effective on Signature Date	
		Effective on Signature Date	
32	End Date:		
Behavior Intervention Implementation (BII)	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following <b>goals:</b>	Interval:	Weekly	
6(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 10	Start Date:	Effective on Signature Date	
09	End Date:		
Adapted PE	Service applies to:	ESY	
	Frequency:	4	
This service addresses the following <b>goals:</b>	Interval:	Yearly	
12(ADAPTED PE)	Minutes/Interval:	0180	
. ,	Minutes/Interval (Pullout from Gen Ed):	0	

		District Assigned Qualified Provider	
		Special Education Teacher	
	*		
			1
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 <b>goals:</b>	Interval:	Yearly	
1(Physical Access)	Minutes/Interval:	60	
	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 - Additional Discussion (This	section is optional)	

Opening statements read. PLP's and goals reviewed. The team asked for parent feedback in all areas.

ADAPTED PE: Remains eligible for service and service has changed to a NON-GOAL DRIVEN SPECIALLY DESIGNED SERVICE DELIVERY MODEL. FIT-No. In accordance with California State mandated PE minutes, students at a secondary school site are required to complete 400 minutes per 10 school days. 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/Schoology.

The parents' two main concerns for Eli were to have more time out of the chair and questions about the BII support. The team discussed that Roy had outgrown his stander, and a new one is ordered and the school is awaiting arrival. The PT will continue to provide services as indicated in the IEP

The team discussed that Roy has BII with him daily at all times. The school assigns someone to support him when the regular BII is absent, takes a break, or leaves for the day. The team discussed introducing the parents to the team member who comes in when the regular BII is unavailable.

## Amendment IEP 5/20/22: To add APE services.

ADAPTED PE: Remains eligible for service and service is unchanged. ESY-Yes, FIT-No. In accordance with California State mandated PE minutes, students at a secondary school site are required to complete 400 minutes per 10 school days. 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/Schoology.

tudent		ROY	Y			IEP FAPE			Meeting Date 20-1	MAY-2022
	Last	First	M		DE C	~				
D				FA	APE Sum	nary Grid		G .		
Progran		IDM				Setting:			l Education	
Eligibili	ty:	Eligible	e (OI)			Curriculum:		Altern	ate Curriculum	
Transpo	rtation:	Home t	o School			Low Incident	t Support:	Yes (C	I-Severe Eligibility)	
	strict Received Signature:									
Service Code	Service Desc		Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)	No Consent
09	Adapted PE	3	Effective on Signature Date	ESY	Yearly	4	~	0180	ADAPTED PE	
09S	Adapted PE - R Carrying	oster	Effective on Signature Date	Regular	Monthly	10	~	0800	ADAPTED PE	
32	Behavior Interve Implementation		Effective on Signature Date	ESY	Weekly	1-5	~	1350	Behavioral Support	
32	Behavior Interve Implementation		Effective on Signature Date	Regular	Weekly	1-5	~	2085	Behavioral Support	
10	Language/Spe	ech	Effective on Signature Date	Regular	Yearly	0-100	School- Based	1800	Communication (LAS)	
10	Language/Spe	ech	Effective on Signature Date	ESY	Yearly	1-10	School- Based	120	Communication (LAS)	
35	OI Services	3	Effective on Signature Date	Regular	Yearly	1-10	~	120	Functional Reading, Functional Writing, Func. Communication	
16	Occupational Th	erapy	Effective on Signature Date	ESY	Yearly	1-5	~	60	Functional Writing, Sensorimotor	
16	Occupational Th	erapy	Effective on Signature Date	Regular	Monthly	1-5	~	75	Sensorimotor	
13	Physical Thera	ару	Effective on Signature Date	Regular	Yearly	10-20	~	600	Physical Access	
13	Physical Thera	ару	Effective on Signature Date	ESY	Yearly	1-5	~	60	Physical 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.

	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						
Transition Services						
Extended School Year Services			<ul><li>✓</li></ul>			
Supplementary Aids and Services (provided in general education classes and other general ed environments)						

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

**W** By clicking this box the IEP team has reviewed the FAPE Summary Page to ensure that it reflects the IEP Team decisions.

			INDI	VIDUALIZED EDUCAT		RAM		Page 32 of
			INDI	Behavior Intervention		KANI		
				ring with Student's Learning o	or the Learning	•		
Stand and			School District		of Birth			ntion Plan, pg. 1 of
Student	ELI Last	ROY First	t N	Date II	of Birth 19	D-OCT-2007	Meeting Date	20-MAY-2022
		mpeding learning			at it looks like:			
1	other			✓ mobility				
2	1	arning because:	lack of work pr		ner students	requires instruc	tion to stop	
-	instructional	time is lost	negative interac	tion with peers				
	other							
3	The need for	a Behavior Interv	rention Plan: O	early stage intervention 🔘 r	noderate 🔿 s	serious 🔘 extreme		
3	Frequency or	intensity or durat	tion of behavior: Fr	requency (x) Period	Intensity	Duration (min)		
4		intensity of durat						
	6 Reported	by T 1 0	St. 05	daily V and/or			J	
		Teacher &	Stall			teacher		
PREVEN	NTION		PAR			RONMENTAL FAC		
	5	What are the	predictors for the b	ehavior? (Situations in which	the behavior is	likely to occur: peop	le, time, place, sub	ject, etc).
	5	Disruption	n in routines	Work level higher tha	n 🗌	Verbal directives		k of predictability
		✓ Time of d	ay	student's ability		Peer conflict		er stimulation
		Unstructu		Internal physical/emo state	tional	Room conditions		cific room arrangemen
		Events fro environments	om previous	Lack of freedom, cho				
		environments		desirable activities, friend	ls			
		🗸 Other De	escribe:	Under stimulation				
			resuboli	the problem behavior? (Wha	t is missing in t	he environment/curri	culum or what is ir	, the
Observat	ion 6	environment	curriculum that ne	eds changing?)	t is missing in t		curum or what is in	
Analysis	Present in	the environment:						
				assroom seating arrangement er status gained for		evels priate materials (age-	$\frown$	tions (adult and/or pee tadsolution skills
	Missing in	the environment:	misbel					ve communication with
			$\square$	ansition skills	Task str	ructuring	parent	
				-teaching		uences not clear to	Comm	unications system
			$\square$	cial skills instruction oices	student			
	🗸 Other	(Missing/Present	N. (	e restroom independently				
					)			
		RI	EMOVE STI	UDENT'S NEED TO	) USE TH	E PROBLEM	REHAVIO	2
				ructure and supports are needed				
				ns to remove the likelihood of		e stadent s need to us		nunges m
ntervent	ion 7	Time/Space/N					$\Box$	
ntervent	ion 7		160.	$\Box$ .				ach a closure system
Intervent	ion 7	Time Chang	0	Give more time on t	asks	Allow completion in		•
Intervent	ion 7		0	Signal transition	asks	Provide a break	Giv	ve less time on tasks
intervent	ion 7	Time Chang	nges:		asks	*		•
ntervent	ion 7	Time Chang Space Chan	nges: hanges:	Signal transition		Provide a break Different work areas	Given Structure	ve less time on tasks dy carrels sks organized
Intervent	ion 7	Time Chang Space Chan Material Ch	nges: hanges:	Signal transition Preferred seating Personal space Accommodated wor High interest materia	k () als	Provide a break Different work areas Hands-on learning	Giv Giv Giv Giv Giv Giv Giv Giv Giv Giv	ve less time on tasks dy carrels sks organized larged print size books del
Intervent	ion 7	Time Chang Space Chan Material Ch	nges: hanges:	Signal transition Preferred seating Personal space Accommodated wor High interest materia	k () als	Provide a break Different work areas Hands-on learning Notebook organizer Cue the student Praise successes	Gir Gir Tas En Ma Peo	ve less time on tasks dy carrels sks organized larged print size books
ntervent	ion 7	Time Chang Space Chan Material Ch	nges: hanges:	Signal transition Preferred seating Personal space Accommodated wor High interest materia Use specific support words	k 🗌	Provide a break Different work areas Hands-on learning Notebook organizer Cue the student Praise successes Use calm, de-escalat	Gir Gir Tas En Ma Peo	ve less time on tasks dy carrels sks organized larged print size books del
ntervent	ion 7	Time Chang Space Chan Material Ch	nges: hanges:	Signal transition Preferred seating Personal space Accommodated wor High interest materia Use specific support words Verbally praise stude	k als ent lan	Provide a break Different work areas Hands-on learning Notebook organizer Cue the student Praise successes	Gir Gir Tas En Ma Peo	ve less time on tasks dy carrels sks organized larged print size book del
ntervent	ion 7	Time Chang Space Chan Material Ch Interaction:	nges: hanges:	Signal transition Preferred seating Personal space Accommodated wor High interest materia Use specific support words Verbally praise stude Use specific support communications	k als ent lan	Provide a break Different work areas Hands-on learning Notebook organizer Cue the student Praise successes Use calm, de-escalat	Gir Gir Tas En Ma Peo	ve less time on tasks dy carrels sks organized larged print size books del
Intervent		Time Chang Space Chan Material Ch Interaction:	nges: hanges:	Signal transition Signal transition Preferred seating Personal space Accommodated wor High interest materia Use specific support words Verbally praise stude Use specific support communications cally unable to use the restroe	k als ent lan	Provide a break Different work areas Hands-on learning Notebook organizer Cue the student Praise successes Use calm, de-escalat guage	ing	ve less time on tasks dy carrels sks organized larged print size books del
Intervent	ion 7 Who will e teacher/st	Time Chang Space Chan Material Ch Interaction:	nges: hanges:	Signal transition Preferred seating Personal space Accommodated wor High interest materia Use specific support words Verbally praise stude Use specific support communications	k als ent lan	Provide a break Different work areas Hands-on learning Notebook organizer Cue the student Praise successes Use calm, de-escalat	ing	ve less time on tasks dy carrels sks organized larged print size books del

			DUALIZED EDUCATION PR Behavior Intervention Plan		
	Los	For Behavior Interfering Angeles Unified School District	g with Student's Learning or the Lear	0 1	ehavior Intervention Plan, pg. 2 of
Student		ROY Y	Date of Birth	19-OCT-2007	Meeting Date 20-MAY-2022
	Last	First MI			
ALTERNA	TIVE	PART II	FUNCTIONAL FACTORS A		
	ELI Last ATIVE 8 Te 7 7 10 W 10 W 10 W 11 Phy Off Selu By teau VE REACTION What strategies wi	Team believes the behavior occurs b	because: (Function of behavior in terr	ms of getting, protest or ave	oiding something)
	Ū	To Get:	Sensory input	Attention (peer)	Attention (staff)
		To Avoid:	Tangible (desired item)	Tangible (desired activ	• •
			Sensory input	Attention (peer) Task (too easy)	☐ Attention (staff) ☐ Task (too long)
		Describe:		Task (100 easy)	
	0	What team believes the student sho	uld do INSTEAD of the problem bel	havior? (How should the st	tudent escape/protest/avoid or get his/her
Observatio	on 9	need met in an acceptable way?)			
Analysis	commu	nicate needs ahead of time			
			0 1 0 1 1 10		
	10	What teaching Strategies/Necessary	Curriculum/Materials are needed?		
			$\Box$		
		Better communication skills	Anger management	Communication syste	
		Following schedules & routines	Learning new social skills	Learning how to nego	
		Learning new scripts	organization	resolution	lict Learning to request breaks
		Other rehearsing with con	nmuncation device		
		Who will establish?	Who will monitor?	Frequency:	
		teacher	teacher and staff	daily	
	11	What are reinforcement procedures t	to use for establishing, maintaining, a		
Interventio		Physical:	High-fives	Smiles	Handshake
			Pat on the back	$\Box$	Peer recognition
		Verbal:	Use specific praises	Recognition of student's	
		Contingent Access:	Preferred activity	Free time	
			Positive phone calls or notes	Describe:	Other
		Tangibles	to home	Certificate sent home	e Seating Location
		Tokens and Points:	Tokens	Points	
		Privileges:	Exempt assignment	Extra test points	
		Other ideas: rehearsing with comm	unication device		
		Selection of reinforcer based on: new	eds		
		reinforcer for using replacement	<b></b>	l increase in positive behav	viors
		By whom?	Frequency		
		teacher/ staff	daily		
EFECTIV		ON PART I	TI	DEACTIVES	STRATEGIES
EFFECTIV					nent behavior, 2. Describe how staff shou
12	handle the	problem behavior if it occurs again, 3. Po			
(	-	ces)			
	none				
]	Personnel?				
ĺ	teacher and	staff			

Los Angeles Unified School District       (Behavior Intervention I         Student       ELI       ROY       Y         Date of Birth       19-OCT-2007       Meeting Date         OUTCOMES       PART IV       BEHAVIORAL GOALS         13       Behavioral Goal: Goal #: 6	20-MAY-2022
Last       First       MI         OUTCOMES       PART IV       BEHAVIORAL GOALS         13       Behavioral Goal: Goal #: 6	
OUTCOMES       PAT IV       BEHAVIORAL GOALS         13       Behavioral Goal: Goal #: 6	havior
13 Behavioral Goal: Goal #: 6          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 bebaveration 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	havior
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 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	havior
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 and Analysis Conclusion         Are curriculum accommodations or modifications also necessary? Where described?	havior
<ul> <li>□ Increase use of replacement ochavior and may also include.</li> <li>□ Reduce frequency of problem behavior  Develop new general skills that remove student's need to use the problem be beervation and Analysis Conclusion</li> <li>Are curriculum accommodations or modifications also necessary? Where described?</li> <li>○ Yes  No</li> <li>Are environmental supports/changes necessary?</li> <li>○ Yes  No</li> <li>Is reinforcement of replacement behavior alone enough? (no new teaching is necessary)?</li> <li>○ Yes  No</li> <li>Are both teaching of new replacement behavior AND reinforcement needed?</li> <li>○ Yes  No</li> </ul>	havior
<ul> <li>Yes No</li> <li>Are environmental supports/changes necessary?</li> <li>Yes No</li> <li>Is reinforcement of replacement behavior alone enough? (no new teaching is necessary)?</li> <li>Yes No</li> <li>Are both teaching of new replacement behavior AND reinforcement needed?</li> <li>Yes No</li> </ul>	
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	
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	
<ul> <li>Yes No</li> <li>Is reinforcement of replacement behavior alone enough? (no new teaching is necessary)?</li> <li>Yes No</li> <li>Are both teaching of new replacement behavior AND reinforcement needed?</li> <li>Yes No</li> </ul>	
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	
<ul> <li>Yes No</li> <li>Are both teaching of new replacement behavior AND reinforcement needed?</li> <li>Yes No</li> </ul>	
Are both teaching of new replacement behavior AND reinforcement needed?	
• Yes O 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 PROVISE	ONS
14 Manner and content of communication:	
Phone calls Email Written notes	
Daily reports Daily charting Behavioral logs	
Weekly reports	
Other	
Between? Frequency?	
teacher and parents as needed	
teacher and parents as needed	
as needed	
las needed	

		IZED EDUCATI		срам (IFD)		Page 35 of 30	
Los Angeles Unified School District	INDIVIDUAL	IZED EDUCAL		GRAM (IEF)		(ITP, pg. 1 of 3)	
	Y	] I	Date of	19-OCT-2	2007 Me	eeting 20-MAY-2022	
Last First	MI	Ī	Birth		Dat	te	
	INDIVI	DUAL TRANSIT	TON PLA	N (ITP)			
Student was invited to IEP meeting: 🗹 Yes							
Student received mentoring: $^{info}$ $\bigcirc$ Yes $\bigcirc$ No							
Student referred and placed in an outside agency:inf	ö 🔘 Yes 🤇	O No					
If yes, name of agency: Regional Center	~	J					
Student participated in Work Experience Education		No No					
Student received college awareness preparation: info	~	) No					
	) No		~				
	ment of Trans	ition Activities fr		nt ITP ( <i>not if</i>		• • •	
Area		Complet		D	If no, indicate reason		
Education/Training Activity	O Yes	○ No ○	First IT				
Employment Activity	O Yes	$\bigcirc$ No $\bigcirc$	First IT	Р			
Independent Living Skills Activity (as needed)	O Yes	$\bigcirc$ No $\bigcirc$	N/A				
Section 1: Education/Training							
C C							
Assessment (at least one assessment must be c this area).	ompleted in	Date		Assessment Name and Results: Indicate interests/abilities and area(s) of need (if applicable)			
,				Unique Veces			
Transition Surveys, Checklists, or Informal Questic	onnaires 🗸	30-MAR-2022		quiet.	tional: Roy stated that h	ne likes a job that is inside and	
If other?							
	~						
If other?							
						)	
Education/Training Postsecondary Goal							
Upon completion of high school, the student will: enroll in and attend a vocational training program			ther?				
enroll in and attend a vocational training program		<b>•</b>					
Education/Training Activity to Support Goal		Timeline		Person/Agency Responsible			
recite personal data including complete name, home addre	ess and phone	29-MAR-2023		Student		×	
number					ucation Teacher	· · · · · · · · · · · · · · · · · · ·	
				_	rdian/Family	▼	
If other?				ratent/Gua	nutali/Tallilly		
						▼	
						✓	
						<	
						►	

Los Angeles Unified School District	INDIVIDUAL	IZED EDUC	ATION PRO	OGRAM (IEP)		(ITP, pg. 2 of 3)	
Student ELI ROY	Y	)	Date of	19-OCT-2007	Meeting	20-MAY-2022	
Last First	MI	DIIAL TDAN	Birth	AN (ITD)	Date		
	INDIVI	DUAL TRAN	SITION PL	AN (ITP)			
ection 2: Employment Assessment (at least one assessment must this area).	be completed in	Date		Assessment Name and Results: Indicate interests/abilitie and area(s) of need (if applicable)			
Transition Surveys, Checklists, or Informal Questionnaires  If other?		30-MAR-2022		Unique Vocational: He stated that he likes a job with no lifting and same work.			
If other?							
Employment Postsecondary Goal			If other?				
pon completion of high school, the student w participate in a work/activity program	111:	~					
Employment Activity to Suppor	t Goal	Tim	eline	Perso	n/Agency Respo	onsible	
participate in a structured vocational training experies	ence to explore	29-MAR-2023		Student		~	
interests and to develop work-related skills/abilities behavior, completion of a sequence of tasks, etc)	(i.e. on-task	25 1111112	025	Special Education Tea	ahar		
				Parent/Guardian/Fami			
				Parent/Guardian/Famil	ly		
If other?						•	
						•	
						١	
ection 3: Independent Living (as needed) Assessment (at least one assessment must this area).	be completed in	D	ate	Assessment Name ar and area	nd Results: India (s) of need (if aj	cate interests/abilitioplicable)	
Transition Surveys, Checklists, or Informal Qu	estionnaires 🗸	30-MAR-2	022	Unique Vocational: Roy s	tated that he can get	to work on time and	
If other?		50-MARC2		follow a schedule.			
	~						
If other?							
ndependent Living Postsecondary Goal			If other?				
pon completion of high school, the student w	ill:						
ive with family/relatives		~	J				
	port Goal	Tim	eline	Perso	n/Agency Respo	onsible	
Independent Living Activity to Sup							
keep and maintain personal planner/calendar for sch	eduling	29-MAR-2	023	Student			
keep and maintain personal planner/calendar for sch	eduling	29-MAR-2	023		cher		
keep and maintain personal planner/calendar for sch	eduling	29-MAR-2	023	Special Education Tea			
keep and maintain personal planner/calendar for sch	eduling	29-MAR-2	023				
keep and maintain personal planner/calendar for sch appointments/events	eduling	29-MAR-2	023	Special Education Tea			
keep and maintain personal planner/calendar for sch appointments/events	eduling	29-MAR-2	023	Special Education Tea			
Independent Living Activity to Sup keep and maintain personal planner/calendar for sch- appointments/events	eduling	29-MAR-2	023	Special Education Tea			

INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District (ITP, pg. 3 of 3)							
Student ELI ROY Last First	Y MI	Date of Birth	19-OCT-2007	Meeting Date	20-MAY-2022		
INDIVIDUAL TRANSITION PLAN (IEP)							
<u>Course of study</u> : A multi-year description of		-		ear, in order to	enable the student to		
A course of study (or IGP) was reviewed with part		ir postsecondary go ation to:	al.				
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	_	-	Yes				
Student is working towards: • Certificate of C	Completion $\bigcirc$ Di	ploma					
Additional courses/activities discussed that may s goals, community experiences, participation in ot							
Upon completion of high school, Roy should consider Car future transition goals.	eer and Transition Center	. Roy participates in scho	ol and class activities to pro	ogress and approach	toward completing his		
<u>Future Agency Involvement</u> : Are there agencies currently or prospectively prov	viding or paving for t	ransition cervices?					
Do you give permission to the District to invite th Agency Name: Regional Center Agency Name:	ese agencies to the no	ext IEP in which tran	sition services will be r	reviewed? 💿	Yes O No		
Agency Name:							
					♥		
1. Does the student's IEP include appropriate mea education/training, employment and, as needed, in					1. 🗹 Yes		
2. Are the postsecondary goals updated annually?				:	2. 🗹 Yes		
3. Is there evidence that the measurable postsecor assessment? <sup>info</sup>	ndary goals were base	d on age appropriate	transition	:	3. 🗹 Yes		
<ol> <li>Are there transition services that will reasonabl goals? <sup>info</sup></li> </ol>	y enable the student t	o meet their postseco	ndary		4. 🗹 Yes		
5. Do the transition services include a course of s	tudy that is a multi-ve	ear description of cou	rsework	:	5. 🗹 Yes		
from the student's current year to anticipated exit the identified postsecondary goals? <i>info</i>	•	-			6. 🗹 Yes		
6. Is (are) there annual IEP goal(s) related to the s	tudent's transition ser	vices needs? info			7. 🗹 Yes		
7. Is there evidence that the student was invited to discussed? <i>info</i>			rvices were	:	8. 🔿 Yes 💿 N/A		
8. If appropriate, is there evidence that a represen IEP team meeting with the prior consent of the painfo							