

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Identification Number 200261X742 SSID

Eligible (SLD)

Student BASSON NATAN MI
Last First MI

Date of Birth: 16-MAY-2012

Section A: Meeting Information

Pertinent Dates	Type of Meeting
Date of Initial IEP Team Meeting: 01-JUN-2022	<input checked="" type="radio"/> Initial <input type="radio"/> Amendment of IEP dated
Date of Present Meeting: 01-JUN-2022	<input type="radio"/> Annual Review <input type="radio"/> Early Start Transition
Annual Review to be conducted by: 01-JUN-2023	<input type="radio"/> Three Year Review <input type="radio"/> Expulsion Analysis
Next Three Year Review will be conducted by: 31-MAY-2025	<input type="radio"/> Other <input type="radio"/> Individual Transition Plan
Three Year Review or Evaluation was conducted on: 01-JUN-2022	
Transition to Kindergarten to be conducted by:	
Location of Meeting: Colfax Charter El. via Zoom	District Name: Los Angeles Unified School Dis

Section B: Student Information

Date of Birth: 16-MAY-2012 Age: 10 Grade: 4
 Gender: Male Female Limited English Proficient Student: Yes No Ethnic Code:
 Location of the Psych Folder: LOCAL DISTRICT N Student has no Psych Folder:
 Location of the Cum Folder: COLFAX EL(CHART Student has no Cum Folder:
 Home Language: English Student Language: English Alternate Mode of Communication:
 Home Address of Student: 11558 MORRISON STREET
 City: VALLEY VILLAGE CA ZIP Code: 91601
 Home Telephone: 818-300-5999 Daytime Telephone:
 School of Attendance: Private School Office Location Code: 1536
 School of Residence: Colfax El(Charter) Location Code: 3164
 Name of Parent/Guardian: Sharon Basson Telephone:
 Address: City: CA ZIP Code:
 Surogate Parent: Telephone:
 Attends CURRENT SCHOOL as a result of one of the following: Private School Enrollment
 Private School: Valley Beth Shalom Day School
 Is the student living in a Family Foster Home (FFH)? No Yes FFH#:
 Is FFH Provider related to student? No Yes Relationship:
 Licensed Children's Institution No Yes LCI Name:
 LCI#:
 Out of the home placement made by Regional Center Department of Mental Health Department of Children's Services
 Superior Court Other:
 Child's family living within LAUSD's boundaries? No Yes
 If the student is 18 years old or older or is an emancipated minor, does he/she have educational decision-making rights? No Yes

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
 Last First MI

Date of Birth

Section C: Language Acquisition

Language Classification: Start Date:

Withdrawal by Parent Request: Yes No Reclassification Date:

ELPAC Performance Level and Performance Descriptor: Test Date:

Alternate ELPAC Performance Level and Performance Descriptor: Test Date:

Section D: Goal Achievement from Current IEP

Goal for: (example - Reading)	Achieved		If No, explain the reason the goal/objective was not achieved
	Yes	No	
1 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Category <input type="text"/>			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
2 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Category <input type="text"/>			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
3 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Category <input type="text"/>			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
4 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Category <input type="text"/>			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
5 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Category <input type="text"/>			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
6 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Category <input type="text"/>			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
7 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Category <input type="text"/>			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
8 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Category <input type="text"/>			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
9 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Category <input type="text"/>			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
10 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Category <input type="text"/>			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
Last First MIDate of Birth Meeting Date

Section E: Present Level of Performance

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

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

On the Woodcock-Johnson IV Tests of Achievement, Reading subtests include:

- Broad Reading: SS (68) Very Low Range of Performance
- Letter Word Identification: SS (70) Low Range of Performance
- Sentence Reading Fluency: SS (68) Very Low Range of Performance
- Passage Comprehension: SS (75) Low Range of Performance
- Word Attack: SS (90) Average Range of Performance

The Letter-Word Identification Subtest measured Natan's ability to identify letters and words. He was not required to know the meaning of any word. Natan identified initial items rapidly and accurately but had difficulty applying phoneme-grapheme relationships to latter items. He was able to read many of the words with automaticity as he read 38/50 letters/words correctly. The words he had difficulty with were mostly multisyllabic (i.e. -library, special, however) He scored in the Low Range of Performance on this subtest.

The Sentence Reading Subtest measured Natan's reading rate, requiring both reading-writing and cognitive processing speed. He was required to read sentences, decide if they were true or false, and then circle Y for yes and N for no. The sentence complexity increased with difficulty as it progressed. This subtest had a three-minute time limit. On this subtest, Natan appeared to read the sentences slowly. He achieved 17 correct with 0 errors, scoring in the Very Low Range of Performance.

The Passage Comprehension Subtest measured Natan's ability to understand what he reads. Natan had to read sentences and passages out loud and put in a word/phrase that belonged. He was able to read the initial passages easily but appeared to struggle as the reading increased in difficulty. He achieved 24/30 and scored in the Low Range of Performance on this subtest.

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

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

The Word Attack Subtest measured Natan's ability to apply phonetic and structural analysis skills to the pronunciation of unfamiliar printed words, a reading-writing ability. The initial items required Natan to produce the sounds for single letters. The remaining items required him to read aloud combinations that are phonetically consistent or are regular patterns in the English orthography but are nonsense or low-frequency words. The items on this subtest become more difficult as the complexity of the nonsense words increases. Natan identified the initial items rapidly and accurately but had difficulty applying the phoneme-grapheme relationships to the latter items. On this subtest, Natan got 18 correct and performed in the Average Range of Performance.

STRENGTHS: As reported by Natan's classroom teacher and Literary/Learning Specialist, Natan has good background knowledge which enables him to make connections to the text. His listening comprehension skills are stronger than his reading comprehension skills, and he is able to understand and apply comprehension strategies to grade-level text that is read aloud. When focused and engaged, particularly in a small group or individual instruction, Natan contributes to discussions about the text he has read. He is able to answer comprehension questions and can identify the beginning, middle, and end of stories that he reads at his independent reading level. He can draw conclusions and identify cause and effect relationships in short passages. He is able to ask and answer clarifying questions about a text. When answering questions about the text, he can go back to the passage to show evidence that supports his answers. He is also able to make predictions and inferences from a text.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student BASSON
Last

NATAN
First

MI
MI

Date of Birth 16-MAY-2012

Meeting Date 01-JUN-2022

Section E: Present Level of Performance

Performance Area: Reading

Category: Reading

Assessment/Monitoring Process Used: Informal Monitoring, Student Work Samples, Teacher Observation

State/District Assessment Results:

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

NEEDS/CHALLENGES: As reported by the Literacy/Learning specialist at Valley Beth Shalom, Natan has shown growth in reading this year, but his independent reading level continues to fall below grade level expectations. The most recent assessment indicates that his independent reading level is at DRA 38, which is below Benchmark for the end of 4th grade. Natan reads very slowly and is building his reading stamina, which makes reading lengthier text, such as chapter books, very challenging for him. A recent CORE Phonics Survey taken by the literary teacher at his school indicates that Natan is still developing his decoding skills and has challenges with R-controlled vowels, long vowel patterns, variant vowels, and multisyllabic words. He has difficulty reading high-frequency words accurately, and sometimes omits them or makes a substitution when reading (i.e. her for their, that for what). While Natan has improved in his phrasing and expression when reading, he sometimes loses his place or repeats words and phrases for accuracy when reading aloud, which impacts his fluency. Natan's comprehension skills are continuing to develop, and he is working on understanding the main idea of a text and citing text evidence both orally and in writing.

IMPACT OF DISABILITY: Natan's Specific Learning Disability makes it difficult to read through and comprehend grade level text which impedes him from meeting grade level standards in Reading.

Performance Area:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

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Last
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Section E: Present Level of Performance

Performance Area:

Category:

Assessment/Monitoring Process
Used:

State/District Assessment Results:

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

On the Woodcock-Johnson IV Tests of Achievement, Written Language subtests include:

- Broad Written Language: SS (85) Low Average Range of Performance
- Writing Samples: SS (108) Average Range of Performance
- Sentence Writing Fluency: SS (74) Low Range of Performance
- Spelling: SS (75) Low Average Range of Performance

The Spelling Subtest measured Natan's ability to write orally presented words correctly. Natan was able to spell 19/26 words correctly. He spelled the words in a laborious manner (nonautomatic). He was able to repeat the words correctly, however, confused many of the sound-spellings, substituted and/or omitted letters when spelling out the stimuli words. Examples of some responses include frum/from, wunce/once, fit/fight, wocked/walked, laf/laugh. Natan scored in the Low Average Range of Performance for the spelling subtest.

The Sentence Writing Fluency Subtest measured Natan's skill in quickly formulating and writing a simple sentence. He was required to write sentences in response to pictures that included a set of three words. This subtest has a five minute time limit. During the five minutes, Natan was able to write six sentences but had trouble formulating or writing the sentences quickly. All sentences contained the three stimuli words which needed to be included in his writing. All of his responses were written as simple sentences with no added details. Natan scored in the Low Range of Performance for the Writing Fluency subtest.

The Writing Samples Subtest measured Natan's skill in writing responses to a variety of demands. He was asked to produce written sentences that were evaluated concerning the quality of his expression. Natan expressed the ability to compose a sentence verbally and then put it onto paper. Sentences were simple but adequate (typical). He was able to provide 16 written responses to the verbal/visual stimuli provided. Throughout this subtest, he inconsistently used ending punctuation and inserted capital letters mid-sentence. Natan scored in the Average Range of Performance for the Writing Samples subtest.

Performance Area:

Category:

Assessment/Monitoring Process
Used:

State/District Assessment Results:

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

BASELINE PERFORMANCE/STRENGTHS: In the area of Written Language Natan can write in complete, simple sentences. Given support, he can formulate a graphic organizer as a precursor to his writing.

CHALLENGES/NEEDS: Writing is one of Natan's greatest areas of academic difficulty. He can verbally express what he wants to say, however, struggles to get his responses onto paper independently, whether it be handwritten/typed or speech to text. He often will speak his responses to an adult and they will scribe for him. When he does produce written language on his own, he often does not use appropriate capitalization and frequently omits punctuation. He has a difficult time spelling many basic words, in addition to grade level high-frequency words, with accuracy. He is not able to independently produce single or multiple paragraphs and is not able to follow the writing process through completion. Editing and revising his work is a very difficult task for him. Although written language WJIV test scores show Natan to be in the low average to the average range of performance, work samples and teacher observations indicate he is working well below grade level standards.

IMPACT OF DISABILITY: Natan's Specific Learning Disability makes it difficult to generate ideas and write using grade level skills which impedes him from meeting grade level standards in Written Language.

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Section E: Present Level of Performance

Performance Area:

Category:

Assessment/Monitoring Process
Used:

State/District Assessment Results:

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

On the Woodcock-Johnson IV Tests of Achievement, Mathematics subtests include:

- Broad Math: SS (86) Low Average Range of Performance
- Math Calculation Skills: SS (83) Low Average Range of Performance
- Math Facts Fluency: SS (81) Low Average Range of Performance
- Applied Problems: SS (96) Average Range of Performance

The Calculation Subtest measured Natan's ability to perform mathematical computations. He was able to add and subtract most single and double digits without regrouping, up to 2 by 1 digit multiplication, and basic division. On this subtest, Natan was able to solve 24/31 problems correctly. He solved problems slowly and demonstrated less automaticity with the latter items. He had difficulty with subtraction and multiplication problems that involved regrouping. His score is within the Low Average Range of Performance for the Calculation subtest.

The Math Facts Fluency Subtest measured Natan's ability to solve single-digit addition and subtraction facts. He was presented with a series of simple problems to complete in a three-minute time limit. During this time he was able to complete 36 problems, making zero errors. Natan solved the math problems slowly and was struggling. He would lose his place, look around, and need to be redirected. Given minimal prompting, he quickly got back on task. His score is within the Low Average Range of Performance for the Math Facts Fluency subtest.

The Applied Problems Subtest measured Natan's ability to analyze and solve math problems. This subtest required Natan to listen to the problem, recognize the procedure, and then perform relatively simple calculations. He had to decide which mathematical operation should be used to solve the problem and which numbers to include in the calculation. For some items, he was able to use mental math and for others, he used his scratch paper. Item difficulty increased with more complex calculations as the subtest progressed. Natan solved initial problems with no observed difficulty but demonstrated increasing difficulties solving the latter items. He got 31/39 correct and scored within the Average Range of Performance for the Applied Problems Subtest.

Performance Area:

Category:

Assessment/Monitoring Process
Used:

State/District Assessment Results:

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

BASELINE PERFORMANCE/STRENGTHS: In the area of Math, Natan is currently working through the fourth grade Houghton-Mifflin Harcourt Go Math Curriculum. Natan can perform basic addition and subtraction calculations and add with regrouping. He is in the emerging stage of understanding fact families, subtraction with regrouping, working through the standard algorithm for multiplication and division, and solving problems involving fractions with like and different denominators.

CHALLENGES/NEEDS: In the area of Mathematics, Natan struggles with grade-level concepts. Difficulties lie in the comprehension of place value, determining the approach to take in solving single and multiple-step word problems, and units of measurement. During direct teaching of math lessons, Natan will often disengage and does not follow along. He rarely completes his workbook pages with the class, and will often draw on the pages being worked on or leave them entirely blank.

IMPACT OF DISABILITY: Natan's Specific Learning Disability impedes his comprehension of mathematical reasoning and therefore from meeting grade level standards in Mathematics.

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Student BASSON NATAN MI Date of Birth 16-MAY-2012 Meeting Date 01-JUN-2022
Last First MI

Section E: Present Level of Performance

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

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

HEALTH SUMMARY: Initial Health Assessment was completed 4/26/22 with information provided by Mother Sharon Basson. Naton is a 10 year old student that attends Valley Beth Shalom.
Mother reports uneventful pregnancy and her developmental milestones were within normal limits. There were no prenatal, birth or newborn complications. Was delivered via cesarean section due to being breech.
STRENGTHS: General good health; normal growth and development; milestones within normal limits for both motor and speech, mother states passed vision screening and audio screening at last physical last year with Dr. Orkin at Kaiser Woodland Hills. No history of serious or chronic illness, allergies, injury, accident, surgery, hospitalization, psychiatric care; no daily medications or other known health problems.
AREA OF NEED: Physical health is not an area of need
IMPACT OF DISABILITY: Physical health does not impact the student's participation, performance and access in the educational program.
ACCOMMODATIONS/MODIFICATIONS: None
Angelica Gomez RN
School Nurse
5/24/22

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

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

[Empty text box for current performance/assessment summary]

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Last
First
MIDate of Birth Meeting Date

Section E: Present Level of Performance

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

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

Areas of Strength: Natan demonstrates average ability in Sensory-Motor (the ability to combine input of sensory information with output of motor activity). Overall, he does not present with a processing deficit at this time, Visual Processing (The ability to recognize, to track, to remember, and to interpret visual information such as shape, contrast, and size), Auditory Processing (the perception and use of auditory information, including auditory discrimination, memory, sequencing, and integration), and Phonological Processing (the ability to discriminate between sounds within words, segment words into morphemes, and blend phonemes into words). He performed in the low average range in Attention Processing (the ability to select and to direct attention, to discriminate among, respond to, to sustain, or to shift focus as necessary), Association (the ability to acquire and to store basic units of information in memory and to relate these units to one another as in matching or sorting, as well as the ability to see similarities, memorize, and to learn by rote), and Conceptualization (the ability to learn new concepts presented in an educational setting, using information in an increasingly complex and fluid manner to combine, rearrange, and use in multi-step operations).

Areas of Concern: He demonstrated below average range in Expression (the process of ordering thought in a form that can be understood by other including the ability to effectively communicate ideas through language). Although Phonological processing falls within the Average range, Natan presents with an inconsistent ability to recall rote information.

Impact: Natan's disability of Specific Learning Disability (SLD), specifically in Expression and Phonological Processing, affects his ability to perform in Basic Reading Skills, Reading Comprehension, and Written Expression, which adversely impacts their involvement and progress in the educational curriculum.

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

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

Areas of Strength: Results of the current assessment indicate Natan exhibits developmentally appropriate interests, activities, and ambitions. Natan is described as a polite, active, team player, and hardworking student. He describes himself as funny, happy, and nice. He maintains good relationship with parents and siblings. He participates in extracurricular activities and is interested in learning about different cultures/languages. He can be a positive leader and is supportive of friends.

Areas of Concern: He believes he can do better in school if he was able to focus and was not easily distracted. Natan engages in off task behaviors and requires additional support/redirection to complete a task. He struggles to initiate and complete assignments. Natan will often shut down when presented with a task he perceives to be difficult. He can sit/sustain focus for appropriately 2 to 5 minutes. At times, he struggles with maintaining personal space, will make inappropriate comments, and blame others for his actions.

Impact: Natan's disability of Specific Learning Disability (SLD), specifically in Expression and Phonological Processing, affects his ability to perform in Basic Reading Skills, Reading Comprehension, and Written Expression, which adversely impacts their involvement and progress in the educational curriculum. Areas of concern will be addressed with the implementation of accommodations and support within the individualized education plan.

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Student BASSON NATAN MI
Last First MI

Date of Birth 16-MAY-2012

Meeting Date 01-JUN-2022

Section F: Eligibility

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

[Empty text box for disability discussion]

For Initial IEP, interventions attempted prior to determining eligibility:

[Empty text box for interventions]

Eligible as a student with the disability of:

Code: SLD Specific Learning Disability

Not Applicable, Blind or Partially Sighted

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

Code: [Empty]

Not Applicable, Blind or Partially Sighted

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

or

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

No Longer Eligible (Effective Date): [Empty]

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

Final IEP Reason: [Empty] Final IEP Effective Date: [Empty]

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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Student
 Last First MI

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

Natan will decode 60 unfamiliar multisyllabic words in context and out of context by using knowledge of letter-sound correspondences and syllabication, as measured by student work samples in 4/5 trials with 85% accuracy.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

Natan will apply grade-level phonics and word analysis skills in decoding 20 unfamiliar multisyllabic words in context and out of context by using knowledge of letter-sound correspondences and syllabication, as measured by student work samples, in 2/3 trials, with 75% accuracy.

Incremental objective #2 related to the goal:

Natan will decode 40 unfamiliar multisyllabic words by using the combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. as measured by student work samples, in 3/4 trials, with 80% accuracy.

Date to be achieved: MO/YR

Date to be achieved: MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

1st Reporting Period Date: <input type="text"/>	2nd Reporting Period Date: <input type="text"/>	3rd Reporting Period Date: <input type="text"/>	4th Reporting Period (Secondary Only) Date: <input type="text"/>	Goal Achievement
Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No
If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please explain: <input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
 Last First MI

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

Natan will produce clear and coherent writing of five or more paragraphs in which the organization is appropriate to the task, purpose, and/or audience as measured by student writing samples, in 4/5 trials with 75% accuracy.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

Natan will produce clear and coherent writing of three or more paragraphs, including an opening, at least one body paragraph, and a conclusion, in which the organization is appropriate to the task, purpose, and/or audience as measured by student writing samples, in 3/5 trials with 70% accuracy.

Incremental objective #2 related to the goal:

Natan will produce clear and coherent writing of four or more paragraphs, including an opening, at least two body paragraphs, and a conclusion, in which the organization is appropriate to the task, purpose, and/or audience as measured by student writing samples, in 3/4 trials with 70% accuracy.

Date to be achieved: MO/YR

Date to be achieved: MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

1st Reporting Period Date: <input type="text"/>	2nd Reporting Period Date: <input type="text"/>	3rd Reporting Period Date: <input type="text"/>	4th Reporting Period (Secondary Only) Date: <input type="text"/>	Goal Achievement
Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No
If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please explain: <input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
 Last First MI

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

Natan will subtract multi-digit whole numbers up through the millions place, using regrouping strategies along with the standard algorithm, as measured by student work samples in 4/5 trials with 80% accuracy.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

Natan will subtract multi-digit whole numbers up through the thousands place using regrouping strategies along with the standard algorithm, as measured by student work samples in 2/3 trials with 70% accuracy.

Incremental objective #2 related to the goal:

Natan will subtract multi-digit whole numbers up through the hundred thousands place, using regrouping strategies, along with the standard algorithm, as measured by student work samples in 3/4 trials with 75% accuracy.

Date to be achieved: MO/YR

Date to be achieved: MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

1st Reporting Period Date: <input type="text"/>	2nd Reporting Period Date: <input type="text"/>	3rd Reporting Period Date: <input type="text"/>	4th Reporting Period (Secondary Only) Date: <input type="text"/>	Goal Achievement
Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No If "No" please explain: <input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
 Last First MI

Date of Birth

Meeting Date

Section K: Participation in State and District-wide Assessments

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

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

<p>Student will participate in Regular State and District Assessments. <i>(Designated Supports and/or Accommodations identified below are applicable)</i></p>	<p>CAST Subject Science</p>
<p>Designated Supports:</p> <ul style="list-style-type: none"> - Masking - Multiplication Table (non-embedded support) - Test in a separate/smaller setting (non-embedded support) - Text-to-Speech (embedded support) 	

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Last: BASSON, First: NATAN, MI: []

Date of Birth: 16-MAY-2012

Meeting Date: 01-JUN-2022

Section N: Procedural Safeguards and Follow-up Actions

[x] A Parent's Guide to Special Education Services including Procedural Rights & Safeguards was provided to the parent in his/her primary language.

[x] The IEP Team Meeting Introductory Statements were read aloud at the beginning of the IEP Team meeting.

[x] The parent/guardian was informed of his/her right to a written translation of the IEP.

Is the parent/guardian requesting informal translation? [] Yes [x] No Select Preferred Language: []

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

Specify the Individual Pages to be translated: []

Special Requests: []

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

Pandemic Learning Loss Consideration of Compensatory and/or Recoupment Services

Compensatory Education Consideration:

- [x] The IEP team has reviewed and discussed whether compensatory education is required due to the COVID-19 pandemic. The IEP team has determined:
[] Student received all of their special education and related aids and services required by their IEP. Compensatory education is not required.
[] Student did not receive all of their special education and related aids and services required by their IEP. Compensatory education offer details are documented in FAPE 2- Summary of Services.
[] Student did not receive all of the special education and related aids and services required by their IEP. However, no compensatory education was warranted for the reasons documented by the IEP team in FAPE Part 2 Part 4.
[x] Compensatory education consideration was documented on IEP dated 01-JUN-2022

Recoupment Services Consideration:

- [x] The IEP team has reviewed and discussed student's progress/achievement and considered factors that may have impacted student's learning during the school facility closures as a result of the COVID-19 pandemic. 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 services are recommended.
[] Student experienced learning loss as a result of the school facility closures caused by the COVID-19 pandemic and recoupment services are necessary. The IEP team discussed recoupment services to address past learning loss. Recoupment services offer details are included in FAPE Part 2, Part 4 of the IEP (including completion of a service grid, as necessary).
[x] Recoupment services consideration was documented on IEP dated 01-JUN-2022

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

THIS SPACE DELIBERATELY LEFT BLANK.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student BASSON NATAN MI Last First MI

Date of Birth 16-MAY-2012

Meeting Date 01-JUN-2022

Section Q: Parent Participation and Consent

Parent Participation

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

Parent Notification

Table with 3 columns: Method, Whom, When. Row 1: Email, Linda Palacios, 17-MAY-2022

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

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

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

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

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

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

Parent Concerns and Comments

Signature(s)

Signature(s)

Date

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

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

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

Signature(s)

Signature(s)

Date 1-JUN-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.

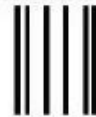
A. Regarding your child's current IEP:	Yes	No	Does Not Apply
1. I am satisfied with the IEP meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I feel that the IEP accurately reflects the decisions made at the IEP meeting.	<input type="checkbox"/>	<input type="checkbox"/>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

If any of the answers to items 13-16 or 18-19 was No, please discuss your concern(s) with the site administrator or call the Division of Special Education at (213) 241-6701.

B. Regarding your child's previous IEP (if relevant):			
20. I am satisfied that my child received the services described on the previous IEP. (If your answer to this question is "No", please write concerns below.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional Comments			

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

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



NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES

BUSINESS REPLY MAIL
FIRST-CLASS MAIL PERMIT NO. 33798 LOS ANGELES CA 90051

POSTAGE WILL BE PAID BY ADDRESSEE

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



PARENT INPUT SURVEY
English

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Reconvened Meeting Date

Student
Last First MI

Date of Birth

Meeting Date

Section R: Names and Signatures (Signatures on File)

Team Member	Print Name	Signature
Parent/Guardian	<input type="text" value="Shannon Basson"/>	<input type="text" value="Shannon Basson"/>
Parent/Guardian	<input type="text"/>	<input type="text"/>
Student Age 18 - 21 years	<input type="text"/>	<input type="text"/>
Student Under Age 18 years	<input type="text"/>	<input type="text"/>
Surrogate Parent	<input type="text"/>	<input type="text"/>
Foster Parent	<input type="text"/>	<input type="text"/>
Family Foster Home Provider	<input type="text"/>	<input type="text"/>
Administrator	<input type="text" value="Sandra Riggs"/>	<input type="text" value="Sandra Riggs"/>
Administrative Designee	<input type="text"/>	<input type="text"/>
Special Education Teacher	<input type="text" value="Lisa Rosenstein"/>	<input type="text" value="Lisa Rosenstein"/>
General Education Teacher	<input type="text" value="Candace Weitzman - In Attendance"/>	<input type="text"/>
School Psychologist	<input type="text" value="Carina Pantoja"/>	<input type="text" value="Carina Pantoja"/>
School Nurse	<input type="text" value="Angelica Gomez"/>	<input type="text" value="Angelica Gomez"/>
Related Service Staff <input type="text"/>	<input type="text"/>	<input type="text"/>
Related Service Staff <input type="text"/>	<input type="text"/>	<input type="text"/>
Related Service Staff <input type="text"/>	<input type="text"/>	<input type="text"/>
Interpreter	<input type="text"/>	<input type="text"/>
Sign Language Interpreter	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Other <input type="text" value="General Studies Teacher"/>	<input type="text" value="Meghan Hart - In Attendance Via Zoom"/>	<input type="text"/>
Other <input type="text" value="Literacy/Learning Specialist"/>	<input type="text" value="Alissa Binns - In Attendance Via Zoom"/>	<input type="text"/>
Other <input type="text" value="Educational Therapist"/>	<input type="text" value="Stacey Field - In Attendance Via Zoom"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
 Last First MI

Date of Birth

Meeting Date

LEAST RESTRICTIVE ENVIRONMENT ANALYSIS

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

Student's Current Placement Type:

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

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

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

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
 Last First MI

Date of Birth

Meeting Date

ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)

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

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

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
Last

First

MI

Date of
Birth

Meeting
Date

ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)

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

Step F.	The student's needs as reflected in the contents of this IEP, and the placement being considered by the IEP team, outweigh any potential harmful effects at this time, including (check all that apply):	
	<input checked="" type="checkbox"/>	Diminished access to the full range of the curriculum
	<input type="checkbox"/>	Missed general education instruction taught by highly qualified staff
	<input type="checkbox"/>	Rate at which student may earn credits for graduation
	<input type="checkbox"/>	Lack of opportunity for social interaction
	<input type="checkbox"/>	Lack of opportunities for age-appropriate peer role models
	<input type="checkbox"/>	Amount of socialization opportunities with typical peers
	<input type="checkbox"/>	Limited access to peers in student's home community
	<input type="checkbox"/>	Lack of exposure to appropriate behavioral models from peers
	<input type="checkbox"/>	Other: <input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 1 - Eligibility, Placements and Supports

Student
 Last First MI

Date of Birth

Meeting Date

		Effective With this IEP	Future Changes Related to this IEP
	As of Date:	<input type="text"/>	<input type="text"/>
Eligibility: (from Page 4)		Eligible (SLD)	
	Final IEP Reason Final IEP Effective Date:		
Curriculum		<input type="text" value="General Education"/>	<input type="text"/>
Placement	Type of School	<input type="text" value="District Resident School"/>	<input type="text"/>
	Name of School	<input type="text" value="COLFAX EL(CHARTER)"/> <input type="text"/>	<input type="text"/> <input type="text"/>
Instructional Setting	Setting	<input type="text" value="General Education"/>	<input type="text"/>
	Program	<input type="text" value="GE"/>	<input type="text"/>
	Special Day Minutes/Wk	<input type="text"/>	<input type="text"/>
	Addresses Goals	<input type="text" value="1(Reading),2(Written Language),3(Mathematics)"/>	<input type="text"/>
Additional Factors	Low Incident Support	<input type="text" value="None"/>	<input type="text"/>
	Assistive Technology Support	<input type="text" value="No"/>	<input type="text"/>
	Transportation	<input type="text" value="None"/>	<input type="text"/>
	Extended School Year/Intersession	<input type="radio"/> Yes <input checked="" type="radio"/> No	
	Parent Counseling and Training (PCT)	<input type="radio"/> Yes <input checked="" type="radio"/> No	
	ESY Transportation	<input type="text"/>	
Accommodation, Modifications, Supports	Instructional Accommodations	<input type="text" value="Preferential Seating, repetition, extended time, small group instruction, simplified directions, allow to complete assignments in short periods, movement breaks, student repeat of directions, check for understanding, dictate to a scribe, speech to text, graphic organizer, checklist for organization, reward system, multiplication chart, scaffolding/leading questions, chunking information, adjusted workload assignments/homework, highlight/circle key words, backpack checks."/>	<input type="text"/>
	Instructional Modifications	<input type="text"/>	<input type="text"/>
	Other Supports, including Non-Academic and Extra-curricular Activities	<input type="text"/>	<input type="text"/>
Preparation for Three Year Review IEP (At the second Annual Review IEP Meeting, the team must discuss and document the decision to conduct or not conduct a three-year comprehensive reassessment.)	Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary?	<input checked="" type="radio"/> Yes <input type="radio"/> No	
	If the Parent does not agree, specify the area(s) to be reassessed.	<input type="text"/>	<input type="text"/>

Comments, as appropriate

**Low Incidence
Equipment**

--

**Assistive Technology
Equipment**

--

**Participation in
General Education**

--

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student
 Last First MI

Date of Birth Meeting Date

		Effective With This IEP	Future Changes Related To This IEP	
Service 1	Start Date:	Effective on Signature Date		
RSP	End Date:			
RSP	Service applies to:	Regular		
	Frequency:	1-5		
This service addresses the following goals:	Interval:	Weekly		
<input type="text" value="3(Mathematics)"/>	Minutes/Interval:	135		
	Minutes/Interval (Pullout from Gen Ed):	0		
	Service Delivery Model:	RSP: Collaborative Teaching and Planning*		
	RSP Area:	Math		
	Responsible Personnel:	Special Education Teacher		
		General Education Teacher		
* 				
Service 2	Start Date:	Effective on Signature Date		
RSP	End Date:			
RSP	Service applies to:	Regular		
	Frequency:	1-5		
This service addresses the following goals:	Interval:	Weekly		
<input type="text" value="1(Reading)"/>	Minutes/Interval:	135		
	<input type="text" value="2(Written Language)"/>	Minutes/Interval (Pullout from Gen Ed):	0	
Service Delivery Model:		RSP: Collaborative Teaching and Planning*		
RSP Area:	Literacy/ELA/ELD			

	Responsible Personnel:	Special Education Teacher	
		General Education Teacher	
*			

Notes:

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

Part 3 - Percentage of Time Outside of General Education

	Effective With this IEP	Future Changes Related to this IEP
% of Time per Week outside of General Education	<input type="text" value="0"/>	

Part 4 - Additional Discussion (This section is optional)

6/1/22 This is an initial IEP for Natan. Due to technical challenges LAUSD General Education Teacher, Private School General Studies Teacher, Private School Learning/Literacy Specialist, and Educational Therapist were unable to sign in, however, were in attendance throughout the meeting. Health report was read by the school nurse. School Psychologist shared results of the assessment and current levels of performance. Parent participated in the discussion and gave input. Special Education teacher shared assessment results and current levels of performance. Parent and teachers participated in the discussion and gave input. School Psychologist led the discussion on eligibility. Natan meets the eligibility criteria for Specific Learning Disability qualifying for special education services. Parent is in agreement. Purposed goals were developed collaboratively by the team. Recoupment was discussed and team is in agreement that goals, accommodations, and services meet the student's needs. Compensatory services were discussed and not required at this time. The offer of FAPE for the 2022-2023 school year is Colfax Charter's Inclusion program. As an option in Colfax's continuum of program options, special education teachers and paraprofessionals work collaboratively with general education teachers to meet the needs of students with IEPs in an inclusion model as determined by student's IEP team. Based on a student's unique needs as identified by student's IEP team, a self-contained class may also be utilized as an option to support student's needs. Inclusion models offer a wide range of supports and services to be delivered in the student's least restrictive environment. Parent does not have any additional concerns at this time.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

(SLD, pg. 1 of 1)

Student BASSON NATAN MI
Last First MI

Date of Birth 16-MAY-2012

Meeting Date 01-JUN-2022

SPECIFIC LEARNING DISABILITIES CERTIFICATION

Use this form at Initial, Three Year Reviews and comprehensive assessments for students eligible as having a Specific Learning Disability, including but not limited to students with characteristics of dyslexia. This form is not required at Annual Review meetings. It is the consensus of the IEP Team that the student meets the eligibility criteria for Specific Learning Disability based upon the information which follows. This form serves as the written report of the IEP Team consensus.

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

If Yes, describe

Empty text box for describing medical conditions.

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

If Yes, describe

Empty text box for describing behavior noted.

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

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

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

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

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student
Last First MIDate of Birth Meeting Date

FAPE Summary Grid

Program:	GE	Setting:	General Education					
Eligibility:	Eligible (SLD)	Curriculum:	General Education					
Transportation:	None	Low Incident Support:	None					
Date District Received Parent Signature:								
Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)
RSP	RSP	Effective on Signature Date	Regular	Weekly	1-5	RSP-Math	135	Mathematics
RSP	RSP	Effective on Signature Date	Regular	Weekly	1-5	RSP-Literacy/ELA/ELD	135	Reading, Written Language

Alternative Remote/Distance Learning Services During Emergency Conditions

If instruction or services, or both, cannot be provided to the pupil either at the school or in person for more than 10 school days due to emergency conditions caused by fire, flood, impassable roads, epidemic, earthquake, imminent major safety hazard as determined by local law enforcement, a transportation services strike by nonschool entity, or other official order issued to meet a state of emergency or war, the IEP will be provided by one or more of the means stated below, to the greatest extent possible in light of the emergency circumstances and District policy.

Means of Delivery, to greatest extent possible ("x" all that could apply for student, depending on emergency circumstances):

	Teacher-posted lessons, asynchronous (online or other media)	Virtual class meetings, synchronous	Personalized learning tools (virtual or paper packets, as available)	Scheduled teacher appointments (virtual or in-person, as available)	Scheduled email check-ins (parent or student)	Virtual office hours (drop-in; parent or student)
Specialized Academic Instruction and Related Services	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Supplementary Aids and Services (provided in general education classes and other general ed environments)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

As soon as practicable following the determination that instruction or services, or both, cannot be provided either at the school or in person for more than 10 days due to a qualifying state of emergency, the parent will be notified as to the specific means by which the student's IEP will be provided, in light of the emergency circumstances present at that time. The IEP will be provided by alternative means as necessitated during the period of emergency conditions, only.

Comments above do not constitute a change to the District's offer of FAPE or IEP. Because the nature of any future emergency cannot be known in advance, the specific means by which the IEP shall be provided in a future emergency will be determined at the time, in light of the circumstances.

For IEP Team Information

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