

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Identification Number 102210M005 SSID 1347645003

Eligible (SLD)

Student OHANA SHALEV MI
Last First MI

Date of Birth: 22-OCT-2010

Section A: Meeting Information

Pertinent Dates	Type of Meeting
Date of Initial IEP Team Meeting: 02-OCT-2013	<input type="radio"/> Initial <input type="radio"/> Amendment of IEP dated <input type="radio"/> Annual Review <input type="radio"/> Early Start Transition <input checked="" type="radio"/> Three Year Review <input type="radio"/> Expulsion Analysis <input type="radio"/> Other <input type="radio"/> Individual Transition Plan
Date of Present Meeting: 02-MAY-2022	
Annual Review to be conducted by: 24-MAR-2023	
Next Three Year Review will be conducted by: 23-MAR-2025	
Three Year Review or Evaluation was conducted on: 24-MAR-2022	
Transition to Kindergarten to be conducted by:	

Location of Meeting: Serrania CES District Name: Los Angeles Unified School Dis

Section B: Student Information

Date of Birth: 22-OCT-2010 Age: 11 Grade: 5
 Gender: Male Female Limited English Proficient Student: Yes No Ethnic Code: White
 Location of the Psych Folder: SUPPORT UNIT NOF Student has no Psych Folder:
 Location of the Cum Folder: SERRANIA AVE CES Student has no Cum Folder:
 Home Language: Hebrew Student Language: Hebrew Alternate Mode of Communication:
 Home Address of Student: 21730 MARYLEE ST UNIT 46
 City: WOODLAND HILL CA ZIP Code: 91367
 Home Telephone: (818) 261-8230 Daytime Telephone:
 School of Attendance: Serrania Ave Ces Location Code: 6606
 School of Residence: Woodlake Ecc Location Code: 7877
 Name of Parent/Guardian: Telephone:
 Address: City: CA ZIP Code:
 Surogate Parent: Telephone:
 Attends CURRENT SCHOOL as a result of one of the following: Special Education Placement

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

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Section C: Language Acquisition

Language Classification: Start Date:

Withdrawal by Parent Request: Yes No Reclassification Date:

ELPAC Performance Level and Performance Descriptor: Test Date:

Alternate ELPAC Performance Level and Performance Descriptor: Test Date:

Section D: Goal Achievement from Current IEP

		Achieved		
Goal for: (example - Reading)		Yes	No	If No, explain the reason the goal/objective was not achieved
1	<input type="text" value="Reading -Phonics"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
Category	<input type="text" value="Reading"/> ▼			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
2	<input type="text" value="Fine Motor"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
Category	<input type="text" value="Fine Motor"/> ▼			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
3	<input type="text" value="ELD"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
Category	<input type="text" value="English Language Developmen"/> ▼			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
4	<input type="text" value="Behavior-appr. emotional response"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
Category	<input type="text" value="Behavior Intervention"/> ▼			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
5	<input type="text" value="Behavior Intervention-Self Control"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
Category	<input type="text" value="Behavior Intervention"/> ▼			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
6	<input type="text" value="Math-Multiplication"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
Category	<input type="text" value="Math"/> ▼			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
7	<input type="text" value="Social-Emotional"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="text" value="Needs moderate adult support to use strategies"/>
Category	<input type="text" value="Social Emotional"/> ▼			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
8	<input type="text" value="Articulation/Phonological"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
Category	<input type="text" value="Articulation/Phonological Proc"/> ▼			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
9	<input type="text" value="Writing"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
Category	<input type="text" value="Writing"/> ▼			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
10	<input type="text"/>	<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"/>

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Student OHANA SHALEV MI Date of Birth 22-OCT-2010 Meeting Date 02-MAY-2022
Last First MI

Section E: Present Level of Performance

Performance Area: health
Category: Health
Assessment/Monitoring Process Used: Health assessment, review of records, and Interview with parents
State/District Assessment Results:

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

Health Summary: Shalev is an 11-year-old 5th grade student at Serrania ES. Shalev has no medical diagnoses and takes no medications. Mother reported Shalev was hospitalized approximately 2 years ago for an infection on his hand due to a bee sting. Mother reported Shalev had a respiratory illness in January of 2022 which is now resolved with no continued symptoms. There is no other history of serious/chronic illness, allergy, injury, accident, surgery, counseling, or psychiatric care in the past three years.
Strengths: Shalev is in general good her per mother. Shalev passed a LAUSD audio screening on 11/10/21 and a LAUSD vision screening on 12/13/21. Shalev is independent in all activities in daily living and is ambulatory without the need for assistive devices.
Areas 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 for physical health.
Completed By:
Mary King RN, BSN-CSN
1/31/22

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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Section E: Present Level of Performance

Performance Area:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Strengths: Shalev was able to achieve his 'Active' IEP reading goal: Shalev, with teacher modeling, prompting and visual support, will read 5-7 single syllable long vowel words (with predictable patterns) in isolation and/or in text, as measured by teacher made tests, with 80% accuracy in 2/3 trials. (He correctly read 14/15 long vowel spellings on the CORE phonics test). Regarding the 'Pending' IEP goals:
 Multi-syllabic word reading: Shalev achieved Incremental Objective #1 and 2 (he read 25 multisyllabic words correctly in 2/3 trials with 66% accuracy, with prompting and visuals); Fluency: Shalev achieved the Incremental Objective #1 -reading 64 cwpm. (Shalev improved his Dibels Oral Reading Fluency rate from the MOY to EOY: 40 cwpm to 64 cwpm.) and Literal Meaning/Inference Comprehension pending goal: Shalev achieved Incremental goal #1.

Shalev continues to show much more willingness to learn how to read, instead of saying he can't do it. Where in the past, his refusal to participate in reading has affected his progress, this year he consistently tries by participating in lessons and has stated that he wants to 'learn how to read better.' He is assimilating and generalizing the spelling patterns he has been taught. For example, he can now read with higher accuracy words with the 'bossy-e' pattern. This year, when tested with making the two sounds each vowel can make, Shalev was able to make all the long and short sounds. Shalev can correctly read 12/15 CVC words with short vowels. He improved his ability to read words with digraphs: when, chop, thin. When tested with the Dolch Sight word list Shalev reads 90% of pre-kinder list correctly; 88% of the Kinder list, and 82% of the 1st grade sight word lists. Shalev complies with our daily class-wide 5-10 minute silent reading time. Shalev attends during read aloud and demonstrates good listening comprehension skills. Shalev can answer literal type questions, inferential type questions and frequently contributes and furthers the class discussion.

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):

Needs: Shalev scored in the Very Low range for Broad Reading on the WJIV. When reading CVC words, Shalev still exchanges vowel sounds: most commonly he reads the short /e/ sound as the short /i/. He read let as lit, set as sit, pem is pim. When prompted, that it is an e instead of an i, he will adjust. The r-controlled words (dirt, form, fern) are difficult for Shalev to read as well as variant vowels (down, coin, haunt). Shalev needs repeated practice with sight words: He read the 2nd grade Dolch Sight word list with 69% correct and the 3rd grade list with 63% correct. Shalev still has occasional reversals of his b's, d's, p's and q's.

DIBELS: (Dynamic Indicators of Basic Early Literacy Skills)
 BOY: Beginning of Year: Fluency 7/103 cwpm. Accuracy: 54%/96%
 MOY: Middle of Year: Fluency 40/122 cwpm. Accuracy: 98%/96%
 EOY: End of Year: Fluency 64/137 cwpm. Accuracy: 96%/96%

WJIV Scores for Reading:
 Cluster/ Test Standard Score Classification
 BROAD READING 45 Very Low
 Letter-Word Identification 48 Very Low
 Passage Comprehension 54 Very Low
 Sentence Reading Fluency 53 Very Low
 Word Attack 74 Low
 Oral Reading 75 Low

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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):

Strengths: Shalev was able to achieve his 'Active' writing goal: Shalev will produce clear and coherent writing of 3-4 or more sentences in which the organization is appropriate to the task, purpose, and/or audience, with visual supports, graphic organizers, word banks and teacher prompting, teacher modeling as measured by student work samples, in 2/3 trials with 70% accuracy. Shalev made progress towards his 'Pending' IEP goal: Shalev will produce clear and coherent writing of multi paragraphs. and achieved Incremental Objective #1.

Shalev is able to orally formulate complete sentences that are on topic. With word banks and visual support, Shalev is able to produce complete written sentences with 3 to 6 words. He needs some reminders with capitals and function. His spacing and letter size has improved.

Needs: Shalev scored in the Very Low Range for Writing is still a non-preferred task and it is often difficult to get him to complete a writing task. When given a writing activity, Shalev will say, 'I can't spell. I don't know how to write.' and will often avoid completing the task, without repeated prompts. Shalev needs support in spelling and in using phonetic skills to spell unknown words. He needs support in building a paragraph. Although Shalev can orally dictate his sentences, he needs support in structuring with a topic sentence, support sentences, and finishing with a concluding sentence. He needs to be able to write simple sentences with word banks with less support. Shalev needs repeated practice of his spelling words in order to master his spelling tests.

Impact of Disability: Shalev's eligibility of Specific Learning disability impacts his ability to write which impacts his involvement and progress in the general education 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):

Writing continued:

WJIV Scores: Written Language:

Cluster/ Test Standard Score Classification
 BROAD WRITTEN LANGUAGE 52 Very Low
 Spelling 51 Very Low
 Writing Samples 68 Very Low
 Sentence Writing Fluency 58 Very Low

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Section E: Present Level of Performance

Performance Area:

Math

Category:

Math

Assessment/Monitoring Process Used:

Informal Testing, Observation, Work Samples

State/District Assessment Results:

WJIV-Woodcock Johnson iV Tests of Achievement

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

Strengths: Math is a preferred academic area for Shalev. He achieved his 'Active' math goal - to multiply multi-digit numbers by multi-digit numbers. He achieved his incremental #1 objective on his 'Pending' IEP: When given a grade five level word problem, Shalev will use words, numbers, symbols, or graphs to explain the mathematical reasoning necessary to find the solution with teacher prompting and the problem read to him if needed, with 70% accuracy in 2/3 trials as measured by teacher-made tests/student work samples. He attends Math in the General Education setting daily and accesses the grade level curriculum. He has received the grade of 3, 'at grade level,' on his most recent report card. Also, he received 3's consistently in 3rd and 4th grade in his general education math classes. Shalev scored in the Average range for Broad Mathematics on the WJIV.

Needs: Because Shalev has difficulty reading, word problems are obviously difficult for him to decipher without a peer or adult reader. He needs more practice solving word problems. He also needs more practice with place value to the billions.

Impact of Disability: Shalev's eligibility of Specific Learning disability impacts his ability to access the Common Core Curriculum of Math, at this time, specifically word problems.

WJIV Scores: Math
Cluster/ Test Standard Score Classification
BROAD MATHEMATICS 99 Average
Applied Problems 117 High Average
Calculation 91 Average
Math Facts Fluency 95 Average

Performance Area:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

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Section E: Present Level of Performance

Performance Area:

Language

Category:

Language

Assessment/Monitoring Process
Used:

CASL-2 and Language Sample

State/District Assessment Results:

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

Shalev is an eleven year, six month old boy who currently attends Serrania Charter and is in the fifth grade SLD SDP. He currently receives LAS services in the area of articulation. A comprehensive LAS assessment is being completed in both articulation and language by a request from the family's lawyer.

STRENGTHS: Shalev's language is a strength for him. His overall language score is in the average range and he is able to make his wants and needs known, ask and answer questions, and hold conversations over several turns, and tell about a remote event in detail. Shalev is very social and is able to initiate interactions with both his peers and adults and elaborate during conversations if necessary. Shalev's language does not affect his ability to access the general education curriculum.

NEEDS: None related to language.

EDUCATIONAL IMPACT: Shalev's language does not affect his ability to access the curriculum.

Rachel Hochberg, M.S., CCC-SLP

Performance Area:

Articulation

Category:

Articulation/Phonological Processes

Assessment/Monitoring Process
Used:

GFTA-3 and Speech Sample

State/District Assessment Results:

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

STRENGTHS: Shalev is able to produce all age appropriate sounds and is clear and understandable. Both his teacher's understand him and have no concerns with regards to LAS. He is accessing his curriculum with regards to LAS.

NEEDS: Shalev speak in a very fast rate and needs reminders to slow down.

EDUCATIONAL IMPACT: Shalev's articulation does not affect his ability to access the curriculum.

Rachel Hochberg, M.S., CCC-SLP

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Section E: Present Level of Performance

Performance Area:

Behavior Intervention

Category:

Behavior Intervention

Assessment/Monitoring Process Used:

Observation, Data Collection

State/District Assessment Results:

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

Strengths: Shalev is a very intelligent and funny person. He is able to functionally communicate his needs and wants. When the topic is of interest Shalev will fully engage in discussion and gladly participate in the work. As a result, Shalev demonstrates the ability to follow directives, complete his work with minimal prompted needed. Once rapport and trust is built, Shalev is accepting of adult support when needed. As a result, Shalev has continued to demonstrate improvement in functionally communicating.

Needs: Currently Shalev has challenges keeping his composure when presented with a non-preferred subject or is overwhelmed with the subject matter. At times, Shalev will engage in complaints, protests and negotiations of the subject matter's importance with adults. Currently during these disagreements or when upset, Shalev will engage in property destruction (i.e. braking pencils, ripping paper/ projects) or simply ignoring academic directives by drawing. Although Shalev has made progress in self-regulation he is not always consistent and requires some level of support from adults to self-regulate and/or at times follow through with starting/completing a given demand/task. Shalev will also at times get frustrated at situations with adults and shut down (i.e., this is stupid, or walking away without permission) instead of appropriately seeking space to self-regulate.

Impact of Disability: Shalev's special education eligibility of SLD (Specific Learning Disability) impacts his ability to independently regulate his feelings when frustrated or presented with a difficult situation, which impacts his ability to access the curriculum in the General Education Classroom.

Performance Area:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

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Section E: Present Level of Performance

Performance Area:

General Ability

Category:

General Ability

Assessment/Monitoring Process
Used:

Alternative Assessment Measures

State/District Assessment Results:

N/A

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

Cognitive functioning is the ability to learn, remember and understand information, apply knowledge, generalize information, and utilize concepts. Per assessment results, Shalev functions within the Average range of cognitive ability based on alternative procedures of measuring intellectual ability, which includes review of record, interview, observation, and standardized testing.

Strengths: Shalev demonstrates average nonverbal reasoning skills, which entails connecting parts to a whole as was observed when completing matrices and matching oral instruction on simultaneous processing tasks. Shalev demonstrates average visual processing ability Shalev presents with low average auditory processing skills, as he was able to recall a series of words, numbers, and sentences. His working memory fell within the low average range, which consisted of tasks that required evaluating and working with information that had to be remembered for a short period of time (Verbal-Spatial Relations and Sentence Questions). Shalev performed within the average range on tasks of listening and oral language ability and average performance on tasks of expressive ability, which consisted of tasks in comprehension and vocabulary. Shalev demonstrated adequate performance on planning processing tasks, as he earned a low average score on tasks that required a high degree of planning, cognitive efficiency, and visual attention within a finite period of time consisting of visual perceptual organizational skills coding and processing speed. Shalev scored in the average range on tasks of oral expression, requiring him to use complete sentences, using specified words describing details of pictures.

...

Performance Area:

General Ability Continued

Category:

General Ability

Assessment/Monitoring Process
Used:

Alternative Assessment Measures

State/District Assessment Results:

N/A

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

...

Area(s) of Need: Per testing, he scored in the below average range on phonological awareness, such as blending words, blending nonwords, segmenting words, and elision skills. Shalev scored in the well below average range in visual-motor integration skills. Additionally, Shalev had difficulty rapidly naming numbers and letters. Shalev demonstrates below average performance on attention processing tasks, consisting of cognitive tasks predicated on speed of mental processing and sustained attention, which required him to complete visual-verbal and visual-motor tasks. Shalev's Executive Function score was in the Below Average range, indicating that he has difficulty on tasks that required control of thinking, behavior, and attention in a one to one setting with minimal distractions (Planned Connections and Expressive Attention).

Impact of Disability: Shalev does evidence cognitive and psychological processing deficits which adversely impact educational access and performance at this time.

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Section E: Present Level of Performance

Performance Area: Social Emotional

Category: Social Emotional

Assessment/Monitoring Process Used: Alternative Assessment Measures

State/District Assessment Results: N/A

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

Strengths: Results of the current assessment indicate Shalev exhibits strengths in following teacher directions, interactions with teacher, getting along with his peers, and being friendly and social. Per parent report, Shalev has a good relationship with his mother, with his siblings, and with his peers.

Area(s) of Need: He demonstrated areas of need in adaptability and behavioral rigidity across settings. On the BASC-3, raters were consistent in their responses reflecting that Shalev exhibits at-risk to clinically significant behaviors related to aggression, depression, and adaptability. On the Conners 3, raters were inconsistent in their responses reflecting that Shalev exhibits behaviors related to ADHD. Teacher responses yielded average scores on all scales. Parent responses yielded Very Elevated scores for inattention, hyperactivity, learning problems, and executive functioning. Parent responses yielded an elevated score for defiance. On the ASRS, raters were consistent in their responses reflecting that Shalev does not evidence Autistic-like behaviors. Teacher and parent responses yielded an Elevated score for behavioral rigidity. Parent responses also yielded Very Elevated scores for adult socialization and sensory sensitivity.

Impact of Disability: Shalev does evidence social, emotional and/or behavioral needs which adversely impact educational access and performance at this time.

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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Section E: Present Level of Performance

Performance Area: Visual Motor
Category: Visual Motor
Assessment/Monitoring Process Used: BOT-2, DTVP-3, BREIF2, parent/teacher input, 1:1/group OT sessions
State/District Assessment Results: Refer to assessment report

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

Areas of strength: Shalev demonstrates functional neuromuscular skills that are needed to navigate his school environment and to manipulate and manage school tools and manipulatives. He presents with adequate range of motion, muscle tone, and strength to reach and grasp for items from varying distances and heights. Shalev demonstrates adequate postural control and stability to maintain an upright seated posture. He can maintain an upright seated position while participating in fine and visual motor activities without losing his balance and trunk control. Shalev scored average in his composition performance of motor-reduced visual perception. He demonstrates functional figure ground skills as he is able to discriminate objects and shapes while neglecting distracting visual stimuli in his visual field. Shalev demonstrates adequate visual scanning and tracking skills as he was able to visually track from left to right and scan the letters of the word accurately and appropriately as he does not omit or reverse the letters. Shalev scored within the average range in the manual dexterity subtest of the BOT-2. He demonstrates adequate prehensile grasp patterns as he utilized a pincer grasp to pick up pennies and pegs, a 3-jaw chug to pick up blocks, and a lateral pinch to sort a deck of cards. It should be noted that Shalev's fine motor integration score should be interpreted with caution as this is not a true representation of his skills. During classroom observations, OT sessions, and a review of work samples, Shalev demonstrates functional written communication skills. He is able to copy multiple sentences on a single bolded line or on primary paper (i.e. bolded upper/lower lines, dotted middle line) with adequate line regard, letter sizing, and letter spacing. He is able to detect errors (i.e. omission of letters, misuse of upper and lower case letters, punctuation and capitalization) independently and correct them with good accuracy.

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 need: Shalev demonstrates a need in the area of visual motor integration for typed written communication output. Shalev demonstrates emerging typing skills as he uses two hands to type on a QWERTY keyboard. He transitions from utilizing a hunt and peck to a touch-typing method. He is now able to use the shift key to capitalize the letters of a sentence however, he continues to have difficulty in locating the keys to type the appropriate punctuation. Based on the results of the informal typing test, Shalev types at 5 WPM at 81% accuracy. He has difficulty in locating letters and punctuation symbols on a QWERTY keyboard.

Impact of disability: Shalev's eligibility of SLD, specific learning disability, and difficulties in the area of visual motor integration for type written communication output impact his ability to access the educational curriculum.

Lauren Dizon, MOT, OTR/L
LAUSD School Based Occupational Therapist

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Section E: Present Level of Performance

Performance Area: Functional Behavior Assessment (FBA)
Category: Behavior Intervention
Assessment/Monitoring Process Used:
State/District Assessment Results: Functional Behavior Assessment Report

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

Two behaviors that impact Shalev's ability to access the curriculum were analyzed. Off Task: Off task behaviors are defined as engagement in any tasks other than the assigned task or ongoing activity (e.g., looking around the room, playing with items, drawing talking) for more than 10 seconds. Non-Compliance: Non-compliance is defined as any occurrence of saying 'why?', 'I don't want to', 'I won't do it' or 'not now' to any academic or non-academic request, within 10 seconds of the request.
Off task: The most common setting for Off task behavior was Whole Group Instruction. The most common antecedents were distracting items in view/proximity (25%) to Shalev and transitions (25%) and wait time/down time (25%). Following Off Task behavior, Adult attention was provided 88% of the time.
Non-Compliance: The most common setting for Off-task behavior was 58% Whole Group Instruction, followed by 25% Independent Work Time. Antecedents for non-compliance were transitions (42%) and when given a task/directive (25%). Adult attention was the Consequence 92% of the time.
According to the data, Non-compliance behaviors occur more than off-task.
Although it appears adult attention is the consequence of Shalev's behavior, because of the adult prompting that ensues, when examining the antecedent, the function of the behavior is probably to escape from the transition, i.e., the upcoming activity or to have access to the activity Shalev would prefer to be doing.
Shalev needs to use his replacement behavior (understanding what he needs to do next and why and accepting it, then complying with what is being asked of him; regulating and showing an appropriate emotional response; communicating appropriately his frustration) when transitioning to different academic demands and activities.
Please see behavior goals and BSP

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student OHANA SHALEV MI
Last First MI

Date of Birth 22-OCT-2010

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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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Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

6.1.1 Read-Aloud Fluently and Accurately: When given a narrative or expository reading passage at the sixth grade level, Shalev will read the passage with appropriate pacing, intonation, and expression at a rate of 100 correct words per minute with 95% accuracy in 4 out of 5 consecutive trials as measured by student work samples/teacher-charted records.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

When given a narrative or expository reading passage at the sixth grade level, Shalev will read the passage with appropriate pacing, intonation, and expression at a rate of 70 correct words per minute with 95% accuracy in 2 out of 5 consecutive trials as measured by student work samples/teacher-charted records.

Incremental objective #2 related to the goal:

When given a narrative or expository reading passage at the sixth grade level, Shalev will read the passage with appropriate pacing, intonation, and expression at a rate of 90 correct words per minute with 95% accuracy in 3 out of 5 consecutive trials as measured by student work samples/teacher-charted records.

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

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Section G: Annual Goals and Objectives

Performance Area: Multisyllabic-Found. Category: Reading Annual Goal #: 2

Foundational: Decode Multisyllabic Words: Shalev will decode 75 unfamiliar multisyllabic words from a 6th grade list, in context and out of context, by using knowledge of letter-sound correspondences and syllabication, with teacher prompting, modeling and visual support as measured by teacher made tests in 4 out of 5 opportunities 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:

Shalev will decode 25 unfamiliar multisyllabic words in context and out of context by using knowledge of letter-sound correspondences and syllabication, with teacher prompting, modeling and visual support as measured by teacher made tests in 2 out of 5 trials with 70% accuracy.

Incremental objective #2 related to the goal:

Shalev will decode 50 unfamiliar multisyllabic words in context and out of context by using knowledge of letter-sound correspondences and syllabication, with teacher prompting, modeling and visual support as measured by teacher made tests in 3 out of 5 trials with 75% accuracy.

Date to be achieved: Septembe 2022 MO/YR

Date to be achieved: January 2023 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"/>

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Section G: Annual Goals and Objectives

Performance Area: Comprehension Category: Reading Annual Goal #: 3

6.RL.1 Cite Text Evidence-Text & Inferences: Shalev will cite at least 2-3 pieces of textual evidence accurately, to support analysis of what the 6th grade text says explicitly as well as inferences made from the text with teacher prompting, modeling, visual support and if needed the text being read to him as measured by teacher observation in 4 out of 5 trials .

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:

Shalev will cite at least 1-2 pieces of textual evidence to support analysis of what the text says explicitly as well as inferences made from the text with teacher prompting, modeling, visual support and if needed the text being read to him as measured by teacher observation in 2 out of 5 trials trials with 60% accuracy.

Incremental objective #2 related to the goal:

Shalev will cite at least 2-3 pieces of textual evidence to support analysis of what the text says explicitly as well as inferences made from the text with teacher prompting, modeling, visual support and if needed the text being read to him as measured by teacher observation in 3 out of 5 trials trials with 65% accuracy.

Date to be achieved: Septembe 2022 MO/YR

Date to be achieved: January 2023 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"/>

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Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

6.W.1 Multiparagraph Comp-Conclusion: Shalev will write a multi-paragraph composition stating claims in support of an argument, supported by clear reasons or relevant evidence to demonstrate an understanding of the topic or text, including using linking words, phrases, or clauses, and provides a concluding statement or section with teacher modeling, prompts, visuals and word banks, as measured by student work sample in 4 out 5 trials with 70% accuracy.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

Shalev will write a multi-paragraph composition stating claims in support of an argument, supported by clear reasons or relevant evidence to demonstrate an understanding of the topic or text, including using linking words, phrases, or clauses, and provides a concluding statement or section with teacher modeling, prompts, visuals and word banks, as measured by student work sample in 2 out of 5 trials with 60% accuracy.

Incremental objective #2 related to the goal:

Shalev will write a multi-paragraph composition stating claims in support of an argument, supported by clear reasons or relevant evidence to demonstrate an understanding of the topic or text, including using linking words, phrases, or clauses, and provides a concluding statement or section with teacher modeling, prompts, visuals and word banks, as measured by student work sample in 3-5 trials with 65% 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	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary Only)	Goal Achievement
Date: <input type="text"/>	Date: <input type="text"/>	Date: <input type="text"/>	Date: <input type="text"/>	
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: <div style="border: 1px solid black; height: 100px; width: 100%;"></div>

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Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

6.2.5 Express and Support Solutions: When given a grade level problem, Shalev will use words, numbers, symbols, or graphs to explain the math reasoning necessary to find the solution with 70% accuracy in 2/3 trials as measured by teacher observation/student work samples.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

When given a grade level problem, Shalev will use words, numbers, symbols, or graphs to explain the math reasoning necessary to find the solution with 60% accuracy in 2/3 trials as measured by teacher observation/student work samples.

Incremental objective #2 related to the goal:

When given a grade level problem, Shalev will use words, numbers, symbols, or graphs to explain the math reasoning necessary to find the solution with 65% accuracy in 2/3 trials as measured by teacher observation/student work samples.

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)

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Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

When Shalev is challenged with academic tasks that cause emotional frustration, anger, or sadness, Shalev will learn and/or demonstrate a problem solving skill to be used in 4 out of 5 trials per opportunity with minimal adult support (0-1 prompts) as measured by counseling observation within counseling sessions.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

When Shalev is challenged with academic tasks that cause emotional frustration, anger, or sadness, Shalev will learn and demonstrate a problem solving skill to be used in 2 out of 5 trials per opportunity with moderate adult support (2-3 prompts) as measured by counseling observation within counseling sessions.

Incremental objective #2 related to the goal:

When Shalev is challenged with academic tasks that cause emotional frustration, anger, or sadness, Shalev will learn and demonstrate a problem solving skill to be used in 3 out of 5 trials per opportunity with moderate adult support (2-3 prompts) as measured by counseling observation within counseling sessions.

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

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Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

To demonstrate improved visual motor skills, Shalev will utilize a touch typing method and/or adaptive tools (i.e. speech to text) to type from a near point model or dictate 25 words with no more than 3 errors in formatting, capitalization, and punctuation in 4 consecutive sessions.

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:

To demonstrate improved visual motor skills, Shalev will utilize a touch typing method and/or adaptive tools (i.e. speech to text) to type from a near point model or dictate 15 words no more than 5 errors in formatting, capitalization, and punctuation in 4 consecutive sessions.

Incremental objective #2 related to the goal:

To demonstrate improved visual motor skills, Shalev will utilize touch typing method and/or adaptive tools (i.e. speech to text) to type from a near point model or dictate 20 words with no more than 4 errors in formatting, capitalization, and punctuation in 4 consecutive sessions.

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 OHANA SHALEV MI
Last First MI

Date of Birth 22-OCT-2010

Meeting Date 02-MAY-2022

Section G: Annual Goals and Objectives

Performance Area: Behavior Interventio Category: Behavior Intervention Annual Goal #: 14

When confronted with a problem (i.e., difficult/less preferred-task, unexpected obstacles/changes to the schedule, not getting access to preferred item/activity), Shalev will demonstrate an appropriate emotional response by using a self-regulating strategy to regulate his feelings (i.e., use his words, talk with teacher/adult, request a break) and return to task at hand, complete/start given demand within 2 minutes independently, for an average of 80% of opportunities, measured over a 2 week period.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

When confronted with a problem (i.e., difficult/less preferred-task, unexpected obstacles/change to the schedule, not getting access to preferred item/activity), Shalev will demonstrate an appropriate emotional response by using a self-regulating strategy to regulate his feelings (i.e., use his words, talk with teacher/adult, request a break) and return to task at hand, complete/start given demand within 2 minutes with 2 prompts or less for an average of 80% of opportunities, measured over a 2 week period.

Incremental objective #2 related to the goal:

When confronted with a problem (i.e., difficult/less preferred-task, unexpected obstacles/change to the schedule, not getting access to preferred item/activity), Shalev will demonstrate an appropriate emotional response by using a self-regulating strategy to regulate his feelings (i.e., use his words, talk with teacher/adult, request a break) and return to task at hand, complete/start given demand within 2 minutes with 1 prompt or less for an average of 80% of opportunities, measured over a 2 week period.

Date to be achieved: Septembe 2022 MO/YR

Date to be achieved: January 2023 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:	2nd Reporting Period Date:	3rd Reporting Period Date:	4th Reporting Period (Secondary Only) Date:	Goal Achievement
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	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	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	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	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	If "No" please explain:

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 #:

When presented with a non-preferred task Shalev will utilize self-regulation strategies (i.e., deep breaths, or request a break) in lieu of breaking pencils, drawing, or challenging the importance of the task with 1 prompt or less, for an average of 80% of opportunities, measured over a 2 week period.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

When presented with a non-preferred task Shalev will utilize self-regulation strategies (i.e., deep breaths, or request a break) in lieu of breaking pencils, drawing, or challenging the importance of the task with 3 prompts or less, for an average of 80% of opportunities, measured over a 2 week period.

Incremental objective #2 related to the goal:

When presented with a non-preferred task Shalev will utilize self-regulation strategies (i.e., deep breaths, or request a break) in lieu of breaking pencils, drawing, or challenging the importance of the task with 2 prompts or less, for an average of 80% of opportunities, measured over a 2 week period.

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 OHANA SHALEV MI
Last First MI

Date of Birth 22-OCT-2010

Meeting Date 02-MAY-2022

Section G: Annual Goals and Objectives

Performance Area: Behavior-Expression Category: Behavior Intervention Annual Goal #: 10

When frustrated or upset, Shalev will identify, select, and use one coping strategy (i.e. counting to 10, requesting a 2 min cool off period, deep breathing, etc) in order to calm and functionally communicate the source of his frustration (ie.social interaction with both adults and students, not understanding work, being denied access) to an adult with no more than 2 prompts for an average of 70% of opportunities, measured over a 2 week period.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

When frustrated or upset, Shalev will identify, select, and use one coping strategy (i.e. counting to 10, requesting a 2 min cool off period, deep breathing, etc) in order to calm and functionally communicate the source of his frustration(ie.social interaction with both adults and students, not understanding work, being denied access) to an adult with no more than 4 prompts for an average of 70% of opportunities, measured over a 2 week period.

Incremental objective #2 related to the goal:

When frustrated or upset, Shalev will identify, select, and use one coping strategy (i.e. counting to 10, requesting a 2 min cool off period, deep breathing, etc) in order to calm and functionally communicate the source of his frustration (ie.social interaction with both adults and students, not understanding work, being denied access) to an adult with no more than 3 prompts for an average of 70% of opportunities, measured over a 2 week

Date to be achieved: Septembe 2022 MO/YR

Date to be achieved: January 2023 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:	2nd Reporting Period Date:	3rd Reporting Period Date:	4th Reporting Period (Secondary Only) Date:	Goal Achievement
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	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	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	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	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	If "No" please explain:

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

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Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

Shalev will utilize adaptive tools and strategies to support his reading comprehension of 6th grade materials by listening to the text auditorily to make accurate inferences and connections, with teacher modeling and support, in 4 out of 5 opportunities.

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:

Shalev will utilize adaptive tools and strategies to support his reading comprehension of 6th grade materials by listening to the text auditorily to make accurate inferences and connections, with teacher modeling and support, in 2 out of 5 opportunities.

Incremental objective #2 related to the goal:

Shalev will utilize adaptive tools and strategies to support his reading comprehension of 6th grade materials by listening to the text auditorily to make accurate inferences and connections, with teacher modeling and support, in 3 out of 5 opportunities.

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

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Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

To demonstrate improved visual motor skills, Shalev will follow and utilize a handwriting checklist when writing 4-5 sentences to identify and revise errors in line regard, letter spacing, letter sizing with no more than 1 verbal cues in 4 out of 5 opportunities.

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:

To demonstrate improved visual motor skills, Shalev will follow and utilize a handwriting checklist when writing 2-3 sentences to identify and revise errors in line regard, letter spacing, letter sizing with no more than 2 verbal cues in 4 out of 5 opportunities.

Incremental objective #2 related to the goal:

To demonstrate improved visual motor skills, Shalev will follow and utilize a handwriting checklist when writing 3-4 sentences to identify and revise errors in line regard, letter spacing, letter sizing with no more than 2 verbal cues in 4 out of 5 opportunities.

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

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Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

Shalev, when presented with the opportunity to work independently, with 1-2 prompts, will remain on task for 15-20 minutes in 3 out of 5 trials.

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:

Shalev, when presented with the opportunity to work independently, with 1-2 prompts, will remain on task for 5-10 minutes in 2 out of 5 trials.

Incremental objective #2 related to the goal:

Shalev, when presented with the opportunity to work independently, with 1-2 prompts, will remain on task for 10-15 minutes in 3 out of 5 trials.

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
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Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

In a classroom setting, Shalev will be aware of when he is not paying attention, take a short break or using a coping strategy, and then reengage in what he was learning, without worrying or feeling remorseful in 4 out of 5 opportunities with minimal adult support (0-1 prompts) as measured by counselor observation and teacher report.

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:

In a classroom setting, Shalev will be aware of when he is not paying attention, take a short break or using a coping strategy, and then reengage in what learning, without worrying or feeling remorseful in 3 out of 5 opportunities with maximum adult support (4-5 prompts) as measured by counselor observation and teacher report.

Incremental objective #2 related to the goal:

In a classroom setting, Shalev will be aware of when he is not paying attention, take a short break or using a coping strategy, and then reengage in what learning, without worrying or feeling remorseful in 3 out of 5 opportunities with moderate adult support (2-3 prompts) as measured by counselor observation and teacher report.

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 #:

Shalev will learn to label the main parts of a paragraph using multicolor pens to identify important places or things. Using information mapping with the multi colors he uses pictures, symbols, characters and diagrams to draw the story with teacher prompting and modeling in 4 out of 5 trials with 70% 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:

Shalev will learn to label the main parts of a paragraph using multicolor pens (preferably razor point pen) to identify important places or things using specialized note paper such as focus notes. Using information mapping with the multi colors and razor points he uses pictures, symbols, characters and diagrams to draw the story with teacher prompting and modeling in 2 out of 5 trials with 70% accuracy.

Incremental objective #2 related to the goal:

Shalev will learn to label the main parts of a paragraph using multicolor pens (preferably razor point pen) to identify important places or things using specialized note paper such as focus notes. Using information mapping with the multi colors and razor points he uses pictures, symbols, characters and diagrams to draw the story with teacher prompting and modeling in 3 out of 5 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"/> 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
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Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

Shalev will produce /r/ in conversations in 4/5 opportunities over three consecutive sessions.

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:

Shalev will produce /r/ in conversations in 4/5 opportunities over three consecutive sessions with no more than two prompts.

Incremental objective #2 related to the goal:

Shalev will produce /r/ in conversations in 4/5 opportunities over three consecutive sessions with no more than one prompt.

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 OHANA SHALEV MI
 Last First MI

Date of Birth 22-OCT-2010

Meeting Date 02-MAY-2022

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: - Text-to-speech software enabled (for math items and ELA items except for reading passages)</p>	
<p>Accommodations: - 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. - Text-to-Speech software enabled for ELA reading passages (embedded accommodation).</p>	
<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: - Text-to-Speech (embedded support)</p>	
<p>Accommodations: - Speech-to-Text voice recognition software (non-embedded accommodation)</p>	
<p>Student will participate in Regular State and District Assessments. <i>(Designated Supports and/or Accommodations identified below are applicable)</i></p>	<p>ELPAC Subject Speaking</p>
<p>Student will participate in Regular State and District Assessments. <i>(Designated Supports and/or Accommodations identified below are applicable)</i></p>	<p>ELPAC Subject Writing</p>
<p>Student will participate in Regular State and District Assessments. <i>(Designated Supports and/or Accommodations identified below are applicable)</i></p>	<p>ELPAC Subject Reading</p>
<p>Student will participate in Regular State and District Assessments. <i>(Designated Supports and/or Accommodations identified below are applicable)</i></p>	<p>ELPAC Subject Listening</p>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student OHANA SHALEV MI Date of Birth 22-OCT-2010 Meeting Date 02-MAY-2022

Section N: Procedural Safeguards and Follow-up Actions

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

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

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

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

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

Specify the Individual Pages to be translated:

Special Requests:

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

Pandemic Learning Loss Consideration of Compensatory and/or Recoupment Services

Compensatory Education Consideration:

- 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.
Compensatory education consideration was documented on IEP dated 24-MAY-2022

Recoupment Services 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 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).
Recoupment services consideration was documented on IEP dated 24-MAY-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 OHANA SHALEV MI Last First MI

Date of Birth 22-OCT-2010

Meeting Date 02-MAY-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. Includes entries for 'Other' and 'Phone' notifications.

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

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

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

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

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

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

Parent Concerns and Comments

Signature(s) Date

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

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

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

Signature(s) Date 24-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.

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="Einav Amar, participated via zoom"/>	<input type="text"/>
Parent/Guardian	<input type="text"/>	<input type="text"/>
Student Age 18 - 21 years	<input type="text"/>	<input type="text"/>
Student Under Age 18 years	<input type="text"/>	<input type="text"/>
Surrogate Parent	<input type="text"/>	<input type="text"/>
Foster Parent	<input type="text"/>	<input type="text"/>
Family Foster Home Provider	<input type="text"/>	<input type="text"/>
Administrator	<input type="text" value="Maria Vallone"/>	<input type="text" value="Maria Vallone"/>
Administrative Designee	<input type="text"/>	<input type="text"/>
Special Education Teacher	<input type="text" value="Lesley Lauer"/>	<input type="text" value="Lesley Lauer"/>
General Education Teacher	<input type="text" value="Emilie Waschak"/>	<input type="text" value="Emilie Waschak"/>
School Psychologist	<input type="text" value="Mor Saghezi"/>	<input type="text" value="Mor Saghezi"/>
School Nurse	<input type="text" value="Mary King"/>	<input type="text" value="Mary King"/>
Related Service Staff <input type="text" value="OT"/>	<input type="text" value="Lauren Dizon, participated via zoom"/>	<input type="text"/>
Related Service Staff <input type="text" value="BID"/>	<input type="text" value="Christian Crandle, BID, participated"/>	<input type="text"/>
Related Service Staff <input type="text" value="LAS"/>	<input type="text" value="Rachel Hochberg, M.S., CCC-SLP"/>	<input type="text" value="Rachel Hochberg"/>
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="Technical Asst."/>	<input type="text" value="Ethan Waldman, participated via zoc"/>	<input type="text"/>
Other <input type="text" value="Attorney"/>	<input type="text" value="Adam Wasserman, participated via z"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>

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="Einav Amar, participated via zoom"/>	<input type="text"/>
Parent/Guardian	<input type="text"/>	<input type="text"/>
Student Age 18 - 21 years	<input type="text"/>	<input type="text"/>
Student Under Age 18 years	<input type="text"/>	<input type="text"/>
Surrogate Parent	<input type="text"/>	<input type="text"/>
Foster Parent	<input type="text"/>	<input type="text"/>
Family Foster Home Provider	<input type="text"/>	<input type="text"/>
Administrator	<input type="text" value="Maria Vallone"/>	<input type="text" value="Maria Vallone"/>
Administrative Designee	<input type="text"/>	<input type="text"/>
Special Education Teacher	<input type="text"/>	<input type="text"/>
General Education Teacher	<input type="text" value="Emilie Waschak, participated via zoom"/>	<input type="text"/>
School Psychologist	<input type="text" value="Mor Saghezi"/>	<input type="text" value="Mor Saghezi"/>
School Nurse	<input type="text"/>	<input type="text"/>
Related Service Staff <input type="text" value="LAS"/>	<input type="text" value="Rachel Hochberg, M.S., CCC-SLP"/>	<input type="text" value="Rachel Hochberg"/>
Related Service Staff <input type="text" value="OT"/>	<input type="text" value="Lauren Dizon, MOT, OTR/L"/>	<input type="text" value="Lauren Dizon"/>
Related Service Staff <input type="text" value="BID/NPA"/>	<input type="text" value="Christian Crandle, BID, participated"/>	<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="Attorney"/>	<input type="text" value="Adam Wasserman, participated via zoom"/>	<input type="text"/>
Other	<input type="text"/>	<input type="text"/>
Other	<input type="text"/>	<input type="text"/>
Other	<input type="text"/>	<input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student OHANA
Last

SHALEV
First

MI

Date of Birth 22-OCT-2010

Meeting Date 02-MAY-2022

LEAST RESTRICTIVE ENVIRONMENT ANALYSIS

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

Student's Current Placement Type:

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

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

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

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

Yes No

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

Yes No

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

Student needs a small class size to support his academics.

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

Yes No

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

Yes No

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
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.

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

Step E.	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a residential care facility?	
	<input type="radio"/> Yes <input type="radio"/> No	If not currently available, articulate in the IEP what supports, accommodations and/or modifications are required for the student in this setting.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
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 checked="" type="checkbox"/>	Missed general education instruction taught by highly qualified staff
	<input type="checkbox"/>	Rate at which student may earn credits for graduation
	<input checked="" type="checkbox"/>	Lack of opportunity for social interaction
	<input checked="" type="checkbox"/>	Lack of opportunities for age-appropriate peer role models
	<input checked="" type="checkbox"/>	Amount of socialization opportunities with typical peers
	<input type="checkbox"/>	Limited access to peers in student's home community
	<input checked="" 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" value="02-AUG-2022"/>
Eligibility: (from Page 4)		Eligible (SLD)	
	Final IEP Reason Final IEP Effective Date:		
Curriculum		<input type="text" value="General Education"/>	<input type="text" value="General Education"/>
Placement	Type of School	<input type="text" value="District Resident School"/>	<input type="text" value="District Resident School"/>
	Name of School	<input type="text" value="SERRANIA AVE CES"/>	<input type="text" value="WOODLAND HILLS ACAD"/>
Instructional Setting	Setting	<input type="text" value="Special Education"/>	<input type="text" value="Special Education"/>
	Program	<input type="text" value="SLD"/>	<input type="text" value="SLD"/>
	Special Day Minutes/Wk	<input type="text" value="845"/>	<input type="text" value="735"/>
	Addresses Goals	<input type="text" value="1(Fluency-6.1.1),2(Multisyllabic-Found.),3(Comprehension),4(Writing 6.W.1),5(Math),6(Social Emotional),7(Visual Motor),8(Behavior Interventio),9(Behavior-Self Reg.),10(Behavior-Expression),11(Comprehension),12(Visual Motor),13(Vocational Ed-Ind.),15(Social Emotional),15(Reading-mapping para),16(Articulation),17(Reading-electronic)"/>	<input type="text" value="1(Fluency-6.1.1),2(Multisyllabic-Found.),3(Comprehension),4(Writing 6.W.1),5(Math),6(Social Emotional),7(Visual Motor),8(Behavior Interventio),9(Behavior-Self Reg.),10(Behavior-Expression),11(Comprehension),12(Visual Motor),13(Vocational Ed-Ind.),15(Social Emotional),15(Reading-mapping para),16(Articulation),17(Reading-electronic)"/>
Additional Factors	Low Incident Support	<input type="text" value="None"/>	<input type="text" value="None"/>
	Assistive Technology Support	<input type="text" value="No"/>	<input type="text" value="No"/>
	Transportation	<input type="text" value="None"/>	<input type="text" value="None"/>
	Extended School Year/Intersession	<input checked="" type="radio"/> Yes <input type="radio"/> No	
Parent Counseling and Training (PCT)	Parent Counseling and Training (PCT)	<input checked="" type="radio"/> Yes <input type="radio"/> No	
	ESY Transportation	<input type="text" value="School to School"/>	
Accommodation, Modifications, Supports	Instructional Accommodations	<input type="text" value="Attain Shalev's attention before asking questions, math problems and text read to him as needed, accept oral response to further opportunities to respond and participate, assignments chunked and broken down, additional time as needed, opportunities for breaks, word banks, reinforcement for completion of work and behavior, graphic organizers as needed, allow Shalev to explain his thought process for answers. Allow Shalev to dictate to an adult for writing assignments. Color coded keyboard chart for hand/finger placement. All accommodations to be used as necessary."/>	<input type="text" value="Attain Shalev's attention before asking questions, math problems and text read to him as needed, accept oral response to further opportunities to respond and participate, assignments chunked and broken down, additional time as needed, opportunities for breaks, word banks, reinforcement for completion of work and behavior, graphic organizers as needed, allow Shalev to explain his thought process for answers. Allow Shalev to dictate to an adult for writing assignments. Color coded keyboard chart for hand/finger placement. Electronic device for scanning text to speech. All accommodations to be used as necessary, text to speech, allow student to take pictures of notes."/>
	Instructional Modifications	<input type="text" value="Out of grade level materials to be used as necessary for reading instruction"/>	<input type="text" value="Out of grade level materials to be used as necessary for reading instruction"/>
	Other Supports, including Non-Academic and Extracurricular 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?

Yes No

If the Parent does not agree, specify the area(s) to be reassessed.

Comments, as appropriate

Low Incidence Equipment

Assistive Technology Equipment

Participation in General Education

For the remainder of the 2021-2022 school year, Shalev will be mainstreamed in the General Education classroom with his peers for Math, Social Studies, Science, Health, Science Lab, Computer Lab, P.E., and the Arts. 845 minutes in Special Day. For the 2022-2023 school year, Shalev will be mainstreamed for Math, the Arts, P.E., all school-wide activities. 735 minutes for special day for ELA, Science and Social Science.

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	
16	End Date:		
Occupational Therapy	Service applies to:	Regular	
	Frequency:	1-10	
This service addresses the following goals:	Interval:	Monthly	
<input type="text" value="7(Visual Motor)"/>	Minutes/Interval:	60	
<input type="text" value="12(Visual Motor)"/>	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	Direct Service (Collaborative)*	
	Responsible Personnel:	Licensed/Credentialed Provider	
		Special Education Teacher	
	*		
Service 2	Start Date:	Effective on Signature Date	
04	End Date:		
Counseling and Guidance	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals:	Interval:	Monthly	
<input type="text" value="6(Social Emotional)"/>	Minutes/Interval:	120	
<input type="text" value="15(Social Emotional)"/>	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	Direct Service (By a Single Provider)*	
	Responsible Personnel:	Licensed/Credentialed Provider	

	*		
Service 3	Start Date:	Effective on Signature Date	
10	End Date:		
Language/Speech	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals:	Interval:	Monthly	
16(Articulation)	Minutes/Interval:	30	
	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	Direct Service (Collaborative)*	
	Area:	School-Based	
	Responsible Personnel:	Licensed/Credentialed Provider	
		Special Education Teacher	
		General Education Teacher	
*			
Service 4	Start Date:	Effective on Signature Date	01-AUG-2022
33	End Date:	10-JUN-2022	
Behavior Intervention Development (BID)	Service applies to:	Regular	Regular
	Frequency:	1-10	1-10
This service addresses the following goals:	Interval:	Monthly	Monthly
14(Behavior Interventio)	Minutes/Interval:	360	420
9(Behavior-Self Reg.)	Minutes/Interval (Pullout from Gen Ed):	0	0
10(Behavior-Expression)	Service Delivery Model:	Collaborative Behavioral Services*	Collaborative Behavioral Services

	Responsible Personnel:	District Assigned Qualified Provider	District Assigned Qualified Provider
		Other Provider(s)	Other Provider(s)
		*	

Service 5	Start Date:	Effective on Signature Date	
32	End Date:		
Behavior Intervention Implementation (BII)	Service applies to:	ESY	
	Frequency:	1-5	
This service addresses the following goals:	Interval:	Weekly	
14(Behavior Interventio)	Minutes/Interval:	1350	
9(Behavior-Self Reg.)	Minutes/Interval (Pullout from Gen Ed):	0	
10(Behavior-Expression)	Service Delivery Model:	Collaborative Behavioral Services*	
	Responsible Personnel:	District Assigned Qualified Provider	
		Other Provider(s)	
	*		

Service 6	Start Date:	Effective on Signature Date	
33	End Date:		
Behavior Intervention Development (BID)	Service applies to:	ESY	
	Frequency:	1-10	
This service addresses the following goals:	Interval:	Yearly	

14(Behavior Interventio)	Minutes/Interval:	240	
9(Behavior-Self Reg.)	Minutes/Interval (Pullout from Gen Ed):	0	
10(Behavior-Expression)	Service Delivery Model:	Collaborative Behavioral Services*	
	Responsible Personnel:	Other Provider(s)	
	*		

Service 7	Start Date:	Effective on Signature Date	01-AUG-2022
32	End Date:	10-JUN-2022	
Behavior Intervention Implementation (BII)	Service applies to:	Regular	Regular
	Frequency:	1-5	1-5
This service addresses the following goals :	Interval:	Weekly	Weekly

14(Behavior Interventio)	Minutes/Interval:	1800	1990
9(Behavior-Self Reg.)	Minutes/Interval (Pullout from Gen Ed):	0	0
10(Behavior-Expression)	Service Delivery Model:	Collaborative Behavioral Services*	Collaborative Behavioral Services
	Responsible Personnel:	District Assigned Qualified Provider	District Assigned Qualified Provider
		Other Provider(s)	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

53

Part 4 - Additional Discussion (This section is optional)

The nurse reviewed her report. Mother excused her from the remainder of the meeting. The SLP did not find Shalev to qualify for LAS services. The family lawyer, mother, and SLP came to a compromise in order to avoid stay put and wrote a /r/ in conversations goal for 30 minutes a month. The team discussed recoupment and compensatory time. The team agrees the recoupment and compensatory time is appropriate. In Middle School Shalev will participate in the Learning Center with an end date of December 16, 2022. The team agrees that ESY is appropriate for Shalev. AT assessor will follow up with MTSS support.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

(SLD, pg. 1 of 1)

Student OHANA SHALEV MI
Last First MI

Date of Birth 22-OCT-2010

Meeting Date 02-MAY-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? 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? No

If Yes, describe

Empty text box for describing behavior noted during observation.

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 OHANA

SHALEV

Date of Birth 22-OCT-2010

Meeting Date 02-MAY-2022

Last

First

MI

FAPE Summary Grid

Program:	SLD		Setting:	Special 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)	No Consent
33	Behavior Intervention Development (BID)	Effective on Signature Date	ESY	Yearly	1-10	~	240	Behavior Interventio, Behavior-Self Reg., Behavior-Expression	--
33	Behavior Intervention Development (BID)	Effective on Signature Date	Regular	Monthly	1-10	~	360	Behavior Interventio, Behavior-Self Reg., Behavior-Expression	--
33	Behavior Intervention Development (BID)	Future Changes 01-Aug-2022	Regular	Monthly	1-10	~	420	Behavior Interventio, Behavior-Self Reg., Behavior-Expression	--
32	Behavior Intervention Implementation (BII)	Effective on Signature Date	Regular	Weekly	1-5	~	1800	Behavior Interventio, Behavior-Self Reg., Behavior-Expression	--
32	Behavior Intervention Implementation (BII)	Future Changes 01-Aug-2022	Regular	Weekly	1-5	~	1990	Behavior Interventio, Behavior-Self Reg., Behavior-Expression	--
32	Behavior Intervention Implementation (BII)	Effective on Signature Date	ESY	Weekly	1-5	~	1350	Behavior Interventio, Behavior-Self Reg., Behavior-Expression	--
04	Counseling and Guidance	Effective on Signature Date	Regular	Monthly	1-5	~	120	Social Emotional, Social Emotional	--

10	Language/Speech	Effective on Signature Date	Regular	Monthly	1-5	School-Based	30	Articulation	--
16	Occupational Therapy	Effective on Signature Date	Regular	Monthly	1-10	~	60	Visual Motor, Visual Motor	--

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"/>
Extended School Year 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.

INDIVIDUALIZED EDUCATION PROGRAM Behavior Intervention Plan

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

Los Angeles Unified School District

(Behavior Intervention Plan, pg. 1 of 3)

Student **OHANA** **SHALEV** **Date of Birth** 22-OCT-2010 **Meeting Date** 02-MAY-2022

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

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

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

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

PREVENTION PART 1 ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

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

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

REMOVE STUDENT'S NEED TO USE THE PROBLEM BEHAVIOR

7 Intervention What environmental changes, structure and supports are needed to remove the student's need to use this behavior? (Changes in Time/Space/Materials/Interactions to remove the likelihood of behavior)
Time Changes: Give more time on tasks Allow completion in parts Teach a closure system
Space Changes: Signal transition Provide a break Give less time on tasks
Material Changes: Preferred seating Different work areas Study carrels
Interaction: Personal space Hands-on learning Tasks organized
 Accommodated work Notebook organizer Enlarged print size books
 High interest materials Cue the student Model
 Use specific supportive words Praise successes Peer Models
 Verbally praise student Use calm, de-escalating language
 Use specific support communications
 Other
Who will establish? Who will monitor? Frequency

INDIVIDUALIZED EDUCATION PROGRAM
Behavior Intervention Plan

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

Los Angeles Unified School District

(Behavior Intervention Plan, pg. 2 of 3)

Student OHANA SHALEV MI Date of Birth 22-OCT-2010 Meeting Date 02-MAY-2022

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

8

Team believes the behavior occurs because: (Function of behavior in terms of getting, protest or avoiding something)

- To Get: Sensory input, Attention (peer), Attention (staff)
To Avoid: Tangible (desired item), Tangible (desired activity), Sensory input, Attention (peer), Attention (staff), Task (too difficult), Task (too easy), Task (too long)

Describe: Shalev prefers math vs. writing

Observation 9 Analysis

What team believes the student should do INSTEAD of the problem behavior? (How should the student escape/protest/avoid or get his/her need met in an acceptable way?)

Prompt student to voice his frustration appropriately and regulate his behavior but then comply with the adults request, using Premack principle-(first do x and then you get y).

Empty text box for observation analysis notes.

10

What teaching Strategies/Necessary Curriculum/Materials are needed?

- Better communication skills, Following schedules & routines, Learning new scripts, Other
Anger management, Learning new social skills, Learning notebook organization
Communication system, Learning how to negotiate, Learning to use conflict resolution
Self-management systems, Learning structured choice, Learning to request breaks

Who will establish? Teacher/BII/BID Who will monitor? Teacher/BII/BID Frequency: as necessary

Intervention 11

What are reinforcement procedures to use for establishing, maintaining, and generalizing the replacement behavior(s)?

- Physical: High-fives, Smiles, Handshake
Verbal: Use specific praises, Recognition of student's ...
Contingent Access: Preferred activity, Free time
Tangibles: Positive phone calls or notes to home, Certificate sent home, Seating Location
Tokens and Points: Tokens, Points
Privileges: Exempt assignment, Extra test points

Other ideas:
Selection of reinforcer based on: Shalev's input/preferences
reinforcer for using replacement behavior
By whom? Teacher/Staff/BII/BID Frequency: Teacher/Staff/BII/BID

EFFECTIVE REACTION PART III REACTIVE STRATEGIES

12

What strategies will be employed if the problem behavior occurs again. (1. Prompt student to switch to the replacement behavior, 2. Describe how staff should handle the problem behavior if it occurs again, 3. Positive discussion with student after behavior ends, 4. Any necessary further classroom or school consequences)

1. Prompt student to switch to the replacement behavior. 2. Positive discussion with student after behavior ends. 3. Any necessary further classroom or school consequences.

Personnel? Teacher/Staff/BII/BID

INDIVIDUALIZED EDUCATION PROGRAM
Behavior Intervention Plan

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

Los Angeles Unified School District

(Behavior Intervention Plan, pg. 3 of 3)

Student OHANA SHALEV MI
Last First MI

Date of Birth 22-OCT-2010

Meeting Date 02-MAY-2022

OUTCOMES

PART IV

BEHAVIORAL GOALS

13 Behavioral Goal: Goal #: 14

When confronted with a problem (i.e., difficult/less preferred-task, unexpected obstacles/changes to the schedule, not getting access to preferred item/activity), Shalev will demonstrate an appropriate emotional response by using a self-regulating strategy to regulate his feelings (i.e., use his words, talk with teacher/adult, request a break) and return to task at hand, complete/start given demand within 2 minutes independently, for an average of 80% of opportunities, measured over a 2 week period.

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

Observation and Analysis Conclusion

Are curriculum accommodations or modifications also necessary? Where described?
Fape 1, FBA

Yes No

Are environmental supports/changes necessary?

Yes No

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

Yes No

Are both teaching of new replacement behavior AND reinforcement needed?

Yes No

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

Yes No

Person responsible for contact between agencies.
Teacher/BII/BID

COMMUNICATION

PART V

COMMUNICATION PROVISIONS

14 Manner and content of communication:
 Phone calls Email Written notes
 Daily reports Daily charting Behavioral logs
 Weekly reports
 Other Texting

Between? Teacher/BII-BID-Parents Frequency? as needed