T A 1 TT (M 1			INDIVIDU	ALIZED E	DUCATION PROGRAM (I	EP)		Page 1 of
Los Angeles Unified Student Identifica		102210M005		SSID	1347645003		Eligil	ble (SLD)
Number Student OHANA	SH	ALEV				Date of Birth:	_	-OCT-2010
Last		First	MI			Date of Dirth.	22	-001-2010
			S	ection A: N	<b>Ieeting Information</b>			
	Perti	nent Dates				Type of M	eeting	
Date of Initial IEP Tea	m Meeting	02-OCT-201	3		Initial	(	Amendr	nent of IEP dated
Date of Present Meetin	ng	02-MAY-202	22					
Annual Review to be c		24-MAR-202			Annual Review		-	art Transition on Analysis
Next Three Year Revie conducted by	ew will be	23-MAR-202	25		Other		-	al Transition Plan
Three Year Review or vas conducted on	Evaluation	24-MAR-202	22					
Transition to Kinderga conducted by	rten to be							
Location of Meeting	5	Serrania CES			District Name	Los Angele	s Unified S	School Dis
			S	ection B: S	tudent Information			
Date of Birth	22-OCT-2	010	Age		11	Grade		5
Gender	O Male 🤇	Female		l English ent Student	● Yes ○ No	Ethnic Code		White
Location of the Psych Folder	SUPPORT	UNIT NOF	Studen Psych I	t has no Folder				
Location of the Cum Folder	SERRANI	A AVE CES	Studen Folder	t has no Cum				
Home Language	Hebrew		Student	t Language	Hebrew	Alternate Mo Communicat		
Home Address of Student	21730 MA	RYLEE ST UN	NIT 46					
City	WOODLA	ND HII CA	ZIP Co	de	91367			
Iome Telephone	(818) 261-	8230	Daytim	e Telephone		Emergency Telephone		
School of Attendance	Serrania A	ve Ces	Locatio	on Code	6606			
School of Residence	Woodlake	Ecc	Locatio	on Code	7877			
Name of Parent/Guardian			Telepho	one				
Address								
City		CA	ZIP Co	de				
Surogate Parent			Telepho	one				
Attends CURRENT Sone of the following	CHOOL as a	a result of	Special I	Education Pla	acement V			
s the student living in Home (FFH)?	a Family Fos	ster O <sub>N</sub>	o 🔿 Yes		FFH#			
s FFH Provider related	d to student?	$\bigcirc$ N	o 🔿 Yes		Relationship			
Licensed Children's In			o 🔿 Yes		LCI Name			
		$\frown$			LCI#			
Out of the home place	ment made by	-	egional Cen		O Department of Ment	al Health C	) Departm	ent of Children's Services
Child's family living w	vithin LAUSE		uperior Cour o 🔘 Yes	rt	Other			
ooundaries? f the student is 18 yea	rs old or olde	r or is an eman	cipated min	or, does he/sl	he have educational decision-	making rights?		$\bigcirc$ No $\bigcirc$ Yes

	IN	DIVIDITAL 17	ED EDUC	ATION PROGRAM (IE)	2)	Page 2 of 4
-	Unified School District	DIVIDUALIZ	ED EDUC			
Student				Date of Birth 22-OCT	-2010	
	Last First	MI Section	n C: Langı	age Acquisition		
Language Cla	assification:	Limi	ted English	Proficient	Start Date:	09-SEP-2015
Withdrawal b	y Parent Request:	Оу	es O No		Reclassification Date:	
ELPAC Perfo	rmance Level and Performance Descript	or:		~	Test Date:	
	PAC Performance Level and Performance	e 🗌		~	Test Date:	
Descriptor:						
				ement from Current IEP		
Goal for: (a	(ample - Reading)	Achie Yes	eved No	If No. explain the reason	n the goal/objective was not a	chieved
1	Reading -Phonics	$\bigcirc$	$\bigcirc$		The goal objective was not a	emeved
Category	Reading V		0			
	Objective 1 met	$\bigcirc$	0			
	Objective 2 met	$\bigcirc$	Õ			
2	Fine Motor		0			
Category	Fine Motor		$\bigcirc$			
- •	Objective 1 met	$\bigcirc$	0			
	Objective 2 met	$\bigcirc$	Õ			
3	ELD		0			
Category	English Language Developmen 🗸		0			
	Objective 1 met	$\bigcirc$	0			
	Objective 2 met	$\bigcirc$	Õ			
4	Behavior-appr. emotional response	$\bigcirc$	Õ			
Category	Behavior Intervention		Ū			
	Objective 1 met	$\bigcirc$	0			
	Objective 2 met	$\bigcirc$	Õ			
5	Behavior Intervention-Self Control	$\bigcirc$	Õ			
Category	Behavior Intervention					
	Objective 1 met	$\bigcirc$	$\bigcirc$			
	Objective 2 met	$\bigcirc$	0			
6	Math-Multiplication	$\bigcirc$	0			
Category	Math 🗸					
	Objective 1 met	$\bigcirc$	$\bigcirc$			
	Objective 2 met	$\bigcirc$	$\bigcirc$			
7	Social-Emotional	0	$\bigcirc$	Needs moderate adult s	upport to use strategies	
Category	Social Emotional					
	Objective 1 met	$\bigcirc$	$\bigcirc$			
	Objective 2 met	$\bigcirc$	$\bigcirc$			
8	Articulation/Phonological	$\bigcirc$	$\bigcirc$			
Category	Articulation/Phonological Proc 🗸					
	Objective 1 met	$\bigcirc$	$\bigcirc$			
	Objective 2 met	$\bigcirc$	$\bigcirc$			
9	Writing	$\bigcirc$	$\bigcirc$			
Category	Writing					
	Objective 1 met	$\bigcirc$	$\bigcirc$			
	Objective 2 met	$\bigcirc$	$\bigcirc$			
10		0	$\bigcirc$			
Category	•					
	Objective 1 met	0	0			
	Objective 2 met	0	$\bigcirc$			

	Page 3 INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Los Angeles Unified School Distric Student OHANA SHALE	
Student OHANA SHALE	
	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 Summ	ary (include student strengths, student needs and impact of disability on student performance):
reported Shalev was hospitalized appro- respiratory illness in January of 2022 v	-old 5th grade student at Serrania ES. Shalev has no medical diagnoses and takes no medications. Mother oximately 2 years ago for an infection on his hand due to a bee sting. Mother reported Shalev had a which is now resolved with no continued symptoms. There is no other history of serious/chronic illness, eling, or psychiatric care in the past three years.
	er per mother. Shalev passed a LAUSD audio screening on 11/10/21 and a LAUSD vision screening on activities in daily living and is ambulatory without the need for assistive devices.
Areas of Need: Physical health is not a	n area of need.
	loes not impact the student's participation, performance, and access in the educational program.
Accommodations/Modifications: None	: Tor 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 Summ	ary (include student strengths, student needs and impact of disability on student performance):

OF A STATE OTTANTA	
Student OHANA SHALL	
Last Fir	st MI Section E: Present Level of Performance
Performance Area:	Reading
Category:	Reading V
Assessment/Monitoring Process Jsed:	Observation, Informal Testing, Work Samples, Record Review
tate/District Assessment Results:	WJIV-Woodcock Johnson IV Tests of Achievement, DIBELS
Current Performance/Assessment Summ	nary (include student strengths, student needs and impact of disability on student performance):
single syllable long vowel words (with 2/3 trials. (He correctly read 14/15 long Multi-syllabic word reading: Shalev a accuracy, with prompting and visuals); Oral Reading Fluency rate from the Me achieved Incremental goal #1. Shalev continues to show much more in reading has affected his progress, th better.' He is assimilating and generaliz with the 'bossy-e' pattern. This year, w short sounds. Shalev can correctly read thin. When tested with the Dolch Sight sight word lists. Shalev complies with	his 'Active' IEP reading goal: Shalev, with teacher modeling, prompting and visual support, will read 5-7 a predictable patterns) in isolation and/or in text, as measured by teacher made tests, with 80% accuracy in g vowel spellings on the CORE phonics test). Regarding the 'Pending' IEP goals: chieved Incremental Objective #1 and 2 (he read 25 multisyllabic words correctly in 2/3 trials with 66% ; Fluency: Shalev achieved the Incremental Objective #1 -reading 64 cwpm. (Shalev improved his Dibels OY to EOY: 40 cwpm to 64 cwpm.) and Literal Meaning/Inference Comprehension pending goal: Shalev willingness to learn how to read, instead of saying he can't do it. Where in the past, his refusal to participate is year he consistently tries by participating in lessons and has stated that he wants to 'learn how to read zing the spelling patterns he has been taught. For example, he can now read with higher accuracy words hen tested with making the two sounds each vowel can make, Shalev was able to make all the long and 112/15 CVC words with short vowels. He improved his ability to read words with digraphs: when, chop, t word list Shalev reads 90% of pre-kinder list correctly; 88% of the Kinder list, and 82% of the 1st grade our daily class-wide 5-10 minute silent reading time. Shalev attends during read aloud and demonstrates ihalev can answer literal type questions, inferential type questions and frequently contributes and furthers
erformance Area:	Reading continued
Category:	Reading 🗸
Assessment/Monitoring Process	see above
Jsed: State/District Assessment Results:	see above
	nary (include student strengths, student needs and impact of disability on student performance):
	range for Broad Reading on the WJIV. When reading CVC words, Shalev still exchanges vowel sounds:

Student OHANA SHALE	Date of Birth 22-OCT-2010 Meeting Date 02-MAY-20
Last Firs	
Performance Area:	Section E: Present Level of Performance Writing
Category:	Writing
Assessment/Monitoring Process Used:	Informal, Observation, Work Samples
State/District Assessment Results:	WJIV-Woodcock Johnson Tests of Achievement
Current Performance/Assessment Summ	ary (include student strengths, student needs and impact of disability on student performance):
teacher modeling as measured by studen Shalev will produce clear and coherent Shalev is able to orally formulate comp written sentences with 3 to 6 words. He Needs: Shalev scored in the Very Low When given a writing activity, Shalev w prompts. Shalev needs support in spellin Although Shalev can orally dictate his sp concluding sentence. He needs to be ab spelling words in order to master his sp	sk, purpose, and/or audience, with visual supports, graphic organizers, word banks and teacher prompting, nt work samples, in 2/3 trials with 70% accuracy. Shalev made progress towards his 'Pending' IEP goal: writing of multi paragraphs. and achieved Incremental Objective #1. plete sentences that are on topic. With word banks and visual support, Shalev is able to produce complete e needs some reminders with capitals and function. His spacing and letter size has improved. Range for Writing is still a non-preferred task and it is often difficult to get him to complete a writing task. vill say, 'I can't spell. I don't know how to write.' and will often avoid completing the task, without repeated ng and in using phonetic skills to spell unknown words. He needs support in building a paragraph. sentences, he needs support in structuring with a topic sentence, support sentences, and finishing with a le to write simples sentences with word banks with less support. Shalev needs repeated practice of his selling tests.
Performance Area:	Writing continued
Category:	Writing 🗸
Assessment/Monitoring Process Jsed:	see above
State/District Assessment Results:	see above
Current Performance/Assessment Summ	ary (include student strengths, student needs and impact of disability on student performance):
Writing continued:	
WJIV Scores: Written Language:	
Cluster/ Test Standard Score Classifica	tion Very Low

Last       First       MI         Section E: Present Level of Performance         Performance Area:       Math         Category:       Math         Assessment/Monitoring Process       Informal Testing, Observation, Work Samples         Used:       WIIV-Woodcock Johnson iV Tests of Achievement         Current Performance/Assessment Summary (include student strengths, student needs and inpact 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, 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 22 inflas as measured by teacher-made test/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 muth classes. Shalev scored in the Average range for Broad Mathematics on the WIIV.         Needes: 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.         WIIV Scores: Math	Los Angeles Unified School D	INDIVIDUALIZED EDUCATION PROGRAM (IEP) District
Section E: Present Level of Performance         Performance Area:       Math         Category:       Math         Assessment/Monitoring Process       Informal Testing, Observation, Work Samples         Use:       WIV-Woodcock Johnson iV Tests of Achievement         Current Performance/Assessment Results:       WIV-Woodcock Johnson iV Tests of Achievement         Current Performance/Assessment Results:       WIV-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 by multi-digit numbers by complexe area on preactive assessment area on his "Pending IEP: When given a grade five level word problem, Shalev will use words, numbers, Symbols, or graphs to explain the mathematical reacessing 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 test/student work samples. He attends Math in the General Education setting dialy and accesses the grade level curriculum. He has received the grade of 3, at grade level, on him soft recent report card. Also, he received 3's consistently in 3/rd and 4th grade in his general education math classes. Shalev scored in the Average range for Broad Mathematics on the WIVV.         Needs: Because Shalev has difficult reading, word problems are obviously difficult for him to decipher without a peer or adult reader. He needs more practice solving word problems.         VIDVSc		
Performance Area:       Math         Category:       Math         Assessment/Monitoring Process       Informal Testing, Observation, Work Samples         Jsed:       WJIV-Woodcock Johnson iV Tests of Achievement         Current Performance/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 prefered academic area for Shalev. He achieved his 'Active' math goal - to multiply multi-digit numbers by multi-digit numbers, by studies in ercennental #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 bin inf needeck, with 70% accurrey in 23 trials as measured by teacher-made test/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.         Unstry Costs Standard Score Classification         BROAD MATHEMATICS 99 Average         Performance Area:      <	Last	
Assessment/Monitoring Process Informal Testing, Observation, Work Samples Used: Used: Used: Used: WJIV-Woodcock Johnson iV Tests of Achievement Current Performance/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, 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 (unit has no scotted accessed to grade level (unit in smost 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 MATHEMATICES 99 Average Applied Problems 117 High Average Calculation 91 Average Applied Problems 117 High Average Category: Category: Category: Category: Sasessment/Monitoring Process Used: State/District Assessment Results: Category: Categor	Performance Area:	
Used: 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, by antil- 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 (or nhis 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:	Category:	Math 🗸
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, 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 test/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 WIV. 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:	Assessment/Monitoring Process Used:	Informal Testing, Observation, Work Samples
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 hin 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 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. WIV Scores: Math Cluster/ Test Standard Score Classification BROAD MATHEMATICS 99 Average Applied Problems 117 High Average Category: Performance Area: Category: State/District Assessment Results:	State/District Assessment Results:	WJIV-Woodcock Johnson iV Tests of Achievement
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 WIV.  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 Math Facts Fluency 95 Average State/District Assessment Results:  State/District Assessment Results:	Current Performance/Assessment	Summary (include student strengths, student needs and impact of disability on student performance):
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:	numbers. He achieved his increm numbers, symbols, or graphs to e him if needed, with 70% accurac Education setting daily and acces Also, he received 3's consistently	nental #1 objective on his 'Pending' IEP: When given a grade five level word problem, Shalev will use words, explain the mathematical reasoning necessary to find the solution with teacher prompting and the problem read to cy in 2/3 trials as measured by teacher-made tests/student work samples. He attends Math in the General esses the grade level curriculum. He has received the grade of 3, 'at grade level,' on his most recent report card.
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:		
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:		
Performance Area:	Cluster/ Test Standard Score Cla BROAD MATHEMATICS 99 A Applied Problems 117 High Ave Calculation 91 Average	Average erage
Assessment/Monitoring Process Used: State/District Assessment Results:	Performance Area:	
Used: State/District Assessment Results:	Category:	►
State/District Assessment Results:		

	Page INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Los Angeles Unified School Distri Student OHANA SHAI	
	irst MI
	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 Sum	mary (include student strengths, student needs and impact of disability on student performance):
Shalev is an eleven year, six month o services in the area of articulation. A family's lawyer.	ld boy who currently attends Serrania Charter and is in the fifth grade SLD SDP. He currently receives LAS comprehensive LAS assessment is being completed in both articulation and language by a request from the
needs known, ask and answer question	a strength for him. His overall language score is in the average range and he is able to make his wants and ons, and hold conversations over several turns, and tell about a remote event in detail. Shalev is very social h both his peers and adults and elaborate during conversations if necessary. Shalev's language does not affect tion curriculum.
NEEDS: None related to language.	
EDUCATIONAL IMPACT: Shalev's	a language does not affect his ability to access the curriculum.
Rachel Hochberg, M.S., CCC-SLP	
Performance Area:	Articulation
Category:	Articulation/Phonological Processes V
ssessment/Monitoring Process Jsed:	GFTA-3 and Speech Sample
tate/District Assessment Results:	
Current Performance/Assessment Sum	mary (include student strengths, student needs and impact of disability on student performance):
	uce all age appropriate sounds and is clear and understandable. Both his teacher's understand him and have is accessing his curriculum with regards to LAS.
-	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	

Category:	Date of Birth 22-OCT-2010 Meeting Date 02-MAY   MI Section E: Present Level of Performance	-2022
Last     First       Performance Area:     Be       Category:     B       Assessment/Monitoring Process     Ob	MI Section E: Present Level of Performance ehavior Intervention	10112
Category: B Assessment/Monitoring Process Ob	ehavior Intervention	
Category: B Assessment/Monitoring Process Ob	Behavior Intervention	
Assessment/Monitoring Process Ob		
8		
_	bservation, Data Collection	
tate/District Assessment Results:		
Current Performance/Assessment Summary	(include student strengths, student needs and impact of disability on student performance):	
Shalev will fully engage in discussion and complete his work with minimal prompted Shalev has continued to demonstrate improving Needs: Currently Shalev has challenges ke matter. At times, Shalev will engage in com disagreements or when upset, Shalev will engage academic directives by drawing. Although support from adults to self-regulate and/or	funny person. He is able to functionally communicate his needs and wants. When the topic is of interest gladly participate in the work. As a result, Shalev demonstrates the ability to follow directives, I needed. Once rapport and trust is built, Shalev is accepting of adult support when needed. As a result, overement in functionally communicating. eeping his composure when presented with a non-preferred subject or is overwhelmed with the subject nplaints, protests and negotiations of the subject matter's importance with adults. Currently during these engage in property destruction (i.e. braking pencils, ripping paper/ projects) or simply ignoring Shalev has made progress in self-regulation he is not always consistent and requires some level of at times follow through with starting/completing a given demand/task. Shalev will also at times get t down (i.e., this is stupid, or walking away without permission) instead of appropriately seeking space	
Impact of Disability: Shalev's special educ	cation eligibility of SLD (Specific Learning Disability) impacts his ability to independently regulate his a difficult situation, which impacts his ability to access the curriculum in the General Education	
Performance Area:		
ategory:	$\checkmark$	
ssessment/Monitoring Process		
sed:		
tate/District Assessment Results:	(include student strengths, student needs and impact of disability on student performance):	

	Page 9 of 4 INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Los Angeles Unified School District	
Student OHANA SHALE	
	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 Summ	ary (include student strengths, student needs and impact of disability on student performance):
concepts. Per assessment results, Shalev intellectual ability, which includes revie Strengths: Shalev demonstrates average matrices and matching oral instruction o with low average auditory processing sl the low average range, which consisted period of time (Verbal-Spatial Relations language ability and average performan demonstrated adequate performance on planning, cognitive efficiency, and visu	arn, remember and understand information, apply knowledge, generalize information, and utilize functions within the Average range of cognitive ability based on alternative procedures of measuring w of record, interview, observation, and standardized testing. e nonverbal reasoning skills, which entails connecting parts to a whole as was observed when completing on simultaneous processing tasks. Shalev demonstrates average visual processing ability Shalev presents tills, as he was able to recall a series of words, numbers, and sentences. His working memory fell within of tasks that required evaluating and working with information that had to be remembered for a short and Sentence Questions). Shalev performed within the average range on tasks of listening and oral ce on tasks of expressive ability, which consisted of tasks in comprehension and vocabulary. Shalev planning processing tasks, as he earned a low average score on tasks that required a high degree of al attention within a finite period of time consisting of visual perceptual organizational skills coding and average range on tasks of oral expression, requiring him to use complete sentences, using specified words
Performance Area:	General Ability Continued
Category:	General Ability
Assessment/Monitoring Process Used:	Alternative Assessment Measures
State/District Assessment Results:	N/A
Current Performance/Assessment Summ	ary (include student strengths, student needs and impact of disability on student performance):
segmenting words, and elision skills. Sl difficulty rapidly naming numbers and cognitive tasks predicated on speed of r tasks. Shalev's Executive Function scor thinking, behavior, and attention in a or	in the below average range on phonological awareness, such as blending words, blending nonwords, halev scored in the well below average range in visual-motor integration skills. Additionally, Shalev had etters. Shalev demonstrates below average performance on attention processing tasks, consisting of nental processing and sustained attention, which required him to complete visual-verbal and visual-motor e was in the Below Average range, indicating that he has difficulty on tasks that required control of e to one setting with minimal distractions (Planned Connections and Expressive Attention). ence cognitive and psychological processing deficits which adversely impact educational access and

	INDIVIDUALIZED EDUCATION PROGRAM (IEP)	Page 10 of
Los Angeles Unified School Distri		
Student OHANA SHAI	LEV Date of Birth 22-OCT-2010 Meeting	Date 02-MAY-2022
Last Fi	irst MI	
	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 Sum	mary (include student strengths, student needs and impact of disability on student performance):	:
along with his peers, and being frience his peers. Area(s) of Need: He demonstrated an their responses reflecting that Shalev Conners 3, raters were inconsistent ir average scores on all scales. Parent re functioning. Parent responses yielded	essment indicate Shalev exhibits strengths in following teacher directions, interactions with teach dly and social. Per parent report, Shalev has a good relationship with his mother, with his sibling reas of need in adaptability and behavioral rigidity across settings. On the BASC-3, raters were c exhibits at-risk to clinically significant behaviors related to aggression, depression, and adaptabilit n their responses reflecting that Shalev exhibits behaviors related to ADHD. Teacher responses y esponses yielded Very Elevated scores for inattention, hyperactivity, learning problems, and exect d an elevated score for defiance. On the ASRS, raters were consistent in their responses reflecting	s, and with consistent in ility. On the ielded cutive g that Shalev
yielded Very Elevated scores for adul	viors. Teacher and parent responses yielded an Elevated score for behavioral rigidity. Parent resp It socialization and sensory sensitivity. /idence social, emotional and/or behavioral needs which adversely impact educational access and	
Performance Area:		
Category:	✓	
Assessment/Monitoring Process Used:		
State/District Assessment Results:		
Current Performance/Assessment Sum	mary (include student strengths, student needs and impact of disability on student performance)	:

	Page 11 INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Los Angeles Unified School District	
Student OHANA SHALE	
	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 Summa	ary (include student strengths, student needs and impact of disability on student performance):
varying distances and heights. Shalev de an upright seated position while particip average in his composition performance discriminate objects and shapes while ne tracking skills as he was able to visually or reverse the letters. Shalev scored with grasp patterns as he utilized a pincer gra It should be noted that Shalev's fine mot During classroom observations, OT sess able to copy multiple sentences on a sin	. He presents with adequate range of motion, muscle tone, and strength to reach and grasp for items from emonstrates adequate postural control and stability to maintain an upright seated posture. He can maintain pating in fine and visual motor activities without losing his balance and truck control. Shalev scored e of motor-reduced visual perception. He demonstrates functional figure ground skills as he is able to eglecting distracting visual stimuli in his visual field. Shalev demonstrates adequate visual scanning and y track from left to right and scan the letters of the word accurately and appropriately as he does not omit hin the average range in the manual dexterity subtest of the BOT-2. He demonstrates adequate prehensile asp to pick up pennies and pegs, a 3-jaw chug to pick up blocks, and a lateral pinch to sort a deck of cards. tor integration score should be interpreted with caution as this is not a true representation of his skills. He is to beloded line or on primary paper (i.e. bolded upper/lower lines, dotted middle line) with adequate line He is able to detect errors (i.e. omission of letters, misuse of upper and lower case letters, punctuation and et them with good accuracy.
Performance Area:	
Category:	✓
ssessment/Monitoring Process	
state/District Assessment Results:	
Current Performance/Assessment Summa	ary (include student strengths, student needs and impact of disability on student performance):
emerging typing skills as he uses two ha method. He is now able to use the shift l type the appropriate punctuation. Based locating letters and punctuation symbols Impact of disability: Shalev's eligibility	y of SLD, specific learning disability, and difficulties in the area of visual motor integration for type is ability to access the educational curriculum.

Student OHANA SHAI	LEV Date of Birth 22-OCT-2010 Meeting Date 02-MA	Y-2022
Last	Section E: Present Level of Performance	
erformance Area:	Functional Behavior Assessment (FBA)	
ategory:	Behavior Intervention	
Assessment/Monitoring Process Jsed:		
tate/District Assessment Results:	Functional Behavior Assessment Report	
urrent Performance/Assessment Sum	nmary (include student strengths, student needs and impact of disability on student performance):	
tasks other than the assigned task or o	ability to access the curriculum were analyzed. Off Task: Off task behaviors are defined as engagement in any ongoing activity (e.g., looking around the room, playing with items, drawing talking) for more than 10 apliance is defined as any occurrence of saying 'why?', 'I don't want to', 'I won't do it' or 'not now' to any within 10 seconds of the request.	
view/proximity (25%) to Shalev and provided 88% of the time. Non-Compliance: The most common	for Off task behavior was Whole Group Instruction. The most common antecedents were distracting items in transitions (25%) and wait time/down time (25%). Following Off Task behavior, Adult attention was on setting for Off-task behavior was 58% Whole Group Instruction, followed by 25% Independent Work Time re transitions (42%) and when given a task/directive (25%). Adult attention was the Consequence 92% of the	
According to the data, Non-complian Although it appears adult attention is antecedent, the function of the behav Shalev would prefer to be doing. Shalev needs to use his replacement	ince behaviors occur more than off-task. Is the consequence of Shalev's behavior, because of the adult prompting that ensues, when examining the vior is probably to escape from the transition, i.e., the upcoming activity or to have access to the activity at behavior (understanding what he needs to do next and why and accepting it, then complying with what is howing an appropriate emotional response; communicating appropriately his frustration) when transitioning activities.	
Performance Area:		
ategory: ssessment/Monitoring Process		
Category: Assessment/Monitoring Process Jsed:		
ategory: ssessment/Monitoring Process sed: tate/District Assessment Results:		
Category: Assessment/Monitoring Process Used: tate/District Assessment Results:	Immary (include student strengths, student needs and impact of disability on student performance):	
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'ategory: ssessment/Monitoring Process Jsed: tate/District Assessment Results:		

<ul> <li>Not Applicable, Blind or Partially Sighted</li> <li>Does not meet eligibility criteria for Special Education Services (Initial IEP).</li> <li>No Longer Eligible for Special Education Services (Review IEP).</li> <li>No Longer Eligible (Effective</li></ul>				INDIVIDUALIZE	ED EDUCATION PROGRAM	A (IEP)	Page
Last       First       MI         Section F: Eligibility         applicable, areas discussed related to disability or suspected disability:         applicable, areas discussed related to disability or suspected disability:         or Initial IEP, interventions attempted prior to determining eligibility:         igible as a student with the disability of:					Date of Birth 22	-OCT-2010	Meeting Date 02-MAY-2022
applicable, areas discussed related to disability or suspected disability:   or Initial IEP, interventions attempted prior to determining eligibility:     igible as a student with the disability of:     ode:   SLD   Specific Learning Disability     Igible as a student with the disability of:        Igible as a student with the disability of: </th <th></th> <th>Last</th> <th>First</th> <th></th> <th>oction E: Eligibility</th> <th></th> <th></th>		Last	First		oction E: Eligibility		
igible as a student with the disability of: ode: SLD Specific Learning Disability Not Applicable, OBlind or OPartially Sighted dditional Low Incidence Eligibility (only for VI, DBL, DEA, HOH, or severe OI): ode: OPartially Sighted Does not meet eligibility criteria for Special Education Services (Initial IEP). No Longer Eligible for Special Education Services (Review IEP). No Longer Eligible (Effective Date: Date): This is a Final IEP, the student remains eligible for Special Education Services until the Effective Date below. nal IEP Reason: Final IEP Effective Date:	applicable	e, areas discussed re	elated to disability				
igible as a student with the disability of: ode: SLD Specific Learning Disability Not Applicable, OBlind or OPartially Sighted dditional Low Incidence Eligibility (only for VI, DBL, DEA, HOH, or severe OI): ode: ONOT Applicable, OBlind or OPartially Sighted Does not meet eligibility criteria for Special Education Services (Initial IEP). No Longer Eligible for Special Education Services (Review IEP). No Longer Eligible (Effective Date): This is a Final IEP, the student remains eligible for Special Education Services until the Effective Date below. nal IEP Reason: Final IEP Effective Date: <b>C</b> Social Maladjustment Tremporary Physical Disability Lack of instruction in reading Lack of instruction in math							
igible as a student with the disability of: ode: SLD Specific Learning Disability Not Applicable, OBlind or OPartially Sighted dditional Low Incidence Eligibility (only for VI, DBL, DEA, HOH, or severe OI): ode: ONOT Applicable, OBlind or OPartially Sighted Does not meet eligibility criteria for Special Education Services (Initial IEP). No Longer Eligible for Special Education Services (Review IEP). No Longer Eligible (Effective Date): This is a Final IEP, the student remains eligible for Special Education Services until the Effective Date below. nal IEP Reason: Final IEP Effective Date: Construction and agrees that the educational needs of the student are not primarily due to: Social Maladjustment Construction in reading Lack of instruction in math							
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igible as a student with the disability of: ode: SLD Specific Learning Disability Not Applicable, OBlind or OPartially Sighted dditional Low Incidence Eligibility (only for VI, DBL, DEA, HOH, or severe OI): ode: ONOT Applicable, OBlind or OPartially Sighted Does not meet eligibility criteria for Special Education Services (Initial IEP). No Longer Eligible for Special Education Services (Review IEP). No Longer Eligible (Effective Date): This is a Final IEP, the student remains eligible for Special Education Services until the Effective Date below. nal IEP Reason: Final IEP Effective Date: Construction and agrees that the educational needs of the student are not primarily due to: Social Maladjustment Construction in reading Lack of instruction in math	or Initial I	FP interventions at	tempted prior to de	termining eligibility			
ode: SLD Specific Learning Disability   Image: SLD Specific Learning Disability   Image: SLD OBlind or   OPartially Sighted   Odditional Low Incidence Eligibility (only for VI, DBL, DEA, HOH, or severe OI):   ode:   Image: State of the student control of the student remains eligible for Special Education Services (Initial IEP).   No Longer Eligible for Special Education Services (Review IEP).   No Longer Eligible (Effective   Date):   This is a Final IEP, the student remains eligible for Special Education Services until the Effective Date below. nal IEP Reason: Final IEP Effective Date: Social Maladjustment Image: Temporary Physical Disability Image: Temporary Physical Dis		Er, interventions at		comming engloring	·		
ode: SLD Specific Learning Disability   Image: SLD Specific Learning Disability   Image: SLD OBlind or   OPartially Sighted   Odditional Low Incidence Eligibility (only for VI, DBL, DEA, HOH, or severe OI):   ode:   Image: Image: State of the student of the student of the student of the student remains eligible for Special Education Services (Initial IEP).   No Longer Eligible for Special Education Services (Review IEP).   No Longer Eligible (Effective   Date):   This is a Final IEP, the student remains eligible for Special Education Services until the Effective Date below. nal IEP Reason: Final IEP Effective Date: Image: Ima							
ode: SLD Specific Learning Disability   Image: SLD Specific Learning Disability   Image: SLD OBlind or   Image: SLD OPartially Sighted   Image: State of the student remains eligible for Special Education Services (Initial IEP).   Image: State of the student remains eligible for Special Education Services until the Effective Date below.   Image: State of the student remains eligible for Special Education Services until the Effective Date below.   Image: State of the student remains eligible for Special Education Services until the Effective Date below.   Image: State of the student remains eligible for Special Education Services until the Effective Date below.   Image: State of the student remains eligible for Special Education Services until the Effective Date below.   Image: State of the student remains eligible for Special Education Services until the Effective Date below.   Image: State of the student remains eligible for Special Education Services until the Effective Date below.   Image: State of the student remains eligible for Special Education Services until the Effective Date: State of the student are not primarily due to: State of the student are not primarily due to: State of the student are not primarily due to: State of the student are not primarily due to: State of the student are not primarily due to: State of the student of the student are not primarily due to: State of the student are not primarily due to: State of the student are not primarily due to: State of the student are not primarily due to: State of the student are not primarily due to: State of the student are not primarily due to: State of the student are not primarily due to: State of the student are not primarily due to: State of the student are not primarily due to:							
ode: SLD Specific Learning Disability <ul> <li>Not Applicable,</li> <li>Blind or</li> <li>Partially Sighted</li> </ul> dditional Low Incidence Eligibility (only for VI, DBL, DEA, HOH, or severe OI): <li>ode:</li> <li>Not Applicable,</li> <li>Blind or</li> <li>Partially Sighted</li> Does not meet eligibility criteria for Special Education Services (Initial IEP).   No Longer Eligible for Special Education Services (Review IEP).   No Longer Eligible (Effective Date):   This is a Final IEP, the student remains eligible for Special Education Services until the Effective Date below. nal IEP Reason: Final IEP Effective Date: in the IEP Team has considered and agrees that the educational needs of the student are not primarily due to: I Social Maladjustment I Temporary Physical Disability I Temporary Physical Disability							
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<ul> <li>Does not meet eligibility criteria for Special Education Services (Initial IEP).</li> <li>No Longer Eligible for Special Education Services (Review IEP). No Longer Eligible (Effective</li></ul>	Code:						
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No Longer Eligible for Special Education Services (Review IEP).   No Longer Eligible (Effective   Date):   This is a Final IEP, the student remains eligible for Special Education Services until the Effective Date below. nal IEP Reason: Final IEP Effective Date: <b>be IEP Team has considered and agrees that the educational needs of the student are not primarily due to:</b> Social Maladjustment Social Maladjustment Lack of instruction in math Control of the student proficiency Control of the student proficiency	Does no	t meet eligibility cr	iteria for Special F	ducation Services (It	nitial IEP).		
No Longer Eligible (Effective Date): This is a Final IEP, the student remains eligible for Special Education Services until the Effective Date below. nal IEP Reason: Final IEP Effective Date: the IEP Team has considered and agrees that the educational needs of the student are not primarily due to: Social Maladjustment Temporary Physical Disability Lack of instruction in reading Lack of instruction in math	r	0 9	1	× ×	,		
Date): This is a Final IEP, the student remains eligible for Special Education Services until the Effective Date below. nal IEP Reason: Final IEP Effective Date: <b>be IEP Team has considered and agrees that the educational needs of the student are not primarily due to:</b> Social Maladjustment Carbon Construction in math Carbon Construction in math	) No Long	ger Eligible for Spe	cial Education Ser	vices (Review IEP).			
This is a Final IEP, the student remains eligible for Special Education Services until the Effective Date below.         nal IEP Reason:       Final IEP Effective Date: <b>he IEP Team has considered and agrees that the educational needs of the student are not primarily due to:</b> Social Maladjustment       Temporary Physical Disability         Lack of instruction in math       Limited English Proficiency		ger Eligible (Effecti	ve				
nal IEP Reason:       Final IEP Effective Date:         the IEP Team has considered and agrees that the educational needs of the student are not primarily due to:         Social Maladjustment       Temporary Physical Disability         Lack of instruction in math       Limited English Proficiency	Date).						
he IEP Team has considered and agrees that the educational needs of the student are not primarily due to:         Social Maladjustment       Image: Comporary Physical Disability         Lack of instruction in math       Image: Limited English Proficiency			ent remains eligibl	e for Special Educati			
Social MaladjustmentTemporary Physical DisabilityLack of instruction in readingLack of instruction in mathLimited English ProficiencyImited English Proficiency							
✓ Lack of instruction in math ✓ Limited English Proficiency ✓			d and agrees that	_		_	
	_						of instruction in reading
	<b>Lack</b>	of instruction in m	ath	Limited 1	English Proficiency		nental, Cultural or Economic Facto

os Angeles Unified S		DIVIDUALIZED EDUC.	ATION PROGRAM (IEP)	
Student OHANA	SHALEV		Date of Birth 22-OCT-2010	Meeting Date 02-MAY-2022
Last	First	MI Section G: Annual G	oals and Objectives	
ormance Area:	Fluency-6.1.1 C		iding   Annual Ge	oal #: 1
with appropriate pacing, i		a rate of 100 correct words	reading passage at the sixth grade level, S per minute with 95% accuracy in 4 out of :	
rogress on annual goals vill be provided at either	to be reported to parents by Progress Report or Report C	Card periods.	t of Progress and Achievement from Cur	rent IEP" form(s) which
		Methods of	$\square$	
State Assessments		Referenced	Criterion Referenced	Curriculum Based
Observation Other	Portfo	0110	U Work Samples	Informal
expression at a rate of 70	age with appropriate pacing correct words per minute v s as measured by student wo	with 95% accuracy in 2	Shalev will read the passage with appr at a rate of 90 correct words per minut consecutive trials as measured by stud	e with 95% accuracy in 3 out 5
ate to be achieved:	Septembe 🗸 2022		Date to be achieved: January	<ul> <li>✓ 2023</li> <li>✓ MO/YR</li> </ul>
	IEP REPORT		CHIEVEMENT FROM CURRENT II	EP
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PRO met)	GRESS (50-99% of goal	2 PARTIAL PROGRESS (1-49% of g	goal met) <i>I NO PROGRESS</i>
1st Reporting Period	2nd Reporting Period	<b>3rd Reporting Period</b>	4th Reporting Period (Secondary	Goal Achievement
Date:	Date:	Date:	Only) Date:	
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:
Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other	Objective 2 Met: Yes No If "No" please explain:

Student OHANA	SHALEV		Date of Birth 22-OCT-2010	Meeting Date 02-MAY-2022
Last	First	MI Section G: Annual G	oals and Objectives	
ormance Area:	Multisyllabic-Found. C		ading	pal #: 2
y using knowledge of le	-	nd syllabication, with teach	ultisyllabic words from a 6th grade list, in a er prompting, modeling and visual support	
rogress on annual goals ill be provided at either	to be reported to parents by Progress Report or Report C	ard periods.	t of Progress and Achievement from Cur	rent IEP" form(s) which
State Assessments		Methods of Referenced	$\square$	Curriculum Based
Observation Other	Portfol		<ul><li>Criterion Referenced</li><li>Work Samples</li></ul>	✓ Informal
context by using knowle yllabication, with teach	nfamiliar multisyllabic words dge of letter-sound correspon er prompting, modeling and de tests in 2 out of 5 trials wi	ndences and visual support as	Shalev will decode 50 unfamiliar mult context by using knowledge of letter-se with teacher prompting, modeling and made tests in 3 out of 5 trials with 75%	ound correspondences and syllabication visual support as measured by teacher
ate to be achieved:	Septembe 🗙 2022	► MO/YR	Date to be achieved: January	<ul> <li>✓ 2023</li> <li>✓ MO/YR</li> </ul>
	IEP REPORT		CHIEVEMENT FROM CURRENT II	EP
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PRO met)	GRESS (50-99% of goal	2 PARTIAL PROGRESS (1-49% of g	toal met) <i>I NO PROGRESS</i>
1st Reporting Period	2nd Reporting Period	<b>3rd Reporting Period</b>	4th Reporting Period (Secondary	Goal Achievement
Date:	Date:	Date:	Date:	
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met: O Yes O No
Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	Objective 2 Met: Yes No If "No" please explain:
Excess     Absence/Tardy     Assignments Not     Completed     Need to     review/revise Goal	Excess     Absence/Tardy     Assignments Not     Completed     Need to     review/revise Goal     Other	Excess     Absence/Tardy     Assignments Not     Completed     Need to     review/revise Goal     Other	Assignments Not Completed <ul> <li>Need to review/revise Goal</li> <li>Other</li> </ul>	

os Angeles Unified Sc Student OHANA	SHALEV		Date of Birth 22-OCT-2010	Meeting Date 02-MAY-2022
Last	First	MI		
ormance Area:	Communication C	Section G: Annual G	oals and Objectives	2
	-	÷ .	of textual evidence accurately, to support a	
grade text says explicitly a		om the text with teacher pro	ompting, modeling, visual support and if no	
rogress on annual goals to ill be provided at either I	o be reported to parents by Progress Report or Report C	ard periods.	t of Progress and Achievement from Cur	rent IEP" form(s) which
	$\Box$	Methods of	$\square$	
State Assessments		Referenced	Criterion Referenced	Curriculum Based
Observation Other	Portfol	10	Work Samples	Informal
eacher prompting, model o him as measured by tea accuracy.	thy as well as inferences maing, visual support and if no acher observation in 2 out o	eeded the text being read f 5 trials trials with 60%	what the text says explicitly as well as teacher prompting, modeling, visual su him as measured by teacher observation accuracy.	upport and if needed the text being read on in 3 out of 5 trials trials with 65%
ate to be achieved:	Septembe V 2022		Date to be achieved: January CHIEVEMENT FROM CURRENT II	
			ON OF MARKS	
4 GOAL MET OR EXCEEDED	<i>3 SUBSTANTIAL PRO</i> met)	GRESS (50-99% of goal	2 PARTIAL PROGRESS (1-49% of g	goal met) <i>1 NO PROGRESS</i>
1st Reporting Period	2nd Reporting Period	<b>3rd Reporting Period</b>	4th Reporting Period (Secondary	<b>Goal Achievement</b>
Date:	Date:	Date:	Only) Date:	
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:
				$\bigcirc$ Yes $\bigcirc$ No
ls progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Objective 2 Met:
⊖ Yes ○ No	$\bigcirc$ Yes $\bigcirc$ No	$\bigcirc$ Yes $\bigcirc$ No	$\bigcirc$ Yes $\bigcirc$ No	If "No" please explain:
f "No" please comment:	If "No" please comment:	If "No" please comment:	If "No" please comment:	
Needs More Time Excess Absence/Tardy Assignments Not Completed Need to eview/revise Goal Other	<ul> <li>Needs More Time</li> <li>Excess</li> <li>Absence/Tardy</li> <li>Assignments Not</li> <li>Completed</li> <li>Need to</li> <li>review/revise Goal</li> <li>Other</li> </ul>	<ul> <li>Needs More Time</li> <li>Excess</li> <li>Absence/Tardy</li> <li>Assignments Not</li> <li>Completed</li> <li>Need to</li> <li>review/revise Goal</li> <li>Other</li> </ul>	<ul> <li>Needs More Time</li> <li>Excess Absence/Tardy</li> <li>Assignments Not Completed</li> <li>Need to review/revise Goal</li> <li>Other</li> </ul>	

Student OHANA	SHALEV		Date of Birth 22-OCT-2010	Meeting Date 02-MAY-2022
Last	First	MI Souther Contract I C		
ormance Area:	Writing 6.W.1	Section G: Annual G	iting  Annual Go	al #: 4
		<u> </u>	nposition stating claims in support of an ar	
easons or relevant evider	nce to demonstrate an unders	tanding of the topic or text,	banks, as measured by student work samp	clauses, and provides a
rogress on annual goals ill be provided at either	to be reported to parents by Progress Report or Report C	Card periods.	t of Progress and Achievement from Curr	ent IEP" form(s) which
		Methods of	$\square$	$\Box$
State Assessments		Referenced	Criterion Referenced	Curriculum Based
Observation Other	Dertfo	lio	Vork Samples	Informal
an understanding of the toor clauses, and provides	by clear reasons or relevant of opic or text, including using a concluding statement or sea als and word banks, as means s with 60% accuracy.	linking words, phrases, ection with teacher	argument, supported by clear reasons o understanding of the topic or text, inclu clauses, and provides a concluding stat prompts, visuals and word banks, as m trials with 65% accuracy.	iding using linking words, phrases, or ement or section with teacher modelin
ate to be achieved:	Septembe 🗙 2022	✓ MO/YR	Date to be achieved: January	<ul> <li>✓ 2023 ✓ MO/YR</li> </ul>
	IEP REPORT		CHIEVEMENT FROM CURRENT IF ON OF MARKS	2P
4 GOAL MET OR EXCEEDED	<i>3 SUBSTANTIAL PRO</i> met)	GRESS (50-99% of goal	2 PARTIAL PROGRESS (1-49% of g	oal met) <i>I NO PROGRESS</i>
1st Reporting Period	2nd Reporting Period	<b>3rd Reporting Period</b>	4th Reporting Period (Secondary	Goal Achievement
Date:	Date:	Date:	Only) Date:	
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:
				$\bigcirc$ Yes $\bigcirc$ No
s progress sufficient to neet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Objective 2 Met:
⊖ Yes ⊖ No	O Yes O No	○ Yes ○ No	○ Yes ○ No	If "No" please explain:
f "No" please comment:	If "No" please comment:	If "No" please comment:	If "No" please comment:	
<ul> <li>Needs More Time</li> <li>Excess</li> <li>Absence/Tardy</li> <li>Assignments Not</li> <li>Completed</li> <li>Need to</li> <li>review/revise Goal</li> </ul>	<ul> <li>Needs More Time</li> <li>Excess</li> <li>Absence/Tardy</li> <li>Assignments Not</li> <li>Completed</li> <li>Need to</li> <li>review/revise Goal</li> </ul>	<ul> <li>Needs More Time</li> <li>Excess</li> <li>Absence/Tardy</li> <li>Assignments Not</li> <li>Completed</li> <li>Need to</li> <li>review/revise Goal</li> </ul>	<ul> <li>Needs More Time</li> <li>Excess Absence/Tardy</li> <li>Assignments Not Completed</li> <li>Need to review/revise Goal</li> <li>Other</li> </ul>	

Student OHANA	SHALEV		Date of Birth 22-OCT-2010	Meeting Date 02-MAY-2022
Last	First	MI Section G: Annual G	oals and Objectives	
ormance Area:	fath C	ategory: Mat	ih 🔹 Annual Ge	bal #: 5
			vill use words, numbers, symbols, or grapl ed by teacher observation/student work sa	
	o be reported to parents by Progress Report or Report C	Card periods.	t of Progress and Achievement from Cur	rent IEP" form(s) which
		Methods of l	$\square$	$\Box$
State Assessments		Referenced	Criterion Referenced	Curriculum Based
Observation Other	Portfo	lio	Work Samples	Informal
symbols, or graphs to exp	l problem, Shalev will use lain the math reasoning new cy in 2/3 trials as measured	cessary to find the	or graphs to explain the math reasonin	the goal: nalev will use words, numbers, symbol: g necessary to find the solution with 65 eacher observation/student work sampl
ate to be achieved:	Septembe V 2022		Date to be achieved: January	<ul> <li>✓ 2023 ✓ MO/YR</li> </ul>
	IEF KEFOKI		ON OF MARKS	
4 GOAL MET OR EXCEEDED	<i>3 SUBSTANTIAL PRO</i> met)	GRESS (50-99% of goal	2 PARTIAL PROGRESS (1-49% of g	goal met) <i>I NO PROGRESS</i>
1st Reporting Period	2nd Reporting Period	<b>3rd Reporting Period</b>	4th Reporting Period (Secondary	Goal Achievement
Date:	Date:	Date:	Only) Date:	
				Objective 1 Met:
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	$\bigcirc$ Yes $\bigcirc$ No
Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other	Objective 2 Met: Yes No If "No" please explain:

h academic tasks that ca t of 5 trials per opportun reported to parents by c ress Report or Report Ca	use emotional frustration, a ity with minimal adult supp completing the "IEP Repor ard periods. <b>Methods of</b> Referenced io cause emotional emonstrate a problem unity with moderate	t of Progress and Achievement from Cur	demonstrate a problem ing observation within rent IEP" form(s) which Curriculum Based Curriculum Based Informal the goal: mic tasks that cause emotional will learn and demonstrate a problem ials per opportunity with moderate adu
1 Emotional       Ca         h academic tasks that ca       ca         t of 5 trials per opportunt       reported to parents by c         reported to parents by c       Image: Calibratic content of the cont	Section G: Annual G ategory: Soc use emotional frustration, a ity with minimal adult supp completing the "IEP Repor ard periods. Methods of Referenced io cause emotional emonstrate a problem unity with moderate ng observation within	<ul> <li>ial Emotional Annual Gounger, or sadness, Shalev will learn and/or bort (0-1 prompts) as measured by counseled to for Progress and Achievement from Curter Criterion Referenced Work Samples</li> <li>Incremental objective #2 related to a When Shalev is challenged with acade frustration, anger, or sadness, Shalev v solving skill to be used in 3 out of 5 trisupport (2-3 prompts) as measured by sessions.</li> </ul>	demonstrate a problem ing observation within rent IEP" form(s) which Curriculum Based Curriculum Based Informal the goal: mic tasks that cause emotional vill learn and demonstrate a problem ials per opportunity with moderate adu counseling observation within counsel
h academic tasks that ca t of 5 trials per opportune reported to parents by c ress Report or Report Ca Norm I Portfol ted to the goal: th academic tasks that c Shalev will learn and de at of 5 trials per opportu measured by counselin	completing the "IEP Repor ard periods. Methods of Referenced io cause emotional emonstrate a problem inity with moderate ing observation within	Incremental objective #2 related to t Work Samples More (0-1 prompts) as measured by counseled t of Progress and Achievement from Cur Evaluation Criterion Referenced Work Samples Incremental objective #2 related to t When Shalev is challenged with acade frustration, anger, or sadness, Shalev v solving skill to be used in 3 out of 5 tri support (2-3 prompts) as measured by sessions.	demonstrate a problem ing observation within rent IEP" form(s) which Curriculum Based Curriculum Based Informal the goal: mic tasks that cause emotional vill learn and demonstrate a problem ials per opportunity with moderate adu counseling observation within counsel
t of 5 trials per opportunity reported to parents by conserved to parents by conserved to ress Report or Report Carlos Report or Report Carlos Report or Report for Portfol ted to the goal: that academic tasks that constrained the conserved to the served by counseling the served by counseling the conserved by counseling the conserved to the conserved by counseling the conserved to the conserved	ity with minimal adult suppleting the "IEP Report and periods. Methods of Referenced io cause emotional emonstrate a problem unity with moderate ng observation within	<ul> <li>bort (0-1 prompts) as measured by counselected by work Samples</li> <li>Incremental objective #2 related to the frustration, anger, or sadness, Shalev visolving skill to be used in 3 out of 5 trisupport (2-3 prompts) as measured by sessions.</li> </ul>	ing observation within rent IEP" form(s) which Curriculum Based Informal the goal: mic tasks that cause emotional vill learn and demonstrate a problem ials per opportunity with moderate adu counseling observation within counsel
ted to the goal: the academic tasks that of Shalev will learn and do it of 5 trials per opportu	ard periods. Methods of Referenced io cause emotional emonstrate a problem unity with moderate ng observation within	<ul> <li>Evaluation         <ul> <li>Criterion Referenced</li> <li>Work Samples</li> </ul> </li> <li>Incremental objective #2 related to the When Shalev is challenged with acade frustration, anger, or sadness, Shalev we solving skill to be used in 3 out of 5 trisupport (2-3 prompts) as measured by sessions.</li> </ul>	Curriculum Based Informal the goal: mic tasks that cause emotional vill learn and demonstrate a problem ials per opportunity with moderate adu counseling observation within counsel
Portfol ted to the goal: th academic tasks that of Shalev will learn and do at of 5 trials per opportu measured by counselin	Referenced io cause emotional emonstrate a problem unity with moderate ng observation within	<ul> <li>Criterion Referenced</li> <li>Work Samples</li> <li>Incremental objective #2 related to to When Shalev is challenged with acade frustration, anger, or sadness, Shalev v solving skill to be used in 3 out of 5 tri support (2-3 prompts) as measured by sessions.</li> </ul>	Informal the goal: mic tasks that cause emotional vill learn and demonstrate a problem ials per opportunity with moderate adu counseling observation within counse
Portfol ted to the goal: th academic tasks that of Shalev will learn and do at of 5 trials per opportu measured by counselin	io cause emotional emonstrate a problem unity with moderate ng observation within	Work Samples Incremental objective #2 related to to When Shalev is challenged with acade frustration, anger, or sadness, Shalev v solving skill to be used in 3 out of 5 tri support (2-3 prompts) as measured by sessions.	Informal the goal: mic tasks that cause emotional vill learn and demonstrate a problem ials per opportunity with moderate adu counseling observation within counse
ted to the goal: th academic tasks that of Shalev will learn and do at of 5 trials per opportu measured by counselin	cause emotional emonstrate a problem unity with moderate ng observation within	Incremental objective #2 related to the When Shalev is challenged with acade frustration, anger, or sadness, Shalev we solving skill to be used in 3 out of 5 trisupport (2-3 prompts) as measured by sessions.	the goal: mic tasks that cause emotional vill learn and demonstrate a problem ials per opportunity with moderate adu counseling observation within counsel
th academic tasks that of Shalev will learn and de at of 5 trials per opportu measured by counselin	emonstrate a problem inity with moderate ng observation within	When Shalev is challenged with acade frustration, anger, or sadness, Shalev v solving skill to be used in 3 out of 5 tri support (2-3 prompts) as measured by sessions.	mic tasks that cause emotional vill learn and demonstrate a problem ials per opportunity with moderate adu counseling observation within counse
ptembe 🗙 2022	✓ MO/YR	Date to be achieved: January	<ul> <li>✓ 2023</li> <li>✓ MO/YR</li> </ul>
IEP REPORT			EP
3 SUBSTANTIAL PROC met)		2 PARTIAL PROGRESS (1-49% of g	goal met) 1 NO PROGRESS
d Reporting Period	<b>3rd Reporting Period</b>	4th Reporting Period (Secondary	Goal Achievement
ite:	Date:	Only) Date:	
ogress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:
			$\bigcirc$ Yes $\bigcirc$ No
progress sufficient to eet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Objective 2 Met: $\bigcirc$ Yes $\bigcirc$ No
Yes 🔿 No	$\bigcirc$ Yes $\bigcirc$ No	$\bigcirc$ Yes $\bigcirc$ No	If "No" please explain:
"No" please mment:	If "No" please comment:	If "No" please comment:	
Needs More Time Excess psence/Tardy Assignments Not pmpleted Need to view/revise Goal	<ul> <li>Needs More Time</li> <li>Excess</li> <li>Absence/Tardy</li> <li>Assignments Not</li> <li>Completed</li> <li>Need to</li> <li>review/revise Goal</li> </ul>	<ul> <li>Needs More Time</li> <li>Excess Absence/Tardy</li> <li>Assignments Not Completed</li> <li>Need to review/revise Goal</li> <li>Other</li> </ul>	
n d d t t o o n ) ) ) ) o n ) ) o n	SUBSTANTIAL PROPINE         I Reporting Period         te:         gress Mark:         gress Mark:         vogress sufficient to         et annual goal?         Yes       No         No" please         nment:         Needs More Time         Excess         sence/Tardy         Assignments Not         npleted         Need to	EXPLANATION         SUBSTANTIAL PROGRESS (50-99% of goal net)         I Reporting Period       3rd Reporting Period         Date:	anet)       Jrd Reporting Period       Jrd Reporting Period       4th Reporting Period (Secondary Only)         Date:       Only)       Date:       Only)         gress Mark:       Progress Mark:       Progress Mark:         gress Mark:       Is progress sufficient to meet annual goal?       Is progress sufficient to meet annual goal?         Yes       No       Yes       No         No" please nment:       If "No" please comment:       If "No" please comment:         Needs More Time Excess sence/Tardy       Assignments Not mpleted       Assignments Not Completed         Need to review/revise Goal       Need to review/revise Goal       Other

Student OHANA	SHALEV		Date of Birth 22-OCT-2010	Meeting Date 02-MAY-2022
Last	First	MI Section G: Annual G	oals and Objectives	
rmance Area:	visual Motor C		ual Motor V Annual Go	oal #: 7
-			thod and/or adaptive tools (i.e. speech to t zation, and punctuation in 4 consecutive so	
	o be reported to parents by Progress Report or Report C		t of Progress and Achievement from Cur	rent IEP" form(s) which
		Methods of l	Evaluation	
State Assessments	Norm	Referenced	Criterion Referenced	Curriculum Based
Observation	Portfo	lio	U Work Samples	└ Informal
J Other			T	a
ncremental objective #1 To demonstrate improved	visual motor skills, Shalev	will utilize a touch	Incremental objective #2 related to t To demonstrate improved visual motor	
point model or dictate 15	ptive tools (i.e. speech to te words no more than 5 error ation in 4 consecutive sessi	rs in formatting,	method and/or adaptive tools (i.e. spee model or dictate 20 words with no mor capitalization, and punctuation in 4 cor	re than 4 errors in formatting,
Pate to be achieved:	Septembe V 2022	MO/YR	Date to be achieved: January	▼ 2022 ▼ MO/YH
	IEP REPORT		CHIEVEMENT FROM CURRENT II	E <b>r</b>
4 GOAL MET OR EXCEEDED	<i>3 SUBSTANTIAL PRO</i> met)	GRESS (50-99% of goal	2 PARTIAL PROGRESS (1-49% of g	goal met) <i>1 NO PROGRESS</i>
1st Reporting Period	2nd Reporting Period	<b>3rd Reporting Period</b>	4th Reporting Period (Secondary	Goal Achievement
Date:	Date:	Date:	Only) Date:	
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:
Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	Objective 2 Met: Yes No If "No" please explain:
Assignments Not Completed Need to review/revise Goal Other	Assignments Not Completed     Need to review/revise Goal     Other	Assignments Not Completed Need to review/revise Goal Other	<ul> <li>Need to review/revise Goal</li> <li>Other</li> </ul>	

th       22-OCT-2010       Meeting Date       02-MAY-2022         jectives         tion       Annual Goal #:       14         to the schedule, not getting access to preferred         ing strategy to regulate his feelings (i.e., use his words,         within 2 minutes independently, for an average of 80%         nd Achievement from Current IEP" form(s) which
tion  Annual Goal #: 14 to the schedule, not getting access to preferred ing strategy to regulate his feelings (i.e., use his words, within 2 minutes independently, for an average of 80%
to the schedule, not getting access to preferred ing strategy to regulate his feelings (i.e., use his words, within 2 minutes independently, for an average of 80%
ing strategy to regulate his feelings (i.e., use his words, within 2 minutes independently, for an average of 80%
nd Achievement from Current IEP" form(s) which
on Referenced     U     Curriculum Based       Samples     Informal
<b>I objective #2 related to the goal:</b> ronted with a problem (i.e., difficult/less preferred-task, unexpect hange to the schedule, not getting access to preferred item/activity demonstrate an appropriate emotional response by using a self- strategy to regulate his feelings (i.e., use his words, talk with lt, request a break) and return to task at hand, complete/start give thin 2 minutes with 1 prompt or less for an average of 80% of es, measured over a 2 week period.
chieved: January V 2023 V MO/YR
NT FROM CURRENT IEP KS
L PROGRESS (1-49% of goal met) 1 NO PROGRESS
ng Period (Secondary Goal Achievement
rk: Objective 1 Met:
O Yes O No
ufficient to meet annual Objective 2 Met: O Yes O No
No If "No" please explain:

Student OHANA Last	SHALEV       First	MI Section G: Annual G	Date of Birth 22-OCT-2010	Meeting Date 02-MAY-2022
rmance Area:	Behavior-Self Reg. C		avior Intervention	oal #: 9
-	-		gies (i.e., deep breaths, or request a break) erage of 80% of opportunities, measured o	
	to be reported to parents by Progress Report or Report C		t of Progress and Achievement from Cur	rent IEP" form(s) which
_	_	Methods of l	Evaluation	_
State Assessments	Norm	Referenced	Criterion Referenced	Curriculum Based
Observation	Dertfo	lio	Work Samples	Informal
Other				
strategies (i.e., deep breat trawing, or challenging t	on-preferred task Shalev wi ths, or request a break) in lic he importance of the task w portunities, measured over a	eu of breaking pencils, ith 3 prompts or less, for	Incremental objective #2 related to When presented with a non-preferred strategies (i.e., deep breaths, or reques drawing, or challenging the importanc average of 80% of opportunities, meas	ask Shalev will utilize self-regulation t a break) in lieu of breaking pencils, e of the task with 2 prompts or less, fo
		EXPLANATIO	CHIEVEMENT FROM CURRENT II ON OF MARKS	
4 GOAL MET OR EXCEEDED	met)	GRESS (50-99% of goal	2 PARTIAL PROGRESS (1-49% of g	goal met) 1 NO PROGRESS
	• 1 D 1 D 1 1	<b>3rd Reporting Period</b>	4th Reporting Period (Secondary	Goal Achievement
1st Reporting Period	2nd Reporting Period			
	2nd Reporting Period     Date:	Date:	Only)	
Date:	Date:	Date:	Only) Date:	
Date:			Only)	Objective 1 Met:
Date:	Date:	Date:	Only) Date:	Objective 1 Met:
Date: Progress Mark:	Date: Progress Mark:	Date: Progress Mark: Is progress sufficient to	Only) Date: Progress Mark: Is progress sufficient to meet annual	Objective 1 Met: Ves No Objective 2 Met:
Date: Progress Mark:	Date: Progress Mark: Is progress sufficient to meet annual goal?	Date: Progress Mark: Is progress sufficient to meet annual goal?	Only) Date: Progress Mark: Is progress sufficient to meet annual goal?	Objective 1 Met:
Date: Progress Mark:	Date: Progress Mark:	Date: Progress Mark: Is progress sufficient to	Only) Date: Progress Mark: Is progress sufficient to meet annual	Objective 1 Met: Ves No Objective 2 Met:
Date: Progress Mark: Is progress sufficient to meet annual goal? Yes O No If "No" please	Date: Progress Mark: Is progress sufficient to meet annual goal?	Date: Progress Mark: Is progress sufficient to meet annual goal?	Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment:	Objective 1 Met: Yes No Objective 2 Met: Yes No
1st Reporting Period         Date:         Progress Mark:         Is progress sufficient to meet annual goal?         Yes       No         If "No" please comment:         Needs More Time	Date: Progress Mark: Is progress sufficient to meet annual goal? O Yes O No If "No" please	Date: Progress Mark: Is progress sufficient to meet annual goal? O Yes O No If "No" please	Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	Objective 1 Met: Yes No Objective 2 Met: Yes No
Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess	Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess	Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess	Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	Objective 1 Met: Yes No Objective 2 Met: Yes No
Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	Objective 1 Met: Yes No Objective 2 Met: Yes No
Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	Objective 1 Met: Yes No Objective 2 Met: Yes No
Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	Only)       Date:         Progress Mark:         Is progress sufficient to meet annual goal?         Yes         No         If "No" please comment:         Needs More Time         Excess Absence/Tardy         Assignments Not Completed         Need to review/revise Goal	Objective 1 Met: Yes No Objective 2 Met: Yes No
Date: Progress Mark: Seprogress sufficient to neet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	Only)       Date:         Progress Mark:         Is progress sufficient to meet annual goal?         Yes         No         If "No" please comment:         Needs More Time         Excess Absence/Tardy         Assignments Not Completed         Need to review/revise Goal	Objective 1 Met: Yes No Objective 2 Met: Yes No

Student OHANA Last	SHALEV First	MI Section G: Annual G	Date of Birth 22-OCT-2010	Meeting Date 02-MAY-2022
rmance Area:	Behavior-Expression C		navior Intervention V Annual Go	oal #: 10
reathing, etc) in order to	calm and functionally comm	nunicate the source of his fru	(i.e. counting to 10, requesting a 2 min coo istration (ie.social interaction with both ad s for an average of 70% of opportunities, n	ults and students, not
	to be reported to parents by Progress Report or Report (		t of Progress and Achievement from Cur	rent IEP" form(s) which
		Methods of	Evaluation	
<ul> <li>State Assessments</li> <li>Observation</li> <li>Other</li> </ul>	Norm Portfo	Referenced lio	<ul><li>Criterion Referenced</li><li>Work Samples</li></ul>	Curriculum Based
trategy (i.e. counting to oreathing, etc) in order to his frustration(ie.social in understanding work, bein	related to the goal: , Shalev will identify, select 10, requesting a 2 min cool o calm and functionally com- nteraction with both adults a ng denied access) to an adul f 70% of opportunities, mea	off period, deep imunicate the source of and students, not t with no more than 4	Incremental objective #2 related to the When frustrated or upset, Shalev will is strategy (i.e. counting to 10, requesting breathing, etc) in order to calm and fur his frustration (ie.social interaction with understanding work, being denied accord prompts for an average of 70% of opport	identify, select, and use one coping g a 2 min cool off period, deep netionally communicate the source of th both adults and students, not ess) to an adult with no more than 3
ate to be achieved:	Septembe 🗙 2022		Date to be achieved: January	<ul> <li>✓ 2023</li> <li>✓ MO/YI</li> </ul>
	IEP REPORT		CHIEVEMENT FROM CURRENT II	EP
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PRO met)	GRESS (50-99% of goal	2 PARTIAL PROGRESS (1-49% of g	goal met) <i>I NO PROGRESS</i>
1st Reporting Period	2nd Reporting Period	<b>3rd Reporting Period</b>	4th Reporting Period (Secondary	Goal Achievement
Date:	Date:	Date:	Only) Date:	
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met: O Yes O No
Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other	Objective 2 Met: Yes No If "No" please explain:

Student OHANA Last	SHALEV First	MI Section G: Annual G	Date of Birth 22-OCT-2010 oals and Objectives	Meeting Date 02-MAY-2022
rmance Area:	Comprehension C		iding 🗸 Annual Go	bal #: 11
-	e tools and strategies to supp nnections, with teacher mod		ion of 6th grade materials by listening to the four of 5 opportunities.	he text auditorily to make
	o be reported to parents by Progress Report or Report C		t of Progress and Achievement from Cur	rent IEP" form(s) which
2		Methods of 1	Evaluation	
State Assessments		Referenced	Criterion Referenced	Curriculum Based
Observation Other	Dertfo	lio	Vork Samples	Informal
comprehension of 6th gra	ve tools and strategies to su de materials by listening to and connections, with teach ortunities.	the text auditorily to	Shalev will utilize adaptive tools and s comprehension of 6th grade materials accurate inferences and connections, w out of 5 opportunities.	by listening to the text auditorily to ma
ate to be achieved:	Septembe 🗙 2022	► MO/YR	Date to be achieved: January	<ul> <li>✓ 2023</li> <li>✓ MO/YR</li> </ul>
	IEP REPORT		CHIEVEMENT FROM CURRENT II DN OF MARKS	EP
4 GOAL MET OR EXCEEDED	<i>3 SUBSTANTIAL PRO</i> met)	GRESS (50-99% of goal	2 PARTIAL PROGRESS (1-49% of g	goal met) <i>I NO PROGRESS</i>
1st Reporting Period	2nd Reporting Period	<b>3rd Reporting Period</b>	4th Reporting Period (Secondary	Goal Achievement
Date:	Date:	Date:	Only) Date:	
	' 	' 		Objective 1 Met:
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	5
ls progress sufficient to	Is progress sufficient to	Is progress sufficient to	Is progress sufficient to meet annual	<ul> <li>○ Yes</li> <li>○ No</li> <li>Objective 2 Met:</li> </ul>
neet annual goal?	meet annual goal?	meet annual goal?	goal?	○ Yes ○ No
Yes O No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	If "No" please explain:
lf "No" please comment:	If "No" please comment:	If "No" please comment:	If "No" please comment:	
<ul> <li>Needs More Time</li> <li>Excess</li> <li>Absence/Tardy</li> <li>Assignments Not</li> <li>Completed</li> <li>Need to</li> <li>review/revise Goal</li> </ul>	<ul> <li>Needs More Time</li> <li>Excess</li> <li>Absence/Tardy</li> <li>Assignments Not</li> <li>Completed</li> <li>Need to</li> <li>review/revise Goal</li> </ul>	<ul> <li>Needs More Time</li> <li>Excess</li> <li>Absence/Tardy</li> <li>Assignments Not</li> <li>Completed</li> <li>Need to</li> <li>review/revise Goal</li> </ul>	<ul> <li>Needs More Time</li> <li>Excess Absence/Tardy</li> <li>Assignments Not Completed</li> <li>Need to review/revise Goal</li> <li>Other</li> </ul>	
Other	Other	Other		

Student OHANA Last	SHALEV First	MI Section G: Annual G	Date of Birth 22-OCT-2010 oals and Objectives	Meeting Date 02-MAY-2022
ormance Area: V	visual Motor C	ategory: Visu	ual Motor 🗸 Annual Go	oal #: 12
errors in line regard, letter	spacing, letter sizing with n	o more than 1 verbal cues in		
	o be reported to parents by Progress Report or Report C	Card periods.	t of Progress and Achievement from Cur	rent IEP" form(s) which
		Methods of ]	$\square$	
State Assessments Observation Other	Norm     Portfo	Referenced lio	<ul> <li>Criterion Referenced</li> <li>Work Samples</li> </ul>	Curriculum Based     Informal
in line regard, letter spaci 4 out of 5 opportunities.	ng, letter sizing with no mo		line regard, letter spacing, letter sizing of 5 opportunities.	
Date to be achieved:	Septembe V 2022		Date to be achieved: January	<ul> <li>✓ 2023 ✓ MO/YR</li> </ul>
	IEP REPORT		CHIEVEMENT FROM CURRENT II ON OF MARKS	КР
4 GOAL MET OR EXCEEDED	<i>3 SUBSTANTIAL PRO</i> met)	GRESS (50-99% of goal	2 PARTIAL PROGRESS (1-49% of g	goal met) 1 NO PROGRESS
1st Reporting Period	2nd Reporting Period	<b>3rd Reporting Period</b>	4th Reporting Period (Secondary	Goal Achievement
Date:	Date:	Date:	Only) Date:	
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:
Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other	Objective 2 Met: Yes No If "No" please explain:

Student OHANA	SHALEV		Date of Birth 22-OCT-2010	Meeting Date 02-MAY-2022
Last	First	MI		
		Section G: Annual G		1 // 12
		÷,	eational Education  Annual Ge apts, will remain on task for 15-20 minute	
	o be reported to parents by Progress Report or Report C	Card periods.	t of Progress and Achievement from Cur	rent IEP" form(s) which
		Methods of	$\square$	
<ul> <li>State Assessments</li> <li>Observation</li> </ul>		Referenced	Criterion Referenced Work Somelas	Curriculum Based
Observation Other	U Portfo	110	U Work Samples	
	vith the opportunity to work ask for 5-10 minutes in 2 of		Incremental objective #2 related to Shalev, when presented with the oppor prompts, will remain on task for 10-15	rtunity to work independently, with 1
Date to be achieved:	Septembe V 2022		Date to be achieved: January	<ul> <li>✓ 2023</li> <li>✓ MO/YI</li> </ul>
Date to be achieved:		Γ OF PROGRESS AND A	Date to be achieved: January CHIEVEMENT FROM CURRENT I DN OF MARKS	
ate to be achieved: 4 GOAL MET OR EXCEEDED	IEP REPORT	Γ OF PROGRESS AND A	CHIEVEMENT FROM CURRENT I	EP
4 GOAL MET OR EXCEEDED	IEP REPORT	T OF PROGRESS AND A EXPLANATION	CHIEVEMENT FROM CURRENT I ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary	EP
4 GOAL MET OR EXCEEDED Ist Reporting Period	IEP REPORT 3 SUBSTANTIAL PRO met)	T OF PROGRESS AND A EXPLANATIO GRESS (50-99% of goal	CHIEVEMENT FROM CURRENT I ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only)	EP goal met) <i>I NO PROGRESS</i>
4 GOAL MET OR EXCEEDED 1st Reporting Period	IEP REPORT 3 SUBSTANTIAL PRO met) 2nd Reporting Period	T OF PROGRESS AND A EXPLANATIO OGRESS (50-99% of goal 3rd Reporting Period	CHIEVEMENT FROM CURRENT I ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary	EP goal met) <i>I NO PROGRESS</i> Goal Achievement
<i>4 GOAL MET OR EXCEEDED</i> Ist Reporting Period Date:	IEP REPORT 3 SUBSTANTIAL PRO met) 2nd Reporting Period	T OF PROGRESS AND A EXPLANATIO OGRESS (50-99% of goal 3rd Reporting Period	CHIEVEMENT FROM CURRENT I ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only)	EP goal met) I NO PROGRESS Goal Achievement Objective 1 Met:
4 GOAL MET OR EXCEEDED 1st Reporting Period Date:	IEP REPORT  3 SUBSTANTIAL PRO met)  2nd Reporting Period Date:	T OF PROGRESS AND A EXPLANATIO OGRESS (50-99% of goal 3rd Reporting Period Date:	CHIEVEMENT FROM CURRENT I ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date:	EP goal met) <i>I NO PROGRESS</i> Goal Achievement
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark:	IEP REPORT  3 SUBSTANTIAL PRO met)  2nd Reporting Period Date:	T OF PROGRESS AND A EXPLANATIO OGRESS (50-99% of goal 3rd Reporting Period Date:	CHIEVEMENT FROM CURRENT I ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date:	EP goal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met:
4 GOAL MET OR EXCEEDED  1st Reporting Period  Date: Progress Mark: Is progress sufficient to meet annual goal?	IEP REPORT 3 SUBSTANTIAL PRO met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to	F OF PROGRESS AND A EXPLANATION OGRESS (50-99% of goal 3rd Reporting Period Date:	CHIEVEMENT FROM CURRENT IN ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual	EP goal met) I NO PROGRESS Goal Achievement Objective 1 Met: Objective 2 Met: Objective 2 Met: Yes No
4 GOAL MET OR EXCEEDED         1st Reporting Period         Date:         Progress Mark:         Is progress sufficient to meet annual goal?         Yes       No	IEP REPORT 3 SUBSTANTIAL PRO met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	T OF PROGRESS AND A EXPLANATION OGRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	CHIEVEMENT FROM CURRENT IN DN OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal?	EP goal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met:
	IEP REPORT  3 SUBSTANTIAL PRO met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No	C OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No	CHIEVEMENT FROM CURRENT IN ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment:	EP goal met) I NO PROGRESS Goal Achievement Objective 1 Met: Objective 2 Met: Objective 2 Met: Yes No
4 GOAL MET OR EXCEEDED         1st Reporting Period         Date:         Progress Mark:         Is progress sufficient to meet annual goal?         Yes       No         If "No" please	IEP REPORT <i>3 SUBSTANTIAL PRO</i> met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please	T OF PROGRESS AND A EXPLANATION <i>GRESS</i> (50-99% of goal <b>3rd Reporting Period</b> Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please	CHIEVEMENT FROM CURRENT IN DN OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No	EP goal met) I NO PROGRESS Goal Achievement Objective 1 Met: Objective 2 Met: Objective 2 Met: Yes No

Student OHANA	SHALEV	M	Date of Birth 22-OCT-2010	Meeting Date 02-MAY-2022
Last	First	MI Section G: Annual G	oals and Objectives	
ormance Area:	Social Emotional C		ial Emotional 🗸 Annual	Goal #: 15
-	t worrying or feeling remorsef		ke a short break or using a coping strate s with minimal adult support (0-1 prom	
	s to be reported to parents by r Progress Report or Report C	Card periods.	t of Progress and Achievement from C	Current IEP" form(s) which
		Methods of 1		
<ul> <li>State Assessments</li> <li>Observation</li> <li>Other</li> </ul>	Norm     Portfo	Referenced lio	Criterion Referenced Work Samples	<ul><li>└── Curriculum Based</li><li>✓ Informal</li></ul>
attention, take a short b what learning, without	Shalev will be aware of when reak or using a coping strateg worrying or feeling remorsef imum adult support (4-5 pror	gy, and then reengage in ul in 3 out of 5	take a short break or using a coping learning, without worrying or feelin	to the goal: be aware of when he is not paying attentic strategy, and then reengage in what g remorseful in 3 out of 5 opportunities v (s) as measured by counselor observation
Date to be achieved:	Septembe 🗙 2022	MO/YR	Date to be achieved: January	y ♥ 2023 ♥ MO/YR
	IEP REPORT		CHIEVEMENT FROM CURRENT ON OF MARKS	ГІЕР
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PRO met)	GRESS (50-99% of goal	2 PARTIAL PROGRESS (1-49% c	of goal met) <i>I NO PROGRESS</i>
1st Reporting Period	2nd Reporting Period	<b>3rd Reporting Period</b>	4th Reporting Period (Secondary	Goal Achievement
Date:	Date:	Date:	Only) Date:	
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:
Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	meet annual goal? Yes No If "No" please comment:	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other	Objective 2 Met: Yes No If "No" please explain:

Student OHANA	SHALEV		Date of Birth 22-OCT-2010	Meeting Date 02-MAY-2022
Last	First	MI Section G: Annual G	oals and Objectives	
rmance Area:	Reading-mapping para C		ding V Annual Go	pal #: 15
			entify important places or things. Using ir ory with teacher prompting and modeling i	
rogress on annual goals t ill be provided at either I	o be reported to parents by Progress Report or Report C	Card periods.	t of Progress and Achievement from Curr	rent IEP" form(s) which
		Methods of ]	$\square$	
State Assessments Observation Other	Norm     Portfo	Referenced lio	<ul><li>Criterion Referenced</li><li>Work Samples</li></ul>	<ul> <li>Curriculum Based</li> <li>Informal</li> </ul>
preferably razor point pe specialized note paper such the multi colors and razor	the main parts of a paragraphic the main parts of a paragraphic the main parts of a paragraphic to identify important platch as focus notes. Using interpoints he uses pictures, synthesis with teacher prompting and the prompting	ces or things using formation mapping with nbols, characters and	Incremental objective #2 related to the Shalev will learn to label the main part (preferably razor point pen) to identify specialized note paper such as focus not multi colors and razor points he uses p to draw the story with teacher prompting 70% accuracy.	s of a paragraph using multicolor pensi important places or things using otes. Using information mapping with ictures, symbols, characters and diagra
ate to be achieved:	Septembe 🗙 2022	✓ MO/YR	Date to be achieved: January	▼ 2023 ▼ MO/YR
	IEP REPORT		CHIEVEMENT FROM CURRENT II	EP
4 GOAL MET OR EXCEEDED	<i>3 SUBSTANTIAL PRO</i> met)	GRESS (50-99% of goal	2 PARTIAL PROGRESS (1-49% of g	oal met) <i>1 NO PROGRESS</i>
1st Reporting Period	2nd Reporting Period	<b>3rd Reporting Period</b>	4th Reporting Period (Secondary	Goal Achievement
Date:	Date:	Date:	Date:	
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:
Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other	Objective 2 Met: Yes No If "No" please explain:
review/revise Goal	review/revise Goal	review/revise Goal		

Student OHANA Last	SHALEV       First	MI Section G: Annual G	Date of Birth 22-OCT-2010 oals and Objectives	Meeting Date 02-MAY-2022
rmance Area:	articulation C		iculation/Phonolog V Annual Go	bal #: 16
-	conversations in 4/5 opportu			mont IED" forma(a) which
	Progress Report or Report C		t of Progress and Achievement from Cur	tent IEP Torni(s) which
		Referenced	$\square$	Curriculum Based
State Assessments         Observation         Other	Norm     Portfo		Criterion Referenced Work Samples	Informal
	conversations in 4/5 oppor no more then two prompts		Shalev will produce /r/ in conversation consecutive sessions with no more the	
Pate to be achieved:	Septembe V 2022		Date to be achieved: January CHIEVEMENT FROM CURRENT II	<ul> <li>✓ 2023</li> <li>✓ MO/YF</li> <li>EP</li> </ul>
		EXPLANATIO	ON OF MARKS	
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PRO met)	<i>GRESS</i> (50-99% of goal	2 PARTIAL PROGRESS (1-49% of g	goal met) 1 NO PROGRESS
1st Reporting Period	2nd Reporting Period	<b>3rd Reporting Period</b>	4th Reporting Period (Secondary	<b>Goal Achievement</b>
Date:	Date:	Date:	Only) Date:	
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met: O Yes O No
Is progress sufficient to meet annual goal? Yes No If "No" please comment:	Is progress sufficient to meet annual goal? O Yes O No If "No" please comment:	Is progress sufficient to meet annual goal? O Yes O No If "No" please comment:	Is progress sufficient to meet annual goal? Yes No If "No" please comment:	Objective 2 Met: Yes No If "No" please explain:
<ul> <li>Needs More Time</li> <li>Excess</li> <li>Absence/Tardy</li> <li>Assignments Not</li> <li>Completed</li> </ul>	<ul> <li>Needs More Time</li> <li>Excess</li> <li>Absence/Tardy</li> <li>Assignments Not</li> <li>Completed</li> <li>Need to</li> </ul>	<ul> <li>Needs More Time</li> <li>Excess</li> <li>Absence/Tardy</li> <li>Assignments Not</li> <li>Completed</li> <li>Need to</li> </ul>	<ul> <li>Needs More Time</li> <li>Excess Absence/Tardy</li> <li>Assignments Not Completed</li> <li>Need to review/revise Goal</li> <li>Other</li> </ul>	

Les Arreles II.: Cod School District	INDIVIDUALIZED	EDUCATION PROGRAM (IEP)	Page 30 of 4
Los Angeles Unified School District Student OHANA SHALEV		Date of Birth 22-OCT-2010	Meeting Date 02-MAY-2022
Last First Sectio	MI on K: Participation i	in State and District-wide Assessments	
Assessments administered will conform to those as	sessments determined f		f Education and/or the Los Angeles Unified
<b>Student will participate in Regular State a</b> (Designated Supports and/or Accommodatio			<b>CAASPP Subject</b> ELA and Math
Designated Supports: - Text-to-speech software enabled (for ma	th items and ELA ite	ms except for reading passages)	
Accommodations:			
<ul> <li>Speech-to-Text voice recognition softwa for note-taking-preparation for the asses</li> </ul>			dded accommodation)Can be used
- Text-to-Speech software enabled for EL		-	
<b>Student will participate in Regular State a</b> (Designated Supports and/or Accommodatio			CAST Subject Science
Designated Supports: - Text-to-Speech (embedded support)			
Accommodations:			
- Speech-to-Text voice recognition softwa	are (non-embedded ac	ccommodation)	
Student will participate in Regular State a			ELPAC Subject
(Designated Supports and/or Accommodatio	ns identified below ar	re applicable)	Speaking
<b>Student will participate in Regular State a</b> (Designated Supports and/or Accommodatio			ELPAC Subject Writing
Student will participate in Regular State a			ELPAC Subject
(Designated Supports and/or Accommodatio	ns identified below ar	re applicable)	Reading
<b>Student will participate in Regular State a</b> (Designated Supports and/or Accommodatio			ELPAC Subject Listening
(Designated Supports ana/or frecommodutio	ns luchligieu below ur		Listening

Los Angeles Unified Scho	ol District	INDIVIDUALIZED E	DUCATION PROC	GRAM (IEP)		Page 31 of
Student OHANA	SHALEV		Date of	22-OCT-2010	Meeting	02-MAY-2022
Last	First	MI	Birth		Date	
	S	ection N: Procedural Sa	afeguards and Fo	llow-up Actions		
✓ A Parent's Guide to Spec language.					ed to the parent in	n his/her primary
✓ The IEP Team Meeting	Introductory Stat	ements were read aloud a	at the beginning of	the IEP Team meetin	g.	
✓ The parent/guardian wa	s informed of his	her right to a written tran	nslation of the IEP			
Is the parent/guardian requ	esting informal tra	anslation? 🔿 Yes 🧿	No Select Pr	eferred Language:	~	
Is the parent/guardian requ	esting official tran	nslation? 🔘 Yes 🔘	No Select Pre	ferred Language: He	brew	~
Specify the Individual I	Pages to be transla	ted:				
	-					
Special Requests:						
	-	udent and parent(s)/guard unless the court has dete			cational decision	-making rights will
	Pandemic Learn	ing Loss Consideration	of Compensator	<u>y and/or Recoupmen</u>	t Services	
Compensatory Education			-	ent Services Conside		
has determined:	ue to the COVID-	19 pandemic. The IEP te	eam progress student		nsidered factors school facility c	that may have impact losures as a result of th
and services required not required.	l by their IEP. Cor	ucation and related aids npensatory education is vial education and related	⊖ Stude progr	ent has made expected ress is in alignment w evement. No recoupment	l progress toward	d IEP goals and/or of progress/goal
aids and services req offer details are docu	uired by their IEP mented in FAPE 2 ve all of the speci- uired by their IEP tion was warranted	Compensatory educatio 2- Summary of Services. al education and related However, no d for the reasons	n OStudi facili recou recou servi	ent experienced learni ty closures caused by upment services are no upment services to add ces offer details are in fincluding completion	the COVID-19 pecessary. The IEI dress past learnin cluded in FAPE	pandemic and P team discussed g loss. Recoupment Part 2, Part 4 of the
-		was documented on IEF		oupment services cons	-	• ·
24-MAY-2022				/AY-2022		
<ul> <li>Preschool Only Consid</li> <li>30-Day IEP Considerat</li> <li>Student attends private</li> </ul>	tion (Out-of-Distr		les outside of distr	ict boundaries (Eligib	ility Determinati	ion Only)
	Т	HIS SPACE DELIE	BERATELY LE	EFT BLANK.		

		INDIVIDUALIZED EDU	CATION PROGRAM (IEP)		Page 32 of 42
Los Angeles Unified Scho			Data of Dirth	Maat	n a Data
Student OHANA Last	SHALEV	MI	Date of Birth 22-OCT-20	010 Meet	ing Date 02-MAY-2022
Last	rirst		ticination and Concent		
		Section Q: Parent Par	ticipation and Consent		
Pa	rent Participation			Parent Notification	
Parent/Student (18-21) has	participated in the	EP meeting.	Method Other	Whom M. V.	When 02-MAY-2022
	cated before the me	eeting that they would not be	Phone	M. V.	18-APR-2022
able to attend.	notified 3 times of	the meeting time and place.			
Parent/Student (18-21) did not 1	espond to any of th	e meeting notifications and			
the meeting was held without th Parent/Student (18-21) did	,	, <b>1</b>			
without them if they did not atte		permission to proceed			s rescheduled to this date at my
			request (Paren the IEP meeting be reschedul		if the PARENT requested that
	Parent/Stuc	lent (18-21) Agreement	to Components of the Pr	oposed IEP	
A Parent/Student (18-21) ma	y agree to all or s	ome of the components of	a proposed IEP. The District	will	
implement those portions of	the IEP to which	the parent/student (18-21) a	agrees so as to not delay prov	viding instruction a	nd services.
O Parent/Student (18-21) AG	REES to all compo	onents of the IEP.			
O Parent/Student (18-21) AC	REES to all comp	onents of the proposed IEP W	ITH THE SPECIFIC EXCE	PTION(S) stated bel	ow:
Assessment	Specify				
Eligibility	Specify				
	Specify				
		<b>REE</b> with any of the compone			
A Parent/Student (18-21) is a not agree. If a parent/student					
information on dispute resol					
Rights and Safeguards).		•	Ĩ		
		Parent Concern	s and Comments		
Signature(s)				Data	
				Date	
O Guardian	O Stud	lent age 18-21 years age 18-	O Surrogate Parent (	C Emancipated	O Foster Parent
Parent	21 years		1	Minor	
Did the school district facilitate					
Voluntary and can be done a			ling the IEP process. I under	stand that my comp	neuon of the form is
Signature(s)				-	24 MAY 2022
Signum Cloy				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.

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

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

			econvened leeting Date
Student OHANA Last	SHALEV First	Date of Birth 22-OCT-2010	Meeting Date 02-MAY-2022
Last		ction R: Names and Signatures (Signatures on File)	
	Team Member	Print Name	Signature
Parent/Guardian		Einav Amar, participated via zoom	
Parent/Guardian			
Student Age 18 - 21 yea	ırs		
Student Under Age 18 y	/ears		
Surrogate Parent			
Foster Parent			
Family Foster Home Pr	ovider		
Administrator		Maria Vallone	Maria Vallone
Administrative Designe	e		
Special Education Teac	ner	Lesley Lauer	Rauer
General Education Teac	her	Emilie Waschak	Entre
School Psychologist		Mor Saghezi	Mor Saghezi
School Nurse		Mary King	Mary King
Related Service Staff	νT	Lauren Dizon, participated via zoom	
Related Service Staff	ID	Christian Crandle, BID, participated	
Related Service Staff	AS	Rachel Hochberg, M.S., CCC-SLP	Rachel Hochberg
Interpreter			
Sign Language Interpre	ier		
Agency Representative			
Agency Representative			
Agency Representative			
Other	echnical Asst.	Ethan Waldman, participated via zoc	
Other	Attorney	Adam Wasserman, participated via z	
Other			
Other			

			Reconvened Meeting Date
Student OHAN La		Date of Birth 22-OCT-2010	Meeting Date 02-MAY-2022
		tion R: Names and Signatures (Signatures on File)	
	Team Member	Print Name	Signature
Parent/Guardian		Einav Amar, participated via zoom	
Parent/Guardian			
Student Age 18 - 2	1 years		
Student Under Age	18 years		
Surrogate Parent			
Foster Parent			
Family Foster Hom	ne Provider		
Administrator		Maria Vallone	Maria Vallone
Administrative Des	signee		
Special Education	Teacher		
General Education	Teacher	Emilie Waschak, participated via zoo	
School Psychologis	st	Mor Saghezi	Mor Saghezi
School Nurse			
Related Service Sta	Iff	Rachel Hochberg, M.S., CCC-SLP	Rachel Hochberg
Related Service Sta	ot	Lauren Dizon, MOT, OTR/L	Lauren Dizon
Related Service Sta	ff BID/NPA	Christian Crandle, BID, participated	
Interpreter			
Sign Language Inte	rpreter		
Agency Representative			
Agency Representa	ıtive		
Agency Representa	ıtive		
Other	Attorney	Adam Wasserman, participated via z	
Other			
Other			
Other			

Log Angolo	Unified School Dia	INDIVIDUALIZED E	DUCATION PROC	GRAM (IEP)		Page 35 of 42
Student		ALEV MI	Date of Birth	22-OCT-2010	Meeting Date	02-MAY-2022
		LEAST RESTRICTIVE	ENVIRONM	ENT ANALYSIS	6	
		To Be Completed By the I	IEP Team at the IE	P Team Meeting		
		Student's Cu	rrent Placement Ty	<u>pe:</u>		
General	Education Class/Ger	neral Education Site	<ul> <li>Special</li> </ul>	Day Program/General	Education Site	
○ Special	Day Program/Specia	l Education Center	○ Nonpub	lic School		
O Home/H	Hospital or Residentia	al Care Facility				
		nformation below as part of the IEP that indicates YES. After reaching				
restrictive s required sup there is a co	etting with the use of pports, services, acco ompelling reason why	etting should only occur if the nature supplementary aids and services car mmodations and modifications is not they cannot be provided. In selecting that he or she needs.	annot be achieved s ot the sole justifica	satisfactorily. The lack tion for placement in a	of current availation more restrictive	ability of a student's e setting, unless
Step A.	Can the supports, a classroom/setting?	services, accommodations and/or m	odifications in the	student's IEP be made	available in a g	eneral education
	O Yes O No	If the answer is YES, then a gene NO, go to the question below.				
	🔿 Yes 💿 No	If not currently available, can the available in a general education of and/or modifications must be pro the box below. Then go to Step E	classroom/setting? ovided within a rea	If YES, all required su	pports, services	, accommodations
	Student needs a sma	ll class size to support his academics.				
Step B.	Can the supports, s in a special day pr	services, accommodations and/or m ogram?	odifications in the	student's IEP be made	available on a g	general education site
	• Yes O No	If the answer is YES, then a spec answer is NO, go to the question		n a general education si	te is the approp	riate placement. If the
	O Yes O No	If not currently available, can the available in a special day program accommodations and/or modifica articulate why in the box below.	m on a general edu ations must be prov	cation site? If YES, all vided within a reasonab	required support	rts, services,

s Unified S	School Dist	rict	INDIVIDUALIZED	EDUCATION PRO	GRAM (IEP)		
	SHA	ALEV	MI	Date of Birth	22-OCT-2010	Meeting Date	02-MAY-2022
A	NNUAL					(Continued)	)
Can the	supports, s	ervices, ac	commodations and/or	modifications in the	student's IEP be made	available in a sp	becial school setting
○ Yes	🔿 No		-	ecial school setting i	s the appropriate place	ment. If the answ	wer is NO, go to the
() Yes	() No	available modifica	in a special school set tions must be provided	tting? If YES, all rec	uired supports, service	es, accommodati	ons and/or
Can the	supports, s	ervices, ac	commodations and/or	modifications in the	student's IEP be made	available in a h	ome/hospital setting
○ Yes	🔿 No				s the appropriate place	ement.	
() Yes	() No	available modifica	e in a home/hospital set tions must be provided	tting? If YES, all rec	uired supports, service	es, accommodati	ons and/or
facility?							
○ Yes	🔘 No		rudent in this setting.		supports, accommoda	and of 1100	anneauons are requi
	OHANA Last Al Can the Yes Yes Can the Yes Yes	OHANA SH4   Last I   ANNUAL   Can the supports, s   Yes No   Yes No     Can the supports, s   Yes No     Yes No     Yes No     Yes No     Can the supports, s   Yes No     Yes No     Can the supports, s   facility?	Last       First         ANNUAL LEAST         Table         Can the supports, services, act         Yes       No         If the and question         Yes       No         If not cu available modification         Start         Can the supports, services, act         Yes       No         If the and question         Yes       No         If the and the supports, services, act         Yes       No         If the and the and the supports, services, act         Yes       No         If not cu available modification         box belo         Can the supports, services, act         Gan the supports, services, act         Can the supports, services, act         facility?	OHANA       SHALEV         Last       First       MI         ANNUAL LEAST RESTRICTIVE       To Be Completed By the         Can the supports, services, accommodations and/or       Yes       No         If the answer is YES, then a spequestion below.       Yes       No         Yes       No       If not currently available, can the available in a special school set modifications must be provided box below. Then go to Step D.         Can the supports, services, accommodations and/or       Yes       No         If the answer is YES, then a ho       If the answer is NO, go to the conditions must be provided box below. Then go to Step D.         Can the supports, services, accommodations and/or       Yes       No         If not currently available, can the available in a home/hospital set modifications must be provided box below. Then go to Step E.       If not currently available, can the available in a home/hospital set modifications must be provided box below. Then go to Step E.         Can the supports, services, accommodations and/or facility?       Can the supports, services, accommodations and/or facility?	OHANA       SHALEV       Date of Birth         ANNUAL LEAST RESTRICTIVE ENVIRONMI To Be Completed By the IEP Team at the IE         Can the supports, services, accommodations and/or modifications in the         Yes       No         If the answer is YES, then a special school setting i question below.         Yes       No         If not currently available, can the required supports available in a special school setting? If YES, all rec modifications must be provided within a reasonable box below. Then go to Step D.         Can the supports, services, accommodations and/or modifications in the         Yes       No         If the answer is YES, then a home/hospital setting i If the answer is NO, go to the question below.         Yes       No         If not currently available, can the required supports available in a home/hospital setting? If YES, all rec modifications must be provided within a reasonable box below. Then go to Step E.         Yes       No         If not currently available, can the required supports available in a home/hospital setting? If YES, all rec modifications must be provided within a reasonable box below. Then go to Step E.         Can the supports, services, accommodations and/or modifications in the facility?	OHANA       SHALEV       Date of Birth       22-OCT-2010         Last       First       MI       Birth         ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS To Be Completed By the IEP Team at the IEP Team Meeting         Can the supports, services, accommodations and/or modifications in the student's IEP be made output to the low.       Yes       No         Yes       No       If the answer is YES, then a special school setting is the appropriate place question below.         Yes       No       If not currently available, can the required supports, services, accommoda available in a special school setting? If YES, all required supports, service modifications must be provided within a reasonable timeline. If the answer box below. Then go to Step D.         Can the supports, services, accommodations and/or modifications in the student's IEP be made of the answer is NO, go to the question below.         Yes       No         If the answer is YES, then a home/hospital setting is the appropriate place of the answer is NO, go to the question below.         Yes       No         If not currently available, can the required supports, services, accommoda available in a home/hospital setting? If YES, all required supports, service accommoda available in a home/hospital setting? If YES, all required supports, service modifications must be provided within a reasonable timeline. If the answer box below. Then go to Step E.         Can the supports, services, accommodations and/or modifications in the student's IEP be made facility?	OHANA       SHALEV       Date of Birth       22-OCT-2010       Meeting Date         ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued To Be Completed By the IEP Team at the IEP Team Meeting       Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a sp or Yes       No       If the answer is YES, then a special school setting is the appropriate placement. If the answer question below.         Yes       No       If not currently available, can the required supports, services, accommodation available in a special school setting? If YES, all required supports, services, accommodati modifications must be provided within a reasonable timeline. If the answer is NO, please to box below. Then go to Step D.         Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a hore/hospital 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, accommodation available in a home/hospital 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, accommodation available in a home/hospital setting? If YES, all required supports, services, accommodation box below. Then go to Step E.         Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a reasonable timeline. If the answer is NO, please to box below. Then go to Step E.         Can the supports, services, accommodations and/or modifications in the student

s Angolo	s Unified Scho	al District	INDIVIDUALIZEI	DEDUCATION PROC	GRAM (IEP)		
Student		SHALEV First	MI	Date of Birth	22-OCT-2010	Meeting Date	02-MAY-2022
	ANN			E ENVIRONMI ne IEP Team at the IE	ENT ANALYSIS	S (Continued)	)
Step F.			d in the contents of t s time, including (ch	-	ment being considere	d by the IEP tean	n, outweigh any
		Missed genera Rate at which Lack of opport Lack of opport Amount of soc Limited access	student may earn crea unity for social inter- unities for age-appro ialization opportunit to peers in student's	n taught by highly qu dits for graduation action priate peer role mode ies with typical peers	ls		

Lingbility: (from Page 4)     Effective With this IEP     Future Changes Related to this IEP       Eligibility: (from Page 4)     Final IEP Renom- Final IEP Reno	Los Angeles Unified Student OHANA Last	SHALEV First	Date of Birth 22-OCT-	art 1 - Eligibility, Placements and Supports2010Meeting Date02-MAY-2022
As of Date:     Bighting:       Plighting:     Final IEP Encomp       Final IEP Encomp     Eligible (SLD)       Curriculum     Ceneral Education       Placement     Type of School       Name of School     Sterring       Second     District Resident School       Instructional Setting     Second Education       Program     SLD       Instructional Setting     Second Education       Second Education     Special Education       Statistic Comprehension), 4 Writing     Statistic Comprehension), 4 Writing       Model Second     (Fluency-6.1.1), 2 (Multisyllabic-Found, 3) (Comprehension), 4 Writing       Found, 3 (Comprehension), 4 Writing     Model School       Model Second     Model School       Ministress (Statistic)     (Fluency-6.1.1), 2 (Multisyllabic-Found, 3) (Comprehension), 12 (Visual Motor), 13 (Vesation of 14 (Statistic), 13 (Vesation o	2457			
Highlifty: from Fage 4)     Find IEP Report       Find IEP Report     Eligible (SLD)       Curriculum     Concrat Education       Placement     Type of School       District Resident School     District Resident School       Placement     Type of School       Special Education     Special Education       Special Education     Special Education       Special Education     Stat       Addresses Conts     Foremapping       Proceeding Control (Control (Con			Effective With this IEP	Future Changes Related to this IEP
Itrium Page 4)       Final IEP Reasons         Final IEP Reasons       General Education         Curriculum       General Education         Phacement       Type of School         Name of School       Bitrict Resident School         Instructional Setting       Special Education         Program       SUD         Addresses Coats       WODLAND HILLS ACAD         Work       Special Education         Statistic Resident School       Special Education         Statistic Resident School       Statistic Resident School         Mater All School (School Resident School Residen		As of Date:		02-AUG-2022
Final IEP Effective Duer:     Final IEP Effective Duer:     General Education       Curriculum     General Education     General Education       Placement     Type of School     District Resident School     District Resident School       Instructional Setting     Special Education     Special Education     Special Education       Instructional Setting     Special Education     Special Education     Special Education       Program     SLD     SLD       Name of School     SLD     735       Minutes Nk     (Filmacry-6.1.1).2(Multisyllabic- Found.).3(Comprehension).4(Writing Education Interventio).9(Behavior-Set Equation Interventio).9(Behavior- Equation Interventio).9(Behavior- Equation Interventio).9(Behavior- Equation Interventio).9(Behavior- Equation Interventio).9(Behavior- Equation Interventio).9(Behavior- Equation).12(Visual Motor).8(Behavior- Equation).13(Visual Motor).8(Behavior- Equation).13(Visual Motor).8(Behavior- Equation).13(Visual Motor).8(Behavior- Equation).13(Visual Motor).8(Behavior- Equation).13(Visual Motor).8(Behavior- Equation).13(Visual Motor).8(Behavior- Equation).13(Visual Motor).8(Behavior- Equation).13(Visual Motor).8(Behavior- equation Intervention).13			Eligible (SLD)	
Unit         Unit <th< td=""><td></td><td>Final IEP Effective</td><td></td><td></td></th<>		Final IEP Effective		
Implementation     Data in its statution deutors     Data in its statution deutors       Instructional Setting     Secial Education     Special Education       Instructional Setting     Special Education     Special Education       Instructional Setting     Special Education     Special Education       Stational Setting     Special Education     Special Education       Instructional Setting     Special Education     Special Education       Stational Setting     Special Education     Special Education       Media Setting     Setting     Special Education       Stational Setting     Special Education     Special Education       Stational Setting     Special Education     Special Education       Media Setting     Setting     Special Education       Stational Setting     Special Education     Special Education       Stational Setting     Special Education     Special Education       Media Setting     Stational Education     Special Education       Stational Setting     None     None       Additional Factors     Low Incident Support     None       Parent Consusting and Transportation     None     None       Parent Consusting and Supports     School to School     Attain Shalev's attention before asking questions, math problems and text read to him insthoophymetricipate; and the writing asegments: Competion of work a	Curriculum		General Education	General Education
Instructional Setting         Second Internet Program         Special Education         Special Education           Special Day Minutes VVI         SLD         SLD         SLD           Addresses Goal         If Pincrey-6.1.1,2(Multisyllabic- Found,)3(Comprehension),4(Writing 6.W.1),3(Math)(ASocial Enotional),7(Wsath Molecy),8(Behavior Intervenio),9(Behavior-Setting Reg.),10(Behavior-	Placement	Type of School	District Resident School	District Resident School
Additional Factors     St.D       Vecommodation, Supports     St.D       Addresses Goals     St.D       (If Huency-6.1.1).2(Multisyllabic- Found.).3(Comprehension).4(Writing 6.W.1).5(Math(Social Encotonal),7(Visual Motor).18(Social Encotonal),7(Visual Motor).18(Social Encotonal),7(Visual Motor).18(Social Encotonal),7(Visual Motor).12(Visual Motor).12(Visual Motor).12(Visual Motor).12(Visual Motor).12(Visual Motor).12(Visual Motor).12(Visual Motor).12(Visual Motor).12(Visual Motor).12(Visual Motor).12(Visual Motor).12(Visual Motor).12(Visual Motor).12(Visual Motor).12(Visual Motor).12(Visual Motor).13(Vocational Ed-Ind15(Social Encotional).7(Reading-mapping para).16(Articulation).17(Reading-electronic)       Additional Factors     Low Incident Support       None     None       Assistive Technology Support     None       Transportation Vecriming (PCT)     School to School       Accommodation, Modifications, Supports     Attain Shale/v attention before asking questions, math problems and text read to him as needed, accept oral response to further opportunities for breack, sure and problems and text read to him as needed, accept oral response to further opportunities for breack, accept oral response to further opportunities for breack, allow Shale/v or and broken down, additional line as needed, opportunities for breacks, word banks, reinforcement for completion of work and behavior, graphic organizers as needed, allow Shale/v to explain his thought process for answers. Allow Shale to decite to an adult for writing assignments. Color code Keyboard chart for hand finger placetions, math problems and text ore appoint in his thought process for answers. Allow Shale to decide to an adult for writing assignments. Color code keyboard chart for hand finger pl		Name of School	SERRANIA AVE CES	WOODLAND HILLS ACAD
Additional Factors     St.D       Version     St.D       Special Day Minute/VNK     St.D       Addresses Goals     St.D       (1) Florency-6.1.1).2(Multisyllabic- Found.).3(Comprehension).4(Writing 6.W.1).5(Math/Gscial Encotonal).7(Visual Motor).18(Scial Encotonal).7(Visual Motor).18(Scial Encotonal).7(Visual Motor).12(Vis	Instructional Setting	Satting	Special Education	Spacial Education
Special bay Minute/SVK         845         735           Addresses Gots         [(Fluency-6.1.1),2(Multisyllabic- Found,),3(Comprehension),4(Writing 6-W.1),5(Math(Scicial Entonound),7(Visual Motor),13(Visual Motor),13(Visual Motor),13(Visual Control Fd-Ind.),13(Social Entonound),10(Behavior- Expression),11(Comprehension),12(Visual Motor),13(Visual Motor),13(Visual Motor),13(Visual Motor),13(Visual Motor),13(Visual Motor),13(Visual Motor),13(Visual Motor),13(Social Entonound),15(Reading-mapping para),16(Articulation),17(Reading-electronic)           Additional Factors         Low Incident Support         None         None           Assistive Technology         No         None         None           Extended School Vear/Intervession         No         None         None           Accommodation, Modifications, Supports         No         None         None           Accommodation, Modifications, Supports         Accommodation         Attain Shalev's attention before asking questions, multi problems and text read to him as necked, accept oral response to further opportunities for texpond 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 code keyboard chart for hand finger placement. All accommodations to be used as necessary, lexit to speech, all accommodation to due as necessary for reading instruction           Modifications, Supports         Out of grade level materials to he used as necessary for reading instruction				
MinutevVik       IfFluency-6.1.1).2(Multisyllabic-found.).3(Comprehension).4(Writing Gowl.).5(Multisyllabic-found.).3(Comprehension).4(Writing Gowl.).5(Multisyllabic-found.).3(Comprehension).4(Writing Gowl.).5(Multisyllabic-found.).3(Comprehension).2(Visual Motor).8(Behavior.stell Reg.).10(Behavior.stell Reg.).10(Behavior.st				
Addresses Gots     If (Pluency-6.1.1)2(Multisyllabic- Found.)3(Comprehension),1(Writing 6-W.1)5(Math)c(Social Emotional),7(Visual Motor),13(Nocational Ed-Ind.),15(Social Expression),11(Comprehension),12(Visual Motor),13(Nocational Ed-Ind.),15(Social Emotional),15(Reading-mapping para),16(Articulation),17(Reading-electronic)     11(Pluency-6.1.1)2(Multisyllabic- Found.),3(Comprehension),12(Visual Motor),13(Nocational Ed-Ind.),15(Social Emotional),15(Reading-mapping para),16(Articulation),17(Reading-electronic)       Additional Factors     Low Incident Support     None       Additional Factors     Low Incident Support     None       Transportation     None     None       Transportation     None     None       Accommodation, Modifications, Supports     Parent Counseling and sceept on Parenspons to further opportunities to respond and participate, assignments chunked and participate, as			845	[735
Assistive Technology Support       No         Transportation       None         Transportation       None         Extended School Year/Intersession       Image: Complexity of the second school of the		Addresses Goals	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	Found.),3(Comprehension),4(Writing 6.W.1),5(Math),6(Social Emotional),7(Visual Motor),8(Behavior Interventio),9(Behavior-Sel Reg.),10(Behavior- Expression),11(Comprehension),12(Visual Motor),13(Vocational Ed-Ind.),15(Social Emotional),15(Reading-mapping
Assistive Technology Support       No       No         Transportation       None       None         Extended School Year/Intersession       Image: Comparison of the second school of the second sch	Additional Factors	Low Incident Support	None	None
Support       None       None         Transportation       None       None         Extended School       Yes       No         Parent Counseling and Training (PCT)       School to School       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, accept oral response to further organizers as needed, alcown portunities to respond and participate, assignments chunked and behavior, graphic organizers as needed, alcown additional time as needed, opportunities to respond and participate, assignments chunked and behavior, graphic organizers as needed, alcow Shalev to explain his thought process for answers. Allow Shalev to explain his thought process for answers. Allow Shalev to cold the vibrate of audit for writing assignments. Color coded keyboard chart for hand/finger placement. All accommodations to be used as necessary, text to speech, all accommodations to be used as necessary, text to speech, all accommodations to be used as necessary for reading instruction         Modifications       Out of grade level materials to be used as necessary for reading instruction				
Extended School Year/Intersession       Yes       No         Parent Counseling and Training (PCT)       Yes       No         ESY Transportation       School to School         Accommodation, Modifications, Supports       Instructional Accommodation       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.       Color coded keyboard chart for hand/finger placement. Electronic device for scanning tex to speech. All accommodations to be used as necessary text to speech, allow student to tak pictures of notes.         Other Supports, including Non- Academic and Extra-       Out of grade level materials to be used as necessary for reading instruction				
Year/Intersession       Parent Counseling and Training (PCT)       Yes       No         ESY Transportation       School to School       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 explain his thought process for answers. Allow Shalev to explain his thought process for answers. Allow Shalev to explain his thought process for answers. Allow Shalev to explain his thought process for answers. Allow Shalev to back. Color coded keyboard chart for hand/finger placement. All accommodations to be used as neceessary.       Out of grade level materials to be used as neceessary for reading instruction         Other Supports, including Non-Academic and Extra-       Out of grade level materials to be used as neceessary for reading instruction		Transportation	None	None
Training (PCT)       File       File       File         ESY Transportation       School to School         Accommodation, Modifications, Supports       Instructional Accommodations       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, text to speech, allow student to tak pictures of notes.         Instructional Modifications       Out of grade level materials to be used as necessary for reading instruction       Out of grade level materials to be used as necessary for reading instruction			• Yes O No	
Accommodation, Modifications, Supports       Instructional Accommodations       Attain Shalev's attention before asking questions, math problems and text read to him as needed, accept real response to further opportunities to respond and participate, assignments chunked and broken down, additional time as needed, accept to alr esponse to further opportunities to respond and participate, assignments chunked and broken down, additional time as needed, accept to alr esponse to further opportunities to respond and participate, assignments chunked and broken down, additional time as needed, accept 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.       Attain Shalev's attention before asking questions, math problems and text read to him as needed, accept to 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.         Instructional Modifications       Out of grade level materials to be used as necessary for reading instruction       Out of grade level materials to be used as necessary for reading instruction         Other Supports, including Nom- Academic and Extra-       Other Supports,       Other Supports,			• Yes O No	
Modifications, Supports       Accommodations       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 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. text to speech, allow student to tak pictures of notes.       Out of grade level materials to be used as necessary for reading instruction       Out of grade level materials to be used as necessary for reading instruction		ESY Transportation	School to School	
Modifications     Out of grade reventmentations to be used as necessary for reading instruction     Out of grade reventmentation to be used as necessary for reading instruction       Other Supports, including Non-Academic and Extra-     Image: State of grade reventmentation of the state of	Modifications,		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	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
including Non- Academic and Extra-				
		including Non- Academic and Extra-		

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-	Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary?	Yes	() No	
year comprehensive reassessment.)	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	peers for Math, Social	Studies, So ool year, S	cience, Health, Science Lab, Computer Lab Shalev will be mainstreamed for Math, the A	ed in the General Education classroom with his , P.E., and the Arts. 845 minutes in Special Day. Arts, P.E., all school-wide activities. 735 minutes

Los Angeles Unified Scho Student OHANA	SHALEV			IEP FAPE Part 2 - Summary o Date of Birth 22-OCT-2010	Meeting	02-MAY-2022
Last	First	MI		Date of Birth 22-0C1-2010	Date	02-MAY-2022
				Effective With This IEP		nges Related To iis IEP
Service 1		Start	Date:	Effective on Signature Date		
16		End	Date:			
Occupational Therap	у	Service appli	ies to:	Regular		
		Frequ	ency:	1-10		
This service addresses the following <b>goals:</b>	he	Inte	erval:	Monthly		
7(Visual Motor)		Minutes/Inte	erval:	60		
12(Visual Motor)	Mi	nutes/Interval (Pullout Gen	from n Ed):	0		
		Service Delivery M	Iodel:	Direct Service (Collaborative)*		
		Responsible Perso	onnel:	Licensed/Credentialed Provider		
				Special Education Teacher		
	*					
Service 2		Start	Date:	Effective on Signature Date		
04		End	Date:			
Counseling and Guidar	ice	Service appli	ies to:	Regular		
		Frequ	ency:	1-5		
This service addresses the following <b>goals:</b>	he	Inte	erval:	Monthly		
6(Social Emotional)		Minutes/Inte	erval:	120		
15(Social Emotional)	Mi	nutes/Interval (Pullout Gen	from n Ed):	0		
		Service Delivery M	Iodel:	Direct Service (By a Single Provider)*		
		Responsible Perso	onnel:	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 <b>goals:</b>	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 <b>goals:</b>	Interval:	Monthly	Monthly
14(Behavior Interventio)	Minutes/Interval:	360	420
9(Behavior-Self Reg.)	Minutes/Interval (Pullout from Gen Ed):	0	0

	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 <b>goals:</b>	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 <b>goals:</b>	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	01-A00-2022
Behavior Intervention Implementation (BII)	Service applies to:	Regular	Regular
	Frequency:	1-5	1-5
This service addresses the following <b>goals:</b>	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

% 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.

			DEDUCATION PROGRAM (IEP	')	Page 38
Los Ang Student OHANA	geles Unified Schoo SHALEV	ol District	Date of Birth 22-OCT-20	10	(SLD, pg. 1 of 1) Meeting Date 02-MAY-2022
Last	First	MI	Date of Birtil 22-OC1-20	IU I	neeting Date 02-MA1-2022
ited to students with cha	ee Year Reviews and tracteristics of dyslex	comprehensive asses ia. This form is not re	NG DISABILITIES CERTIFICA sements for students eligible as having a equired at Annual Review meetings.	a Specific Learn	
s form serves as the wri	tten report of the IEP	Team consensus.	ty criteria for Specific Learning Disabil be considered by the IEP Team? $\bigcirc$ Ye		the information which follows.
es, describe					
uring the observation o No	f the student in the ge	eneral education settin	ng, was behavior noted that relates to th	e student's gene	ral academic functioning? ()
es, describe					
severe discremancy evi	sts in one or more of	the following acaden	nic areas: (Check all that apply)		
Listening Compreh Written Expression	ension 🗹 E	Basic Reading Skills fath Calculation	Oral Expression Math Reasoning	✓ ✓	Reading Comprehension Reading Fluency
Attention		visual Processing	lowing psychological processes: (Checl Auditory Processing d Phonological Processing		Sensory Motor Skills
ne Team agrees that the					4-1
Limited school exp		_		lisadvantage	tal, economic or cultural
Social maladjustme	nt the English language	Intellectu	ally Disabled	🗹 Visual, hear	ing or motor impairment

tudent		SHALEV	/	•		IEP FAPE P Date of Birth			Meeting Date 02-	MAY-2022	
	Last	First	М		PF Sumr	nary Grid					
Progran	1:	SLD		17		Setting:		Special	Education		
Eligibili		Eligib	le (SLD)			Curriculum:		General Education			
Transpo	-	None				Low Incident	Sunnart·	None			
Date Dis	strict Received	Trone					Support				
Service Code	Service Desc		Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)	No Consent	
33	Behavior Intervo Development (		Effective on Signature Date	ESY	Yearly	1-10	~	240	Behavior Interventio, Behavior-Self Reg., Behavior- Expression		
33	Behavior Intervo Development (		Effective on Signature Date	Regular	Monthly	1-10	~	360	Behavior Interventio, Behavior-Self Reg., Behavior- Expression		
33	Behavior Intervo Development (		Future Changes 01-Aug-2022	Regular	Monthly	1-10	~	420	Behavior Interventio, Behavior-Self Reg., Behavior- Expression		
32	Behavior Intervo Implementation		Effective on Signature Date	Regular	Weekly	1-5	~	1800	Behavior Interventio, Behavior-Self Reg., Behavior- Expression		
32	Behavior Intervo Implementation		Future Changes 01-Aug-2022	Regular	Weekly	1-5	~	1990	Behavior Interventio, Behavior-Self Reg., Behavior- Expression		
32	Behavior Intervo Implementation		Effective on Signature Date	ESY	Weekly	1-5	~	1350	Behavior Interventio, Behavior-Self Reg., Behavior- Expression		
04	Counseling a 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 g	preatest extent poss	sible ("x"	all that could a	pply for student.	depending on en	nergency circumstances):
means of Denvery, to g	LI catest extent pose	SIDIC ( A	un that could a	ppiy for students	, depending on en	nergeney encumstances).

	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						
Extended School Year Services						
Supplementary Aids and Services (provided in general education classes and other general ed environments)						

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

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

**For IEP Team Information** 

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

				<b>IZED EDUCATION Plai</b>			Page 40 of 4
		For Beh		Student's Learning or the Lea			
	Los A	Angeles Unified Sch				avior Interven	tion Plan, pg. 1 of
Student	OHANA	SHALEV		Date of Birth	22-OCT-2010	Meeting Date	02-MAY-2022
	Last	<b>First</b> impeding learning is:	MI	Describe what it looks	like		
1	other	impeding learning is.			ving no to complying with	an academic d	
	It impedes le	earning because: la	lack of work production			ruction to stop	2
2			egative interaction with	n peers 🗸			•
	other						
	The need for	r a Behavior Interventio	on Plan: 🔿 early stag	ge intervention () moderat	te 🔿 serious 🔿 extren	ne	
3			0,7,8	,	0 0		
	Frequency of	r intensity or duration of	of behavior: Frequency	(x) Period Inte	ensity Duration (mi	n)	
4	3			hourly 🗸 me	edium 🖌 10		
	Reported	<sup>1</sup> by Teacher/Aide/E	BII/BID	and/or 🗸 ol	bserved by Teacher/Aid	le/BII/BID	
DDEVEN			DA DT 1		ENVIRONMENTAL FACT	TODS AND NECL	
PREVEN	NTION	What are the predi	PART 1	(Situations in which the beh			
	5	_	_		_		
		Disruption in r	routines V	ork level higher than nt's ability	Verbal directives		k of predictability
		✓ Time of day ✓ Unstructured ti		ternal physical/emotional	Peer conflict		r stimulation
		Events from pr	. state		C Room conditions		cific room arrangemer
		environments	La La	ack of freedom, choice, ble activities, friends			
			$\Box$	nder stimulation			
		Other Describ					
	-	What supports the	e student using the prob	blem behavior? (What is miss	sing in the environment/cur	rriculum or what is	s in the
Observat		environment/curri	iculum that needs chang	ging?)			
Analysis	Present in	the environment:	Classroom se	eating arrangement $\Box_N$	oise levels	V Interact	ions (adult and/or
	Missing ir	n the environment:	Peer status ga	0 0 <u> </u>	appropriate materials (age-		
	witissing it	r the environment.	misbehavior		chedule	Conflic	t resolution skills
			Transition sk		ask structuring	Effectiv parent	e communication with
			Re-teaching	instruction UC	onsequences not clear to	<u>–</u>	inications system
				instruction stude	int .		
	Other	r (Missing/Present):					
		PEMO	VF STUDENT	'S NEED TO USE	THE PDORI FM	BEHAVIO	D
				"S NEED TO USE			
Intervent	tion 7	What environment	tal changes, structure ar	<b>''S NEED TO USE</b> nd supports are needed to rer love the likelihood of behavi	nove the student's need to		
Intervent	tion 7	What environment Time/Space/Mater	tal changes, structure ar rials/Interactions to rem	nd supports are needed to ren love the likelihood of behavi	nove the student's need to or)	use this behavior?	(Changes in
Intervent	tion 7	What environment	tal changes, structure ar rials/Interactions to rem	nd supports are needed to ren love the likelihood of behavi Give more time on tasks	nove the student's need to or)	use this behavior?	(Changes in ch a closure system
Intervent	ion 7	What environment Time/Space/Mater	tal changes, structure ar rials/Interactions to rem	nd supports are needed to ren love the likelihood of behavi Give more time on tasks Signal transition	nove the student's need to or)	use this behavior?	(Changes in ch a closure system re less time on tasks
Intervent	tion 7	What environment Time/Space/Mater Time Changes:	tal changes, structure ar rials/Interactions to rem	nd supports are needed to ren love the likelihood of behavi Give more time on tasks Signal transition Preferred seating	nove the student's need to or) Allow completion in Provide a break Different work areas	use this behavior?	(Changes in ch a closure system re less time on tasks dy carrels
Intervent	tion 7	What environment Time/Space/Mater Time Changes: Space Changes: Material Change	tal changes, structure ar rials/Interactions to rem	nd supports are needed to ren love the likelihood of behavi Give more time on tasks Signal transition Preferred seating Personal space	<ul> <li>Allow completion in</li> <li>Provide a break</li> <li>Different work areas</li> <li>Hands-on learning</li> </ul>	use this behavior?	(Changes in ch a closure system re less time on tasks dy carrels ks organized
Intervent	tion 7	What environment Time/Space/Mater Time Changes: Space Changes:	tal changes, structure ar rials/Interactions to rem	nd supports are needed to ren love the likelihood of behavi Give more time on tasks Signal transition Preferred seating	nove the student's need to or) Allow completion in Provide a break Different work areas	use this behavior?	(Changes in ch a closure system re less time on tasks dy carrels ks organized arged print size books
Intervent	ion 7	What environment Time/Space/Mater Time Changes: Space Changes: Material Change	tal changes, structure ar rials/Interactions to rem	nd supports are needed to ren tove the likelihood of behavi Give more time on tasks Signal transition Preferred seating Personal space Accommodated work High interest materials Use specific supportive	<ul> <li>Allow completion in</li> <li>Provide a break</li> <li>Different work areas</li> <li>Hands-on learning</li> <li>Notebook organizer</li> </ul>	use this behavior? a parts Tea Giv S S Tas: Enl. Mo	(Changes in ch a closure system re less time on tasks dy carrels ks organized arged print size books
Intervent	tion 7	What environment Time/Space/Mater Time Changes: Space Changes: Material Change	tal changes, structure ar rials/Interactions to rem	nd supports are needed to ren tove the likelihood of behavi Give more time on tasks Signal transition Preferred seating Personal space Accommodated work High interest materials Use specific supportive ds	<ul> <li>nove the student's need to nor)</li> <li>Allow completion in</li> <li>Provide a break</li> <li>Different work areas</li> <li>Hands-on learning</li> <li>Notebook organizer</li> <li>Cue the student</li> <li>Praise successes</li> <li>Use calm, de-escalat</li> </ul>	use this behavior? a parts Tea Giv Stur Tas Enl Mo Pee	(Changes in ch a closure system re less time on tasks dy carrels ks organized arged print size books del
Intervent	tion 7	What environment Time/Space/Mater Time Changes: Space Changes: Material Change	es:	nd supports are needed to rer love the likelihood of behavi Give more time on tasks Signal transition Preferred seating Personal space Accommodated work High interest materials Use specific supportive ds Verbally praise student	<ul> <li>Allow completion in</li> <li>Allow completion in</li> <li>Provide a break</li> <li>Different work areas</li> <li>Hands-on learning</li> <li>Notebook organizer</li> <li>Cue the student</li> <li>Praise successes</li> </ul>	use this behavior? a parts Tea Giv Stur Tas Enl Mo Pee	(Changes in ch a closure system re less time on tasks dy carrels ks organized arged print size books del
ntervent	tion 7	What environment Time/Space/Mater Time Changes: Space Changes: Material Change	tal changes, structure ar rials/Interactions to rem	nd supports are needed to ren tove the likelihood of behavi Give more time on tasks Signal transition Preferred seating Personal space Accommodated work High interest materials Use specific supportive ds	<ul> <li>nove the student's need to nor)</li> <li>Allow completion in</li> <li>Provide a break</li> <li>Different work areas</li> <li>Hands-on learning</li> <li>Notebook organizer</li> <li>Cue the student</li> <li>Praise successes</li> <li>Use calm, de-escalat</li> </ul>	use this behavior? a parts Tea Giv Stur Tas Enl Mo Pee	(Changes in ch a closure system re less time on tasks dy carrels ks organized arged print size books del
ntervent	tion 7	What environment Time/Space/Mater Time Changes: Space Changes: Material Change	tal changes, structure ar rials/Interactions to rem	nd supports are needed to rer love the likelihood of behavi Give more time on tasks Signal transition Preferred seating Personal space Accommodated work High interest materials Use specific supportive ds Verbally praise student Use specific support	<ul> <li>nove the student's need to nor)</li> <li>Allow completion in</li> <li>Provide a break</li> <li>Different work areas</li> <li>Hands-on learning</li> <li>Notebook organizer</li> <li>Cue the student</li> <li>Praise successes</li> <li>Use calm, de-escalat</li> </ul>	use this behavior? a parts Tea Giv Stur Tas Enl Mo Pee	(Changes in ch a closure system re less time on tasks dy carrels ks organized arged print size books del
ntervent		What environment Time/Space/Mater Time Changes: Space Changes: Material Change Interaction:	tal changes, structure ar rials/Interactions to rem	nd supports are needed to ren tove the likelihood of behavi Give more time on tasks Signal transition Preferred seating Personal space Accommodated work High interest materials Use specific supportive ds Verbally praise student Use specific support	<ul> <li>nove the student's need to nor)</li> <li>Allow completion in</li> <li>Provide a break</li> <li>Different work areas</li> <li>Hands-on learning</li> <li>Notebook organizer</li> <li>Cue the student</li> <li>Praise successes</li> <li>Use calm, de-escalat</li> </ul>	use this behavior? a parts Tea Giv Stue Tas Enl Mo Pee ting	(Changes in ch a closure system re less time on tasks dy carrels ks organized arged print size books del

		INDI	VIDUALIZED EDUCATION PI Behavior Intervention Plan		
	Los A	For Behavior Interfe	rring with Student's Learning or the Lea c <b>t</b>		ior Intervention Plan, pg. 2 of
Student O	HANA	SHALEV	Date of Birth		Meeting Date 02-MAY-2022
	Last	First	MI		
ALTERNAT	IVE	PART II		AND NEW BEHAVIORS TO	
	8	Team believes the behavior oc	curs because: (Function of behavior in t	terms of getting, protest or ave	oiding something)
	0	To Get:	Sensory input	Attention (peer)	Attention (staff)
		To Avoid:	Tangible (desired item)	Tangible (desired activit	y)
			Sensory input	Attention (peer)	Attention (staff)
		Describe: Shalay profess a	Task (too difficult)	Task (too easy)	Task (too long)
		Shalev prefers h	nath vs. writing nt should do INSTEAD of the problem	hehavior? (How should the st	udent econe/protect/avoid or get
Observation	1 <b>9</b>	his/her need met in an accepta		behavior: (110w should the st	ducht escape/protest/avoid of get
Analysis	Prompt	student to voice his frustration an	propriately and regulate his behavior l	wit then comply with the ad	Its request using Premack
	-	e-(first do x and then you get y).	propriately and regulate his behavior t	but then comply with the add	ins request, using Freinack
	principi				
		What teaching Strategies/Nece	essary Curriculum/Materials are needed	?	
	10				
		Better communication skills	Anger management Learning new social skills	Communication system	
		✓ Following schedules &	Learning notebook	Learning to use conflict	
		routines	organization	resolution	
		Learning new scripts			
			Who will monitor?		
		Who will establish? Teacher/BII/BID	Teacher/BII/BID	Frequency: as necessary	
			lures to use for establishing, maintaining		
ntervention	11	Physical:	_		
	1	Thysical.	<ul> <li>High-fives</li> <li>Pat on the back</li> </ul>	Smiles	Handshake
		<b>V</b> 711.	Use specific praises		Peer recognition
		Verbal:	Time on the computer	Recognition of student's	Listen to music
		Contingent Access:	Preferred activity	Free time	
			Positive phone calls or	Describe: drawing	Other
		Tangibles	notes to home	Certificate sent home	Seating Location
		Tokens and Points:	└── Tokens ✓ Exempt assignment	Points	
		Privileges:	Exempt assignment	Extra test points	
		Other ideas:			
		Selection of reinforcer based on	: Shalev's input/preferences		
		reinforcer for using replace	ement behavior 📄 reinforcer for gene	eral increase in positive behav	iors
		By whom?	Frequency		
		Teacher/Staff/BII/BID	Teacher/Staff/BII/BID		
EFFECTIVI	E REACTI	ON PA	RT III	REACTIVE STI	RATEGIES
12 s	should han		m behavior occurs again. (1. Prompt stu s again, 3. Positive discussion with stud		
_		• ,	nt behavior. 2. Positive discussion wi	th student after behavior end	ls. 3. Any necessary further
	-	or school consequences.	it demayion. 2. I definite discussion wh		as. J. Finy necessary furnier
		si sentori consequences.			
Pe	rsonnel?				
		aff/BII/BID			

				a s bearning or the	Learning of His/Her Pee		
		eles Unified Scho				Intervention Plan, pg. 3 of 3	
Student	OHANA Last	SHALEV First	MI	Date of Birth	22-OCT-2010	Meeting 02-MAY-2 Date	
OUTCO	MES		PART IV		BEHAVIOR	AL GOALS	
13	Behavioral C	Goal: Goal #: 14					
	(i.e., use his w independently	ords, talk with teach, for an average of 80	ner/adult, request a break) 0% of opportunities, mea	and return to task a	t hand, complete/start give	ting strategy to regulate his fee n demand within 2 minutes	
		havioral goal is to: equency of problem	<ul> <li>Increase use of repr</li> </ul>		nd may also include: hat remove student's need	l to use the problem behavior	
oservation	and Analysis C			0		•	
Are	curriculum acco		difications also necessar	y? Where described	1?		
	e 1, FBA						
	-						
Are		supports/changes ne	ecessary?				
0	Yes 🔘 No						
-	-	replacement behavi	or alone enough? (no nev	w teaching is necess	sary)?		
0	Yes 🔘 No						
_	-	f new replacement b	behavior AND reinforcer	ment needed?			
	-						
		dinated with other a	gency's service plans? A	gency?			
IEC	Yes 🔾 No						
IEC		с <u>с ст</u>					
IEC Pers	-	for contact between	agencies.				
IEC Pers Tea	cher/BII/BID	for contact between			0010 0.5	CATION BRONISIONS	
IEC Pers Tea	JNICATION		PART V		COMMUNI	CATION PROVISIONS	
IEC Pers Tea	JNICATION	for contact between	PART V		COMMUNI	CATION PROVISIONS	
IEC Pers Tea COMMU	JNICATION	d content of commu	PART V		COMMUNI Written note		
IEC Pers Tea COMMU	icher/BII/BID JNICATION Manner and	d content of commu	PART V	rting		s	
IEC Pers Tea COMMU	icher/BII/BID JNICATION Manner and Phone c	d content of commu calls eports	PART V nication:	rting	Written note	s	
IEC Pers Tea COMMU	ncher/BII/BID JNICATION Manner and Phone c Daily re Weekly	d content of commu calls eports	PART V nication:	rting	Written note	s	
IEC Pers Tea COMMU	INICATION Manner and Phone c Daily re Weekly Veter	d content of commu calls eports reports Texting	PART V nication: Email Daily cha	rting	Written note	s	
IEC Pers Tea COMMU	icher/BII/BID JNICATION Manner and Phone c Daily re Daily re Weekly Veekly Other Betweet	d content of commu calls eports reports Texting n?	PART V nication:	rting	Written note	s	
IEC Pers Tea COMMU	icher/BII/BID JNICATION Manner and Phone c Daily re Daily re Weekly Veekly Other Betweet	d content of commu calls eports reports Texting	PART V nication: Email Daily cha	rting	Written note	s	
IEC Pers Tea COMMU	icher/BII/BID JNICATION Manner and Phone c Daily re Daily re Weekly Veekly Other Betweet	d content of commu calls eports reports Texting n?	PART V nication:	rting	Written note	s	