			INDIVIDUALIZE	ED EDU	CATION PROC	GRAM (IE	P)		Page 1	of 26
Los Angeles Unified Student Identificat Number		rict 122209M055		0 16	49092768	e	nt	Eligi	ible (OHI)	
Student ZAFRAN	II ELI	IYAH					Date of Birth:	22	-DEC-2009	
Last		First	MI Section	A: Mee	ting Informat	ion				
	Pertir	ent Dates			OT 2	IOI	Type of N	Meeting		
Date of Initial IEP Tean	n Meeting	14-MAY-201	8							
Date of Present Meeting	•	17-AUG-202			◯ Initial			Amendn	nent of IEP dated	
Annual Review to be co		18-NOV-202			⊖ Annual R				art Transition	
Next Three Year Review	w will be	20-OCT-202	4		Three Yes			Expulsion Expulsion		
conducted by Three Year Review or E	valuation	21-OCT-202	1		Other				al Transition Plan	
was conducted on	valuation	21-001-202								
Transition to Kindergar conducted by	ten to be									
Location of Meeting	P	ORTOLA CM			District Na	ame	Los Angel	les Unified S	chool Dist	
			Section	B: Stu	dent Informati	ion				
Date of Birth	22-DEC-20		Age		12		Grade		7	
Gender	O Male C	Female	Ethnic Code		White					
Location of the Psych Folder	SUPPORT	UNIT NOR	Student has no Folder	Psych						
Location of the Cum Folder	PORTOLA	СМ	Student has no Folder	Cum						
Home Language	English		Student Langua	ge	English		Alternate M Communica			
Home Address of Student	5224 ZELZ	ZAH AVE UNI	TT 201							
City	ENCINO	CA	ZIP Code		91316					
Home Telephone	(818) 445-0	0090	Daytime Teleph	one			Emergency Telephone			
School of Attendance	Portola Cm	l	Location Code		8107					
School of Residence	Portola Cm	l	Location Code		8107					
Name of Parent/Guardian			Telephone							
Address										
City		CA	ZIP Code							
Surogate Parent			Telephone							
Attends CURRENT SO of the following	CHOOL as a	result of one	Attends School o	f Reside	nce	~				
Is the student living in a Home (FFH)?	ı Family Foste	er 🔘 N	o O Yes		FFH#					
Is FFH Provider related	to student?	\bigcirc N	$o \bigcirc Yes$		Relation	iship				
Licensed Children's Ins	titution	O N	$_{\rm o} \bigcirc _{\rm Yes}$		LCI Nar	ne				
					LCI#					
Out of the home placem	ent made by	-	egional Center uperior Court		O Department	t of Mental	Health (ent of Children's Service	s
Child's family living wi boundaries?	thin LAUSD'	\frown	o O Yes							
If the student is 18 year	s old or older	or is an emanci	ipated minor, does he	e/she hav	ve educational de	cision-mak	ing rights?		\bigcirc No \bigcirc Yes	

			IN	DIVIDUALI	ZED EDUC	ATION PROGRAM (IE	2)	Page 2 of
	Unified Scho							
Student	ZAFRANI Last	ELIYAH First		MI	~ •	Date of Birth 22-DEC	C-2009	
Language Cla	ssification				on C: Lang lish Only	uage Acquisition	Start Date:	18-AUG-2015
	y Parent Reques	* .			$C_{\rm es}$ \bigcirc No		Reclassification Date:	18-A0G-2015
					es \bigcirc No			
		nd Performance Des	-	:		✓	Test Date:	
Alternate ELP Descriptor:	AC Performanc	e Level and Perform	nance			~	Test Date:	
				Section D:	Goal Achiev	vement from Current IEI	,	
					eved			
	ample - Reading	g)		Yes	No	If No, explain the reaso	n the goal/objective was not acl	nieved
1	READING			\bigcirc	\bigcirc			
Category	Reading		~	\sim	\sim			
	Objective 1 m			0	0			
•	Objective 2 m	net		0	0			
2	WRITING			\bigcirc	\bigcirc			
Category	Writing		~	\sim	\sim			
	Objective 1 m			0	0			
	Objective 2 m	net		0	0			
3	MATH			\bigcirc	\bigcirc			
Category	Math		~	0	0			
	Objective 1 m			0	0			
	Objective 2 m			0	0			
4	Behavioral Su			\bigcirc	\bigcirc			
Category	Behavior Int		v]					
	Objective 1 m			0	0			
	Objective 2 m	net		0	0			
5	Vocational			0	0			
Category	Vocational E		~	-	-			
	Objective 1 m			0	0			
	Objective 2 m			0	0			
6	Counseling/E			\bigcirc	\bigcirc			
Category	Social Emoti		~					
	Objective 1 m			0	0			
	Objective 2 m	net		\bigcirc	\bigcirc			
7				\bigcirc	\bigcirc			
Category			v					
	Objective 1 m			\bigcirc	\bigcirc			
	Objective 2 m	net		\bigcirc	\bigcirc			
8				\bigcirc	\bigcirc			
Category			v)					
	Objective 1 m			\bigcirc	\bigcirc			
	Objective 2 m	net		0	0			
9				\bigcirc	0			
Category			♥					
	Objective 1 m	net		\bigcirc	\bigcirc			
	Objective 2 m	net		\bigcirc	\bigcirc			
10				\bigcirc	\bigcirc			
Category			♥					
	Objective 1 m	net		\bigcirc	\bigcirc			
	Objective 2 m	net		0	\bigcirc			

	INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Los Angeles Unified School District Student ZAFRANI ELIYA	
	irst MI
Performance Area:	Section E: Present Level of Performance Mathematics
	Mathematics
Category: Assessment/Monitoring Process Used:	Teacher reports, grade reports,
State/District Assessment Results:	
	nary (include student strengths, student needs and impact of disability on student performance):
	e operations to solve computation problems as well as simple (Multiplication, Subtraction, Addition, Division)
in doing class work and/or completing l	problems that involve large multiple digit numbers or decimal numbers. Eliyah struggles and is non-compliant his homework in the area of mathematics. Due to the lack of completed work it is difficult to assess specific Woodcock Johnson Scores he lacks the foundational mathematics skills.
numbers, which impacts his participation	ty of Other Health Impairment impairs his ability to fluently add, subtract, multiply and divide multi-digit on and progress in the general education curriculum in the area of Math.
** Refer to Re-evaluation 10/2021 for	· WWJ Data **
Performance Area:	Vocational Education
Category:	Vocational Education
Assessment/Monitoring Process Used:	teacher reports, grade reports, schoology
State/District Assessment Results:	
Current Performance/Assessment Summ	nary (include student strengths, student needs and impact of disability on student performance):
Needs: Eliyah struggles with completir when the task is too difficult for him. E Needs: Eliyah struggles with completir when the task is too difficult for him. E week Fall progress report he is earning Math: F English: F Science: F History: F PE:C Elective: D These low grades are due to lack of wo he has not taken advantage of the additi motivated to do so. Impact of Disability: Eliyah's eligibility	by take turns and listen to the opinions of others. ing assignments. His performance varies on a day to day basis based on his state of emotional well being or Eliyah's low grades are due to missing classwork and homework in all of his core classes. Currently at the 15 ing assignments. His performance varies on a day to day basis based on his state of emotional well being or Eliyah's low grades are due to missing classwork and homework in all of his core classes. Currently at the 15 et al. (19) the following grades are due to missing classwork and homework in all of his core classes. Currently at the 15 et al. (19) the following grades: ork turned in and/or produced during class. He has been enrolled in the Learning Center for the past 5 weeks and tional support. The Learning Center has not made a difference. His grades will not improve until Eliyha is ty of Other Health Impairment impedes his ability to initiate and complete his work, which impacts his al education curriculum.
	al education curriculum.

tegory: Reading Readin		Pag INDIVIDUALIZED EDUCATION PROGRAM (IEP)	50 1
Last First MI Section E: Present Level of Performance rformance Area: Reading tegory: Reading sessment/Monitoring Process Used: Teacher reports, grade reports ite/District Assessment Results: Image: Complete the Daily Language (warm up). He continues to not turn in any work and earned a F in English as the 15 week progress report. It is Ifficult to identify any strengths in the area of reading at this time other than the data from the WWJ which was administered in October 2021. Needs: Based on the Woodcock Johnson IV Assessment recently was administered - Eliyah needs more practice analyzing details on how a key event introduced in a text. Eliyah has is not motivated to engage in learning in English class. introduced in a text. Eliyah has is not motivated to engage in learning in English class. introduced in a text. Eliyah has is not motivated to engage in learning in English class. introduced in a text. Eliyah has is not motivated to engage in learning in English class. introduced in a text. Eliyah has is not motivated to engage in learning in English class. introduced in a text. Eliyah has is not motivated to engage in learning in English class. introduced in a text. Eliyah has is not motivated to engage in learning in English class. introduced in a text. Eliyah has is not motivate to engage in learning in English class. introduced in a text. Eliyah has is aparticipatin and progress in the		Data of Pinth 22 DEC 2000 Meeting Data 17 AUG 2022	2
rformance Area: Reading Readin			
tegory: Reading			
Sessment/Monitoring Process Used: Teacher reports, grade reports tet/District Assessment Results: Teacher reports, grade reports urrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: Although Eliyah's WUJ scores (administered 10/2021) in the area of reading are average, he's completed very few assignments in English. Is does complete the Daily Language (warm up). He continues to not turn in any work and earned a F in English has the 15 week progress report. It is ifficult to identify any strengths in the area of reading at this time other than the data from the WUJ which was administered in October 2021. Needs: Based on the Woodcock Johnson IV Assessment recently was administered, Eliyah needs more practice analyzing details on how a key event introduced in a text. Eliyah's leigibility of Other Health Impairment impairs his ability to analyze and comprehend informational text, including lentifying key events which impacts his participation and progress in the general education curriculum in the area of reading. rformance Area: Writing tegory: Writing verter Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): strengths: Eliyah's handwriting is legible and will often demonstrate a knowledge of sentence structure, punctuation and capitalization. Eliyah does uncluate sentences correctly showing a growing knowledge of proper placement for quotation marks, periods and commas. This is based on class ovis samples. He dose complete the Daily Language (warm up) howver it is no	erformance Area:	eading	
<pre>tet/District Assessment Results: itrrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: Although Eliyah's WWJ scores (administered 10/2021) in the area of reading are average, he's completed very few assignments in English. te does complete the Daily Language (warm up). He continues to not turn in any work and earned a F in English as the 15 week progress report. It is ifficult to identify any strengths in the area of reading at this time other than the data from the WUJ which was administered in October 2021. Needs: Based on the Woodcock Johnson IV Assessment recently was administered a, Eliyah needs more practice analyzing details on how a key event introduced in a text. Eliyah has is not motivated to engage in learning in English class. mpact of Disability: Eliyah's eligibility of Other Health Impairment impairs his ability to analyze and comprehend informational text, including leantifying key events which impacts his participation and progress in the general education curriculum in the area of reading. rformance Area: Writing tegory: Writing wrent Performance/Assessment Results: wrent Performance/Assessment Results: wrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: Eliyah's handwriting is legible and will often demonstrate a knowledge of sentence structure, punctuation and capitalization. Eliyah does unctuate sentences correctly showing a growing knowledge of proper placement for quotation marks, periods and commas. This is based on class ork samples. He does complete the Daily Language (warm up) however it is not consistent. Needs: When assigned a writing assignment, Eliyah continues to lose focus when trying to develop a main idea for multi-paragraph writing ssignments. When provided with a writing prompt the requires Eliyah to provide explanation or supporting evidence, we will benefit from reminders and graphic organizers.</pre>	ategory:	Reading	
rrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: Although Eliyah's WWJ scores (administered 10/2021) in the area of reading are average, he's completed very few assignments in English. Ide does complete the Daily Language (warm up). He continues to not turn in any work and earned a F in English as the 15 week progress report. It is ifficult to identify any strengths in the area of reading at this time other than the data from the WWJ which was administered in October 2021. Needs: Based on the Woodcock Johnson IV Assessment recently was administered , Eliyah needs more practice analyzing details on how a key event introduced in a text. Eliyah has is not motivated to engage in learning in English class. mpact of Disability: Eliyah's eligibility of Other Health Impairment impairs his ability to analyze and comprehend informational text, including lentifying key events which impacts his participation and progress in the general education curriculum in the area of reading. rformance Area: Writing Writ	ssessment/Monitoring Process Used:	eacher reports, grade reports	
Strengths: Although Eliyah's WWJ scores (administered 10/2021) in the area of reading are average, he's completed very few assignments in English. le does complete the Daily Language (warm up). He continues to not turn in any work and earned a F in English as the 15 week progress report. It is fiffcult to identify any strengths in the area of reading at this time other than the data from the WWJ which was administered in October 2021. Needs: Based on the Woodcock Johnson IV Assessment recently was administered , Eliyah needs more practice analyzing details on how a key event introduced in a text. Eliyah has is not motivated to engage in learning in English class. Impact of Disability: Eliyah's eligibility of Other Health Impairment impairs his ability to analyze and comprehend informational text, including lentifying key events which impacts his participation and progress in the general education curriculum in the area of reading. rformance Area: Writing tegory: Writing wrent Performance/Assessment Results: Irrent Performance/Assessment Rummary (include student strengths, student needs and impact of disability on student performance): Strengths: Eliyah's handwriting is legible and will often demonstrate a knowledge of sentence structure, punctuation and capitalization. Eliyah does unctuate sentences correctly showing a growing knowledge of proper placement for quotation marks, periods and commas. This is based on class rork samples. He does complete the Daily Language (warm up) however it is not consistent. Needs: When provided with a writing prompt the requires Eliyah to provide explanation or supporting evidence, he will benefit from reminders and graphic organizers. Eliyah's eligibility of Other Health Impairment impairs his ability to provide a claim with supporting evidence, which impacts	ate/District Assessment Results:		
le does complete the Daily Language (warm up). He continues to not turn in any work and earned a F in English as the 15 week progress report. It is ifficult to identify any strengths in the area of reading at this time other than the data from the WWJ which was administered in October 2021. Needs: Based on the Woodcock Johnson IV Assessment recently was administered , Eliyah needs more practice analyzing details on how a key event introduced in a text. Eliyah has is not motivated to engage in learning in English class. Impact of Disability: Eliyah's eligibility of Other Health Impairment impairs his ability to analyze and comprehend informational text, including lentifying key events which impacts his participation and progress in the general education curriculum in the area of reading. Irformance Area: Writing withing	arrent Performance/Assessment Summar	(include student strengths, student needs and impact of disability on student performance):	
dentifying key events which impacts his participation and progress in the general education curriculum in the area of reading. rformance Area: Writing tegory: Writing Writing sessment/Monitoring Process Used: Teacher Reports, grade reports ate/District Assessment Results: urrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: Eliyah's handwriting is legible and will often demonstrate a knowledge of sentence structure, punctuation and capitalization. Eliyah does unctuate sentences correctly showing a growing knowledge of proper placement for quotation marks, periods and commas. This is based on class ork samples. He does complete the Daily Language (warm up) however it is not consistent. Needs: When assigned a writing assignment, Eliyah continues to lose focus when trying to develop a main idea for multi-paragraph writing ssignments. When provided with a writing prompt the requires Eliyah to provide explanation or supporting evidence, he will benefit from reminders nd graphic organizers. Eliyah's eligibility of Other Health Impairment impairs his ability to provide a claim with supporting evidence, which impacts	He does complete the Daily Language (w difficult to identify any strengths in the a Needs: Based on the Woodcock Johnson	m up). He continues to not turn in any work and earned a F in English as the 15 week progress report. It is a of reading at this time other than the data from the WWJ which was administered in October 2021.	
tegory: Writing V sessment/Monitoring Process Used: Teacher Reports, grade reports tet/District Assessment Results: Teacher Reports, grade reports tet/District Assessment Results: Teacher Reports, student needs and impact of disability on student performance): Strengths: Eliyah's handwriting is legible and will often demonstrate a knowledge of sentence structure, punctuation and capitalization. Eliyah does unctuate sentences correctly showing a growing knowledge of proper placement for quotation marks, periods and commas. This is based on class ork samples. He does complete the Daily Language (warm up) however it is not consistent. Needs: When assigned a writing assignment, Eliyah continues to lose focus when trying to develop a main idea for multi-paragraph writing ssignments. When provided with a writing prompt the requires Eliyah to provide explanation or supporting evidence, he will benefit from reminders and graphic organizers. Eliyah requires graphic organizers to assist in creating a comprehensive organized written response. Impact of Disability: Eliyah's eligibility of Other Health Impairment impairs his ability to provide a claim with supporting evidence, which impacts			
sessment/Monitoring Process Used: Teacher Reports, grade reports the/District Assessment Results: the/District Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: Eliyah's handwriting is legible and will often demonstrate a knowledge of sentence structure, punctuation and capitalization. Eliyah does unctuate sentences correctly showing a growing knowledge of proper placement for quotation marks, periods and commas. This is based on class vork samples. He does complete the Daily Language (warm up) however it is not consistent. Needs: When assigned a writing assignment, Eliyah continues to lose focus when trying to develop a main idea for multi-paragraph writing ssignments. When provided with a writing prompt the requires Eliyah to provide explanation or supporting evidence, he will benefit from reminders nd graphic organizers. Eliyah's eligibility of Other Health Impairment impairs his ability to provide a claim with supporting evidence, which impacts	erformance Area:	/riting	
ate/District Assessment Results: arrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: Eliyah's handwriting is legible and will often demonstrate a knowledge of sentence structure, punctuation and capitalization. Eliyah does unctuate sentences correctly showing a growing knowledge of proper placement for quotation marks, periods and commas. This is based on class vork samples. He does complete the Daily Language (warm up) however it is not consistent. Needs: When assigned a writing assignment, Eliyah continues to lose focus when trying to develop a main idea for multi-paragraph writing ssignments. When provided with a writing prompt the requires Eliyah to provide explanation or supporting evidence, he will benefit from reminders nd graphic organizers. Eliyah requires graphic organizers to assist in creating a comprehensive organized written response. Impact of Disability: Eliyah's eligibility of Other Health Impairment impairs his ability to provide a claim with supporting evidence, which impacts	ategory:	Writing 🗸	
Arrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: Eliyah's handwriting is legible and will often demonstrate a knowledge of sentence structure, punctuation and capitalization. Eliyah does unctuate sentences correctly showing a growing knowledge of proper placement for quotation marks, periods and commas. This is based on class vork samples. He does complete the Daily Language (warm up) however it is not consistent. Needs: When assigned a writing assignment, Eliyah continues to lose focus when trying to develop a main idea for multi-paragraph writing ssignments. When provided with a writing prompt the requires Eliyah to provide explanation or supporting evidence, he will benefit from reminders nd graphic organizers. Eliyah requires graphic organizers to assist in creating a comprehensive organized written response. Impact of Disability: Eliyah's eligibility of Other Health Impairment impairs his ability to provide a claim with supporting evidence, which impacts	ssessment/Monitoring Process Used:	eacher Reports, grade reports	
Strengths: Eliyah's handwriting is legible and will often demonstrate a knowledge of sentence structure, punctuation and capitalization. Eliyah does unctuate sentences correctly showing a growing knowledge of proper placement for quotation marks, periods and commas. This is based on class ork samples. He does complete the Daily Language (warm up) however it is not consistent. Needs: When assigned a writing assignment, Eliyah continues to lose focus when trying to develop a main idea for multi-paragraph writing ssignments. When provided with a writing prompt the requires Eliyah to provide explanation or supporting evidence, he will benefit from reminders nd graphic organizers. Eliyah requires graphic organizers to assist in creating a comprehensive organized written response.	ate/District Assessment Results:		
Strengths: Eliyah's handwriting is legible and will often demonstrate a knowledge of sentence structure, punctuation and capitalization. Eliyah does unctuate sentences correctly showing a growing knowledge of proper placement for quotation marks, periods and commas. This is based on class ork samples. He does complete the Daily Language (warm up) however it is not consistent. Needs: When assigned a writing assignment, Eliyah continues to lose focus when trying to develop a main idea for multi-paragraph writing ssignments. When provided with a writing prompt the requires Eliyah to provide explanation or supporting evidence, he will benefit from reminders nd graphic organizers. Eliyah requires graphic organizers to assist in creating a comprehensive organized written response.	irrent Performance/Assessment Summai	(include student strengths, student needs and impact of disability on student performance);	
	and graphic organizers. Eliyah requires g Impact of Disability: Eliyah's eligibility	blic organizers to assist in creating a comprehensive organized written response. Other Health Impairment impairs his ability to provide a claim with supporting evidence, which impacts	

		ED EDUCATION PROCEAN (ED)	Page 5
Los Angeles Unified School District		ED EDUCATION PROGRAM (IEP)	
Student ZAFRANI ELIYA	H	Date of Birth 22-DEC-2009	Meeting Date 17-AUG-2022
Last Fir		Present Level of Performance	
Performance Area:	Behavior		
Category:	Behavior Intervention	~	
Assessment/Monitoring Process Used:	teacher reports, observations		
State/District Assessment Results:			
		tudent needs and impact of disability on student p	aufamman aa).
Strengths: If a task is preferred Eliyah v	will show enthusiasm and will ta	ake part in group work or work independently. El- sment when he is working one on one with an adu	iyah is able to work in small
interacting with staff and peers. Eliyah d	loes not begin or initiate task an independently or participate in	but of the classroom often. Eliyah struggles to mal nd rarely stays with tasks until they are completed large group instruction with any consistency. Wh for help if he deems the task is difficult.	, unless they are preferred.
Impact of Disability: Eliyah's eligibility preferred, which impacts his participation	of Other Health Impairment in on and progress in the general e	npedes his ability to initiate and complete assignn ducation curriculum.	nents/tasks that are non
Performance Area:			
Category:		~	
Assessment/Monitoring Process Used:			
State/District Assessment Results:			
		tudent needs and impact of disability on student p	

Student ZAFRANI ELIYAH Date of Birth 2:-DEC-2009 Meeting Date 17:-AUG-2022 Last First Mi Section E: Present Level of Performance Performance Area: Social Emotional Assessment/Monitoring Process Usek: BASC-3/ADHDT 2/CDI-2/ASRS/Obser/Interviews/Review of records (from 10/2021) Stard/District Assessment Results: Current Performance/Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: Since the start of this school year, during testing, counseling, and observations Eliyah demonstrated that he can act politely, be responsible, attentive, and respect those that he feels respect him. His teachers started that he can be sweet and at times can work hand to improve. Teachers noted that Eliyah response wolf to prinsib. Solide that he has been friends since clementary school. He stated that he loves cooking and would like to become a cleft. In testing (Fingha casily regged in reciprocal coversation with examiner and provided homest responses on behavior rating scales reporting some strengths and area of need. (continuitor)	Los Angeles Unified School District	INDIVIDUALIZED EDUCATION PROGRAM (IEP)	
Section E: Present Level of Performance Performance Area: Social Emotional Category: Social Emotional Assessment/Monitoring Process Used: BASC-3/ADHDT 2/CDI-2/ASRS/Obser/Interviews/Review of records (from 10/2021) State/District Assessment Results:			2022
Category: Social Emotional	Last Fir		
Assessment/Monitoring Process Used: BASC-3/ADHDT_2/CDI-2/ASRS/Obser/Interviews/Review of records (from 10/2021) State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: Since the start of this school year, during testing, counseling, and observations Eliyah demonstrated that the can act politely, be responsible, dtutting: and or respect thom. His teachers stated that he can be 'sweet' and at times can work hand to improve. Teachers noted that Eliyah responds well to praise. Mother reported that Eliyah has good relationships with his siblings. Eliyah reports that he has many friends that he sees in and out of school and with whom he has been friends since elementary school. He stated that he loves cooking and would like to become a chef. In testing Eliyah asily engaged in reciprocal conversation with examiner and provided honest responses on behavior rating scales reporting some strengths and areas of need. (continued) Category: Social Emotional (continued) Category: Social Emotional (continued) Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Areas of Need: However, Eliyah's teachers have also reported him becoming argumentative and talking back to his teachers. When not getting his initial IEP that was held in May of 2018 Eliyah has being receiving special cducation services under the felse wonged, at times he may respond to others in a way that would have the T-Score 3, and 6th Grade Teacher Tscore 3, and 6th Grade Teacher Subject that Eliyah presens with history of hyperactivity/impulsivity. Following his initial IEP that was held in May of 2018 Eliyah has being receiving special cducation services under the eligibility of Autism. Results of autism rating seales that were completed by mother, 5th grade teacher suggest that Eliyah presens with history of hyperactivity/impulsivity. Following his initial IEP that	Performance Area:	Social Emotional	
State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: Since the start of this school year, during testing, counseling, and observations Eliyah demonstrated that he can act politely, be responsible, attentive, and respect those that he feels respect him. His teachers stated that he can be 'sweed' and at times can work hard to improve. Teachers noted that Eliyah has good relationships with his siblings. Eliyah reports that he has many friends that he sees in and out of school and with whom he has been friends since elementary school. He stated that he loves cooking and would like to become a chef. In testing Eliyah easily engaged in reciprocal conversation with examiner and provided honest responses on behavior rating scales reporting some strengths and areas of need. (continuing) Performance Area: Social Emotional (continued) Category: Social Emotional (continued) Category: Social Emotional (continued) Category: Social Emotional (continued) Category: Social Emotional (continued) Areas of Need: However, Eliyah's teachers have also reported him becoming argumentative and talking back to his teachers. When not getting his way, Eliyah may go into a shut-down mode, may put his head down and refuse to work. When he feels wronged, at times he may respond to others in a way that would hurt the feelings of others. Review of records indicates that Eliyah presents with history of hyperactivity/impulsivity. Following his initial IEP that was held in May of 2018 Eliyah has being receiving special education services under the eligibility of Autism. Results of attism rating seales that were completed by mother, 5th grade teacher and 6th grade teacher suggest that Eliyah presents with helaviors that are typical for children on the autism spectrum. However, although all raters reported elevated Total scores, there was a noticeable difference in how alth eabover esponders assessed Eliyah's Social/Communic	Category:	Social Emotional	
Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: Since the start of this school year, during testing, counseling, and observations Eliyah demonstrated that he can act politely, be responsible, attentive, and respect those that he feels respect him. His teachers stated that he can be 'sweet' and at times can work hard to improve. Teachers noted that Eliyah has good relationships with his siblings. Eliyah reports that the has many friends that he sees in and out of school and with whom he has been friends since elementary school. He stated that he loves cooking and would like to become a chef. In testing Eliyah easily engaged in reciprocal conversation with examiner and provided honest responses on behavior rating scales reporting some strengths and areas of need. (continuing) Performance Area: Social Emotional (continued) Category: Social Emotional mode, may put his head down and refuse to work. When he feels wronged, at times he may respond to others in a way that would hurt the feelings of others. Review of records indicates that Eliyah presents with history of hyperactivity/impulsivity. Following his initial IEP that was held in May of 2018 Eliyah has being receiving special education services under the eligibility of Autism. Results of attism resported by mother, 5th grade teacher suggest that Eliyah presents with history of hyperactivity/impulsivity. Following his initial IEP that was held in May of 2018 Eliyah has being receiving special education services under the eligibility of Autism. Results of attism respored Section on the attism spectrum. However, although all raters reported leveated Total scores, there was a noticeable difference in how alth eabove responders assessed Eliyah's Social/Communication, Junusual Be	Assessment/Monitoring Process Used:	BASC-3/ADHDT_2/CDI-2/ASRS/Obser/Interviews/Review of records (from 10/2021)	
Strengths: Since the start of this school year, during testing, counseling, and observations Eliyah demonstrated that he can act politely, be responsible, attentive, and respect those that he feels respect him. His teachers stated that he can be 'sweer' and at times can work hard to improve. Teachers noted that Eliyah heses in and out of school and with whom he has been friends since elementary school. He stated that he loves cooking and would like to become a chef. In testing Eliyah easily engaged in reciprocal conversation with examiner and provided honest responses on behavior rating scales reporting some strengths and areas of need. (continuing) 2 Performance Area: Social Emotional (continued) 2 Category: Social Emot	State/District Assessment Results:		
attentive, and respect those that he feels respect him. His teachers stated that he can be 'sweet' and at times can work hard to improve. Teachers noted that Eliyah responds well to praise. Mother reported that Eliyah has good relationships with his siblings. Eliyah reports that he has many friends that he sees in and out of school and with whom he has been friends since elementary school. He stated that he loves cooking and would hild to become a chef. In testing Eliyah easily engaged in reciprocal conversation with examiner and provided honest responses on behavior rating scales reporting some strengths and areas of need. (continuing) Performance Area: Social Emotional (continued) Category: Social Emotional Social Emotional Continued Social Emotional Control of the cont	Current Performance/Assessment Summa	ary (include student strengths, student needs and impact of disability on student performance):	
Category: Social Emotional Assessment/Monitoring Process Used: State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Areas of Need: However, Eliyah's teachers have also reported him becoming argumentative and talking back to his teachers. When not getting his way, Eliyah may go into a shut-down mode, may put his head down and refuse to work. When he feels wronged, at times he may respond to others in a way that would hurt the feelings of others. Review of records indicates that Eliyah presents with history of hyperactivity/impulsivity. Following his initial IEP that was held in May of 2018 Eliyah has being receiving special education services under the eligibility of Autism. Results of autism rating scales that were completed by mother, 5th grade teacher and 6th grade teacher suggest that Eliyah presents with behaviors that are typical for children on the autism spectrum. However, although all raters reported elevated Total scores, there was a noticeable difference in now all the above responders assessed Eliyah's Social/Communication, Unusual Behaviors, and Self-regulations areas. Results of ADHD rating scales that were completed by mother and teachers suggest that Eliyah is likely to present with ADHD. Furthermore, results of depression rating inventory completed by Eliyah suggest that he might present with an elevated number of depressive symptoms. Impact of the Disability: Eliyah's Other Health Impairment (OHI) due to ADHD characteristics appears to affect his ability to display socially-	attentive, and respect those that he feels that Eliyah responds well to praise. Mot sees in and out of school and with whon chef. In testing Eliyah easily engaged in some strengths and areas of need.	respect him. His teachers stated that he can be 'sweet' and at times can work hard to improve. Teachers noted ther reported that Eliyah has good relationships with his siblings. Eliyah reports that he has many friends that he in he has been friends since elementary school. He stated that he loves cooking and would like to become a	
Assessment/Monitoring Process Used: State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Areas of Need: However, Eliyah's teachers have also reported him becoming argumentative and talking back to his teachers. When not getting his way, Eliyah may go into a shut-down mode, may put his head down and refuse to work. When he feels wronged, at times he may respond to others in a way that would hurt the feelings of others. Review of records indicates that Eliyah presents with history of hyperactivity/impulsivity. Following his initial IEP that was held in May of 2018 Eliyah has being receiving special education services under the eligibility of Autism. Results of autism rating scales that were completed by mother, 5th grade teacher and 6th grade teacher suggest that Eliyah presents with behaviors that are typical for children on the autism spectrum. However, although all raters reported elevated Total scores, there was a noticeable difference in reported T-Scores (Parent T- Score 63; 5th grade Teacher T-Score 79). There was also noticeable difference in how all the above responders assessed Eliyah's Social/Communication, Unusual Behaviors, and Self-regulations areas. Results of ADHD rating scales that were completed by mother and teachers suggest that Eliyah is likely to present with ADHD. Furthermore, results of depression rating inventory completed by Eliyah suggest that he might present with an elevated number of depressive symptoms. Impact of the Disability: Eliyah's Other Health Impairment (OHI) due to ADHD characteristics appears to affect his ability to display socially-	Performance Area:	Social Emotional (continued)	
State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Areas of Need: However, Eliyah's teachers have also reported him becoming argumentative and talking back to his teachers. When not getting his way, Eliyah may go into a shut-down mode, may put his head down and refuse to work. When he feels wronged, at times he may respond to others in a way that would hurt the feelings of others. Review of records indicates that Eliyah presents with history of hyperactivity/impulsivity. Following his initial IEP that was held in May of 2018 Eliyah has being receiving special education services under the eligibility of Autism. Results of autism rating scales that were completed by mother, 5th grade teacher and 6th grade teacher suggest that Eliyah presents with behaviors that are typical for children on the autism spectrum. However, although all raters reported elevated Total scores, there was a noticeable difference in reported T-Scores (Parent T- Score 63; 5th grade Teacher T-Score 73, and 6th Grade Teacher T-Score 99). There was also noticeable difference in how all the above responders assessed Eliyah's Social/Communication, Unusual Behaviors, and Self-regulations areas. Results of ADHD rating scales that were completed by mother and teachers suggest that Eliyah is likely to present with ADHD. Furthermore, results of depression rating inventory completed by Eliyah suggest that he might present with an elevated number of depressive symptoms. Impact of the Disability: Eliyah's Other Health Impairment (OHI) due to ADHD characteristics appears to affect his ability to display socially-	Category:	Social Emotional	
Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Areas of Need: However, Eliyah's teachers have also reported him becoming argumentative and talking back to his teachers. When not getting his way, Eliyah may go into a shut-down mode, may put his head down and refuse to work. When he feels wronged, at times he may respond to others in a way that would hurt the feelings of others. Review of records indicates that Eliyah presents with history of hyperactivity/impulsivity. Following his initial IEP that was held in May of 2018 Eliyah has being receiving special education services under the eligibility of Autism. Results of autism rating scales that were completed by mother, 5th grade teacher and 6th grade teacher suggest that Eliyah presents with behaviors that are typical for children on the autism spectrum. However, although all raters reported elevated Total scores, there was a noticeable difference in reported T-Scores (Parent T-Score 63; 5th grade Teacher T-Score 73, and 6th Grade Teacher T-Score 99). There was also noticeable difference in how all the above responders assessed Eliyah's Social/Communication, Unusual Behaviors, and Self-regulations areas. Results of ADHD rating scales that were completed by mother and teachers suggest that Eliyah is likely to present with ADHD. Furthermore, results of depression rating inventory completed by Eliyah suggest that he might present with an elevated number of depressive symptoms.	Assessment/Monitoring Process Used:		
Areas of Need: However, Eliyah's teachers have also reported him becoming argumentative and talking back to his teachers. When not getting his way, Eliyah may go into a shut-down mode, may put his head down and refuse to work. When he feels wronged, at times he may respond to others in a way that would hurt the feelings of others. Review of records indicates that Eliyah presents with history of hyperactivity/impulsivity. Following his initial IEP that was held in May of 2018 Eliyah has being receiving special education services under the eligibility of Autism. Results of autism rating scales that were completed by mother, 5th grade teacher and 6th grade teacher suggest that Eliyah presents with behaviors that are typical for children on the autism spectrum. However, although all raters reported elevated Total scores, there was a noticeable difference in reported T-Scores (Parent T-Score 63; 5th grade Teacher T-Score 73, and 6th Grade Teacher T-Score 99). There was also noticeable difference in how all the above responders assessed Eliyah's Social/Communication, Unusual Behaviors, and Self-regulations areas. Results of ADHD rating scales that were completed by mother and teachers suggest that Eliyah is likely to present with ADHD. Furthermore, results of depression rating inventory completed by Eliyah suggest that he might present with an elevated number of depressive symptoms.	State/District Assessment Results:		
way, Eliyah may go into a shut-down mode, may put his head down and refuse to work. When he feels wronged, at times he may respond to others in a way that would hurt the feelings of others. Review of records indicates that Eliyah presents with history of hyperactivity/impulsivity. Following his initial IEP that was held in May of 2018 Eliyah has being receiving special education services under the eligibility of Autism. Results of autism rating scales that were completed by mother, 5th grade teacher and 6th grade teacher suggest that Eliyah presents with behaviors that are typical for children on the autism spectrum. However, although all raters reported elevated Total scores, there was a noticeable difference in reported T-Scores (Parent T-Score 63; 5th grade Teacher T-Score 99). There was also noticeable difference in how all the above responders assessed Eliyah's Social/Communication, Unusual Behaviors, and Self-regulations areas. Results of ADHD rating scales that were completed by mother and teachers suggest that Eliyah is likely to present with ADHD. Furthermore, results of depression rating inventory completed by Eliyah suggest that he might present with an elevated number of depressive symptoms.	Current Performance/Assessment Summa	ary (include student strengths, student needs and impact of disability on student performance):	
	way, Eliyah may go into a shut-down me way that would hurt the feelings of othe initial IEP that was held in May of 2018 scales that were completed by mother, 5	ode, may put his head down and refuse to work. When he feels wronged, at times he may respond to others in a ers. Review of records indicates that Eliyah presents with history of hyperactivity/impulsivity. Following his Eliyah has being receiving special education services under the eligibility of Autism. Results of autism rating ith grade teacher and 6th grade teacher suggest that Eliyah presents with behaviors that are typical for children	
	way, Eliyah may go into a shut-down me way that would hurt the feelings of othe initial IEP that was held in May of 2018 scales that were completed by mother, 5 on the autism spectrum. However, althou	ode, may put his head down and refuse to work. When he feels wronged, at times he may respond to others in a rs. Review of records indicates that Eliyah presents with history of hyperactivity/impulsivity. Following his Eliyah has being receiving special education services under the eligibility of Autism. Results of autism rating ith grade teacher and 6th grade teacher suggest that Eliyah presents with behaviors that are typical for children ugh all raters reported elevated Total scores, there was a noticeable difference in reported T-Scores (Parent T-	
	way, Eliyah may go into a shut-down me way that would hurt the feelings of other initial IEP that was held in May of 2018 scales that were completed by mother, 5 on the autism spectrum. However, althor Score 63; 5th grade Teacher T-Score 73, assessed Eliyah's Social/Communication mother and teachers suggest that Eliyah suggest that he might present with an electron Impact of the Disability: Eliyah's Other	ode, may put his head down and refuse to work. When he feels wronged, at times he may respond to others in a rrs. Review of records indicates that Eliyah presents with history of hyperactivity/impulsivity. Following his Eliyah has being receiving special education services under the eligibility of Autism. Results of autism rating th grade teacher and 6th grade teacher suggest that Eliyah presents with behaviors that are typical for children ugh all raters reported elevated Total scores, there was a noticeable difference in reported T-Scores (Parent T-, and 6th Grade Teacher T-Score 99). There was also noticeable difference in how all the above responders n, Unusual Behaviors, and Self-regulations areas. Results of ADHD rating scales that were completed by is likely to present with ADHD. Furthermore, results of depression rating inventory completed by Eliyah evated number of depressive symptoms.	
	way, Eliyah may go into a shut-down me way that would hurt the feelings of other initial IEP that was held in May of 2018 scales that were completed by mother, 5 on the autism spectrum. However, althor Score 63; 5th grade Teacher T-Score 73, assessed Eliyah's Social/Communication mother and teachers suggest that Eliyah suggest that he might present with an ele Impact of the Disability: Eliyah's Other	ode, may put his head down and refuse to work. When he feels wronged, at times he may respond to others in a rrs. Review of records indicates that Eliyah presents with history of hyperactivity/impulsivity. Following his Eliyah has being receiving special education services under the eligibility of Autism. Results of autism rating th grade teacher and 6th grade teacher suggest that Eliyah presents with behaviors that are typical for children ugh all raters reported elevated Total scores, there was a noticeable difference in reported T-Scores (Parent T-, and 6th Grade Teacher T-Score 99). There was also noticeable difference in how all the above responders n, Unusual Behaviors, and Self-regulations areas. Results of ADHD rating scales that were completed by is likely to present with ADHD. Furthermore, results of depression rating inventory completed by Eliyah evated number of depressive symptoms.	
	way, Eliyah may go into a shut-down me way that would hurt the feelings of other initial IEP that was held in May of 2018 scales that were completed by mother, 5 on the autism spectrum. However, althor Score 63; 5th grade Teacher T-Score 73, assessed Eliyah's Social/Communication mother and teachers suggest that Eliyah suggest that he might present with an electron Impact of the Disability: Eliyah's Other	ode, may put his head down and refuse to work. When he feels wronged, at times he may respond to others in a rrs. Review of records indicates that Eliyah presents with history of hyperactivity/impulsivity. Following his Eliyah has being receiving special education services under the eligibility of Autism. Results of autism rating th grade teacher and 6th grade teacher suggest that Eliyah presents with behaviors that are typical for children ugh all raters reported elevated Total scores, there was a noticeable difference in reported T-Scores (Parent T-, and 6th Grade Teacher T-Score 99). There was also noticeable difference in how all the above responders n, Unusual Behaviors, and Self-regulations areas. Results of ADHD rating scales that were completed by is likely to present with ADHD. Furthermore, results of depression rating inventory completed by Eliyah evated number of depressive symptoms.	
	way, Eliyah may go into a shut-down me way that would hurt the feelings of other initial IEP that was held in May of 2018 scales that were completed by mother, 5 on the autism spectrum. However, althor Score 63; 5th grade Teacher T-Score 73, assessed Eliyah's Social/Communication mother and teachers suggest that Eliyah suggest that he might present with an electron Impact of the Disability: Eliyah's Other	ode, may put his head down and refuse to work. When he feels wronged, at times he may respond to others in a rrs. Review of records indicates that Eliyah presents with history of hyperactivity/impulsivity. Following his Eliyah has being receiving special education services under the eligibility of Autism. Results of autism rating th grade teacher and 6th grade teacher suggest that Eliyah presents with behaviors that are typical for children ugh all raters reported elevated Total scores, there was a noticeable difference in reported T-Scores (Parent T-, and 6th Grade Teacher T-Score 99). There was also noticeable difference in how all the above responders n, Unusual Behaviors, and Self-regulations areas. Results of ADHD rating scales that were completed by is likely to present with ADHD. Furthermore, results of depression rating inventory completed by Eliyah evated number of depressive symptoms.	
	way, Eliyah may go into a shut-down me way that would hurt the feelings of other initial IEP that was held in May of 2018 scales that were completed by mother, 5 on the autism spectrum. However, althor Score 63; 5th grade Teacher T-Score 73, assessed Eliyah's Social/Communication mother and teachers suggest that Eliyah suggest that he might present with an electron Impact of the Disability: Eliyah's Other	ode, may put his head down and refuse to work. When he feels wronged, at times he may respond to others in a rrs. Review of records indicates that Eliyah presents with history of hyperactivity/impulsivity. Following his Eliyah has being receiving special education services under the eligibility of Autism. Results of autism rating th grade teacher and 6th grade teacher suggest that Eliyah presents with behaviors that are typical for children ugh all raters reported elevated Total scores, there was a noticeable difference in reported T-Scores (Parent T-, and 6th Grade Teacher T-Score 99). There was also noticeable difference in how all the above responders n, Unusual Behaviors, and Self-regulations areas. Results of ADHD rating scales that were completed by is likely to present with ADHD. Furthermore, results of depression rating inventory completed by Eliyah evated number of depressive symptoms.	
	way, Eliyah may go into a shut-down me way that would hurt the feelings of other initial IEP that was held in May of 2018 scales that were completed by mother, 5 on the autism spectrum. However, althor Score 63; 5th grade Teacher T-Score 73, assessed Eliyah's Social/Communication mother and teachers suggest that Eliyah suggest that he might present with an ele Impact of the Disability: Eliyah's Other	ode, may put his head down and refuse to work. When he feels wronged, at times he may respond to others in a rrs. Review of records indicates that Eliyah presents with history of hyperactivity/impulsivity. Following his Eliyah has being receiving special education services under the eligibility of Autism. Results of autism rating th grade teacher and 6th grade teacher suggest that Eliyah presents with behaviors that are typical for children ugh all raters reported elevated Total scores, there was a noticeable difference in reported T-Scores (Parent T-, and 6th Grade Teacher T-Score 99). There was also noticeable difference in how all the above responders n, Unusual Behaviors, and Self-regulations areas. Results of ADHD rating scales that were completed by is likely to present with ADHD. Furthermore, results of depression rating inventory completed by Eliyah evated number of depressive symptoms.	
	way, Eliyah may go into a shut-down me way that would hurt the feelings of other initial IEP that was held in May of 2018 scales that were completed by mother, 5 on the autism spectrum. However, althor Score 63; 5th grade Teacher T-Score 73, assessed Eliyah's Social/Communication mother and teachers suggest that Eliyah suggest that he might present with an ele Impact of the Disability: Eliyah's Other	ode, may put his head down and refuse to work. When he feels wronged, at times he may respond to others in a rrs. Review of records indicates that Eliyah presents with history of hyperactivity/impulsivity. Following his Eliyah has being receiving special education services under the eligibility of Autism. Results of autism rating th grade teacher and 6th grade teacher suggest that Eliyah presents with behaviors that are typical for children ugh all raters reported elevated Total scores, there was a noticeable difference in reported T-Scores (Parent T-, and 6th Grade Teacher T-Score 99). There was also noticeable difference in how all the above responders n, Unusual Behaviors, and Self-regulations areas. Results of ADHD rating scales that were completed by is likely to present with ADHD. Furthermore, results of depression rating inventory completed by Eliyah evated number of depressive symptoms.	
	way, Eliyah may go into a shut-down me way that would hurt the feelings of other initial IEP that was held in May of 2018 scales that were completed by mother, 5 on the autism spectrum. However, althor Score 63; 5th grade Teacher T-Score 73, assessed Eliyah's Social/Communication mother and teachers suggest that Eliyah suggest that he might present with an ele Impact of the Disability: Eliyah's Other	ode, may put his head down and refuse to work. When he feels wronged, at times he may respond to others in a rrs. Review of records indicates that Eliyah presents with history of hyperactivity/impulsivity. Following his Eliyah has being receiving special education services under the eligibility of Autism. Results of autism rating th grade teacher and 6th grade teacher suggest that Eliyah presents with behaviors that are typical for children ugh all raters reported elevated Total scores, there was a noticeable difference in reported T-Scores (Parent T-, and 6th Grade Teacher T-Score 99). There was also noticeable difference in how all the above responders n, Unusual Behaviors, and Self-regulations areas. Results of ADHD rating scales that were completed by is likely to present with ADHD. Furthermore, results of depression rating inventory completed by Eliyah evated number of depressive symptoms.	
	way, Eliyah may go into a shut-down me way that would hurt the feelings of other initial IEP that was held in May of 2018 scales that were completed by mother, 5 on the autism spectrum. However, althor Score 63; 5th grade Teacher T-Score 73, assessed Eliyah's Social/Communication mother and teachers suggest that Eliyah suggest that he might present with an electron Impact of the Disability: Eliyah's Other	ode, may put his head down and refuse to work. When he feels wronged, at times he may respond to others in a rrs. Review of records indicates that Eliyah presents with history of hyperactivity/impulsivity. Following his Eliyah has being receiving special education services under the eligibility of Autism. Results of autism rating th grade teacher and 6th grade teacher suggest that Eliyah presents with behaviors that are typical for children ugh all raters reported elevated Total scores, there was a noticeable difference in reported T-Scores (Parent T-, and 6th Grade Teacher T-Score 99). There was also noticeable difference in how all the above responders n, Unusual Behaviors, and Self-regulations areas. Results of ADHD rating scales that were completed by is likely to present with ADHD. Furthermore, results of depression rating inventory completed by Eliyah evated number of depressive symptoms.	

Los Angeles Unified School District	Pag INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student ZAFRANI ELIYA	H Date of Birth 22-DEC-2009 Meeting Date 17-AUG-2022
Last Fire	t MI
Performance Area:	Section E: Present Level of Performance Health
Category:	Health
Assessment/Monitoring Process Used:	
State/District Assessment Results:	
Current Performance/Assessment Summa	ry (include student strengths, student needs and impact of disability on student performance):
HEALTH ASSESSMENT IS SUBJECT	ENT ARE BEING CONDUCTED REMOTELY OR IN PERSON.THE PROVISION OF IN PERSON TO EXISTING PUBLIC HEALTH AND SAFETY CONDITIONS.HEALTH INFORMATION IS EALTH RECORD AND CONFERENCE WITH PARENT.VISION AND HEARING INFORMATION ARE N THE HEALTH RECORD.
	N PROVIDED BY HIS MOTHER.SHE REPORTS NO SIGNIFICANT HEALTH PROBLEM.AND TAKES AILY BASIS.PARENT AREA OF CONCERN IS ACADEMIC.
STUDENT NEEDS: HEALTH IS NOT	AN AREA OF NEED.
	VISION TEST WITHOUT CORRECTION ON 10/5/21 AND PASSED HEARING TEST ON 4/19/18.NO URY OR HOSPITALIZATION IN THE LAST 3 YEARS. 10/5/21: Height is 5 feet 1 inches, weight 164
IMPACT OF DISABILITY: STUDENT EDUCATIONAL PROGRAM.	HEALTH DOES NOT IMPACT HIS PARTICIPATION, PERFORMANCE AND ACCESS IN HIS
Performance Area:	
Category:	✓
Assessment/Monitoring Process Used:	
State/District Assessment Results:	

		District ELIYAH			Data of I	Birth 22-DEC-200	9	Meeting Date 1	7-AUG-2022
nnlicable	ZAFRANI Last	First	M			Sirtii 22-DEC-200	19	Meeting Date	/-AUG-2022
	, areas discussed rel	lated to disak	aility or suspecte		ection F: Eligibility				
ppileaole	, areas discussed re			u uisaointy	•				
Initial IE	P, interventions atte	empted prior	to determining e	eligibility:					
ible as a	student with the dis	sability of:							
e:	OHI		Other Health Imp	airment					
	ONot Applicable		Blind or		Partially Sighted				
	ow Incidence Eligi	bility (only for	or VI, DBL, DE	A, HOH, or	severe OI):				
le:]				
	ONot Applicable	ż, U	Blind or	C	Partially Sighted				
Does not	meet eligibility crit	teria for Spec	cial Education Se	ervices (Init	ial IEP).				
Date):	Final IEP the stude	ent remains e	ligible for Speci	al Education	n Services until the Effe	ective Date below			
al IEP Re						Effective Date:			
e IEP Tea	am has considered	and agrees	that the educat	ional needs	of the student are no	t primarily due to:			
	l Maladjustment		5	Tempora	ry Physical Disability		🗹 Lack of i	instruction in readi	ng
🗹 Socia				Limited 1	English Proficiency				
	of instruction in ma	ath							
	•	ath					Environmen	tal, Cultural or Eco	onomic Factor
	•	ath					Environmen	tal, Cultural or Eco	onomic Factor
	•	ath					Environmen	tal, Cultural or Eco	onomic Factor
	•	ath					Environmen	tal, Cultural or Eco	onomic Factor
	•	ath					Environmen	tal, Cultural or Eco	onomic Factor
	•	ath					Environmen	tal, Cultural or Eco	onomic Factor
	•	ath					Environmen	tal, Cultural or Eco	onomic Factor
	•	ath					Environmen	tal, Cultural or Eco	onomic Factor
	•	ath					Environmen	tal, Cultural or Eco	onomic Factor
	•	ath					Environmen	tal, Cultural or Eco	onomic Factor
	•	ath					Environmen	tal, Cultural or Eco	onomic Factor
	•	ath					Environmen	tal, Cultural or Eco	onomic Factor
	•	ath					Environmen	tal, Cultural or Eco	onomic Factor
	•	ath					Environmen	tal, Cultural or Eco	onomic Factor

Student ZAFRANI	ELIYAH		Date of Birth 22-DEC-2009	Meeting Date 17-AUG-2022
Last	First	MI Section G: Annual G	oals and Objectives	
rmance Area:	eading		ding	pal #: 1
		÷	il how a key event is introduced in an infor	
xamples or anecdotes as n	neasured by classwork in 4 o	pportunities with 80% accur	acy.	
	be reported to parents by cc Report or Report Card peric		f Progress and Achievement from Curren	t IEP" form(s) which will be
<u>_</u>		Methods of 1	Evaluation	_
State Assessments		Referenced	Criterion Referenced	Curriculum Based
Observation	Portfol	io	Work Samples	U Informal
J Other			• • • • • • • • • • • • • • • • • • •	
Icremental objective #1 I With moderate prompts (no	related to the goal: o more than 4) and visual su	pports Elivah will	Incremental objective #2 related to t With moderate prompts (no more than	0
• •	v event is introduced in an ir measured by work samples	•	in detail how a key event is introduced or anecdotes as measured by work san accuracy.	• 1
4 GOAL MET OR	IEP REPOR	EXPLANATIO	CHIEVEMENT FROM CURRENT IF DN OF MARKS 2 PARTIAL PROGRESS (1-49% of g	
EXCEEDED	met)			
st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary	Goal Achievement
Date: 17-DEC-2021	Date: 10-JUN-2022	Date:	Only) Date:	
	1	1		
rogress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:
2	2			\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: O Yes O No
🔾 Yes 🔘 No	🔾 Yes 🔘 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	Needs More Time	Needs More Time	Needs More Time	
Excess bsence/Tardy	Excess Absence/Tardy Assignments Not Completed	Excess Absence/Tardy Assignments Not Completed	Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other	
Assignments Not Completed Need to	□ Need to	□ Need to		

	ELIYAH		Date of Birth 22-DEC-2009	Meeting Date 17-AUG-2022
Last	First	MI Section C: Annual C	oals and Objectives	
ormance Area:	Sehavioral Support C	Section G: Annual G ategory: Beh		l Goal #: 6
		<u> </u>	fficult, then complete the teacher detern	
	uracy as measured by observ		-	
	be reported to parents by co Report or Report Card perio	ds.	f Progress and Achievement from Cur	rent IEP" form(s) which will be
۲	\Box	Methods of	\square	
State Assessments		Referenced	Criterion Referenced	Curriculum Based
Observation	U Portfol		U Work Samples	
Other	Grade repor	ts		
cremental objective #1 r	0		Incremental objective #2 related t	8
s needed (with maximum	d task, Eliyah will appropria prompting to ask for assista ent of the task in 3 trials wit	ance), then complete a		liyah will appropriately ask for clarificati o ask for assistance), then complete a tead 3 trials with 70% accuracy.
ate to be achieved:		EXPLANATIO	Date to be achieved: Augus CHIEVEMENT FROM CURRENT DN OF MARKS	T IEP
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROC met)	GRESS (50-99% of goal	2 PARTIAL PROGRESS (1-49% c	of goal met) 1 NO PROGRESS
1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary	Goal Achievement
Date: 17-DEC-2021	Date: 10-JUN-2022	Date:	Only)	
			Date:	
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:
	_	-		\bigcirc Yes \bigcirc No
2	2			
ls progress sufficient to	Is progress sufficient to	Is progress sufficient to	Is progress sufficient to meet annual	
meet annual goal?	meet annual goal?	meet annual goal?	goal?	\bigcirc Yes \bigcirc No
🔾 Yes 🔘 No	🔿 Yes 🔘 No	\bigcirc Yes \bigcirc No	\bigcirc Yes \bigcirc No	If "No" please explain:
If "No" please comment:	If "No" please comment:	If "No" please comment:	If "No" please comment:	
Needs More Time	Needs More Time	Needs More Time	Needs More Time	
Excess	Excess	Excess	Excess Absence/Tardy	
Absence/Tardy	Absence/Tardy	Absence/Tardy	Assignments Not Completed	
Assignments Not Completed	Assignments Not Completed	Assignments Not Completed	Need to review/revise Goal	
	Need to	Need to	Other	[
Need to	review/revise Goal	review/revise Goal		[
review/revise Goal				
	Other	Other		

Student ZAFRANI	ELIYAH		Date of Birth 22-DEC-2009	Meeting Date 17-AUG-2022
Last	First	MI Section C: Annual C	and Objectives	
rmance Area:	Vriting	Section G: Annual G ategory: Wri		oal #: 2
		<u> </u>	more paragraphs that state claim(s) in supp	
lear reasons and relevant e	evidence to demonstrate an ur	derstanding of the topic or to	ext, as measured by writing samples in 4 tr	rials with 80% accuracy.
	be reported to parents by cc Report or Report Card perio		f Progress and Achievement from Curren	t IEP" form(s) which will be
_		Methods of l	Evaluation	_
State Assessments		Referenced	Criterion Referenced	Curriculum Based
Observation	Dertfol	io	Work Samples	└── Informal
Other				
ncremental objective #1	related to the goal: e paragraphs (with visual su		Incremental objective #2 related to t Eliyah will write 1 or more paragraphs	0
	with clear reasons and relev ling of the topic or text, as m % accuracy.		support of an argument, with clear reas an understanding of the topic or text, as with 70% accuracy.	
Pate to be achieved:	March V 2022	✓ MO/YR F OF PROGRESS AND A EXPLANATION	Date to be achieved: August CHIEVEMENT FROM CURRENT IF	 ✓ 2022 ✓ MO/Y CP
4 GOAL MET OR Exceeded	3 SUBSTANTIAL PROC	GRESS (50-99% of goal	2 PARTIAL PROGRESS (1-49% of g	oal met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROC met) 2nd Reporting Period	GRESS (50-99% of goal 3rd Reporting Period		oal met) <i>I NO PROGRESS</i> Goal Achievement
EXCEEDED 1st Reporting Period	met) 2nd Reporting Period	, J	<i>2 PARTIAL PROGRESS</i> (1-49% of g 4th Reporting Period (Secondary Only)	,
EXCEEDED 1st Reporting Period	met)	3rd Reporting Period	<i>2 PARTIAL PROGRESS</i> (1-49% of g 4th Reporting Period (Secondary	,
EXCEEDED 1st Reporting Period Date: 17-DEC-2021	met) 2nd Reporting Period Date: 10-JUN-2022	3rd Reporting Period Date:	2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date:	,
EXCEEDED 1st Reporting Period Date: 17-DEC-2021 Progress Mark:	met) 2nd Reporting Period Date: 10-JUN-2022 Progress Mark:	3rd Reporting Period	<i>2 PARTIAL PROGRESS</i> (1-49% of g 4th Reporting Period (Secondary Only)	Goal Achievement Objective 1 Met:
EXCEEDED 1st Reporting Period Date: 17-DEC-2021	met) 2nd Reporting Period Date: 10-JUN-2022	3rd Reporting Period Date:	2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date:	Goal Achievement Objective 1 Met: O Yes No
EXCEEDED Ist Reporting Period Date: 17-DEC-2021 Progress Mark: 2 Is progress sufficient to	met) 2nd Reporting Period Date: 10-JUN-2022 Progress Mark: 2 Is progress sufficient to	3rd Reporting Period Date: Progress Mark:	2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date:	Goal Achievement Objective 1 Met:
EXCEEDED 1st Reporting Period Date: 17-DEC-2021 Progress Mark: 2	met) 2nd Reporting Period Date: 10-JUN-2022 Progress Mark: 2	3rd Reporting Period Date: Progress Mark:	2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark:	Goal Achievement Objective 1 Met: O Yes No
EXCEEDED Ist Reporting Period Date: 17-DEC-2021 Progress Mark: 2 Is progress sufficient to	met) 2nd Reporting Period Date: 10-JUN-2022 Progress Mark: 2 Is progress sufficient to	3rd Reporting Period Date: Progress Mark:	2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual	Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
EXCEEDED 1st Reporting Period Date: 17-DEC-2021 Progress Mark: 2 Is progress sufficient to meet annual goal? Yes No	met) 2nd Reporting Period Date: 10-JUN-2022 Progress Mark: 2 Is progress sufficient to meet annual goal? Yes No	3rd Reporting Period Date: Progress Mark:	2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes O No	Goal Achievement Objective 1 Met: Yes No Objective 2 Met:
EXCEEDED 1st Reporting Period Date: 17-DEC-2021 Progress Mark: 2 Is progress sufficient to meet annual goal? Yes No If "No" please comment:	met) 2nd Reporting Period Date: 10-JUN-2022 Progress Mark: 2 Is progress sufficient to meet annual goal? Yes No If "No" please comment:	3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment:	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:	Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
EXCEEDED 1st Reporting Period Date: 17-DEC-2021 Progress Mark: 2 Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	met) 2nd Reporting Period Date: 10-JUN-2022 Progress Mark: 2 Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	3rd Reporting Period Date: Progress Mark:	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: Needs More Time	Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
EXCEEDED 1st Reporting Period Date: 17-DEC-2021 Progress Mark: 2 Is progress sufficient to meet annual goal? Yes No If "No" please comment:	met) 2nd Reporting Period Date: 10-JUN-2022 Progress Mark: 2 Is progress sufficient to meet annual goal? Yes No If "No" please comment:	3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment:	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:	Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
EXCEEDED 1st Reporting Period Date: 17-DEC-2021 Progress Mark: 2 2 1 Is progress sufficient to meet annual goal? Yes Yes No If "No" please comment: Yeeds More Time Excess Absence/Tardy Assignments Not 	met) 2nd Reporting Period Date: 10-JUN-2022 Progress Mark: 2 Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	3rd Reporting Period Date: Progress Mark:	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: Needs More Time Excess Absence/Tardy	Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
EXCEEDED 1st Reporting Period Date: 17-DEC-2021 Progress Mark: 2 2 Is progress sufficient to meet annual goal? Yes No If "No" please comment: Yess No If "No" please comment: Absence/Tardy Assignments Not Completed	met) 2nd Reporting Period Date: 10-JUN-2022 Progress Mark: 2 Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	3rd Reporting Period Date: Progress Mark:	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: Needs More Time Excess Absence/Tardy Assignments Not Completed	Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
EXCEEDED 1st Reporting Period Date: 17-DEC-2021 Progress Mark: 2 2 1 Is progress sufficient to meet annual goal? Yes Yes No If "No" please comment: Yeeds More Time Excess Absence/Tardy Assignments Not 	met) 2nd Reporting Period Date: 10-JUN-2022 Progress Mark: 2 Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	3rd Reporting Period Date: Progress Mark:	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: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
EXCEEDED 1st Reporting Period Date: 17-DEC-2021 Progress Mark: 2 2 15 Is progress sufficient to meet annual goal? Yes Yes No If "No" please comment: Yeeds More Time Excess Absence/Tardy Assignments Not Completed Need to 	met) 2nd Reporting Period Date: 10-JUN-2022 Progress Mark: 2 Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	3rd Reporting Period Date: Progress Mark:	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: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
EXCEEDED 1st Reporting Period Date: 17-DEC-2021 Progress Mark: 2 2 15 Is progress sufficient to meet annual goal? Yes Yes No If "No" please comment: Yeeds More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal 	met) 2nd Reporting Period Date: 10-JUN-2022 Progress Mark: 2 Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	3rd Reporting Period Date: Progress Mark:	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: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No

With the use of visual models, Eliyah will fluently add and subtract multi-digit With the use of visual models, Eliyah will fluently add and subtract multi-digit with the use of visual models, Eliyah will fluently add and subtract multi-digit With the use of visual models, Eliyah will fluently add and subtract multi-digit amples in 4 trials with 60% accuracy. With the use of visual models, Eliyah will fluently add and subtract multi-digit atte to be achieved: March 2022 MO/YR Date to be achieved: August EPREPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP EXPLANATION OF MARKS 4 GOAL MET OR 3 SUBSTANTIAL PROGRESS (50-99% of goal 2 PARTIAL PROGRESS (1-49% of goal met) I NO PROGRES 4 Strate of trial with 70% accuracy. and Reporting Period Jack Reporting Period Sold Reporting Period at Reporting Period Jack Reporting Period Date: Objective 1 Met: Objective 1 Met: 2 2 Is progress sufficient to meet annual goal? Is progress sufficient to meet annual goal? Objective 2 Met: Objective 2 Met: 3 regress Sufficient to meet annual goal? Yes No Yes No Yes No If "No" please comment: If "No" please comment: If "No" please comment: Yes No If "No" please comment: Assignments Not Completed	Last	ELIYAH		Date of Birth 22-DEC-2009	Meeting Date 17-AUG-2022
mance Area: Mathematics Category: Math Annual Geal #: 3 if the use of visual models, Flyah will flaently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation, a measured by work samples in 4 trails with 80% accuracy. Methods of Evaluation Methods Methods Methods		First		and Objectives	
if the use of visual models, Lilyah will fluently add, wberst, multiply, and divide multi-digit decimals using the standard algorithm for each operation, measured by work samples in 4 trails with 80% accuracy. orgers on annual goals to be reported to parents by complecing the "IEP Report of Progress and Achievement from Current IEP" form(s) which will be vided at either Progress Report or Report Card periods. Nate Assessments Norm Referenced Criterion Referenced Curriculum Based Other Informal Informal remental objective #1 related to the goal: Work Samples Informal With the use of visual models, Fliph will fluently add and subtract multi-digit Informal informal Informal Informal with the use of visual models, Fliph will fluently add and subtract multi-digit Informal with the use of visual models, Fliph will fluently add and subtract multi-digit Informal with the use of visual models, Fliph will fluently add and subtract multi-digit Informal with the use of visual models, Fliph will fluently add and subtract multi-digit Informal with the use of visual models, Fliph will fluently add and subtract multi-digit Informal with the use of visual models, Fliph will fluently add and subtract multi-digit Informal with the use of visual models, Fliph will fluently add and subtract multi-digit Informal	monoo Areas	Mathamatica C			col #: 2
intensured by work samples in 4 trials with 80% accuracy. ogress on annual goals to be reported to parents by completing the "IEP Report of Progress and Achievement from Current IEP" form(s) which will be violed at either Progress Report or Report Card periods. State Assessments)	
Wilded at either Progress Report or Report Card periods: State Assessments Norm Referenced Criterion Referenced Curriculum Based Observation Portfolio Work Samples Informal Other Incremental objective #2 related to the goal: Incremental objective #2 related to the goal: With the use of visual models, Eliyah will fluently add and subtract multi-digit The remental objective #1 related to the goal: Incremental objective #2 related to the goal: With the use of visual models, Eliyah will fluently add and subtract multi-digit the use of visual models, Eliyah will fluently add and subtract multi-digit Incremental objective #2 related to the goal: With the use of visual models, Eliyah will fluently add and subtract multi-digit the use of visual models, Eliyah will fluently add and subtract multi-digit Incremental objective #2 related to the goal: With the use of visual models, Eliyah will fluently add and subtract multi-digit the use of visual models, Eliyah will fluently add and subtract multi-digit Incremental objective #2 related to the goal: With the use of visual models, Eliyah will fluently add and subtract multi-digit the to be achieved: March 2022 MO/YR Date: Quest 2022 MO/ EXPLANTION OF MARKS 4 GOAL MET OR 3 SUBSTANTIAL PROGRESS (Sto.99% of goal 2 PART					
State Assessments Norm Referenced Criterion Referenced Informal Other Portfolio Informal Informal Other Informal Informal Informal Other Informal Informal Informal The set of visual models, Eityah will fluently add and subtract multi-digit Informal Informal With the use of visual models, Eityah will fluently add and subtract multi-digit With the use of visual models, Eityah will fluently add and subtract multi-digit might is in 4 trials with 60% accuracy. Informal Informal Norm Referenced MO/YR Date to be achieved: August v 2022 v MO/ EXPLANATION OF MARKS 4 GOAL MET OR 3 SUBSTAVITAL PROGRESS (50-99% of goal 2 PARITAL PROGRESS (1-49% of goal met) 1 NO PROGRES Adeporting Period Mark: Progress Mark: 2 Intervental goal? Objective 1 Met: Objective 1 Met: 3 Yes No Yes No Yes No Objective 1 Met: Yes No 17-DPG-2021 Date: Progress Mark: Progress Mark: Yes No Objective 1 Met: Yes No <td></td> <td></td> <td></td> <td>f Progress and Achievement from Curren</td> <td>tt IEP" form(s) which will be</td>				f Progress and Achievement from Curren	tt IEP" form(s) which will be
Observation Portfolio ✓ Work Samples Informal Other Informal Informal Informal Work Samples Informal Informal Informal using the standard algorithm for each operation, as measured by work Informal algorithm for each operation, as measured by work maples in 4 trials with 60% accuracy. Informal Informal tet to be achieved: March ▼ 2022 ▼ MO/YR Date to be achieved: March ▼ 2022 ▼ MO/YR Date to be achieved: August ▼ 2022 ▼ MO/ EXPLANATION OF MARKS 4 GOAL MET OR 3 SUBSTANTIAL PROGRESS (50-99% of goal 2 PARTIAL PROGRESS (1-49% of goal met) I NO PROGRESS Strepering Period 2nd Reporting Period 3rd Reporting Period 4th Reporting Period (Secondary Only) Objective 1 Met: Progress Mark: Progress Mark: Progress Nurk: Progress sufficient to meet annual goal?			Methods of	Evaluation	
Other Incremental objective #1 related to the goal: With the use of visual models, Eliyah will fluently add and subtract multi-digit Incremental objective #2 related to the goal: With the use of visual models, Eliyah will fluently add and subtract multi-digit With the use of visual models, Eliyah will fluently add and subtract multi-dicimals using the standard algorithm for each operation, as measured by work amples in 4 trials with 60% accuracy. March ▼ 2022 ▼ MO/YR Date to be achieved: March ▼ 2022 ▼ MO/YR Date to be achieved: August ▼ 2022 ▼ MO/ EXPLANATION OF MARKS 4 GOAL MET OR 3 SUBSTENTIAL PROGRESS (S0-99% of goal 2 PARTIAL PROGRESS (1-49% of goal met) 1 NO PROGRES 4 GOAL MET OR 3 SUBSTENTIAL PROGRESS (S0-99% of goal 2 PARTIAL PROGRESS (1-49% of goal met) 1 NO PROGRES 4 GOAL MET OR 3 SUBSTENTIAL PROGRESS (S0-99% of goal met) 2 PARTIAL PROGRESS (1-49% of goal met) 1 NO PROGRES 4 th Reporting Period Date: 1 NO PROGRES 0 and (2 more) 1 NO PROGRES 1 to progress Mark: Progress Mark: Progress Mark: Progress Mark: 0 bjective 1 Met: 0 bjective 2 Met: </td <td>۲</td> <td></td> <td></td> <td></td> <td></td>	۲				
cremental objective #1 related to the goal: Incremental objective #2 related to the goal: With the use of visual models, Eliyah will fluently add and subtract multi-digit With the use of visual models, Eliyah will fluently add and subtract multi-digit with the use of visual models, Eliyah will fluently add and subtract multi-digit With the use of visual models, Eliyah will fluently add and subtract multi-digit ate to be achieved: March ▼ 2022 ▼ MO/YR Date to be achieved: August ▼ 2022 ▼ MO/ ate to be achieved: March ▼ 2022 ▼ MO/YR Date to be achieved: August ▼ 2022 ▼ MO/ IEPREPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP EXPLANATION OF MARKS 4 GOAL MET OR 3 SUBSTANTIAL PROGRESS (50-99% of goal 2 PARTIAL PROGRESS (1-49% of goal met) I NO PROGRES INO Process Mark: Progress Mark: Progress Mark: Progress Mark: Objective I Met: 1 No disc (0-JUN-2022) Date: Date: Objective I Met: Vise No 1 Is progress sufficient to meet annual goal? Is progress sufficient to meet annual goal? Staggments Not Completed No disc (0-JUN-2022) Is progress sufficient to meet annual goal? Vise No No Vise No No Objective I Met: Vise No No Vise No	۲	U Portfol	io	Work Samples	└─ Informal
With the use of visual models, Eliyah will fluently add and subtract multi-digit tecimals using the standard algorithm for each operation, as measured by work amples in 4 trials with 60% accuracy. ate to be achieved: March Q022 MO/YR Date to be achieved: August CEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP EXPLANATION OF MARKS 4 GOAL MET OR 3 SUBSTANTIAL PROGRESS (50-99% of goal 2 PARTIAL PROGRESS (1-49% of goal met) 1 NO PROGRES 4 GOAL MET OR 3 SUBSTANTIAL PROGRESS (50-99% of goal 2 PARTIAL PROGRESS (1-49% of goal met) 1 NO PROGRES 4 GOAL MET OR 3 SUBSTANTIAL PROGRESS (50-99% of goal 2 PARTIAL PROGRESS (1-49% of goal met) 1 NO PROGRES 4 GOAL MET OR 3 SUBSTANTIAL PROGRESS (50-99% of goal 2 PARTIAL PROGRESS (1-49% of goal met) 1 NO PROGRES 1 St Reporting Period Date: 10-JUN-2022 Date: 0 0 2 2 Date: 10-JUN-2022 Date: 0 0 0 0 2 2 2 1 progress sufficient to meet annual goal? 0 Ves No 0 0 0 0 0 0					
tecimals using the standard algorithm for each operation, as measured by work amples in 4 trials with 60% accuracy. decimals using the standard algorithm for each operation, as measured by work amples in 4 trials with 70% accuracy. ate to be achieved: March ♥ 2022 ♥ MO/YR Date to be achieved: August ♥ 2022 ♥ MO/Y IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP EXPLANATION OF MARKS 4 GOAL MET OR a SUBSTAINTIAL PROGRESS (50-99% of goal 2 PIRTIAL PROGRESS (1-49% of goal met) I NO PROGRESS (1-49% of goal met) I NO PROGRESS (1-49% of goal met) IN OPROGRESS AND ACHIEVEMENT FROM CURRENT IEP EXPLANATION OF MARKS 4 GOAL MET OR a SUBSTAINTIAL PROGRESS (50-99% of goal 2 PIRTIAL PROGRESS (1-49% of goal met) I NO PROGRESS (1-49% of goal met) I NO PROGRESS (1-49% of goal met) IN OPROGRESS MARK: 0 Forgress Mark: Progress Mark: Progress Mark: Objective 1 Met: 0 Lis progress sufficient to meet annual goal? Date: Objective 2 Met: Objective 2 Met: 1 s progress sufficient to meet annual goal? Is progress sufficient to meet annual goal? Signments Not Completed No 1 % Noeds More Time Needs More		0			0
Imach of action of action of a study of a constraint of a study of a constraint of a study	decimals using the standar	d algorithm for each operati	-	decimals using the standard algorithm	
EXCEEDED met Instrument Start Reporting Period Instrument Start Reporting Period Instrument Start Reporting Period Instrument Instrument </th <th></th> <th>IEP REPOR</th> <th></th> <th></th> <th>EP</th>		IEP REPOR			EP
Date: 10-JUN-2022 Date: Only) Date: Only) Progress Mark: Progress Mark: Progress Mark: Progress Mark: Objective 1 Met: 2 2 Is progress sufficient to meet annual goal? Ves O No Yes No Yes No Yes O No If "No" please comment: If Needs More Time If Needs More Time If Needs More Time If Needs M	4 GOAL MET OR	3 SUBSTANTIAL PROC	GRESS (50-99% of goal		(oal met) 1 NO PROGRESS
Date: [/-DEC-2021] Date: Date: Date: Progress Mark: Progress Mark: Progress Mark: Progress Mark: Objective 1 Met: 2 2 Is progress sufficient to meet annual goal? Vess No No Yes No Yes No Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other Other Image: Comment			GRESS (50-99% of goal	2 PARTIAL PROGRESS (1-49% of g	(oal met) <i>I NO PROGRESS</i>
Progress Mark: Progress Mark: Progress Mark: Progress Mark: Progress Mark: Objective 1 Met: 2 2	EXCEEDED Ist Reporting Period	met) 2nd Reporting Period		<i>2 PARTIAL PROGRESS</i> (1-49% of g 4th Reporting Period (Secondary	
Image: Stream of the set	EXCEEDED	met) 2nd Reporting Period	3rd Reporting Period	<i>2 PARTIAL PROGRESS</i> (1-49% of g 4th Reporting Period (Secondary Only)	
2 2 2 0	EXCEEDED	met) 2nd Reporting Period	3rd Reporting Period	<i>2 PARTIAL PROGRESS</i> (1-49% of g 4th Reporting Period (Secondary Only)	Goal Achievement
s progress sufficient to neet annual goal? Yes No Yes No f "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to eview/revise Goal Excess Gal Need to eview/revise Goal S progress sufficient to meet annual goal? Is progress sufficient to meet annual goal? Is progress sufficient to meet annual goal? S progress sufficient to meet annual goal? S progress sufficient to meet annual goal? S progress sufficient to meet annual goal? S progress sufficient to Meed so S progress sufficient to Meed to review/revise Goal S progress sufficient to Meet annual goal? S progress annual S pr	EXCEEDED st Reporting Period Date: 17-DEC-2021	met) 2nd Reporting Period Date: 10-JUN-2022	3rd Reporting Period Date:	2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date:	Goal Achievement
If "No" please comment: If "No" please comment: If "No" please comment: If "No" please comment: If "No" please comment: If "No" please comment: If "No" please comment: If "No" please comment: If "No" please comment: If "No" please comment: If "No" please comment: If "No" please comment: If "No" please comment: If "No" please comment: If "No" please comment: If "No" please comment: If "No" please comment: If "No" please comment: If "No" please comment: If "No" please comment: If "No" please comment: If "No" please comment: If "No" please comment: If "No" please comment: If "No" please comment: If "No" please comment: If "No" please comment: If "No" please comment: If "No" please comment: If "No" please comment: If "No" please comment: If "No" please comment: If the please comment: If "No" please comment: If "No" please comment: If "No" please comment: If the please comment: If "No" please comment: If "No" please comment: If "No" please comment: If the please comment: If the please comment: If the please comment: If the please comment: If the please comment: If the please comment: If the please commen	EXCEEDED Ist Reporting Period Date: 17-DEC-2021 Progress Mark:	met) 2nd Reporting Period Date: 10-JUN-2022 Progress Mark:	3rd Reporting Period Date:	2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date:	Goal Achievement Objective 1 Met:
f "No" please comment: If "No" please comment: If "No" please comment: If "No" please comment: If "No" please comment: If "No" please comment: If "No" please comment: If "No" please comment: Needs More Time Needs More Time Needs More Time Needs More Time Excess Excess Excess Excess Absence/Tardy Absence/Tardy Absence/Tardy Assignments Not Completed Ompleted Need to Need to Need to eview/revise Goal review/revise Goal Other	EXCEEDED Ist Reporting Period Date: 17-DEC-2021 Progress Mark: 2 is progress sufficient to	met) 2nd Reporting Period Date: 10-JUN-2022 Progress Mark: 2 Is progress sufficient to	3rd Reporting Period Date: Progress Mark: Is progress sufficient to	2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual	Goal Achievement Objective 1 Met: Yes No Objective 2 Met:
✓ Needs More Time ✓ Needs More Time Needs More Time Excess Excess Excess Absence/Tardy Absence/Tardy Absence/Tardy Assignments Not Assignments Not Assignments Not Completed Need to Need to Need to review/revise Goal Need to	EXCEEDED Ist Reporting Period Date: 17-DEC-2021 Progress Mark: 2 Is progress sufficient to meet annual goal?	met) 2nd Reporting Period Date: 10-JUN-2022 Progress Mark: 2 Is progress sufficient to meet annual goal?	3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal?	Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
Excess Excess Excess Absence/Tardy Absence/Tardy Absence/Tardy Assignments Not Assignments Not Assignments Not Completed Completed Only and to completed Need to Need to Need to review/revise Goal review/revise Goal review/revise Goal	EXCEEDED Ist Reporting Period Date: 17-DEC-2021 Progress Mark: 2 Is progress sufficient to meet annual goal? Yes No	met) 2nd Reporting Period Date: 10-JUN-2022 Progress Mark: 2 Is progress sufficient to meet annual goal? Yes No	3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No	2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes O No	Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
Absence/Tardy Absence/Tardy Absence/Tardy Assignments Not Assignments Not Assignments Not Assignments Not Need to review/revise Goal Need to Need to Need to Other review/revise Goal review/revise Goal Other	EXCEEDED 1st Reporting Period Date: 17-DEC-2021 Progress Mark: 2 Is progress sufficient to meet annual goal? Yes No If "No" please comment:	met) 2nd Reporting Period Date: 10-JUN-2022 Progress Mark: 2 Is progress sufficient to meet annual goal? Yes No If "No" please comment:	3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment:	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:	Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
Assignments Not Assignments Not Assignments Not Need to review/revise Goal Completed Ompleted Completed Other Need to Need to review/revise Goal Other	EXCEEDED Ist Reporting Period Date: 17-DEC-2021 Progress Mark: 2 Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	met) 2nd Reporting Period Date: 10-JUN-2022 Progress Mark: 2 Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	3rd Reporting Period Date: Progress Mark: Is progress Sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	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: Needs More Time	Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
Need to Need to review/revise Goal Need to	EXCEEDED Ist Reporting Period Date: 17-DEC-2021 Progress Mark: 2 Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess	met) 2nd Reporting Period Date: 10-JUN-2022 Progress Mark: 2 Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess	3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess	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: Needs More Time Excess Absence/Tardy	Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
review/revise Goal review/revise Goal	EXCEEDED 1st Reporting Period Date: 17-DEC-2021 Progress Mark: 2 2 1 Is progress sufficient to meet annual goal? Yes Yes No If "No" please comment: Yecess More Time Excess Absence/Tardy Assignments Not 	met) 2nd Reporting Period Date: 10-JUN-2022 Progress Mark: 2 Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	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: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
U Other U Other	EXCEEDED 1st Reporting Period Date: 17-DEC-2021 Progress Mark: 2 2 Is progress sufficient to meet annual goal? Yes No If "No" please comment: Yess No If "No" please comment: Xeds More Time Excess Absence/Tardy Assignments Not Completed	met) 2nd Reporting Period Date: 10-JUN-2022 Progress Mark: 2 Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	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: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
	EXCEEDED 1st Reporting Period Date: 17-DEC-2021 Progress Mark: 2 2 15 Is progress sufficient to meet annual goal? Yes Yes No If "No" please comment: Yeeds More Time Excess Absence/Tardy Assignments Not Completed Need to 	met) 2nd Reporting Period Date: 10-JUN-2022 Progress Mark: 2 Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	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: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
	EXCEEDED 1st Reporting Period Date: 17-DEC-2021 Progress Mark: 2 2 Is progress sufficient to meet annual goal? Yes No If "No" please comment: Yess No If "No" please comment: Xeds More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	met) 2nd Reporting Period Date: 10-JUN-2022 Progress Mark: 2 Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	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: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No

Student ZAFRANI	ELIYAH		Date of Birth 22-DEC-2009	Meeting Date 17-AUG-2022
Last	First	MI		
G		Section G: Annual G		
ormance Area:	Vocational Ed. C	ategory: Voc	ational Education 🖌 Annual Ge	bal #: 4
-			rred), Eliyah will request prompting and/or etion, in 4 opportunities , as measured by to	
	be reported to parents by co Report or Report Card perio	ds.	f Progress and Achievement from Curren	t IEP" form(s) which will be
		Methods of	Evaluation	
State Assessments		Referenced	Criterion Referenced	Curriculum Based
Observation	U Portfol		Work Samples	└── Informal
Other	Schoology	data		
ncremental objective #1	related to the goal: ompts when given an acader		Incremental objective #2 related to t	he goal: iven an academic task (preferred or non
non-preferred), Eliyah will (I.e. by chunking the assig	I request prompting and/or c nment into smaller parts), th ities, as measured by Teache	larification from teacher en return to the task for	preferred), Eliyah will request promptin	ng and/or clarification from teacher (I.e. arts), then return to the task for complete
ate to be achieved:	March V 2022		Date to be achieved: August CHIEVEMENT FROM CURRENT IE DN OF MARKS	 ✓ 2022 ✓ MO/YR EP
4 GOAL MET OR	3 SUBSTANTIAL PROC	FRESS (50-99% of goal	2 PARTIAL PROGRESS (1-49% of g	pal met) <i>1 NO PROGRESS</i>
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROC met)	<i>GRESS</i> (50-99% of goal	2 PARTIAL PROGRESS (1-49% of g	bal met) <i>1 NO PROGRESS</i>
EXCEEDED		GRESS (50-99% of goal 3rd Reporting Period	4th Reporting Period (Secondary	oal met) <i>I NO PROGRESS</i> Goal Achievement
EXCEEDED 1st Reporting Period	met)	· -	4th Reporting Period (Secondary Only)	,
EXCEEDED 1st Reporting Period	met) 2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary	,
EXCEEDED Ist Reporting Period Date: 17-DEC-2021	met) 2nd Reporting Period Date: 10-JUN-2022	3rd Reporting Period Date:	4th Reporting Period (Secondary Only)	,
EXCEEDED 1st Reporting Period Date: 17-DEC-2021 Progress Mark:	met) 2nd Reporting Period Date: 10-JUN-2022 Progress Mark:	3rd Reporting Period	4th Reporting Period (Secondary Only) Date:	Goal Achievement Objective 1 Met:
EXCEEDED 1st Reporting Period Date: 17-DEC-2021	met) 2nd Reporting Period Date: 10-JUN-2022	3rd Reporting Period Date:	4th Reporting Period (Secondary Only) Date:	Goal Achievement Objective 1 Met: O Yes No
EXCEEDED Ist Reporting Period Date: 17-DEC-2021 Progress Mark: 2 Is progress sufficient to	met) 2nd Reporting Period Date: 10-JUN-2022 Progress Mark: 2 Is progress sufficient to	3rd Reporting Period Date: Progress Mark:	4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual	Goal Achievement Objective 1 Met: Yes No Objective 2 Met:
EXCEEDED Ist Reporting Period Date: 17-DEC-2021 Progress Mark: 2 Is progress sufficient to meet annual goal?	met) 2nd Reporting Period Date: 10-JUN-2022 Progress Mark: 2 Is progress sufficient to meet annual goal?	3rd Reporting Period Date: Progress Mark:	4th Reporting Period (Secondary Only) Date: Progress Mark:	Goal Achievement Objective 1 Met: O Yes No
EXCEEDED Ist Reporting Period Date: 17-DEC-2021 Progress Mark: 2 Is progress sufficient to meet annual goal?	met) 2nd Reporting Period Date: 10-JUN-2022 Progress Mark: 2 Is progress sufficient to	3rd Reporting Period Date: Progress Mark:	4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual	Goal Achievement Objective 1 Met: Yes No Objective 2 Met:
EXCEEDED 1st Reporting Period Date: 17-DEC-2021 Progress Mark: 2 1s progress sufficient to meet annual goal? Yes No	met) 2nd Reporting Period Date: 10-JUN-2022 Progress Mark: 2 Is progress sufficient to meet annual goal?	3rd Reporting Period Date: Progress Mark:	4th Reporting Period (Secondary Only) Date: Progress Mark:	Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
EXCEEDED 1st Reporting Period Date: 17-DEC-2021 Progress Mark: 2 Is progress sufficient to meet annual goal? Yes No If "No" please comment:	met) 2nd Reporting Period Date: 10-JUN-2022 Progress Mark: 2 Is progress sufficient to meet annual goal? Ves No If "No" please comment:	3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment:	4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment:	Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
EXCEEDED 1st Reporting Period Date: 17-DEC-2021 Progress Mark: 2 Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	met) 2nd Reporting Period Date: 10-JUN-2022 Progress Mark: 2 Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	3rd Reporting Period Date: Progress Mark:	4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
EXCEEDED 1st Reporting Period Date: 17-DEC-2021 Progress Mark: 2 Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	met) 2nd Reporting Period Date: 10-JUN-2022 Progress Mark: 2 Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment:	Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
EXCEEDED 1st Reporting Period Date: 17-DEC-2021 Progress Mark: 2 2 1 Is progress sufficient to meet annual goal? Yes Yes No If "No" please comment: Yecess More Time Excess Absence/Tardy Assignments Not 	met) 2nd Reporting Period Date: 10-JUN-2022 Progress Mark: 2 Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress Mark: Value Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
EXCEEDED 1st Reporting Period Date: 17-DEC-2021 Progress Mark: 2 2 1 Is progress sufficient to meet annual goal? Yes No Yes No If "No" please comment: Yessa Noe Yessa Noe Time Excess Absence/Tardy Assignments Not Completed	met) 2nd Reporting Period Date: 10-JUN-2022 Progress Mark: 2 Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	4th Reporting Period (Secondary Only) Date: Progress Mark:	Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
EXCEEDED 1st Reporting Period Date: 17-DEC-2021 Progress Mark: 2 2 1 Is progress sufficient to meet annual goal? Yes No If "No" please comment: No If "No" please comment: Needs More Time Excess Absence/Tardy	met) 2nd Reporting Period Date: 10-JUN-2022 Progress Mark: 2 Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	4th Reporting Period (Secondary Only) Date: Progress Mark:	Goal Achievement Objective 1 Met: O Yes No Objective 2 Met: Yes No
EXCEEDED 1st Reporting Period Date: 17-DEC-2021 Progress Mark: 2 2 15 Is progress sufficient to meet annual goal? Yes Yes No If "No" please comment: Yeeds More Time Excess Absence/Tardy Assignments Not Completed Need to 	met) 2nd Reporting Period Date: 10-JUN-2022 Progress Mark: 2 Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	3rd Reporting Period Date: Progress Mark:	4th Reporting Period (Secondary Only) Date: Progress Mark:	Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
EXCEEDED 1st Reporting Period Date: 17-DEC-2021 Progress Mark: 2 2 Is progress sufficient to meet annual goal? Yes No If "No" please comment: Yess No If "No" please comment: Yess Assignments Not Completed Need to review/revise Goal	met) 2nd Reporting Period Date: 10-JUN-2022 Progress Mark: 2 Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	4th Reporting Period (Secondary Only) Date: Progress Mark:	Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No

Student ZAFRANI	ELIYAH		Date of Birth 22-DEC-2009	Meeting Date 17-AUG-2022
Last	First	MI Section C: Annual C	and Objectives	
rmance Area:	ERICS	Section G: Annual G	ial Emotional V Annual G	bal #: 5
		e ,	g progress, identifying obstacles, changing	
cademic or social success	in 4 out of 5 trials per week v	vith minimal adult support as	measured by observations and review of r	ecords.
	be reported to parents by co Report or Report Card perio	ds.	f Progress and Achievement from Curren	t IEP" form(s) which will be
	\Box	Methods of l	\square	
State Assessments		Referenced	Criterion Referenced	Curriculum Based
Observation Other	EPICS and		Work Samples	└─ Informal
other		vider reports	•	
nonitoring progress, ident	earn goal setting skills (e.g., ifying obstacles, changing c naximum adult support as me	ourse of action) in 2 out	Incremental objective #2 related to t ZAFRANI ELIYAH will practice and u choices, monitoring progress, identifyin increase academic or social success in o week with moderate adult support as m records.	use goal setting skills (e.g., evaluating ng obstacles, changing course of action) one specific area in 3 out of 5 trials per
4 GOAL MET OR	3 SUBSTANTIAL PROC		DN OF MARKS 2 PARTIAL PROGRESS (1-49% of g	pal met) 1 NO PROGRESS
EXCEEDED	met)	2 I.D. (* .D. * I.		
lst Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary Only)	Goal Achievement
	Date:	Date: 17-DEC-2021	Date: 29-MAR-2022	
Date:			29-MAR-2022	
Date:				
	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:
	Progress Mark:			Objective 1 Met: • Yes • No
rogress Mark:	Is progress sufficient to	Progress Mark: 2 Is progress sufficient to meet annual goal?	Progress Mark: 2 Is progress sufficient to meet annual goal?	• Yes • No Objective 2 Met:
Progress Mark: s progress sufficient to neet annual goal?	Is progress sufficient to meet annual goal?	2 Is progress sufficient to meet annual goal?	2 Is progress sufficient to meet annual goal?	 Yes No Objective 2 Met: Yes No
Progress Mark: s progress sufficient to neet annual goal? Yes • No	Is progress sufficient to meet annual goal?	2 Is progress sufficient to meet annual goal? O Yes O No	2 Is progress sufficient to meet annual goal? Yes O No	 Yes No Nbjective 2 Met: Yes No If "No" please explain:
Progress Mark: s progress sufficient to neet annual goal? Yes No f "No" please comment:	Is progress sufficient to meet annual goal? Yes No If "No" please comment:	2 Is progress sufficient to meet annual goal? ••• Yes •• No If "No" please comment:	2 Is progress sufficient to meet annual goal? Yes No If "No" please comment:	 Yes No Objective 2 Met: Yes No If "No" please explain: Student does not consistently use strategies to achieve academic
Progress Mark: s progress sufficient to neet annual goal? Yes No f "No" please comment: Needs More Time	Is progress sufficient to meet annual goal? O Yes O No If "No" please comment: Needs More Time	2 Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	2 Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	 Yes No Nbjective 2 Met: Yes No If "No" please explain: Student does not consistently used
Progress Mark: s progress sufficient to neet annual goal? Yes No f "No" please comment: Needs More Time Excess	Is progress sufficient to meet annual goal? Yes No If "No" please comment:	2 Is progress sufficient to meet annual goal? ••• Yes •• No If "No" please comment:	2 Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	 Yes No Objective 2 Met: Yes No If "No" please explain: Student does not consistently use strategies to achieve academic
Progress Mark: s progress sufficient to neet annual goal? Yes No f "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	2 Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	2 Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	 Yes No Objective 2 Met: Yes No If "No" please explain: Student does not consistently use strategies to achieve academic
Progress Mark: s progress sufficient to neet annual goal? Yes No f "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	2 Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	2 Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	 Yes No Objective 2 Met: Yes No If "No" please explain: Student does not consistently use strategies to achieve academic
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	2 Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	2 Is progress sufficient to meet annual goal? Yes If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	 Yes No Objective 2 Met: Yes No If "No" please explain: Student does not consistently use strategies to achieve academic
Progress Mark: s progress sufficient to neet annual goal? Yes No f "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	2 Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	2 Is progress sufficient to meet annual goal? Yes If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	 Yes No Objective 2 Met: Yes No If "No" please explain: Student does not consistently use strategies to achieve academic
Progress Mark: is progress sufficient to neet 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	2 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	2 Is progress sufficient to meet annual goal? Yes If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	 Yes No Objective 2 Met: Yes No If "No" please explain: Student does not consistently use strategies to achieve academic

		INDIVIDUALIZE	D EDUCATION PROGRAM (IEI	P)	Page 15
os Angeles Unified School D					
	ELIYAH First	M	Date of Birth 22-DEC	C-2009 Mee	ting Date 17-AUG-2022
Last		MI on K: Particination	n in State and District-wide Asso	assmants	
sments administered will confo			r each grade by the California Depart District.		or the Los Angeles Unified S
Tudent will participate in R Designated Supports and/or A					CAASPP Subject ELA and Math
esignated Supports:	100011110111101111	, naennigiea cercin ai			
	English (for ma	th items and ELA it	ems except for reading passages)		
- Test in a separate/smaller	setting				
- Simplified or paraphrased	l test directions (non-embedded desi	gnated support)		
ccommodations:					
- Multiplication table for sin	ngle digits 1-9 (paper-based; not all	owed for Grade 3; non-embedded	accommodation)	

	INDIVIDUALIZ	ED EDUCATION	PROGI	RAM (IEP)		Page 16 of 26
Los Angeles Unified School District Student ZAFRANI ELIYAH		Date	of	22-DEC-2009	Meeting	17-AUG-2022
Last First	MI	Birtl		22 DEC 2007	Date	17 1100 2022
Se	rtion N: Procedu	ral Safeguards a	nd Folle	ow-up Actions		
 ✓ A Parent's Guide to Special Education Service ✓ The IEP Team Meeting Introductory Statement 	es including Pro	cedural Rights &	Safegu g of the	ards was provided to	the parent in his	/her primary language.
The parent/guardian was informed of his/her						
Is the parent/guardian requesting informal trans	ation? 🔿 Yes	No Selec	t Prefer	red Language:	~	
Is the parent/guardian requesting official transla	tion? 🔘 Yes 🤇	No Select	Preferre	ed Language: Hebrev	N	~
Specify the Individual Pages to be translated All pages						
Special Requests:						
For students who are 17 years old, the stude to the student at 18 years of age, unless the o			en infoi	rmed that the education	onal decision-mak	ing rights will transfer
Pandemic Learni	<u>ng Loss Consider</u>	ration of Compen	<u>satory</u>	and/or Recoupment	Services .	
Compensatory Education Consideration:		Reco	upmen	t Services Considera	ation:	
 The IEP team has reviewed and discussed we education is required due to the COVID-19 has determined: Student received all of their special educar services required by their IEP. Compensate required. Student did not receive all of their special aids and services required by their IEP. Cocoffer details are documented in FAPE 2-S Student did not receive all of the special education was warranted for the reasons deteam in FAPE Part 2 Part 4. Compensatory education consideration was dated Preschool Only Consideration (Transition III) Student attends private school within distric 	pandemic. The IE ion and related aid ory education is ne education and relat mpensatory educa ummary of Servic ducation and relat er, no compensato ocumented by the is documented on EP)	P team p s ds and C ot O ated ation O ces. ed aids ory IEP IEP	rogress. udent's OVID- Studen progre achiev Studen closurd service details comple Recoup	learning during the s 19 pandemic. The IE at has made expected ss is in alignment wit ement. No recoupment experienced learnin es caused by the COV es are necessary. The es to address past lear are included in FAPH etion of a service grid pment services consid	sidered factors the chool facility close P team has determ progress toward I h expectations of nt services are rece g loss as a result of ID-19 pandemic IEP team discussed ning loss. Recoup E Part 2, Part 4 of , as necessary). deration was docu	at may have impacted sures as a result of the nined: EP goals and/or progress/goal ommended. of the school facility and recoupment ed recoupment ment services offer the IEP (including mented on IEP dated
Tł	HS SPACE DI	ELIBERATEL	Y LEI	FT BLANK.		

	INDIVIDUALIZED EDUG	CATION PROGRAM	I (IEP)		Page 17 of 26
Los Angeles Unified School District				Masting Data	
Student ZAFRANI ELIYAH Last First	MI	Date of Birth 22	-DEC-2009	Meeting Date 1	7-AUG-2022
	Section Q: Parent Par	ticipation and Con	ısent		
Parent Participation			Parent No	otification	
O Parent/Student (18-21) has participated in the IEP	meeting	Method	Wh		When
Parent/Student (18-21) indicated before the meeti able to attend.	ng that they would not be	Student	L. Hi	irsch	16-AUG-2022
 Parent/Student (18-21) was notified 3 times of the Parent/Student (18-21) did not respond to any of the n meeting was held without the Parent/Student (18-21) j Parent/Student (18-21) did not attend and gave peeting and parent/Student (18-21) did not attend and gave peeting and parent/Student (18-21) did not attend and gave peeting attend attend and gave peeting attend atte	neeting notifications and the present				
them if they did not attend.		I (PARENT) acknowle request. IEP meeting be resche	_(Parent initials here eduled.)	ONLY if the PAREN	
Parent/Stud	ent (18-21) Agreement	to Components of	the Proposed IEI	P	
A Parent/Student (18-21) may agree to all or som implement those portions of the IEP to which the	1 1	-		on and services.	
O Parent/Student (18-21) AGREES to all compone	nts of the IEP.				
O Parent/Student (18-21) AGREES to all compone	ents of the proposed IEP WIT	H THE SPECIFIC E	XCEPTION(S) state	d below:	
Assessment Specify					
Eligibility Specify					
Instructional Setting Specify					
Services Specify					
O The Parent/Student (18-21) DOES NOT AGRED A Parent/Student (18-21) is not required to initia agree. If a parent/student (18-21) does wish to in information on dispute resolution processes in the and Safeguards).	te any form of dispute resol itiate a form of dispute reso e District's publication, A P	ution as to componen lution as to the comp arent's Guide to Spec	ponents of the propo	osed IEP, the parent	can find
	Parent Concerns	and Comments			
Signature(s)				Date	
Guardian Guardian Guardian O Stude 21 years	nt age 18-21 years age 18-	O Surrogate Paren	nt O Emancip	ated Minor O F	oster Parent
Did the school district facilitate parent involvement as	a means of improving service	es and results for your	child? 🔘 Yes 🔿 N	No Response	
I certify that I have received a copy of the Pa and can be done at anytime after the IEP meeting	rent Input Survey regarding				orm is voluntary
Signature(s)				Date 17-AUG-2	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.)			
		2	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 307 S CA 90099-409	OL DISTRICT	
		llılıdı	ռԱահետեսՍահետվեն	ull
2				
PARENT INPUT SURVEY English				
UTS				
dNI				
PARENT English				
Jo D				

		Reconvened Meeting Date					
Student ZAFRANI ELIYAH		Date of Birth 22-DEC-20	09 Meeting Date 17-AUG-2022				
	MI						
Se	ction R: Nan	nes and Signatures (Signatures on File)					
Team Member		Print Name	Signature				
arent/Guardian		May Zafrani (on IPAD)					
arent/Guardian							
udent Age 18 - 21 years							
tudent Under Age 18 years							
urrogate Parent							
oster Parent							
amily Foster Home Provider							
administrator							
Administrative Designee		Lynda Hirsch	×++				
pecial Education Teacher		Sharon Arissian	840				
eneral Education Teacher		Tzolere Momdijian	J'V				
chool Psychologist							
chool Nurse		Mehrdokht Parsinia	. M. P				
elated Service Staff ERICS		Lesley Rouah	R				
elated Service Staff							
elated Service Staff							
nterpreter							
ign Language Interpreter							
gency Representative							
gency Representative							
gency Representative							
ther							
ther							
ther							
ther							
			·				

INDIVIDUALI	ZED EDUCATION PROGRAM (IEP)	Page 19 of 26
Los Angeles Unified School District	umer	Reconvened
Student ZAFRANI ELIYAH	Date of Birth 22-DEC-20	Meeting Date Meeting Date 17-AUG-2022
Last First MI		
Section R: Na	ames and Signatures (Signatures on File)	
Team Member	Print Name	Signature
Parent/Guardian		
Parent/Guardian		
Student Age 18 - 21 years		
Student Under Age 18 years		
Surrogate Parent		
Foster Parent		
Family Foster Home Provider		
Administrator		
Administrative Designee	Dreena Castillo	
Special Education Teacher	Lynda Hirsch	
General Education Teacher	Nicholas Mcclouth	
School Psychologist		
School Nurse		
Related Service Staff		
Related Service Staff		
Related Service Staff		
Interpreter		
Sign Language Interpreter		
Agency Representative		
Agency Representative		
Agency Representative		
Other		

	TI .6 10		• ,	INDIVIDUALIZED	EDUCATION PROC	GRAM (IEP)		Page 20
	s Unified Sc ZAFRANI Last	ELI	YAH First	MI	Date of Birth	22-DEC-2009	Meeting Date	17-AUG-2022
			LEAS	ST RESTRICTIVI	E ENVIRONM	ENT ANALYSIS	•	
			-	To Be Completed By the		-		
				<u>Student's C</u>	urrent Placement Ty	<u>pe:</u>		
-	Education (Day Program/General	Education Site	
	Day Program	1				lic School		
	Hospital or R			-				
he Individ lacement i etting with apports, se	reaches uals with Di n a more res the use of s ervices, accord	the Step the sabilities I strictive set upplement mmodation	hat indicate Education A tting should cary aids an ns and mod	Act (IDEA) requires that d only occur if the nature d services cannot be act difications is not the sole ded. In selecting the LRJ	t students with disabile or severity of the st nieved satisfactorily.	s YES, it is also require ilities be educated in the tudent's disability is sur The lack of current ava cement in a more restri	ed to complete St e least restrictive ch that placemen ailability of a stud ctive setting, unlo	ep F. e environment. t in a less restrictive dent's required ess there is a
Step A.	Can the s	upports, se		commodations and/or me	odifications in the stu	udent's IEP be made av	ailable in a gene	ral education
	O Yes No		go to the	swer is YES, then a gene e question below.				
	○ Yes	🖲 No	available modifica	rrently available, can the e in a general education ations must be provided then go to Step B.	classroom/setting? If	YES, all required sup	ports, services, ad	commodations and
	Eliyah nee	ds a more r	estrictive sn	naller classroom setting to	successfully access th	e general education curri	culum.	
Step B.	special da	ay program	n?	commodations and/or mo				
	• Yes	() No	answer i	swer is YES, then a spec s NO, go to the question	below.	-		-
	○ Yes	○ No	available accomm	rrently available, can the e in a special day program odations and/or modifica e why in the box below.	m on a general educa ations must be provid	ation site? If YES, all r	equired supports,	services,

s Angolo	Unified S	chool Disti	rict	INDIVIDUALIZE	D EDUCATION PROC	GRAM (IEP)		
0	ZAFRANI Last	ELI	YAH First	MI	Date of Birth	22-DEC-2009	Meeting Date	17-AUG-2022
	1	ANNUA	LLEAST	RESTRICTIV	E ENVIRONMI	ENT ANALYSIS	(Continued)	
			To	Be Completed By t	he IEP Team at the IE	P Team Meeting		
Step C.	Can the	supports, s	ervices, accom	modations and/or	modifications in the st	udent's IEP be made ava	ailable in a speci	al school setting?
	○ Yes	() No	If the answe question be		pecial school setting is	the appropriate placeme	ent. If the answer	is NO, go to the
	() Yes	() No	available in	a special school se	tting? If YES, all requ	services, accommodatio ired supports, services, answer is NO, please a	accommodations	and/or modificatio
Step D.	Can the	supports, s	ervices, accom	nmodations and/or	modifications in the st	udent's IEP be made ava	ailable in a home	/hospital setting?
	○ Yes	() No		er is YES, then a ho er is NO, go to the		the appropriate placemo	ent.	
	○ Yes	() No	If not currer available in	ntly available, can a home/hospital se	the required supports, tting? If YES, all requ	services, accommodatio ired supports, services, answer is NO, please a	accommodations	and/or modificatio
Step E.	Can the	supports, s	ervices, accom	modations and/or	modifications in the st	udent's IEP be made ava	ailable in a reside	ential care facility?
Step E.	Can the	supports, s ○ No	If not curren			udent's IEP be made ava		
Step E.		-	If not curren	ntly available, artic				
Step E.		-	If not curren	ntly available, artic				

tudent	ZAFRANI Last	ELIYAH First	MI	Date of Birth	22-DEC-2009	Meeting Date	17-AUG-2022
	AN	NUAL LEAST	T RESTRICTIVI	E ENVIRONME	ENT ANALYSIS	(Continued)	
		T	o Be Completed By th	e IEP Team at the IE	P Team Meeting		
tep F.			in the contents of this luding (check all that	· ·	ent being considered b	y the IEP team, ou	itweigh any poten
		Missed general Rate at which so Lack of opportu Lack of opportu Amount of soci Limited access	ess to the full range of education instruction tudent may earn credit unity for social interac unities for age-appropri- alization opportunities to peers in student's he re to appropriate beha	taught by highly qual s for graduation tion riate peer role models s with typical peers ome community			

Student ZAFRANI	ELIYAH	Date of Birth 22-DEC-2	2009 Meeting Date 17-AUG-2022	
Last	First	MI		
		Effective With this IEP	Future Changes Related to this IEP	
	As of Date:	La difia	18-AUG-2022	
Eligibility:		Eligible (OHI)		
(from Page 4)	Final IEP Reason Final IEP Effective Date:			
Curriculum		General Education	General Education	
Placement	Type of School	District Resident School	District Resident School	
	Name of School	PORTOLA CM	PORTOLA CM	
Instructional Setting	Setting	Special Education	Special Education	
	Program	SLD	SLD 750	
	Special Day Minutes/Wk	950		
	Addresses Goals	1(Reading),2(Writing),3(Mathematics),4(Vocationa 1 Ed.),5(ERICS),6(Behavioral Support)	1(Reading),2(Writing),3(Mathematics),4(Vocation 1 Ed.),5(ERICS),6(Behavioral Support)	
Additional Factors	Low Incident Support	None	None	
	Assistive Technology Support	No	No	
	Transportation	None	None	
	Extended School Year/Intersession	• Yes O No		
	Parent Counseling and Training (PCT)	• Yes O No		
	ESY Transportation	No		
Accommodation, Modifications, Supports	Instructional Accommodations	Preferential seating in class(up front) near a peer model, reclarification, reteach, remove distractions, frequent checks for understanding, extra time to complete assignments, breaking assignments into smaller parts and allow for completion in parts, alternative measures of assessing, allow student to print rather than use chromebook for most assignments (to limit access to games),	Preferential seating in class(up front) near a peer model, reclarification, reteach, remove distractions, frequent checks for understanding, extra time to complete assignments, breaking assignments into smaller parts and allow for completion in parts, alternative measures of assessing, allow student to print rather than use chromebook for most assignments (to limit access to games),	
	Instructional Modifications			
	Other Supports, including Non-Academic and Extra-curricular Activities			
Preparation for Three Year Review IEP (At the second Annual Review IEP Meeting, the team must discuss and decomment the decision to	Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary?	● Yes ○ No		
document the decision to conduct or not conduct a three-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	PE and Elective in the General Ed setting.
General Education	As of 8/18/22 Eliyah will be mainstreamed for History, PE and Elective.

Page 22								
INDIVIDUA	LIZED EDUCATION PROGRAM (II	Page 22 of						
Los Angeles Unified School District	IEP FAPE Part 2 - Summary of Services							
StudentZAFRANIELIYAHLastFirstMI	Date of Birth 22-DEC	2009 Meeting Date 17-AUG-2022						
Notes: Parents of students who are Medi-Cal eligible authorize LAUSD Medi-Cal Non-Authorization to Bill form. Please see Parent's Gu								
Part 3 - Percentage of Time Outside	Part 3 - Percentage of Time Outside of General Education							
U	Effective With this IEP	Future Changes Related to this IEP						
% of Time per Week outside of General Education	50							
Part 4 - Additional Discussion (This	s section is optional)							
Parent is requesting Eliyah be enrolled in all Special Day classes. E English in the General ed setting. The team agreed to try this option distractions in the General Ed setting for Eliyah. Mother reports the reporting Eliyah continues to struggle to keep pace with peers to co Eliyah will be enrolled in the Special Day Program for all 4 core cla	n hoping the smaller class size for Math wou e new math class in the smaller setting is ber omplete assignments. Mother reports the assi	Id benefit Eliyah. Parent has stated there are too many efiting Eliyah. His general education teachers are gned work is at too high level for him. Team agrees						

			INDIVIDUALIZED	FDUC	ATION PROC	2PAM (IFP)				Page 2
.os Ange	eles Unified Schoo	l District	INDIVIDUALIZEL	, EDUC		Part 2 - Sum		Services		
tudent	ZAFRANI	ELIYAH			Date of Birth	a 22-DEC-20	09	Meeti	ing Date 17-A	UG-2022
	Last	First	MI							
			FAI	PE Sum	mary Grid					
Program	n:	SLD	D Setting: Special Education			ı				
Eligibili	ity:	Eligible ((OHI)		Curriculum:		General Education			
Transpo	ortation:	None			Low Incident	ow Incident Support: None				
	strict Received Signature:									
Service Code	Service Desc		Start Date	Servi Appli To	ies	Frequency	Area	Total Minutes	Addresses Goal(s)	No Consent
80	Psychological S (ERICS		Effective on Signature Date	Regu	lar Monthly	1-5	~	120	ERICS	

26

Alternative Remote/Distance Learning Services During Emergency Conditions

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

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

	Teacher-posted lessons, asynchronous (online or other media)	Virtual class meetings, synchronous	Personalized learning tools (virtual or paper packets, as available)	Scheduled teacher appointments (virtual or in- person, as available)	Scheduled email check-ins (parent or student)	Virtual office hours (drop-in; parent or student)
Specialized Academic Instruction and Related Services						
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

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

			INDIVIDUALI	ZED EDUCATION	PROGRAM		Page 24 of
			Behavio	or Intervention P	lan		
	T A			dent's Learning or the	Learning of His/Her Peers		
Student	ZAFRANI	ngeles Unified Scho	in District	Date of Bir	th 22-DEC-2009	(Benavior Interve Meeting Date	ntion Plan, pg. 1 of 17-AUG-2022
Student	Last	First		Date of Bi	22-DEC-2009	Wreeting Date	17-AUG-2022
	The behavior in	mpeding learning is:		Describe what it loo	oks like:		
1		in assignments			gumentative w/teacher/st		
2	-	•	k of work production	-	dents requires ins	truction to stop	
-	instructional t	ime is lost 🗹 neg	sative interaction with pee	rs			
	other						
3	The need for a	a Behavior Intervention	Plan: O early stage in	tervention O modera	ate 🔵 serious 🔵 extre	me	
5	Frequency or	intensity or duration of	behavior: Frequency (x)	Period Int	ensity Duration (m	uin)	
4			behavior. Frequency (x)				
	5 Reported I	by transformershared	-4-66		hearwad hy	1 1 t ff	
		teachers, school s	staff		teachers, so	nool stall	
PREVEN	TION		PART 1		ENVIRONMENTAL F.	ACTORS AND NECE	SSARY CHANGES
	5	What are the predict	tors for the behavior? (Sit	uations in which the be	havior is likely to occur: p	eople, time, place, sub	ject, etc).
	5	Disruption in rou	utines 🔽 Worł	k level higher than	Verbal directives		k of predictability
		Time of day	student's		Peer conflict	Ov	er stimulation
			state	nal physical/emotional	Room conditions		ecific room arrangemen
		Events from prevention	Lack	of freedom, choice,			
		environmento	desirable	e activities, friends			
		Other Describe		er stimulation			
		What supports the s	student using the problem	behavior? (What is mi	ssing in the environment/c	urriculum or what is ir	1 the
Observati	ion 6	environment/curricu	ulum that needs changing	;?)			
Analysis	Present in t	he environment:	Classroom seati	ing arrangement	Noise levels		tions (adult and/or peer
	Missing in	the environment:	Peer status gain		Inappropriate materials (a		etæðsolution skills
	initiating in		misbehavior		Benedule		ve communication with
			Transition skills	,	Task structuring	parent	unications system
			Social skills ins	truction stu	Consequences not clear t		inications system
			Choices				
	Other	(Missing/Present):					
		REMO)VE STUDENT'S	S NEED TO US	E THE PROBLE	M BEHAVIOI	٤
		What environmental	l changes, structure and s	upports are needed to re	emove the student's need to		
Interventi	ion 7	What environmental		upports are needed to re	emove the student's need to		
Interventi	on 7	What environmental	l changes, structure and si als/Interactions to remove	upports are needed to re	emove the student's need to vior)	o use this behavior? (C	hanges in
Interventi	ion 7	What environmental Time/Space/Materia Time Changes:	l changes, structure and si als/Interactions to remove	upports are needed to re the likelihood of behav	emove the student's need to	o use this behavior? (C n in parts Te:	
Interventi	ion 7	What environmental Time/Space/Materia Time Changes: Space Changes:	l changes, structure and su als/Interactions to remove Giv Sig YPre	upports are needed to re the likelihood of behav ve more time on tasks nal transition ferred seating	emove the student's need to vior) Allow completio Provide a break Different work a	n in parts Gir reas D use this behavior? (C Te: Gir Stu	hanges in ach a closure system ve less time on tasks idy carrels
Interventi	ion 7	What environmental Time/Space/Materia Time Changes: Space Changes: Material Changes:	l changes, structure and su als/Interactions to remove ☐ Giv ☐ Sig ✔ Pre	upports are needed to re the likelihood of behav we more time on tasks anal transition oferred seating rsonal space	emove the student's need to vior) Allow completio Provide a break Different work a Hands-on learnir	o use this behavior? (C n in parts Te: Gir reas Stt ng Z Ta:	hanges in ach a closure system ve less time on tasks udy carrels sks organized
Interventi	ion 7	What environmental Time/Space/Materia Time Changes: Space Changes:	l changes, structure and su als/Interactions to remove □ Giv □ Sig ✔ Pre : □ Per ✔ Acc	upports are needed to re the likelihood of behav we more time on tasks anal transition ferred seating sonal space commodated work	emove the student's need to vior) Allow completio Provide a break Different work a Hands-on learnir Notebook organi	o use this behavior? (C n in parts Te: Gir reas Stu ng V Ta: zer En	hanges in ach a closure system ve less time on tasks idy carrels sks organized larged print size books
Interventi	ion 7	What environmental Time/Space/Materia Time Changes: Space Changes: Material Changes:	l changes, structure and st als/Interactions to remove □ Giv □ Sig ✔ Pre ↓ Acc ✔ Hig	upports are needed to re the likelihood of behav we more time on tasks mal transition ferred seating rsonal space commodated work gh interest materials	 Allow completio Allow completio Provide a break Different work a Hands-on learnin Notebook organi Cue the student 	o use this behavior? (C n in parts	hanges in ach a closure system ve less time on tasks udy carrels sks organized larged print size books odel
Intervent	ion 7	What environmental Time/Space/Materia Time Changes: Space Changes: Material Changes:	l changes, structure and su als/Interactions to remove Giv Sig Pre Per Acc V Hig Uss words	upports are needed to re the likelihood of behav we more time on tasks anal transition eferred seating rsonal space commodated work gh interest materials e specific supportive	 Allow completio Allow completio Provide a break Different work a Hands-on learnin Notebook organi Cue the student Praise successes 	o use this behavior? (C n in parts	hanges in ach a closure system ve less time on tasks idy carrels sks organized larged print size books
Intervent	on 7	What environmental Time/Space/Materia Time Changes: Space Changes: Material Changes:	I changes, structure and su als/Interactions to remove Giv Sig Pre Per Acc Vitient Uso words	upports are needed to re the likelihood of behav we more time on tasks mal transition ferred seating conal space commodated work gh interest materials e specific supportive rbally praise student	 Allow completio Allow completio Provide a break Different work a Hands-on learnin Notebook organi Cue the student 	o use this behavior? (C n in parts	hanges in ach a closure system ve less time on tasks udy carrels sks organized larged print size books odel
Interventi	ion 7	What environmental Time/Space/Materia Time Changes: Space Changes: Material Changes:	l changes, structure and su als/Interactions to remove Giv Sig Pre Per Acc Viti Usc words Ver	upports are needed to re the likelihood of behav we more time on tasks mal transition eferred seating conal space commodated work gh interest materials e specific supportive ebally praise student e specific support	 Allow completio Allow completio Provide a break Different work a Hands-on learnir Notebook organi Cue the student Praise successes Use calm, de-esc 	o use this behavior? (C n in parts	hanges in ach a closure system ve less time on tasks udy carrels sks organized larged print size books odel
Interventi	ion 7	What environmental Time/Space/Materia Time Changes: Space Changes: Material Changes:	l changes, structure and su als/Interactions to remove Giv Sig Pre Per Acc Viti Usc words Ver	upports are needed to re the likelihood of behav we more time on tasks mal transition ferred seating conal space commodated work gh interest materials e specific supportive rbally praise student	 Allow completio Allow completio Provide a break Different work a Hands-on learnir Notebook organi Cue the student Praise successes Use calm, de-esc 	o use this behavior? (C n in parts	hanges in ach a closure system ve less time on tasks udy carrels sks organized larged print size books odel
Intervent	ion 7 Who will e	What environmental Time/Space/Materia Time Changes: Space Changes: Material Changes: Interaction:	l changes, structure and st als/Interactions to remove Giv Sig Pre Per Acc Hig Uss words Ver Uss commu	upports are needed to re the likelihood of behav we more time on tasks mal transition eferred seating conal space commodated work gh interest materials e specific supportive ebally praise student e specific support	emove the student's need to vior) Allow completio Provide a break Different work a Hands-on learnir Notebook organi Cue the student Praise successes Use calm, de-esc language	o use this behavior? (C n in parts	hanges in ach a closure system ve less time on tasks udy carrels sks organized larged print size books odel

	В			
Los A		g with Student's Learning or the Lear		avior Intervention Plan, pg. 2 of
ZAFRANI	ELIYAH	Date of Birth		Meeting Date 17-AUG-2022
Last	First MI			
TIVE	PART II	FUNCTIONAL FACTORS A	ND NEW BEHAVIORS TO	TEACH AND SUPPORT
0	Team believes the behavior occurs b	ecause: (Function of behavior in terr	ns of getting, protest or avoid	ding something)
8	To Get:	Sensory input	Attention (near)	Attention (staff)
	T • • • •			
	To Avoid:			Attention (staff)
				\Box Task (too long)
	Describe: does not communicat			
n 9	What team believes the student sho need met in an acceptable way?)	uld do INSTEAD of the problem bel	havior? (How should the stud	lent escape/protest/avoid or get his/her
		-	olete a teacher pre-determine	ed increment of work, check with
10	What teaching Strategies/Necessary	Curriculum/Materials are needed?		
	_			_
	Better communication skills	Anger management		
			Learning to use conflict	t Learning to request break
	Other	organization	resolution	
	Who will establish?	Who will monitor?	Frequency:	
			and generalizing the replacem	nent behavior(s)?
11	-		\square	
n	T flysical.	_ 0	\Box Smiles	U Handshake
				Peer recognition
			Recognition of student's st	
	Contingent Access:		Free time	
		-	Describe:	Other
	Tangibles	to home	Certificate sent home	Seating Location
	Tokens and Points:	Tokens	\Box	
		Exempt assignment	\square	
)	· · · · · · · · · · · · · · · · · · ·	
			Linorooo in masitira 11	
		<u> </u>	i increase in positive behavio	IS
	C.]	
	special ed teachers	dally		
E REACTIO	PART I	II	REACTIVE ST	RATEGIES
handle the p	roblem behavior if it occurs again, 3. Po			
1. Prompt st	udent to re-focus and complete assignm	nent for a tangible reward (break)		
2. if problem	h behavior occurs again redirect, re-cla	rify, reteach concept, have student	complete an increment, cheo	ck for accuracy, then break
	unlate and tumped in negitive above cel	1 home		
3. When con	nplete and turned in positive phone cal	i nome.		
3. When con ersonnel?	npiete and turned in positive phone car			
	ZAFRANI Last IIVE 8 n 9 Eliyah w teacher f 10 10	B For Behavior Interfering Los Angeles Unified School District Los Angeles Unified School District AFRANI ELIYAH Last First MI TVE PART II Team believes the behavior occurs to To Get: To Avoid: Describe: does not communicat What team believes the student sho need met in an acceptable way?) Eliyah will appropriately ask for teacher clarific teacher for accuracy and then ask for short (5 m teacher teacher teacher teacher teacher teacher teacher teacher teacher teacher teacher teacher teacher teacher teacher teacher teacher teac	Behavior Intervention Plan For Behavior Interfering with Student's Learning or the Lear Los Angeles Unified School District Date of Birth Law Date of Birth Law First MI FUNCTIONAL FACTORS A 8 Team believes the behavior occurs because: (Function of behavior in term To Get: Gesnoor input To Avoid: Sensory input To Avoid: Sensory input To Avoid: Sensory input Describe: Goes not communicate he needs assistance What teaching Strategies/Necessary Curriculum/Materials are needed? Other is a couracy and then ask for short (5 min) break. Other is a couracy and then ask for short (5 min) break. Other is a couracy and then ask for short (5 min) break. Other is a couracy and then ask for short (5 min) break. Other is a couracy and then ask for short (5 min) break. Other is a couracy and then ask for short (5 min) break. Other is a couracy and then ask for short (5 mi	Behavior Intervention Plan For Behavior Interfering with Stadent's Learning or the Learning of His/Her Pers Los Angeles Unified School Distric Clean CAFRAN ELIYAH Date of Birth 22-DEC-2009 Last First MI Date of Birth 22-DEC-2009 Last First MI Date of Birth 22-DEC-2009 Last First MI Date of Birth 22-DEC-2009 Status First MI Date of Birth 22-DEC-2009 Last First MI Date of Birth 22-DEC-2009 Status First MI Date of Birth 22-DEC-2009 Status First MI Date of Birth 22-DEC-2009 Status Classing in the status Classing in the status Classing in the status Classing in the status Obscribe: Genes not communication status Sensory input Attention (peer) Task (too difficult) Task (too should the stut one eeds assistance What tean-bieves the student should do INSTEAD of the problem behavior? (How should the stut one eeds assistance Communication skills Learning newe social skills Communication

	T A			s Learning or the Learning of His/He	
Student	Los Ange ZAFRANI	les Unified Schoo	District	(Bo Date of Birth 22-DEC-2009	ehavior Intervention Plan, pg. 3 of 3 Meeting Date 17-AUG-2022
Student	Last	First	MI		intering Date 17 Rod 2022
OUTCO	MES		PART IV	BEHA	VIORAL GOALS
13	Behavioral Go	al: Goal #: 6			
	-	-		for help if task is difficult, then comp by observation , work samples and gra	olete the teacher determined increment of the ade reports.
	Reduce free and Analysis Cor	nclusion	increase use of replacem	nent behavior and may also include: general skills that remove student's n	need to use the problem behavior
	PE 1	modations or modi	fications also necessary? WI	here described?	
	Yes 🔿 No				
Are	environmental suj	pports/changes nece	essary?		
	Yes 🔿 No				
Is re	-	placement behavior	alone enough? (no new tead	ching is necessary)?	
\bigcirc	<u> </u>				
_	-	ew replacement be	havior AND reinforcement i	needed?	
	_	. 1 . 1 . 1		2	
This	s BIP to be coordin	lated with other age	ency's service plans? Agency	/?	
	Yes 🔘 No				
		contact between a	gencies.		
	•				
			PART V	COM	MUNICATION PROVISIONS
Pers	UNICATION				
Pers		content of commun	ication:		
COMMU	Manner and o				
COMMU	Manner and o	lls	Email		en notes
COMMU	Manner and o Phone cal	lls orts			en notes vioral logs
COMMU	Manner and Phone cal Daily rep	lls orts	Email		
COMMU	Manner and o Phone cal	lls orts	Email		
COMMU	Manner and d Phone cal Daily rep Weekly ra Other	lls orts eports	Email		
COMMU	Manner and d Phone cal Daily rep Weekly ra Other	lls orts eports	Email Daily chartin		
COMMU	Manner and d Phone cal Daily rep Weekly ra Other	lls orts eports	Email		