

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Identification Number 030410M052 SSID 6699709708

Eligible (AUT)

Student AZOULAY CHAIM (DAVI Y MI
Last First MI

Date of Birth: 04-MAR-2010

Section A: Meeting Information

Pertinent Dates	Type of Meeting
Date of Initial IEP Team Meeting: 05-MAY-2015	<input type="radio"/> Initial <input type="radio"/> Amendment of IEP dated
Date of Present Meeting: 17-OCT-2023	<input type="radio"/> Annual Review <input type="radio"/> Early Start Transition
Annual Review to be conducted by: 17-OCT-2024	<input type="radio"/> Three Year Review <input type="radio"/> Expulsion Analysis
Next Three Year Review will be conducted by: 28-NOV-2024	<input type="radio"/> Other <input type="radio"/> Individual Transition Plan
Three Year Review or Evaluation was conducted on: 29-NOV-2021	
Transition to Kindergarten to be conducted by:	
Location of Meeting: BRIDGEPORT SCHOOL (NPS)	District Name: Los Angeles Unified School Distri

Section B: Student Information

Date of Birth: 04-MAR-2010	Age: 13	Grade: 8
Gender: <input checked="" type="radio"/> Male <input type="radio"/> Female	Ethnic Code: White	
Location of the Psych Folder: REGION NORTH	Student has no Psych Folder: <input type="checkbox"/>	
Location of the Cum Folder: MADISON MS	Student has no Cum Folder: <input type="checkbox"/>	
Home Language: Hebrew	Student Language: Hebrew	Alternate Mode of Communication:
Home Address of Student: 6548 BELLAIRE AVENUE		
City: NORTH HOLLYWOOD, CA	ZIP Code: 91606	
Home Telephone: 818-471-9146	Daytime Telephone:	Emergency Telephone:
School of Attendance: Bridgeport School (Nps)	Location Code: NP0378	
School of Residence: Madison Ms	Location Code: 8230	
Name of Parent/Guardian: Avshalom Azoulay	Telephone:	
Address:		
City:	ZIP Code:	
Surogate Parent:	Telephone:	
Attends CURRENT SCHOOL as a result of one of the following: Nonpublic School Placement		
Bridgeport NPS		
Is the student living in a Family Foster Home (FFH)? <input checked="" type="radio"/> No <input type="radio"/> Yes	FFH#:	
Is FFH Provider related to student? <input type="radio"/> No <input type="radio"/> Yes	Relationship:	
Licensed Children's Institution <input type="radio"/> No <input type="radio"/> Yes	LCI Name:	
	LCI#:	
Out of the home placement made by <input type="radio"/> Regional Center <input type="radio"/> Superior Court	<input type="radio"/> Department of Mental Health <input type="radio"/> Department of Children's Services	
Child's family living within LAUSD's boundaries? <input type="radio"/> No <input checked="" type="radio"/> Yes	<input type="radio"/> Other:	
If the student is 18 years old or older or is an emancipated minor, does he/she have educational decision-making rights?	<input type="radio"/> No <input type="radio"/> Yes	

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Section C: Language Acquisition

Language Classification: Start Date:
 Withdrawal by Parent Request: Yes No Reclassification Date:
 ELPAC Performance Level and Performance Descriptor: Test Date:
 Alternate ELPAC Performance Level and Performance Descriptor: Test Date:

Section D: Goal Achievement from Current IEP

		Achieved		
Goal for: (example - Reading)		Yes	No	If No, explain the reason the goal/objective was not achieved
1	<input type="text" value="Functional Reading"/>	<input checked="" type="radio"/>	<input type="radio"/>	
Category	<input type="text" value="Reading"/>			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
2	<input type="text" value="Functional Writing"/>	<input checked="" type="radio"/>	<input type="radio"/>	
Category	<input type="text" value="Writing"/>			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
3	<input type="text" value="Vocational Education"/>	<input checked="" type="radio"/>	<input type="radio"/>	
Category	<input type="text" value="Vocational Education"/>			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
4	<input type="text" value="Vocational Educa 2"/>	<input checked="" type="radio"/>	<input type="radio"/>	
Category	<input type="text" value="Vocational Education"/>			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
5	<input type="text" value="Comm/Social Skills"/>	<input checked="" type="radio"/>	<input type="radio"/>	
Category	<input type="text" value="Communication"/>			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
6	<input type="text" value="Functional Math"/>	<input checked="" type="radio"/>	<input type="radio"/>	
Category	<input type="text" value="Math"/>			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
7	<input type="text" value="Language-Pragmatics"/>	<input checked="" type="radio"/>	<input type="radio"/>	
Category	<input type="text" value="Language"/>			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
8	<input type="text" value="Behavioral Support"/>	<input checked="" type="radio"/>	<input type="radio"/>	
Category	<input type="text" value="Behavior Intervention"/>			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
9	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category	<input type="text"/>			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
10	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category	<input type="text"/>			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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Student AZOULAY

CHAIM (DAVI

Y

Date of Birth 04-MAR-2010

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Section E: Present Level of Performance

Performance Area: Functional Reading

Category: Reading

Assessment/Monitoring Process Used: Work Samples, Observations

State/District Assessment Results:

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

Strengths:

David's previous reading goal was met. David can now answer comprehension detail questions including identifying details or facts in literary and informational text with 80% accuracy in 4 out of 5 trials with 3-4 prompts. David can read 50 fry words. When working with a staff member, individually, he will read aloud when asked. He benefits with pictures and discussion of the story. Currently, David is using the Unique curriculum to answer questions from a short story. He using picture supports to answer comprehension questions. With reminders, David will read aloud slowly and clearly.

Need:

David would benefit from increasing his vocabulary and reading sight words at the fourth grade level.

Impact of Disability:

David's autism impairs his ability to comprehend material he has read in the area of Functional Reading, which impacts his involvement and progress in the general education curriculum to such degree that his instruction is based on alternate achievement standards using alternate curriculum.

Performance Area: Functional Writing

Category: Writing

Assessment/Monitoring Process Used: Work Samples, Observation

State/District Assessment Results:

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

Strengths:

David met his previous goal. David can now dictate a sentence while using descriptive words (adjectives) to describe a narrative experience and copy from a written sentence on paper using correct capitalization, spelling, and punctuation in his sentences with 80% accuracy in 4 out of 5 trials with 3-4 prompts. It is important to note that David does not take currently take homework home or study for weekly spelling tests. David benefits with maximum prompts (4 or more) to copy a sentence from a separate piece of paper. With 5 or more prompts, David can write sentences with correct capitalization and end punctuation.

Need:

David would benefit writing a paragraph (3-4 sentences) about a picture or about a topic.

Impact of Disability:

David's autism impairs his ability to write descriptive sentences in the area of Functional Writing, which impacts his involvement and progress in the general education curriculum to such degree that his instruction is based on alternate achievement standards using alternate curriculum.

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Section E: Present Level of Performance

Performance Area: Functional Math

Category: Math

Assessment/Monitoring Process Used: Work Samples, Observations

State/District Assessment Results:

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

Strengths:

David is able to identify only nickels when asked the names of coins and is currently learning how much each coin is worth. With prompts, David completes his assigned work in math class. When given a pattern of word problems to add, David is able to use a calculator to solve the problems with moderate prompting. David met his previous goal, David can now complete 10 problems with a calculator consisting of single- and double-digit addition and subtraction word problems with 80% accuracy.

Need:

David need to be able to add and subtract a single digit number without a calculator.

Impact of Disability:

David's autism impairs his ability to complete addition and subtraction word problems in the area of Functional Math, which impacts his involvement and progress in the general education curriculum to such degree that his instruction is based on alternate achievement standards using alternate curriculum.

Performance Area: Vocational

Category: Vocational Education

Assessment/Monitoring Process Used: Observation

State/District Assessment Results:

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

Strengths:

David currently struggles to complete a multi-step assignment and does not ask for assistance from staff. He will often complete part or half of an assignment. He is able to complete a classroom job with assistance. David will transition to his classes but will also run out of class without permission. He does not always stay with the group. David transitions well to his bus at dismissal. He has been exploring various jobs in his classroom and is currently determining his likes/dislikes of possible jobs. He met his previous goal, he can now complete a classroom job with 80% accuracy.

Need:

David would benefit from completing 3-step directions.

Impact of Disability:

David's autism impairs his ability to classroom job in the area of Vocational Education, which impacts his involvement and progress in the general education curriculum to such degree that his instruction is based on alternate achievement standards using alternate curriculum.

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Section E: Present Level of Performance

Performance Area: Community
Category: Vocational Education
Assessment/Monitoring Process Used: Observations
State/District Assessment Results:

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

Strengths: David has gone walking outside with the class and stays with the group. David can identify dollars and coins with just 1-2 prompts. He met his previous goal, he can use the dollar over method when making a mock purchase while in the classroom or in the community with 80% accuracy.
Need: David would benefit from making a shopping list before going into the community for his needs and wants.
Impact of Disability: David's autism impairs his ability to use the dollar-over method in the area of Vocational Education 2, which impacts his involvement and progress in the general education curriculum to such degree that his instruction is based on alternate achievement standards using alternate curriculum.

Performance Area: Social Skills
Category: Communication
Assessment/Monitoring Process Used: Observation
State/District Assessment Results:

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

Strengths: David enjoys greeting his peers and staff. He would appropriately ask a friend for a high five. He enjoys drawing and talking to friends about what common interests. During recess time he loves to play and run around with friends and 90% of the time would have nice hands during these activities based on observations made during the last year. He met his previous goal, he can now use phrases to ask a peer/staff for a material by requesting using the phrase 'can I use your ...' (i.e. paper, marker, pen, pencil) with 80% accuracy in 4 out of 5 opportunities with 3-4 prompts.
Need: David struggles to take turns and to have a reciprocal conversation. He has lots of ideas to share but struggles to express himself with his peers, staff, and teachers.
Impact of Disability: David's autism impairs his ability to request materials in the area of Social Skills/Communication which impacts his involvement and progress in the general education curriculum to such degree that his instruction is based on alternate achievement standards using alternate curriculum.

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Section E: Present Level of Performance

Performance Area: Behavior

Category: Behavior Intervention

Assessment/Monitoring Process Used: Observations

State/District Assessment Results:

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

Strengths:

David can attend to a worksheet, lesson, or to complete an assignment with only 1-2 prompts. He can work without maximum support and a token economy system. He would work for his reward and the class wide economy system does work. He met his previous goal, he can now sit and complete an activity without leaving class and hurting others with 80% accuracy in 4 out of 5 trials with 2-3 prompts. He is currently accessing the curriculum and loves to satisfy staff in doing his work.

Need:

David needs to wait for his turn when teachers are asking another student a question.

Impact of Disability:

David's autism impairs his ability to sit and attend to a lesson in the area of Behavior Support, which impacts his involvement and progress in the general education curriculum to such degree that his instruction is based on alternate achievement standards using alternate curriculum.

Performance Area:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

[Empty text box for current performance/assessment summary]

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Section E: Present Level of Performance

Performance Area: Pragmatic Language 1/2

Category: Language - Pragmatics

Assessment/Monitoring Process Used: previous IEP, goal progress

State/District Assessment Results:

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

Summary of Services:

Chaim, who goes by David at school, is a 13 year and 7-month-old student who attends the Bridgeport program at the Help Group, Sherman Oaks. David receives 60 minutes of language and speech services delivered in a collaborative model in the Regular School Year (RSY) and 60 minutes in the Extended School Year (ESY). The concern lies in the area of pragmatic language. Recently, David has had frequent absences and tardiness which can impact the progress of his LAS goal.

Area of Strengths:

David is a friendly young man who participates in language and speech sessions regularly. David's communication skills include greeting/bidding farewell, self-advocating, protesting, refusing, requesting, sharing information, commenting on preferred items, answering simple concrete questions, labeling, describing concrete or preferred topics, gaining attention, and participating in basic social exchanges by asking and answering questions and making on-topic comments. He demonstrates knowledge of nouns, actions, prepositions, concrete attributes, and some abstract attributes like feelings. He benefits from frequent breaks to improve his engagement and promote positive behavior. David has met his goal to participate in activities such as discussions, play, and social interactions given 2-3 verbal prompts.

continued

Performance Area: Pragmatic Language 2/2

Category: Language - Pragmatics

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Area of Needs:

Although David has met his pragmatic goal, David continues to benefit from language and speech services to master this skill to participate in social interactions with peers and staff. David requires prompts to take turns with peers during social interactions. David tends to interrupt the staff and is given 2-3 prompts to refrain from interrupting others' conversations. When not answered immediately, David tends to repeatedly gain the staff's attention. At this time, this is recommended that David continues to access services to continue to build his pragmatic language to develop meaningful relationships with peers/staff. Recently, David has had frequent absences and tardiness which can impact the progress of his LAS goal.

Impact of Disability:

David's challenges in the areas of pragmatic skills and language second to his eligibility of Autism adversely impact his ability to communicate his wants, needs, and ideas effectively, which further impact his ability to participate in classroom activities, interact with peers, and access curriculum.

Written by:

Patricia Pangan M.S., CCC-SLP

The Help Group, Sherman Oaks

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Section F: Eligibility

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

[Empty text box for disability discussion]

For Initial IEP, interventions attempted prior to determining eligibility:

[Empty text box for interventions]

Eligible as a student with the disability of:

Code: AUT Autism
[Not Applicable, Blind or Partially Sighted]

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

Code: [Not Applicable, Blind or Partially Sighted]

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

or

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

No Longer Eligible (Effective Date):

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

Final IEP Reason: Final IEP Effective Date:

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

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

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Meeting Date **17-OCT-2023**

Last First MI

Section G: Annual Goals and Objectives

Performance Area: **Functional Reading** Category: **Reading** Annual Goal #: **1**

David will be able to pronounce and read 30 fourth grade level vocabulary words with 90% accuracy in 4 out of 5 trials with only 1 prompt.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

David will be able to pronounce and read 30 fourth grade level vocabulary words with 70% accuracy in 4 out of 5 trials with only 1 prompt.

Incremental objective #2 related to the goal:

David will be able to pronounce and read 30 fourth grade level vocabulary words with 80% accuracy in 4 out of 5 trials with only 1 prompt.

Date to be achieved: **February** **2024** MO/YR

Date to be achieved: **June** **2024** MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

EXPLANATION OF MARKS				
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROGRESS (50-99% of goal met)	2 PARTIAL PROGRESS (1-49% of goal met)	1 NO PROGRESS	
1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary Only)	Goal Achievement
Date: <input type="text"/>	Date: <input type="text"/>	Date: <input type="text"/>	Date: <input type="text"/>	
Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No If "No" please explain: <input type="text"/>

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Last **First** **MI**

Section G: Annual Goals and Objectives

Performance Area: Behavioral Support Category: Annual Goal #: 7

David will raise his hand and wait to be called on by the teacher when he has a statement or question in class with 90% accuracy and with only 1 prompt in five trials, as evidenced by teacher data collection.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

Incremental objective #2 related to the goal:

Date to be achieved: MO/YR Date to be achieved: MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

EXPLANATION OF MARKS				Goal Achievement
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROGRESS (50-99% of goal met)	2 PARTIAL PROGRESS (1-49% of goal met)	1 NO PROGRESS	
1st Reporting Period Date:	2nd Reporting Period Date:	3rd Reporting Period Date:	4th Reporting Period (Secondary Only) Date:	
Progress Mark: _____ Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other _____	Progress Mark: _____ Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other _____	Progress Mark: _____ Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other _____	Progress Mark: _____ Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other _____	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No If "No" please explain: <div style="border: 1px solid black; height: 100px;"></div>

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Meeting Date **17-OCT-2023**

Section G: Annual Goals and Objectives

Performance Area: **Functional Writing** Category: **Writing** Annual Goal #: **2**

When given a picture or a topic of interest, David will write a paragraph (3-4 complete sentences) using correct capitalization, spelling and punctuation in his sentences with 90% accuracy in 4 out of 5 trials with 2-3 prompts.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

When given a picture or a topic of interest, David will write a paragraph (3-4 complete sentences) using correct capitalization, spelling and punctuation in his sentences with 70% accuracy in 4 out of 5 trials with 2-3 prompts.

Incremental objective #2 related to the goal:

When given a picture or a topic of interest, David will write a paragraph (3-4 complete sentences) using correct capitalization, spelling and punctuation in his sentences with 80% accuracy in 4 out of 5 trials with 2-3 prompts.

Date to be achieved: **February** **2024** MO/YR

Date to be achieved: **June** **2024** MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR EXCEEDED				3 SUBSTANTIAL PROGRESS (50-99% of goal met)				2 PARTIAL PROGRESS (1-49% of goal met)				1 NO PROGRESS			
1st Reporting Period		2nd Reporting Period		3rd Reporting Period		4th Reporting Period (Secondary Only)		Goal Achievement							
Date: <input type="text"/>		Date: <input type="text"/>		Date: <input type="text"/>		Date: <input type="text"/>									
Progress Mark: <input type="text"/>		Progress Mark: <input type="text"/>		Progress Mark: <input type="text"/>		Progress Mark: <input type="text"/>		Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No							
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No		Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No		Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No		Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No		Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No							
If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>		If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>		If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>		If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>		If "No" please explain: <input type="text"/>							

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Student AZOULAY CHAIM (DAVI Y Last First MI

Date of Birth 04-MAR-2010

Meeting Date 17-OCT-2023

Section G: Annual Goals and Objectives

Performance Area: Functional Math Category: Math Annual Goal #: 3

David will add or subtract a single digit number without a calculator with 100% accuracy and with only 1 prompt in 4 out of 5 trials.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

David will add or subtract a single digit number without a calculator with 80% accuracy and with only 1 prompt in 4 out of 5 trials.

Incremental objective #2 related to the goal:

David will add or subtract a single digit number without a calculator with 90% accuracy and with only 1 prompt in 4 out of 5 trials.

Date to be achieved: February 2024 MO/YR

Date to be achieved: June 2024 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

Table with 5 columns: 1st Reporting Period, 2nd Reporting Period, 3rd Reporting Period, 4th Reporting Period (Secondary Only), Goal Achievement. Rows include Date, Progress Mark, and evaluation criteria.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student **AZOULAY** **CHAIM (DAVI** **Y**
 Last First MI

Date of Birth **04-MAR-2010**

Meeting Date **17-OCT-2023**

Section G: Annual Goals and Objectives

Performance Area: **Vocational** Category: **Vocational Education** Annual Goal #: **4**

With a visual or verbal direction, David will complete a 3-steps direction (wash dish, sweep the floor) with 90% accuracy with no more than 1 prompt in 3 out of 4 trials.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

With a visual or verbal direction, David will complete a 3-steps direction (wash dish, sweep the floor) with 70% accuracy with no more than 1 prompt in 3 out of 4 trials.

Incremental objective #2 related to the goal:

With a visual or verbal direction, David will complete a 3-steps direction (wash dish, sweep the floor) with 80% accuracy with no more than 1 prompt in 3 out of 4 trials.

Date to be achieved: **February** **2024** MO/YR

Date to be achieved: **June** **2024** MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

EXPLANATION OF MARKS					
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROGRESS (50-99% of goal met)	2 PARTIAL PROGRESS (1-49% of goal met)	1 NO PROGRESS		
1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary Only)	Goal Achievement	
Date: <input type="text"/>	Date: <input type="text"/>	Date: <input type="text"/>	Date: <input type="text"/>		
Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No	
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No	
If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please explain: <input type="text"/>	

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student AZOULAY CHAIM (DAVI Y Last First MI

Date of Birth 04-MAR-2010

Meeting Date 17-OCT-2023

Section G: Annual Goals and Objectives

Performance Area: Community Category: Vocational Education Annual Goal #: 5

David will make a shopping list for his wants and needs before going to the store (clothing store, grocery store) with 90% accuracy with only 1 prompt in 4 out of 5 opportunities.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

David will make a shopping list for his wants and needs before going to the store (clothing store, grocery store) with 70% accuracy with only 1 prompt in 4 out of 5 opportunities.

Incremental objective #2 related to the goal:

David will make a shopping list for his wants and needs before going to the store (clothing store, grocery store) with 80% accuracy with only 1 prompt in 4 out of 5 opportunities.

Date to be achieved: February 2024 MO/YR

Date to be achieved: June 2024 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

Table with 5 columns: 1st Reporting Period, 2nd Reporting Period, 3rd Reporting Period, 4th Reporting Period (Secondary Only), Goal Achievement. Includes progress marks, goal achievement questions, and reasons for 'No'.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student AZOULAY CHAIM (DAVI Y Last First MI

Date of Birth 04-MAR-2010

Meeting Date 17-OCT-2023

Section G: Annual Goals and Objectives

Performance Area: Social Skills Category: Communication Annual Goal #: 6

Given a sentence starter statement presented in a small group setting, David will engage in a reciprocal turn-taking conversation with a peer by asking questions or by providing responses or comments related to the topic in 4 out of 5 exchanges, with no more than 2 prompts and 90% accuracy within a 6 week period or daily opportunities.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

Given a sentence starter statement presented in a small group setting, David will engage in a reciprocal turn-taking conversation with a peer by asking questions or by providing responses or comments related to the topic in 4 out of 5 exchanges, with no more than 2 prompts and 70% accuracy within a 6 week period or daily opportunities.

Incremental objective #2 related to the goal:

Given a sentence starter statement presented in a small group setting, David will engage in a reciprocal turn-taking conversation with a peer by asking questions or by providing responses or comments related to the topic in 4 out of 5 exchanges, with no more than 2 prompts and 80% accuracy within a 6 week period or daily opportunities.

Date to be achieved: February 2024 MO/YR

Date to be achieved: June 2024 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

Table with 5 columns: 1st Reporting Period, 2nd Reporting Period, 3rd Reporting Period, 4th Reporting Period (Secondary Only), Goal Achievement. Includes progress marks, sufficiency questions, and comment boxes.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student AZOULAY CHAIM (DAVI Y Last First MI

Date of Birth 04-MAR-2010

Meeting Date 17-OCT-2023

Section G: Annual Goals and Objectives

Performance Area: Behavior Category: Behavior Intervention Annual Goal #: 7

David will raise his hand and wait to be called on by the teacher when he has a statement or question in class with 90% accuracy and with only 1 prompt in five trials, as evidenced by teacher data collection.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

David will raise his hand and wait to be called on by the teacher when he has a statement or question in class with 70% accuracy and with only 1 prompt in five trials, as evidenced by teacher data collection.

Incremental objective #2 related to the goal:

David will raise his hand and wait to be called on by the teacher when he has a statement or question in class with 80% accuracy and with only 1 prompt in five trials, as evidenced by teacher data collection.

Date to be achieved: February 2024 MO/YR

Date to be achieved: June 2024 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

Table with 5 columns: 4 GOAL MET OR EXCEEDED, 3 SUBSTANTIAL PROGRESS (50-99% of goal met), 2 PARTIAL PROGRESS (1-49% of goal met), 1 NO PROGRESS, Goal Achievement. Rows include reporting periods, progress marks, and achievement status.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student AZOULAY CHAIM (DAVI Y Last First MI

Date of Birth 04-MAR-2010

Meeting Date 17-OCT-2023

Section G: Annual Goals and Objectives

Performance Area: Pragmatics Category: Language - Pragmatics Annual Goal #: 8

To improve interactions in session and with others, David will participate receptively or expressively by taking 3+ turns in an activity (e.g., discussion, play, etc.), in 4/5 trials, given no more than 1 visual/verbal prompt/cue per trial with multi-modal support (e.g., language board, choice board, etc.) as needed, as measured by data collection, observation, teacher/staff report across 3 consecutive sessions.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

To improve interactions in session and with others, David will participate receptively or expressively by taking 3+ turns in an activity (e.g., discussion, play, etc.), in 4/5 trials, given no more than 3 visual/verbal prompt/cue per trial with multi-modal support (e.g., language board, choice board, etc.) as needed, as measured by data collection, observation, teacher/staff report across 3 consecutive sessions.

Incremental objective #2 related to the goal:

To improve interactions in session and with others, David will participate receptively or expressively by taking 3+ turns in an activity (e.g., discussion, play, etc.), in 4/5 trials, given no more than 2 visual/verbal prompt/cue per trial with multi-modal support (e.g., language board, choice board, etc.) as needed, as measured by data collection, observation, teacher/staff report across 3 consecutive sessions.

Date to be achieved: February 2024 MO/YR

Date to be achieved: June 2024 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

Table with 5 columns: 4 GOAL MET OR EXCEEDED, 3 SUBSTANTIAL PROGRESS (50-99% of goal met), 2 PARTIAL PROGRESS (1-49% of goal met), 1 NO PROGRESS, and Goal Achievement. Rows include reporting periods, progress marks, and achievement status.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
Last

First

MI

Date of Birth

Meeting Date

Section K: Participation in State and District-wide Assessments

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

Student will participate in California Alternate Assessment in English Language Arts and Math in grades 3-8 and 11 and Science in grades 5, 8, and once in high school.

CAA Subject
ELA/Math and Science

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Last: AZOULAY, First: CHAIM (DAVI), MI: Y

Date of Birth: 04-MAR-2010

Meeting Date: 17-OCT-2023

Section N: Procedural Safeguards and Follow-up Actions

- Checkboxes for: A Parent's Guide to Special Education Services... The IEP Team Meeting Introductory Statements... The parent/guardian was informed of his/her right to a written translation of the IEP.

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

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

Specify the Individual Pages to be translated: [text box]

Special Requests: [text box]

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

Pandemic Learning Loss Consideration of Compensatory and/or Recoupment Services

Compensatory Education Consideration:

- Checkboxes for: The IEP team has reviewed and discussed whether compensatory education is required due to the COVID-19 pandemic... Student received all of their special education... Student did not receive all of their special education... Compensatory education consideration was documented on IEP dated

04-NOV-2022 (Active) Review - Annual [dropdown]

Recoupment Services Consideration:

- Checkboxes for: The IEP team has reviewed and discussed student's progress/achievement and considered factors that may have impacted student's learning during the school facility closures... Student has made expected progress... Student experienced learning loss... Recoupment services consideration was documented on IEP dated

04-NOV-2022 (Active) Review - Annual [dropdown]

- Radio buttons for: Preschool Only Consideration (Transition IEP), 30-Day IEP Consideration (Out-of-District), Student attends private school within district boundaries and resides outside of district boundaries (Eligibility Determination Only)

THIS SPACE DELIBERATELY LEFT BLANK.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student AZOULAY CHAIM (DAVI Y MI Last First MI

Date of Birth 04-MAR-2010

Meeting Date 17-OCT-2023

Section Q: Parent Participation and Consent

Parent Participation

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

Parent Notification

Table with 3 columns: Method, Whom, When. Row 1: Email, AG, 02-OCT-2023

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

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

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

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

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

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

Parent Concerns and Comments

Large empty text box for parent concerns and comments.

Signature(s) [] [] Date []

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

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

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

Signature(s) [] [] Date 17-OCT-2023



Parent IEP Experience Survey
Encuesta sobre la experiencia de los padres en el IEP.

Please take a moment to complete the survey below by scanning the QR code with your smart phone camera. You can also take the survey at this link:

Por favor tómese un momento para completar la siguiente encuesta escaneando el código QR con la cámara de su teléfono inteligente. También puede realizar la encuesta en este enlace:

<http://lausd.PARENT-IEP-EXPERIENCE.alchemer.com/s3/>

Please ask your school staff if in need of assistance.

En caso que necesite asistencia, por favor solicitesela al personal de la escuela.



INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Reconvened Meeting Date

Student
 Last First MI

Date of Birth

Meeting Date

Section R: Names and Signatures (Signatures on File)

Team Member	Print Name	Signature
Parent/Guardian	<input type="text"/>	<input type="text"/>
Parent/Guardian	<input type="text"/>	<input type="text"/>
Student Age 18 - 21 years	<input type="text"/>	<input type="text"/>
Student Under Age 18 years	<input type="text"/>	<input type="text"/>
Surrogate Parent	<input type="text"/>	<input type="text"/>
Foster Parent	<input type="text"/>	<input type="text"/>
Family Foster Home Provider	<input type="text"/>	<input type="text"/>
Administrator	<input type="text"/>	<input type="text"/>
Administrative Designee	<input type="text" value="Tasneem Dieguez"/>	<input type="text" value="Tasneem Dieguez"/>
Special Education Teacher	<input type="text" value="Abel Rosario"/>	<input type="text" value="Abel Rosario"/>
General Education Teacher	<input type="text"/>	<input type="text"/>
School Psychologist	<input type="text"/>	<input type="text"/>
School Nurse	<input type="text"/>	<input type="text"/>
Related Service Staff <input type="text"/>	<input type="text"/>	<input type="text"/>
Related Service Staff <input type="text"/>	<input type="text"/>	<input type="text"/>
Related Service Staff <input type="text"/>	<input type="text"/>	<input type="text"/>
Interpreter	<input type="text"/>	<input type="text"/>
Sign Language Interpreter	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Other <input type="text" value="Bridgeport NPS Admin"/>	<input type="text" value="Elena Ramirez"/>	<input type="text" value="Elena Ramirez"/>
Other <input type="text" value="Bridgeport LAS Provider"/>	<input type="text" value="Patricia Pangan"/>	<input type="text" value="Patricia Pangan"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student AZOULAY CHAIM (DAVI Y MI Last First MI

Date of Birth 04-MAR-2010

Meeting Date 17-OCT-2023

LEAST RESTRICTIVE ENVIRONMENT ANALYSIS

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

Student's Current Placement Type:

Form with radio buttons for placement types: General Education Class, Special Day Program, Home/Hospital, and Nonpublic School.

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

The Individuals with Disabilities Education Act (IDEA) requires that students with disabilities be educated in the least restrictive environment. Placement in a more restrictive setting should only occur if the nature or severity of the student's disability is such that placement in a less restrictive setting with the use of supplementary aids and services cannot be achieved satisfactorily.

Step A. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a general education classroom/setting? Includes Yes/No options and a text box for justification.

Step B. Can the supports, services, accommodations and/or modifications in the student's IEP be made available on a general education site in a special day program? Includes Yes/No options and a text box for justification.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student AZOULAY
Last

CHAIM (DAVI
First

Y
MI

Date of Birth 04-MAR-2010

Meeting
Date 17-OCT-2023

ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)

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

Step C. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a special school setting?

Yes No If the answer is YES, then a special school setting is the appropriate placement. If the answer is NO, go to the question below.

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

Step D. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting?

Yes No If the answer is YES, then a home/hospital setting is the appropriate placement. If the answer is NO, go to the question below.

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

Step E. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a residential care facility?

Yes No If not currently available, articulate in the IEP what supports, accommodations and/or modifications are required for the student in this setting.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Last AZOULAY

CHAIM (DAVI

Y MI

Date of Birth 04-MAR-2010

Meeting Date 17-OCT-2023

ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 1 - Eligibility, Placements and Supports

Student

Last First MI

Date of Birth Meeting Date

	Effective With this IEP	Future Changes Related to this IEP
	As of Date: <input type="text"/>	<input type="text"/>
Eligibility: (from Page 4)	Eligible (AUT)	
	<i>Final IEP Reason</i> <i>Final IEP Effective Date:</i>	
Curriculum	<input type="text" value="Alternate Curriculum"/>	<input type="text"/>
Placement	Type of School <input type="text" value="Nonpublic School"/>	<input type="text"/>
	Name of School <input type="text" value="BRIDGEPORT SCHOOL (NPS)"/>	<input type="text"/>
Instructional Setting	Setting <input type="text" value="Special Education"/>	<input type="text"/>
	Program <input type="text" value="NPS"/>	<input type="text"/>
	Special Day Minutes/Wk <input type="text" value="1500"/>	<input type="text"/>
	Addresses Goals	<input type="text" value="1(Functional Reading),7(Behavior),5(Community),6(Social Skills),2(Functional Writing),4(Vocational),3(Functional Math),8(Pragmatics)"/>
Additional Factors	Low Incident Support <input type="text" value="None"/>	<input type="text"/>
	Assistive Technology Support <input type="text" value="No"/>	<input type="text"/>
	Transportation <input type="text" value="NPS Only - NPS Transportation"/>	<input type="text"/>
	Extended School Year/Intersession <input checked="" type="radio"/> Yes <input type="radio"/> No	
	Parent Counseling and Training (PCT) <input checked="" type="radio"/> Yes <input type="radio"/> No	
	ESY Transportation <input type="text" value="Home to School"/>	
Accommodation, Modifications, Supports	Instructional Accommodations	<input type="text" value="Small group instruction, offer choices, assignments broken down into smaller parts, reading material at independent and instruction level, re-teaching, graphic organizers, show examples, preferential seating, extended time on assignments, access to keyboard, calculator access, use of visuals and manipulatives, pre-teaching, breaking math problems into simpler parts, and visual demonstrations, repeated demonstrations, tasks explained in small and sequential manner, instruction in social skills, reinforce appropriate behavior, reduce/minimize distractions, modeling positive social interactions"/>
	Instructional Modifications	<input type="text" value="Curriculum provided at developmental level"/>
	Other Supports, including Non-Academic and Extra-curricular Activities	<input type="text" value="Additional adult assistance services during the school day, including during transportation"/>
Preparation for Three Year Review IEP (At the second Annual Review IEP Meeting, the team must discuss and document the decision to conduct or not conduct a three-year comprehensive reassessment.)	Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary? <input checked="" type="radio"/> Yes <input type="radio"/> No	
	If the Parent does not agree, specify the area(s) to be reassessed.	<input type="text"/>
Comments, as appropriate		

Low Incidence Equipment	
Assistive Technology Equipment	
Participation in General Education	<p>The above mentioned NPS (100% of the school-day) is the least restrictive environment to meet student's needs at this time due to behavioral needs and limited academic progress. Every effort will be made to re-integrate the student into the general education environment when feasible and appropriate. Areas of consideration for least restrictive environment, i.e. return to regular education setting include but are not limited to: behavior; attendance; and academic progress.</p>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student
 Last First MI

Date of Birth Meeting Date

		Effective With This IEP	Future Changes Related To This IEP
Service 1	Start Date:	Effective on Signature Date	
10	End Date:	17-OCT-2024	
Language/Speech	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals :	Interval:	Weekly	
<input type="text" value="8(Pragmatics)"/>	Minutes/Interval:	60	
	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	Direct Service (Collaborative)*	
	Area:	School-Based	
	Responsible Personnel:	Nonpublic School Provider (for nonpublic school students only)	
		Special Education Teacher	
*			
Service 2	Start Date:	Effective on Signature Date	
10	End Date:	17-OCT-2024	
Language/Speech	Service applies to:	ESY	
	Frequency:	1-5	
This service addresses the following goals :	Interval:	Weekly	

8(Pragmatics)	Minutes/Interval:	60	
	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	Direct Service (Collaborative)*	
	Area:	School-Based	
	Responsible Personnel:	Nonpublic School Provider (for nonpublic school students only)	
		Special Education Teacher	
*			

Notes:

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

Part 3 - Percentage of Time Outside of General Education

	Effective With this IEP	Future Changes Related to this IEP
% of Time per Week outside of General Education	<input type="text" value="100"/>	

Part 4 - Compensatory Education/Recoupment Services Discussion

Part 4 - Additional Discussion (This section is optional)

MEETING DISCUSSION Oct 17, 2023:

This is an annual IEP held to review student progress. Parent provided verbal/written consent to convene the IEP meeting. Parent is not participating in the meeting. Upon completion of the meeting, parent will be provided the IEP document with consent page for review and signature. School-based LAS Provider reviewed goal acquisition, PLPs and proposed goals. Special Education teacher reviewed goal acquisition, PLPs, proposed goals and the ITP. The IEP Team discussed David's attendance and frequent tardy arrivals that impact his ability to access his Language & Speech services, as well as academic instruction in the classroom. The IEP Team had no other questions or concerns.

School attendance is the law in the state of California. Compulsory Full-time Education Code 48200 states that each person between the ages of six (6) and 18 (eighteen) years not exempted under provision of this chapter is subject to compulsory full-time education. Each parent, guardian, or other person having control or charge of such pupil shall send the pupil to the public full-time day school or continuation school or classes for the full-time designated as the length of the school day. The District has determined that the Free Appropriate Public Education for your student is a nonpublic school (NPS) contracted with the District.

David attends Bridgeport NPS 100% of the time. A general education teacher was not required to participate in the meeting as the student's disability continues to have an impact in the ability to access the educational program at a District- operated school. Every effort will be made to reintegrate David into the general education environment when appropriate. The IEP team recommends continuation of this setting as the most appropriate to meet his needs at this time. When David is ready to transition to a general education setting, attempts to mainstream will be made. David will be considered for a lesser restrictive educational setting when the IEP team is able to demonstrate noteworthy and consistent progress in the areas of Academics and Behavior as consistently discussed and documented throughout the meeting.

The NPS is responsible for providing Basic Education services for LAS at Bridgeport NPS, in/out of the classroom as stated in this IEP. The team determined that data indicates significant regression may occur in critical life skills related to independent functioning and self-sufficiency and those skills cannot be recouped within a reasonable amount of time without ESY (Extended School Year) services.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student

Last First MI

Date of Birth Meeting Date

FAPE Summary Grid

Program:	NPS	Setting:	Special Education						
Eligibility:	Eligible (AUT)	Curriculum:	Alternate Curriculum						
Transportation:	NPS Only - NPS Transportation	Low Incident Support:	None						
Date District Received									
Parent Signature:									
Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)	No Consent
10	Language/Speech	Effective on Signature Date	ESY	Weekly	1-5	School-Based	60	Pragmatics	--
10	Language/Speech	Effective on Signature Date	Regular	Weekly	1-5	School-Based	60	Pragmatics	--

Alternative Remote/Distance Learning Services During Emergency Conditions

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

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

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

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

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

For IEP Team Information

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

INDIVIDUALIZED EDUCATION PROGRAM Behavior Intervention Plan

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

Los Angeles Unified School District

(Behavior Intervention Plan, pg. 1 of 3)

Student **AZOULAY** **CHAIM (DAVID)** **Y** **Date of Birth** **04-MAR-2010** **Meeting Date** **17-OCT-2023**

Last **First** **MI**

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

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

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

4 Frequency or intensity or duration of behavior: Frequency (x) Period Intensity Duration (min)

Reported by and/or observed by

PREVENTION

PART I

ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

5 What are the predictors for the behavior? (Situations in which the behavior is likely to occur: people, time, place, subject, etc.)

<input checked="" type="checkbox"/> Disruption in routines	<input checked="" type="checkbox"/> Work level higher than student's ability	<input checked="" type="checkbox"/> Verbal directives	<input type="checkbox"/> Lack of predictability
<input checked="" type="checkbox"/> Time of day	<input checked="" type="checkbox"/> Internal physical/emotional state	<input type="checkbox"/> Peer conflict	<input type="checkbox"/> Over stimulation
<input type="checkbox"/> Unstructured time	<input type="checkbox"/> Lack of freedom, choice, desirable activities, friends	<input type="checkbox"/> Room conditions	<input checked="" type="checkbox"/> Specific room arrangement
<input type="checkbox"/> Events from previous environments	<input checked="" type="checkbox"/> Under stimulation		

Other Describe:

Observation Analysis

6 What supports the student using the problem behavior? (What is missing in the environment/curriculum or what is in the environment/curriculum that needs changing?)

Present in the environment:	<input type="checkbox"/> Classroom seating arrangement	<input type="checkbox"/> Noise levels	<input type="checkbox"/> Interactions (adult and/or peers)
Missing in the environment:	<input type="checkbox"/> Peer status gained for misbehavior	<input type="checkbox"/> Inappropriate materials (age-appropriate)	<input type="checkbox"/> Conflict resolution skills
	<input type="checkbox"/> Transition skills	<input type="checkbox"/> Schedule	<input type="checkbox"/> Effective communication with parent
	<input type="checkbox"/> Re-teaching	<input type="checkbox"/> Task structuring	<input checked="" type="checkbox"/> Communications system
	<input checked="" type="checkbox"/> Social skills instruction	<input checked="" type="checkbox"/> Consequences not clear to student	
	<input type="checkbox"/> Choices		

Other (Missing/Present):

REMOVE STUDENT'S NEED TO USE THE PROBLEM BEHAVIOR

Intervention

7 What environmental changes, structure and supports are needed to remove the student's need to use this behavior? (Changes in Time/Space/Materials/Interactions to remove the likelihood of behavior)

Time Changes:	<input checked="" type="checkbox"/> Give more time on tasks	<input type="checkbox"/> Allow completion in parts	<input type="checkbox"/> Teach a closure system
Space Changes:	<input checked="" type="checkbox"/> Signal transition	<input checked="" type="checkbox"/> Provide a break	<input checked="" type="checkbox"/> Give less time on tasks
Material Changes:	<input type="checkbox"/> Preferred seating	<input type="checkbox"/> Different work areas	<input type="checkbox"/> Study carrels
Interaction:	<input type="checkbox"/> Personal space	<input checked="" type="checkbox"/> Hands-on learning	<input type="checkbox"/> Tasks organized
	<input type="checkbox"/> Accommodated work	<input type="checkbox"/> Notebook organizer	<input type="checkbox"/> Enlarged print size books
	<input checked="" type="checkbox"/> High interest materials	<input type="checkbox"/> Cue the student	<input type="checkbox"/> Model
	<input type="checkbox"/> Use specific supportive words	<input type="checkbox"/> Praise successes	<input type="checkbox"/> Peer Models
	<input checked="" type="checkbox"/> Verbally praise student	<input type="checkbox"/> Use calm, de-escalating language	
	<input checked="" type="checkbox"/> Use specific support communications		

Other

Who will establish? Who will monitor? Frequency

INDIVIDUALIZED EDUCATION PROGRAM Behavior Intervention Plan

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

Los Angeles Unified School District

(Behavior Intervention Plan, pg. 2 of 3)

Student **AZOULAY** **CHAIM (DAVID)** **Y** **Date of Birth** **04-MAR-2010** **Meeting Date** **17-OCT-2023**
Last First MI

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

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

To Get: Sensory input Attention (peer) Attention (staff)

To Avoid: Tangible (desired item) Tangible (desired activity) Attention (staff)

Sensory input Attention (peer) Task (too long)

Task (too difficult) Task (too easy)

Describe: _____

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

Student should wait for his turn to request a desired item or to talk out during a lesson.

Observation Analysis

10 What teaching Strategies/Necessary Curriculum/Materials are needed?

Better communication skills Anger management Communication system Self-management systems

Following schedules & routines Learning new social skills Learning how to negotiate Learning structured choice

Learning new scripts Learning notebook organization Learning to use conflict resolution Learning to request breaks

Other _____

Who will establish? _____ Who will monitor? _____ Frequency: _____

teacher staff daily

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

Physical: High-fives Smiles Handshake

Verbal: Pat on the back Recognition of student's str... Peer recognition

Use specific praises Free time Listen to music

Contingent Access: Time on the computer Describe: _____ Other _____

Preferred activity Certificate sent home Seating Location

Tangibles Positive phone calls or notes to home Points Extra test points

Tokens and Points: Tokens Exempt assignment

Privileges: _____

Other ideas: _____

Selection of reinforcer based on: student interest

reinforcer for using replacement behavior reinforcer for general increase in positive behaviors

By whom? _____ Frequency _____

staff daily

Intervention

EFFECTIVE REACTION PART III REACTIVE STRATEGIES

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

student will wait for his turn and raise hand. Student will receive a praise for waiting for his turn and raising hand instead of talking out. Student will be rewarded with tangible items.

Personnel? _____

staff

INDIVIDUALIZED EDUCATION PROGRAM
Behavior Intervention Plan

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

Los Angeles Unified School District

(Behavior Intervention Plan, pg. 3 of 3)

Student AZOULAY CHAIM (DAV Y
Last First MI

Date of Birth 04-MAR-2010

Meeting Date 17-OCT-2023

OUTCOMES

PART IV

BEHAVIORAL GOALS

13 Behavioral Goal: Goal #: 7

David will raise his hand and wait to be called on by the teacher when he has a statement or question in class with 90% accuracy and with only 1 prompt in five trials, as evidenced by teacher data collection.

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

Observation and Analysis Conclusion

Are curriculum accommodations or modifications also necessary? Where described?
IEP

Yes No

Are environmental supports/changes necessary?

Yes No

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

Yes No

Are both teaching of new replacement behavior AND reinforcement needed?

Yes No

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

Yes No

Person responsible for contact between agencies.

COMMUNICATION

PART V

COMMUNICATION PROVISIONS

14 Manner and content of communication:

- Phone calls
- Daily reports
- Weekly reports
- Other
- Email
- Daily charting
- Written notes
- Behavioral logs

Between? parent and teacher Frequency? daily

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

(ITP, pg. 1 of 3)

Student Last AZOULAY First CHAIM (DAVI MI Y

Date of Birth 04-MAR-2010

Meeting Date 17-OCT-2023

INDIVIDUAL TRANSITION PLAN (ITP)

- Student was invited to IEP meeting: Yes
Student received mentoring: No
Student referred and placed in an outside agency: No
If yes, name of agency:
Student participated in Work Experience Education: Yes
Student received college awareness preparation: No
Student received career awareness: No

Achievement of Transition Activities from Current ITP (not if first ITP)

Table with 3 columns: Area, Completed, If no, indicate reason. Rows include Education/Training Activity, Employment Activity, and Independent Living Skills Activity.

Section 1: Education/Training

Table with 3 columns: Assessment (at least one assessment must be completed in this area), Date, Assessment Name and Results: Indicate interests/abilities and area(s) of need (if applicable).

Education/Training Postsecondary Goal

Upon completion of high school, the student will: enroll in and attend a vocational training program

Table with 3 columns: Education/Training Activity to Support Goal, Timeline, Person/Agency Responsible. Includes dropdowns for responsible parties like Parent/Guardian/Family, Special Education Teacher, and Student.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

(ITP, pg. 2 of 3)

Student

Date of Birth

Meeting Date

INDIVIDUAL TRANSITION PLAN (ITP)

Section 2: Employment

Assessment (at least one assessment must be completed in this area).	Date	Assessment Name and Results: Indicate interests/abilities and area(s) of need (if applicable)
<input type="text" value="Transition Surveys, Checklists, or Informal Questionnaires"/> <input type="button" value="v"/> If other? <input type="text"/>	<input type="text" value="11-OCT-2024"/>	David completed a visual assessment tool for transition, AT school he likes science class, and enjoys computers. He said he would like to get a job after graduation. He likes to work indoors and with other people. He likes a job that is standing and fast, not slow. He loves to work with animals.
<input type="text" value=""/> <input type="button" value="v"/> If other? <input type="text"/>	<input type="text" value="11-OCT-2024"/>	

Employment Postsecondary Goal	If other?
Upon completion of high school, the student will:	
<input type="text" value="participate in a work/activity program"/> <input type="button" value="v"/>	<input type="text"/>

Employment Activity to Support Goal	Timeline	Person/Agency Responsible
<input type="text" value="identify skills needed in various occupations of interest"/>	<input type="text" value="11-OCT-2024"/>	<input type="text" value="Parent/Guardian/Family"/> <input type="button" value="v"/> <input type="text" value="Special Education Teacher"/> <input type="button" value="v"/> <input type="text" value="Student"/> <input type="button" value="v"/> <input type="text"/> <input type="button" value="v"/> <input type="text"/> <input type="button" value="v"/> <input type="text"/> <input type="button" value="v"/>
If other? <input type="text"/>		

Section 3: Independent Living (as needed)

Assessment (at least one assessment must be completed in this area).	Date	Assessment Name and Results: Indicate interests/abilities and area(s) of need (if applicable)
<input type="text" value="Transition Surveys, Checklists, or Informal Questionnaires"/> <input type="button" value="v"/> If other? <input type="text"/>	<input type="text" value="11-OCT-2024"/>	David completed a visual assessment tool for transition, AT school he likes science class, and enjoys computers. He said he would like to get a job after graduation. He likes to work indoors and with other people. He likes a job that is standing and fast, not slow. He loves to work with animals
<input type="text" value=""/> <input type="button" value="v"/> If other? <input type="text"/>	<input type="text" value="11-OCT-2024"/>	

Independent Living Postsecondary Goal	If other?
Upon completion of high school, the student will:	
<input type="text" value="live with family/relatives"/> <input type="button" value="v"/>	<input type="text"/>

Independent Living Activity to Support Goal	Timeline	Person/Agency Responsible
<input type="text" value="locate needed items in grocery store"/>	<input type="text" value="11-OCT-2024"/>	<input type="text" value="Special Education Teacher"/> <input type="button" value="v"/> <input type="text" value="Student"/> <input type="button" value="v"/> <input type="text" value="Other School Staff"/> <input type="button" value="v"/> <input type="text"/> <input type="button" value="v"/> <input type="text"/> <input type="button" value="v"/> <input type="text"/> <input type="button" value="v"/>
If other? <input type="text"/>		

Student
 Last First MI

Date of Birth

Meeting
 Date

INDIVIDUAL TRANSITION PLAN (IEP)

Course of study: A multi-year description of student's coursework from current year to anticipated exit year, in order to enable the student to meet their postsecondary goal.

A course of study (or IGP) was reviewed with parent and student in relation to:

- Courses completed: Yes No
 Courses currently enrolled in: Yes No
 Courses still needed: Yes No

IGP or course of study was provided to the parent or student over age 18 as required: Yes

Student is working towards: Certificate of Completion Diploma

Additional courses/activities discussed that may support post secondary goals (e.g. SLC participation, electives or instruction related to postsecondary goals, community experiences, participation in other school clubs or organizations, etc.) NOTE: these are suggestions and contingent to availability:

David will participate in a vocational programs and lessons related to a possible future job placement.

Future Agency Involvement:

Are there agencies currently or prospectively providing or paying for transition services? Yes No

Do you give permission to the District to invite these agencies to the next IEP in which transition services will be reviewed? Yes No

Agency Name:

Agency Name:

Agency Name:

- | | |
|--|--|
| 1. Does the student's IEP include appropriate measurable postsecondary goals that cover education/training, employment and, as needed, independent living? <i>info</i> | 1. <input checked="" type="checkbox"/> Yes |
| 2. Are the postsecondary goals updated annually? <i>info</i> | 2. <input checked="" type="checkbox"/> Yes |
| 3. Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessment? <i>info</i> | 3. <input checked="" type="checkbox"/> Yes |
| 4. Are there transition services that will reasonably enable the student to meet their postsecondary goals? <i>info</i> | 4. <input checked="" type="checkbox"/> Yes |
| 5. Do the transition services include a course of study that is a multi-year description of coursework from the student's current year to anticipated exit year and that is designed to help the student achieve the identified postsecondary goals? <i>info</i> | 5. <input checked="" type="checkbox"/> Yes |
| 6. Is (are) there annual IEP goal(s) related to the student's transition services needs? <i>info</i> | 6. <input checked="" type="checkbox"/> Yes |
| 7. Is there evidence that the student was invited to the IEP team meeting where transition services were discussed? <i>info</i> | 7. <input checked="" type="checkbox"/> Yes |
| 8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student who has reached the age of majority? <i>info</i> | 8. <input type="checkbox"/> Yes <input checked="" type="radio"/> N/A |