

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Identification Number 200331X207 SSID

Eligible (OHI)

Student MALUL ANAEL MI
Last First MI

Date of Birth: 08-DEC-2013

Section A: Meeting Information

Pertinent Dates	Type of Meeting
Date of Initial IEP Team Meeting: 27-OCT-2023	<input checked="" type="radio"/> Initial
Date of Present Meeting: 27-OCT-2023	<input type="radio"/> Amendment of IEP dated
Annual Review to be conducted by: 27-OCT-2024	<input type="radio"/> Annual Review
Next Three Year Review will be conducted by: 26-OCT-2026	<input type="radio"/> Early Start Transition
Three Year Review or Evaluation was conducted on: 27-OCT-2023	<input type="radio"/> Expulsion Analysis
Transition to Kindergarten to be conducted by:	<input type="radio"/> Individual Transition Plan
Location of Meeting: WOODLAKE ECC	District Name: Los Angeles Unified School Distri

Section B: Student Information

Date of Birth: 08-DEC-2013	Age: 9	Grade: 4
Gender: <input type="radio"/> Male <input checked="" type="radio"/> Female	Ethnic Code: White	
Location of the Psych Folder: SPED SVC CTR-NORT	Student has no Psych Folder: <input type="checkbox"/>	
Location of the Cum Folder:	Student has no Cum Folder: <input checked="" type="checkbox"/>	
Home Language: Hebrew	Student Language: Hebrew	Alternate Mode of Communication:
Home Address of Student: 23238 Friar St.		
City: Woodland Hills CA	ZIP Code: 91367	
Home Telephone: (818) 572-6255	Daytime Telephone:	Emergency Telephone:
School of Attendance: Private School Office (1)	Location Code: 1536	
School of Residence: Woodlake Ecc	Location Code: 7877	
Name of Parent/Guardian: Ester Malul	Telephone:	
Address: same as student		
City:	ZIP Code:	
Surogate Parent:	Telephone:	
Attends CURRENT SCHOOL as a result of one of the following: Private School Enrollment		
Private School: Emek Hebrew Academy Teichman Family Torah Center		
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 checked="" 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"/>	<input type="radio"/>	<input type="radio"/>	Initial IEP
Category	<input type="text"/>			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
2	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category	<input type="text"/>			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
3	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category	<input type="text"/>			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
4	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category	<input type="text"/>			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
5	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category	<input type="text"/>			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
6	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category	<input type="text"/>			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
7	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category	<input type="text"/>			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
8	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category	<input type="text"/>			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
9	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	
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"/>

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Student Date of Birth Meeting Date
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Section E: Present Level of Performance

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

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

WJ IV Reading Scores
 Cluster/Test Standard Score (SS) Standard Score Classification
 BROAD READING 92 (87-97) Average
 Letter-Word Identification 102 (95-109) Average
 Passage Comprehension 89 (80-97) Low Average
 Sentence Reading Fluency 88 (79-96) Low Average

Anael was administered a set of tests from the Woodcock-Johnson IV Test of Achievement Form A and extended. Her performance in each area is shown below. Based on a comparison of others of her age, Anael's BROAD ACHIEVEMENT national percentile rank of 16 means that she scored higher than about 16 percent of nine-year-old children nationally.

Broad Reading is a comprehensive measure of Anael's reading achievement, including letter identification, passage comprehension, and reading fluency. Overall, Anael's Broad Reading is in the average range with a SS of 92.

Strengths: Anael has mastered foundational reading. She can decode multisyllabic words accurately. She can comprehend what she reads. She can read words such as 'millinery', 'thoroughfare', 'breathes', 'accustomed', and 'overwhelmed.' Anael identified words rapidly and accurately. She used her phonetic skills to sound out words that she is unfamiliar with. Her standard score (SS) was 102, which is in the average range.

When asked to read short sentences quickly and decide if the statement was true, and then circle Yes or No on the Sentence Reading Fluency Test, Anael appeared to read sentences at a rate typical for her peers. She independently read 33 simple sentences quickly and accurately. Her SS was 88, which is in the low average range.

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):

Anael has good comprehension and analytical abilities. She was able to make 1 to 1 correspondence to the correct image. Anael was then asked to read simple two-word phrases, long sentences, and verses to herself then provide a word that would go in the blank to show if she understood the material. Anael can read many multi syllable words such as 'protection', 'importance', 'unfashionable', and 'underline.' and appeared to read initial passages easily. Anael was very distracted on this subtest. Assessor had to point to the passage several times to get Anael to stop talking, refocus and continue. Her SS was 89, which is in the low average range.

Needs: None

IMPACT OF DISABILITY: None

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Section E: Present Level of Performance

Performance Area: Written Language

Category: Writing

Assessment/Monitoring Process Used: Progress report, Work Samples, Teacher Questionnaire, Observation, Informal

State/District Assessment Results: WJ IV

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

WJ IV Written Language Scores
Cluster/Test Standard Score (SS) Standard Score Classification
BROAD WRITTEN LANGUAGE 92 (87-97) Average
Spelling 84 (77-91) Low Average
Writing Samples 113 (104-123) High Average
Sentence Writing Fluency 81 (68-94) Low Average

Broad Written Language is a broad-based measure of Anael's written language achievement, including spelling, the quality of written sentences, and speed of writing. Overall, Anael's Broad Written Language was 92, which is in the average range.

Strengths: Anael can print her first and last name. Anael can spell high frequency words such as 'from', 'saw', 'am', 'fun' and 'got.' She can also spell single and multi-syllabic words such as 'walked', 'water', 'once' and 'because.' Her spelling of latter items reflected a need for further skill development. This is typical for her age and peers. Anael demonstrated the use of phonetic skills to spell unfamiliar words. Her standard score (SS) was 84, which is in the low average range.

Anael can formulate and write simple sentences quickly. Anael wrote 7 appropriate sentences with the uses correct capitalization and punctuation while writing accurately and quickly. Her SS was 81, which is in the low average range on the Sentence Writing Fluency subtest. Her penmanship was clear and legible. During the assessment, Anael stayed focused and put forth much effort in doing well. She was able to write sentences following different writing prompts. She attained a SS of 113, which is in the high average range on the Writing Samples subtest.

Needs: None

IMPACT OF DISABILITY: None at this time

Performance Area:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Empty text box for current performance/assessment summary.

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Section E: Present Level of Performance

Performance Area:

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):

Cluster/Test Standard Score (SS) Standard Score Classification
 BROAD MATH 75 (68-81) Low
 Applied Problems 86 (77-95) Low Average
 Calculation 63 (55-71) Very Low
 Math Facts Fluency 80 (69-92) Low Average

Broad Mathematics is a comprehensive measure of Anael's math achievement, including math calculation skills, problem solving, and the ability to solve simple addition and subtraction quickly. Overall, Anael's Broad Math is in the low range with a SS of 75.

Strengths: Anael uses her fingers to solve addition problems. She solved single digit addition problems with no regrouping (2+2, 2+1, 5+2, 6+1, 2+3, 8+1, 1+4, 6+4). When Anael was presented with a series of simple problems to complete in a 3-minute time limit. Anael solved 33 problems accurately and quickly. Assessor provided Anael with an incentive if she stayed focused on the task. During the assessment, Anael was extremely quiet and focused. Her SS was 80, which is in the low average range on the Math Fluency subtest.

Anael demonstrated good comprehension and analytical abilities when the word problems are read aloud to her. She uses the 'count forward' strategy for solving subtraction problems. Her SS was 86, which is in the low average range on the Applied Problems subtest.

Performance Area:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Needs: Anael could not solve subtraction problems (1-0, 9-0, 9-3) and multiplication problems (4x5, 5x30, 0x4) correctly. During the assessment, Anael was extremely distracted. Anael would engage in off topic discussions. She required numerous redirecting to refocus on the task. Assessor provided Anael with a fidget toy to hold while answering the questions. Her SS was 63, which is in the very low range on the Calculation subtest.

Based on the assessments, Anael shows limited subtraction calculation skills especially when she is not focused on the task. Anael does understand the concept of subtraction as it is shown she can solve subtraction word problems read to her. However, when she is given a set of mixed math problems to calculate, she is less inclined to solve it correctly as she did not pay attention to the operator sign.

IMPACT OF DISABILITY: Anael's eligibility for Other Health Impairment (OHI) makes it difficult for her to solve subtraction problems which may impact her ability to be involved in and progress in the general education math curriculum.

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Section E: Present Level of Performance

Performance Area:

General Ability

Category:

General Ability



Assessment/Monitoring Process Used:

Standardized Assessment, Observations

State/District Assessment Results:

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

Strengths: Results of the current assessment indicate Anael is functioning within the Low Average to Average range of cognitive ability based upon alternative assessment procedures. Anael demonstrated Average abilities on Planning tasks, which required her to create, use, and modify a plan as needed. She also earned an Average score on Simultaneous Processing tasks, which involved relating pieces of information to a whole. She demonstrated Average Visual Processing skills, including visual discrimination, visual memory, spatial relations, form constancy, visual figure ground, and visual closure. Anael demonstrated Low Average skills on Attention tasks, which required her to sustain attention and ignore distracting information under timed conditions. She demonstrated Low Average Visual Motor Integration tasks when asked to copy increasingly complex figures from near point. Anael demonstrated Low Average Phonological Processing skills when asked to discriminate words, delete sounds from words, and blend sounds into words.

Performance Area:

General Ability (cont.)

Category:

General Ability



Assessment/Monitoring Process Used:

Standardized Assessment, Observations

State/District Assessment Results:

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

Needs: Anael demonstrated Low Average to Below Average skills when asked to remember and repeat information presented orally and in a specific order (Auditory Memory and Successive Processing). Anael earned a Below Average score on Listening Comprehension tasks when asked to respond to literal and inferential comprehension questions, as well as process directions presented orally.

Impact of Disability: Anael's Other Health Impairment (OHI) related to characteristics of ADHD and challenges in processing orally presented information affects her ability to follow verbal instructions which impacts their involvement and progress in the general education curriculum.

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Section E: Present Level of Performance

Performance Area:

Language Function

Category:

Language Function

Assessment/Monitoring Process Used:

Standardized Assessments, Observations, Rating Scales, Parent/Teacher Input

State/District Assessment Results:

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

Strengths: Anael is a bilingual student who speaks both English and Hebrew. Based on bilingual consultation conducted by Sara Saghizadeh, LAUSD bilingual school psychologist, second language issues can be ruled out as being the primary factor impacting Anael's ability to perform and access grade level curriculum. According to parent and teacher report, Anael is able to express herself clearly using age-appropriate vocabulary. No significant concerns were noted by parent or teachers.

Needs: When assessed, Anael demonstrated Below Average Oral Language skills overall, with Below Average Listening and Speaking. She specifically struggled on Oral Comprehension tasks, which required her to provide a missing word for a short passage; however, this may have been negatively impacted by inattention, as the items could not be repeated.

Impact of Disability: Anael's Other Health Impairment (OHI) related to characteristics of ADHD and challenges in processing orally presented information affects her ability to follow verbal instructions which impacts their involvement and progress in the general education curriculum.

Performance Area:

Motor Abilities

Category:

Motor Abilities

Assessment/Monitoring Process Used:

Standardized Assessment, Observations, Records, Parent/Teacher Input

State/District Assessment Results:

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

Strengths: At this time, evaluation of writing samples indicate that Anael's writing is legible and she is able to complete fine motor tasks (writing, typing, cutting, etc.) without difficulty. Results of the standardized visual-motor integration tasks indicate Low Average sensory motor skills. Anael is able to run, jump, throw and walk based on informal observations, teacher reports and school nurse's informal assessment. She is able to navigate the educational environment without difficulty. Records reflect that Anael has received passing grades in Physical Education. Parent and teachers do not report concerns.

Needs: There are no needs identified in the area of motor abilities at this time.

Impact of Disability: There is no impact identified at this time.

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Section E: Present Level of Performance

Performance Area:

Category: ▼

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Strengths: Some of Anael's strengths are dancing, drawing, painting, and doing 'do it yourself' projects. She has a good relationship with her mother. Teachers report that Anael is friendly and funny, and she is generally happy at school. Anael's school-based counselor shared that Anael has made significant progress in her social skills, and she is less reactive when others upset her. Her outside provider reported that Anael is curious, understanding, and empathetic.

Needs: Anael's mother shared that Anael struggles to understand her homework. Anael's teachers reported that Anael struggles to complete assignments independently, and she may cry when frustrated by classwork or peers. Anael's school-based counselor shared that while Anael is no longer physically aggressive towards peers, she may say mean things to her classmates. She appears immature. Anael's outside provider noted that Anael struggles significantly to pay attention during sessions.

Performance Area:

Category: ▼

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Needs (cont.): On a broad social emotional rating scale (BASC-3), Anael's parent and teachers were generally consistent in their responses reflecting that Anael exhibits At-Risk to Clinically Significant challenges with Hyperactivity and Depression in the home and school environment. Anael's parent and general education fourth grade teacher also endorsed At-Risk to Clinically Significant challenges with overall Externalizing Problems, including Aggression and Conduct Problems, as well as At-Risk Social Skills. Both of Anael's teachers endorsed At-Risk to Clinically Significant Attention and Learning Problems, as well as At-Risk Adaptability skills. Anael reported no concerns on self-report. On a measure of characteristics of ADHD (Conners-3), Anael's parent and teachers were consistent in their responses reflecting that Anael exhibits many behavioral characteristics associated with ADHD, including Inattention, Defiance/Aggression, Executive Functioning, Hyperactivity/Impulsivity, and Peer Relations. To address concerns with depression, Anael, her fourth grade teacher, and her mother completed the CDI-2. On this measure, raters were inconsistent, indicating that Anael does not exhibit behaviors consistent with depression that are observed across settings. At home, Anael's parent reported no concerns, while her teacher indicated Very Elevated concerns overall. Anael reported Average concerns overall; however, she indicated Very Elevated challenges with Interpersonal Problems.

Impact of Disability: Anael's Other Health Impairment (OHI) related to characteristics of ADHD affects her ability to regulate her behaviors, thoughts, and feelings. These challenges impact their involvement and progress in the general education curriculum.

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Section E: Present Level of Performance

Performance Area:

Health

Category:

Health

Assessment/Monitoring Process Used:

Review of School and Medical Health Record, Parent Interview, vision screen

State/District Assessment Results:

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

Summary: Anael is a 9-year and 10-month-aged student in the fourth grade. Anael was born at full-term after an unremarkable pregnancy. Per report from mom, Anael met developmental milestones within the appropriate time frame. Anael does not have any medical diagnosis and does not take routine or as needed medications. Anael has no known allergies. Mom states that two years ago, Anael was in a cast up to her elbow after a break. Anael does not have any restrictions and arm has fully healed. In the past three years, Anael has had no chronic or serious illnesses, no surgeries, and no overnight hospital stays.

Strengths: Anael ambulates independently and communicates verbally to meet needs and wants. Anael passed LAUSD's vision screening on August 22, 2023, and passed LAUSD's audio screening on October 18, 2023. Anael is in good general health and receives regular medical care.

Area of Need: Health is not an area of need.

Impact of Disability: Health does not impact student's participation, performance, and access to the educational program.

Accommodations/Modifications: None for health

Laura Duclos, RN/BSN

Credentialed School Nurse

10/19/2023

Performance Area:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

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Section F: Eligibility

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

Specific Learning Disability (SLD), Other Health Impairment (OHI) due to characteristics of ADHD, rule out Emotional Disturbance (ED) due to parent and teacher responses on a broad social emotional rating scale (BASC-3) At-Risk to Clinically Significant concerns with Depression

For Initial IEP, interventions attempted prior to determining eligibility:

pull out intervention for ELA twice a week, Title IV Math and Reading twice a week. private therapy.

Eligible as a student with the disability of:

Code: OHI Other Health Impairment
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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Section G: Annual Goals and Objectives

Performance Area: Math #1 Category: Math Annual Goal #: 1

Subtract from 20
When given 13-15 problems, Anael will subtraction from a total number no greater than 20 with no more than 2 verbal prompts as measured by student work samples and teacher observations in 3 out 5 trials with 80% accuracy.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

When given 5-7 problems, Anael will subtraction from a total number no greater than 20 with no more than 3 verbal prompts as measured by student work samples and teacher observations in 3 out 5 trials with 80% accuracy.

Incremental objective #2 related to the goal:

When given 7-10 problems, Anael will subtraction from a total number no greater than 20 with no more than 3 verbal prompts as measured by student work samples and teacher observations in 3 out 5 trials with 80% accuracy.

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 Is progress sufficient to meet annual goal? with Yes/No radio buttons and comment boxes.

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Section G: Annual Goals and Objectives

Performance Area: Math #2 Category: Math Annual Goal #: 2

Solve Multi-Step Word Problems With guidance and support from adults, Anael will use any of the three operations (+, -, x) to solve 3-5 multi-step word problems using the RDW strategy with no more than 2 verbal prompts with teacher model as measured by student work samples in 3 out of 5 trials with 80% accuracy.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

With guidance and support from adults, Anael will use any of the two operations (+, -) to solve 2-4 multi-step word problems using the RDW strategy with no more than 3 verbal prompts with teacher model as measured by student work samples in 3 out of 5 trials with 80% accuracy.

Incremental objective #2 related to the goal:

Solve Multi-Step Word Problems With guidance and support from adults, Anael will use any of the three operations (+, -, x) to solve 2-4 multi-step word problems using the RDW strategy with no more than 3 verbal prompts with teacher model as measured by student work samples in 3 out of 5 trials with 80% accuracy.

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.

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Section G: Annual Goals and Objectives

Performance Area: Social Emotional Category: Social Emotional Annual Goal #: 3

Anael will develop a plan to respond to frustrating situations or tasks and use this plan in 3 out of 4 trials per counseling session with minimal adult support as measured by counselor observation.

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, Teacher observation, Criterion Referenced, Work Samples, Curriculum Based, Informal

Incremental objective #1 related to the goal:

Anael will identify frustrating situations or tasks in school in 3 out of 4 trials per counseling session with moderate adult support as measured by counselor observation.

Incremental objective #2 related to the goal:

Anael will develop a plan to respond to frustrating situations or tasks and practice (role play) this plan in 3 out of 4 trials per counseling session with moderate adult support as measured by counselor observation.

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. Includes reporting periods, progress marks, and achievement status.

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Section K: Participation in State and District-wide Assessments

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

<p>Student will participate in Regular State and District Assessments. <i>(Designated Supports and/or Accommodations identified below are applicable)</i></p>	<p>CAASPP Subject ELA and Math</p>
<p>Designated Supports:</p> <ul style="list-style-type: none"> - Simplified or paraphrased test directions (non-embedded designated support) - Test in a separate/smaller setting - Text-to-speech software enabled (for math items and ELA items except for reading passages) - Noise Buffers 	
<p>Accommodations:</p> <ul style="list-style-type: none"> - Multiplication table for single digits 1-9 (paper-based; not allowed for Grade 3; non-embedded accommodation) - Text-to-Speech software enabled for ELA reading passages (embedded accommodation). 	
<p>Student will participate in Regular State and District Assessments. <i>(Designated Supports and/or Accommodations identified below are applicable)</i></p>	<p>CAST Subject Science</p>
<p>Designated Supports:</p> <ul style="list-style-type: none"> - Noise Buffers (non-embedded support) - Simplified Test Directions (non-embedded support) - Text-to-Speech (embedded support) - Simplified Test Directions (non-embedded support) 	

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student MALUL ANAEL MI
Last First MI

Date of Birth 08-DEC-2013

Meeting Date 27-OCT-2023

Section N: Procedural Safeguards and Follow-up Actions

- A Parent's Guide to Special Education Services including Procedural Rights & Safeguards was provided to the parent in his/her primary language.
- The IEP Team Meeting Introductory Statements were read aloud at the beginning of the IEP Team meeting.
- The parent/guardian was informed of his/her right to a written translation of the IEP.

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

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

Specify the Individual Pages to be translated:

entire IEP

Special Requests:

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

Pandemic Learning Loss Consideration of Compensatory and/or Recoupment Services

Compensatory Education Consideration:

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

27-OCT-2023 (Pending) Initial

Recoupment Services Consideration:

- The IEP team has reviewed and discussed student's progress/achievement and considered factors that may have impacted student's learning during the school facility closures as a result of the COVID-19 pandemic. The IEP team has determined:
 - Student has made expected progress toward IEP goals and/or progress is in alignment with expectations of progress/goal achievement. No recoupment services are recommended.
 - Student experienced learning loss as a result of the school facility closures caused by the COVID-19 pandemic and recoupment services are necessary. The IEP team discussed recoupment services to address past learning loss. Recoupment services offer details are included in FAPE Part 2, Part 4 of the IEP (including completion of a service grid, as necessary).
 - Recoupment services consideration was documented on IEP dated

27-OCT-2023 (Pending) Initial

- 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 MALUL ANAEL MI Last First MI

Date of Birth 08-DEC-2013

Meeting Date 27-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. Rows include Email notifications to Julie Ljubicic on 19-SEP-2023 and 19-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 27-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" value="Ester Malul (via Zoom)"/>	<input type="text"/>
Parent/Guardian	<input type="text"/>	<input type="text"/>
Student Age 18 - 21 years	<input type="text"/>	<input type="text"/>
Student Under Age 18 years	<input type="text"/>	<input type="text"/>
Surrogate Parent	<input type="text"/>	<input type="text"/>
Foster Parent	<input type="text"/>	<input type="text"/>
Family Foster Home Provider	<input type="text"/>	<input type="text"/>
Administrator	<input type="text" value="Julie Ljubicic, APEIS"/>	<input type="text" value="Julie Ljubicic"/>
Administrative Designee	<input type="text"/>	<input type="text"/>
Special Education Teacher	<input type="text" value="Kelle Husk, Resource Specialist"/>	<input type="text" value="Kelle Husk"/>
General Education Teacher	<input type="text"/>	<input type="text"/>
School Psychologist	<input type="text" value="Rachel Boyd"/>	<input type="text" value="Rachel Boyd"/>
School Nurse	<input type="text" value="Laura Duclos"/>	<input type="text" value="Laura Duclos"/>
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="private school representative"/>	<input type="text" value="Stephie Bregman (via Zoom)"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student MALUL ANAEL MI
Last First MI

Date of Birth 08-DEC-2013

Meeting Date 27-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/General Education Site, Special Day Program/General Education Site, Special Day Program/Special Education Center, Nonpublic School, Home/Hospital or Residential Care Facility.

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

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

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 explanatory text.

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 explanatory text.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
 Last First MI

Date of Birth

Meeting
 Date

ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)

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

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

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Last MALUL

ANAEL

MI

Date of Birth 08-DEC-2013

Meeting Date 27-OCT-2023

Last

First

MI

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 type="checkbox"/>	Diminished access to the full range of the curriculum
	<input type="checkbox"/>	Missed general education instruction taught by highly qualified staff
	<input type="checkbox"/>	Rate at which student may earn credits for graduation
	<input type="checkbox"/>	Lack of opportunity for social interaction
	<input type="checkbox"/>	Lack of opportunities for age-appropriate peer role models
	<input type="checkbox"/>	Amount of socialization opportunities with typical peers
	<input type="checkbox"/>	Limited access to peers in student's home community
	<input type="checkbox"/>	Lack of exposure to appropriate behavioral models from peers
	<input checked="" type="checkbox"/>	Other: <input type="text" value="No effects at this time."/>

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 (OHI)	
	Final IEP Reason Final IEP Effective Date:		
Curriculum		<input type="text" value="General Education"/>	<input type="text"/>
Placement	Type of School	<input type="text" value="Affiliated Charter"/>	<input type="text"/>
	Name of School	<input type="text" value="WOODLAKE ECC"/> <input type="text"/>	<input type="text"/> <input type="text"/>
Instructional Setting	Setting	<input type="text" value="General Education"/>	<input type="text"/>
	Program	<input type="text" value="GE"/>	<input type="text"/>
	Special Day Minutes/Wk	<input type="text"/>	<input type="text"/>
	Addresses Goals	<input type="text" value="1(Math #1),2(Math #2)"/>	<input type="text"/>
Additional Factors	Low Incident Support	<input type="text" value="None"/>	<input type="text"/>
	Assistive Technology Support	<input type="text" value="No"/>	<input type="text"/>
	Transportation	<input type="text" value="None"/>	<input type="text"/>
	Extended School Year/Intersession	<input type="radio"/> Yes <input checked="" type="radio"/> No	
	Parent Counseling and Training (PCT)	<input checked="" type="radio"/> Yes <input type="radio"/> No	
	ESY Transportation	<input type="text"/>	
Accommodation, Modifications, Supports	Instructional Accommodations	<input type="text" value="Small group support, provide frequent movement breaks, pair visual with auditory, chunk assignment, scaffolding instructions and tasks, extended time on classwork, reports and tests as needed, buddy or partner system, shortened homework, graphic organizer, use of malipulatives, number line, untimed and small group setting on assessments, test questions read aloud, prompts to stay on task, prompt student to check work for accuracy before submitting, repeat/rephrase/clarify directions/instructions."/>	<input type="text"/>
	Instructional Modifications	<input type="text"/>	<input type="text"/>
	Other Supports, including Non-Academic and Extra-curricular Activities	<input type="text" value="The Resource Specialist Teacher and/or Resource Aide will assist the general education teacher in the use of supplementary instructional materials and strategies."/>	<input type="text"/>
Preparation for Three Year Review IEP (At the second Annual Review IEP Meeting, the team must discuss and document the decision to conduct or not conduct a three-year comprehensive reassessment.)	Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary?	<input type="radio"/> Yes <input checked="" type="radio"/> No	
	If the Parent does not agree, specify the area(s) to be reassessed.	<input type="text" value="health, psycho-educational, academics"/>	<input type="text"/>
Comments, as appropriate			

Low Incidence Equipment	
Assistive Technology Equipment	
Participation in General Education	Anael will participate in general education for the entire school day.

1(Math #1)	Minutes/Interval:	90	
2(Math #2)	Minutes/Interval (Pullout from Gen Ed):	90	
	Service Delivery Model:	RSP: Collaborative Teaching and Planning*	
	RSP Area:	Math	
	Responsible Personnel:	Resource Specialist Teacher	
		General Education Teacher	
*			

Notes:

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

Part 3 - Percentage of Time Outside of General Education

	Effective With this IEP	Future Changes Related to this IEP
% of Time per Week outside of General Education	<input type="text" value="7"/>	

Part 4 - Compensatory Education/Recoupment Services Discussion

The team discussed and considered Anael's receipt of FAPE during the Pandemic Period. The team determined that there was not a loss of FAPE as Anael was enrolled in a private school during the Pandemic Period and did not have an IEP. The team does not recommend Compensatory Education. The team does not recommend Recoupment Services.

Part 4 - Additional Discussion (This section is optional)

This is an Initial IEP for Anael. Parent participated via Zoom. Introductory statements were read and introductions made. Parent gave permission for nurse to leave the meeting after the health report was presented.

The parent agrees that FAPE has been offered and will be implemented upon enrollment in a public school, but decline the offer of FAPE and choose to place their child in a private school. LAUSD Private School Policy was reviewed with the parent and an Individual Services Plan (ISP) will be developed upon completion of the IEP meeting.

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:	GE		Setting:	General Education				
Eligibility:	Eligible (OHI)		Curriculum:	General Education				
Transportation:	None		Low Incident Support:	None				
Date District Received								
Parent Signature:								
Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)
04	Counseling and Guidance	Effective on Signature Date	Regular	Monthly	1-5	~	60	Social Emotional
RSP	RSP	Effective on Signature Date	Regular	Weekly	1-5	RSP-Math	90	Math #1, Math #2

Alternative Remote/Distance Learning Services During Emergency Conditions

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

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

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

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

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

For IEP Team Information

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