

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Identification
Number

200081X243

SSID

7565106622

Eligible (AUT)

Student

AZAR

LIEL

MI

Date of Birth:

01-JAN-2010

Last

First

Section A: Meeting Information

Pertinent Dates	Type of Meeting
Date of Initial IEP Team Meeting	01-FEB-2017
Date of Present Meeting	26-OCT-2023
Annual Review to be conducted by	26-OCT-2024
Next Three Year Review will be conducted by	05-OCT-2024
Three Year Review or Evaluation was conducted on	06-OCT-2021
Transition to Kindergarten to be conducted by	
	<input type="radio"/> Initial <input checked="" type="radio"/> Annual Review <input type="radio"/> Three Year Review <input type="radio"/> Other
	<input type="radio"/> Amendment of IEP dated <input type="radio"/> Early Start Transition <input type="radio"/> Expulsion Analysis <input type="radio"/> Individual Transition Plan
Location of Meeting	PORTOLA CM
District Name	Los Angeles Unified School Distri

Section B: Student Information

Date of Birth	01-JAN-2010	Age	13	Grade	8
Gender	<input type="radio"/> Male <input checked="" 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	PORTOLA CM	Student has no Cum Folder	<input type="checkbox"/>		
Home Language	English	Student Language	English	Alternate Mode of Communication	
Home Address of Student	5150 YARMOUTH AVE APT 302				
City	ENCINO CA	ZIP Code	91316		
Home Telephone	(310) 993-7944	Daytime Telephone		Emergency Telephone	
School of Attendance	Portola Cm	Location Code	8107		
School of Residence	Portola Cm	Location Code	8107		
Name of Parent/Guardian		Telephone			
Address					
City		ZIP Code			
Surogate Parent		Telephone			
Attends CURRENT SCHOOL as a result of one of the following		Attends School of Residence ▼			
Is the student living in a Family Foster Home (FFH)?	<input 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"/> Other	<input type="radio"/> Department of Children's Services		
Child's family living within LAUSD's boundaries?	<input type="radio"/> No <input type="radio"/> Yes				
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:

English Only

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	Behavior	<input type="radio"/>	<input checked="" type="radio"/>	Struggles with self advocacy where Liel requests for
Category	Behavior Intervention			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	answers rather than explanations
2	Reading	<input type="radio"/>	<input checked="" type="radio"/>	Not with minimal prompts
Category	Reading			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	Not with minimal prompts
3	Written Language	<input type="radio"/>	<input checked="" type="radio"/>	Not at 75% accuracy with minimal prompts
Category	Writing			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	
4	Mathematics	<input checked="" type="radio"/>	<input type="radio"/>	
Category	Math			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	
5	Vocational Education	<input type="radio"/>	<input checked="" type="radio"/>	Struggles with various prompts
Category	Vocational Education			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	in verbal and written expression.
6		<input type="radio"/>	<input type="radio"/>	
Category				
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	
7		<input type="radio"/>	<input type="radio"/>	
Category				
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	
8		<input type="radio"/>	<input type="radio"/>	
Category				
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	
9		<input type="radio"/>	<input type="radio"/>	
Category				
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	
10		<input type="radio"/>	<input type="radio"/>	
Category				
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	

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Section E: Present Level of Performance

Performance Area:

Reading

Category:

Reading



Assessment/Monitoring Process Used:

Reports, grades, samples, performance, observations

State/District Assessment Results:

2022-2023 ELA SBAC: 2477Standard Not Met BOY 2023 Reading iReady: (13th %-ile)

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

Strengths: Current iReady results indicate that Liel is decoding accurately. She can recognize synonyms and antonyms, sort words into categories, define words by category, and identify real-life connections between words. She reads aloud in class when asked by her teacher, and is currently reading the role of Anne Frank in a play in her English class. She completes and submits assignments when present in class.

Needs: Current iReady vocabulary score suggests that substantial gaps in word knowledge are making it hard for Liel to read for meaning. She struggles with grade-level-appropriate general academic and domain-specific vocabulary. She also has difficulty in determining theme in grade level text and making inferences. Liel struggles to analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

IMPACT STATEMENT: Liel's eligibility of Autism impacts her ability to find similarities and differences in two or more texts, which impacts her participation and involvement in the general education reading curriculum.

Performance Area:

Written Language

Category:

Writing



Assessment/Monitoring Process Used:

Reports, grades, samples, performance, observations

State/District Assessment Results:

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

Strengths: Science teacher reports Liel can write a scientific response when provided with a sentence starter or model which presents a scientific argument with a claim, evidence, and reasoning. English teacher reports that Liel participates in teacher guided writing assignments and advocates for herself when in need of repetition or clarification. When provided with sentence starters/frames, Liel is able to complete and submit most tasks in her History class.

Needs: Science teacher reports Liel struggles with writing complex writing responses in class. She writes simple sentences independently, but requires prompting to write scientific responses with claim, evidence, and/or reasoning. In her English class, she needs modeling and prompts to complete extended writing assignments, including a well organized paragraph. She struggles to write a multi-paragraph narrative using effective techniques, relevant descriptive details, and well-structured event sequences.

IMPACT STATEMENT: Liel's eligibility of Autism impacts her ability to write a multi-paragraph narrative using relevant, descriptive details, which impacts her participation and involvement in the general education writing curriculum.

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Section E: Present Level of Performance

Performance Area:

Mathematics

Category:

Math

Assessment/Monitoring Process Used:

Reports, grades, samples, performance, observations

State/District Assessment Results:

2022-2023 Math SBAC: 2250 Standard Not Met BOY 2023 Math iReady:446 (8th %-ile)

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

Strength: (iReady) Liel can solve basic operational problems, identify parts of a whole, identify factors and multiples, tell time, make change, identify measurement units, read graphs and charts, construct a bar graph, and solve two dimensional shape problems with squares and rectangles. 7th grade teacher reported when Liel was present in class she demonstrated understanding of scaling, ratios and proportions, rational number standards with percent and decimals and uncommon fractions, and simple equations with prompting and support. When provided with those prompts, Liel demonstrated understanding of those standards when present in class. 8th grade teacher also reports when Liel has been present she understands transformations and algebraic application associated with the geometry standards with accommodations.

Need: (iReady) Liel struggles with multiple digit operation skills, generating/breaking down/comparing fractions, fraction operations, solving one/two step algebraic problems with numerical expressions, time intervals, measurement conversions, interpreting data bar graphs/charts, area/perimeter of two dimensional shapes, and angles of lines and triangles. 7th and 8th grade math teacher reports Liel does struggle with retention of math standards. Liel continues to miss direct instruction but completes missing assignments. Liel struggles with standards that require multiple steps to solve which include operations with uncommon fractions, decimal conversions, algebraic equations with one unknown variable, and finding missing angles to lines and triangles. Geometric standards incorporate the application of algebraic standards to solve. Liel requires prompting and clarification but demonstrates inconsistencies to retaining the standards. Liel needs to improve her ability to solve equations with one variable to increase math ability and academic success.

IMPACT STATEMENT: Liel's eligibility of Autism impacts her ability to solve math equations and expressions which impacts her participation and involvement in the general education math curriculum.

Performance Area:

Vocational Education

Category:

Vocational Education

Assessment/Monitoring Process Used:

Reports, grades, samples, performance, observations

State/District Assessment Results:

N/A

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

Strength: Math and Science teacher reports though Liel is out of class a lot, she does make up her assignments. She will ask for supports when she does not understand tasks and assignments. When in class, she participates and completes tasks and assignments successfully. English teacher reports when Liel is present in class, she participates in activities, and completes and submits assignments. She also has positive interactions with her peers inside and out of the classroom.

Needs: Teachers are concerned with Liel's inconsistent attendance and tardiness. Though she is accommodated with extra time and extra supports to make up missing work, she struggles to make up all of her missing assignments. She also demonstrates limited understanding/comprehension of materials/standards presented in class during her absences. At times she gets impatient or overwhelmed when she has to 'catch-up' on missing work or has missed standards. Liel struggles to independently monitor her missed assignments in all her academic courses using the school's learning management system (Schoology), and needs adult reminders and support to check for them, and successfully complete and submit them.

IMPACT STATEMENT: Liel's eligibility of Autism impacts her ability to independently monitor missing assignments which impacts her participation and involvement in the general education curriculum.

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Section E: Present Level of Performance

Performance Area:

Behavior

Category:

Behavior Intervention



Assessment/Monitoring Process Used:

Reports, grades, performance, observations

State/District Assessment Results:

N/A

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

Strengths: English and History teacher reports that Liel comes to class prepared and brings all necessary materials with her. She is respectful and has positive interactions with her peers and adults in her classrooms. She is able to keep up with academic work when present in class, and advocates for herself when in need of further assistance. She is also attentive to her peers' needs and has been observed to assist them with academic tasks, electronic devices or access to specific applications.

Needs: Upon review of records, Liel's absences were excused due to various reasons. When Liel comes to school, she arrives late to school missing the early classes of each day. Homeroom teacher reports that Liel has not physically attended homeroom. As of 10/19/2023, Liel has missed 88 days of Homeroom. Though Liel does make up many assignments in her academic classes, Liel does miss direct instructional time of academic standards which can impact more academic success and progress. Liel needs to improve her ability to arrive to school on time and attend classes consistently to increase academic success.

IMPACT STATEMENT: Liel's eligibility of Autism impacts her ability to arrive and attend classes consistently which impacts her participation and involvement in the general education curriculum.

Performance Area:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

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Section F: Eligibility

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

For Initial IEP, interventions attempted prior to determining eligibility:

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:



Social Maladjustment



Temporary Physical Disability



Lack of instruction in reading



Lack of instruction in math



Limited English Proficiency



Environmental, Cultural or Economic Factors

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Section G: Annual Goals and Objectives

Performance Area:

Reading

Category:

Reading

Annual Goal #:

1

Liel will find similarities and differences in a case in which two or more texts provide conflicting information on the same topic with teacher modeling and minimal visual and verbal prompts, as measured by student responses in 3 out of 4 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:

Liel will find similarities and differences in a case in which two or more texts provide conflicting information on the same topic with teacher modeling and maximum visual and verbal prompts, as measured by student responses in 3 out of 4 trials with 70% accuracy.

Incremental objective #2 related to the goal:

Liel will find similarities and differences in a case in which two or more texts provide conflicting information on the same topic with teacher modeling and moderate visual and verbal prompts, as measured by student responses in 3 out of 4 trials with 75% 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
EXCEEDED3 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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Meeting Date 26-OCT-2023

Section G: Annual Goals and Objectives

Performance Area:

Behavioral Support

Category:

Behavior Intervention

Annual Goal #:

5

Liel will use self-management skills (dressed in am, book bag and homework ready and ready to go to school) and responsibility to make it to school on time and transition to class with maximum adult support in 4/5 days with 50% accuracy. (teacher or parent 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:

Liel will use self-management skills (dressed in am, book bag and homework ready and ready to go to school) and responsibility to make it to school on time and transition to class with maximum adult support in 2/5 days with 50% accuracy. (teacher or parent prompts)

Incremental objective #2 related to the goal:

Liel will use self-management skills (dressed in am, book bag and homework ready and ready to go to school) and responsibility to make it to school on time and transition to class with maximum adult support in 4/5 days with 50% accuracy. (teacher or parent 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
EXCEEDED3 SUBSTANTIAL PROGRESS (50-99% of goal
met)

2 PARTIAL PROGRESS (1-49% of goal met)

1 NO PROGRESS

1st Reporting Period Date:	2nd Reporting Period Date:	3rd Reporting Period Date:	4th Reporting Period (Secondary Only) Date:	Goal Achievement
Progress Mark: <div></div>	Progress Mark: <div></div>	Progress Mark: <div></div>	Progress Mark: <div></div>	Objective 1 Met: <div><input type="radio"/> Yes <input type="radio"/> No</div>
Is progress sufficient to meet annual goal? <div><input type="radio"/> Yes <input type="radio"/> No</div>	Is progress sufficient to meet annual goal? <div><input type="radio"/> Yes <input type="radio"/> No</div>	Is progress sufficient to meet annual goal? <div><input type="radio"/> Yes <input type="radio"/> No</div>	Is progress sufficient to meet annual goal? <div><input type="radio"/> Yes <input type="radio"/> No</div>	Objective 2 Met: <div><input type="radio"/> Yes <input type="radio"/> No</div>
If "No" please comment: <div><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 <div></div></div>	If "No" please comment: <div><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 <div></div></div>	If "No" please comment: <div><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 <div></div></div>	If "No" please comment: <div><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 <div></div></div>	If "No" please explain: <div></div>

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Section G: Annual Goals and Objectives

Performance Area:

Written Language

Category:

Writing

Annual Goal #:

2

Liel will write a five-paragraph or more narrative composition that develops real or imagined situations by establishing a context and point of view with a narrator and/or characters in which a well-structured sequence of events unfolds and provides a conclusion, and uses a variety of transitional words, phrases, and clauses to convey sequence, signal shifts from one time frame/setting to another, or show relationships among experiences and events with minimal visual and verbal supports as measured by student work samples in 3 out of 4 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:

Liel will write a three-paragraph or more narrative composition that develops real or imagined situations by establishing a context and point of view with a narrator and/or characters in which a well-structured sequence of events unfolds and provides a conclusion, and uses a variety of transitional words, phrases, and clauses to convey sequence, signal shifts from one time frame/setting to another, or show relationships among experiences and events with maximum visual and verbal supports (e.g. graphic organizers, sentence starters/frames) as measured by student work samples in 3 out of 4 trials with

Incremental objective #2 related to the goal:

Liel will write a four-paragraph or more narrative composition that develops real or imagined situations by establishing a context and point of view with a narrator and/or characters in which a well-structured sequence of events unfolds and provides a conclusion, and uses a variety of transitional words, phrases, and clauses to convey sequence, signal shifts from one time frame/setting to another, or show relationships among experiences and events with moderate visual and verbal supports as measured by student work samples in 3 out of 4 trials with 75%

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
EXCEEDED3 SUBSTANTIAL PROGRESS (50-99% of goal
met)

2 PARTIAL PROGRESS (1-49% of goal met)

1 NO PROGRESS

1st Reporting Period Date: <input type="text"/>	2nd Reporting Period Date: <input type="text"/>	3rd Reporting Period Date: <input type="text"/>	4th Reporting Period (Secondary Only) Date: <input type="text"/>	Goal Achievement
Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No If "No" please explain: <div style="border: 1px solid black; height: 100px; width: 100%;"></div>

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Meeting Date 26-OCT-2023

Section G: Annual Goals and Objectives

Performance Area:

Mathematics

Category:

Math

Annual Goal #:

3

AZAR LIEL will solve simple rational and radical equations in one variable with minimal prompting and supports as measured by work samples in 4 out of 5 trials with 75% 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:

AZAR LIEL will solve simple rational and radical equations in one variable with moderate supports and prompts as measured by work samples in 2 out of 3 trials with 75% accuracy.

Incremental objective #2 related to the goal:

AZAR LIEL will solve simple rational and radical equations in one variable with minimal supports and prompts as measured by work samples in 3 out of 4 trials with 75% 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
EXCEEDED3 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"/>

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student
Last

AZAR

First

LIEL

MI

Date of Birth

01-JAN-2010

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Section G: Annual Goals and Objectives

Performance Area:

Vocational Education

Category:

Vocational Education

Annual Goal #:

4

Liel will independently monitor missing assignments by checking the school learning management system to complete missing tasks with minimal prompting in 4 out of 5 trials with at least 75% 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:

Liel will independently monitor missing assignments by checking the school learning management system to complete missing tasks with moderate prompting in 2 out of 3 trials with at least 75% accuracy.

Incremental objective #2 related to the goal:

Liel will independently monitor missing assignments by checking the school learning management system to complete missing tasks with minimal prompting in 3 out of 4 trials with at least 75% 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
EXCEEDED3 SUBSTANTIAL PROGRESS (50-99% of goal
met)

2 PARTIAL PROGRESS (1-49% of goal met)

1 NO PROGRESS

1st Reporting Period

Date:

2nd Reporting Period

Date:

3rd Reporting Period

Date:

4th Reporting Period (Secondary
Only)

Date:

Goal Achievement

Progress Mark:

Progress Mark:

Progress Mark:

Progress Mark:

Objective 1 Met:

☐ Yes ☐ NoIs progress sufficient to
meet annual goal?☐ Yes ☐ No

If "No" please comment:

- ☐ Needs More Time
☐ Excess
Absence/Tardy
☐ Assignments Not
Completed
☐ Need to
review/revise Goal
☐ Other

Is progress sufficient to
meet annual goal?☐ Yes ☐ No

If "No" please comment:

- ☐ Needs More Time
☐ Excess
Absence/Tardy
☐ Assignments Not
Completed
☐ Need to
review/revise Goal
☐ Other

Is progress sufficient to
meet annual goal?☐ Yes ☐ No

If "No" please comment:

- ☐ Needs More Time
☐ Excess
Absence/Tardy
☐ Assignments Not
Completed
☐ Need to
review/revise Goal
☐ Other

Is progress sufficient to meet annual
goal?☐ Yes ☐ No

If "No" please comment:

- ☐ Needs More Time
☐ Excess Absence/Tardy
☐ Assignments Not Completed
☐ Need to review/revise Goal
☐ Other

Objective 2 Met:

☐ Yes ☐ No

If "No" please explain:

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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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.

Student will participate in Regular State and District Assessments.

(Designated Supports and/or Accommodations identified below are applicable)

CAASPP Subject

ELA and Math

Designated Supports:

- Test in a separate/smaller setting
- Simplified or paraphrased test directions (non-embedded designated support)

Accommodations:

- 100s Number Table (paper-based; not allowed for Grade 3; non-embedded accommodation)
- Multiplication table for single digits 1-9 (paper-based; not allowed for Grade 3; non-embedded accommodation)

Student will participate in Regular State and District Assessments.

(Designated Supports and/or Accommodations identified below are applicable)

CAST Subject

Science

Designated Supports:

- Test in a separate/smaller setting (non-embedded support)
- Simplified Test Directions (non-embedded support)
- Multiplication Table (non-embedded support)

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
Last
First
MIDate of Birth Meeting
Date

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:

Specify the Individual Pages to be translated:

Special Requests:

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

Pandemic Learning Loss Consideration of Compensatory and/or Recoupment ServicesCompensatory 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

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

- ☐ 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.

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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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

Method	Whom	When
Email	G Moran	25-AUG-2023
Email	G. Moran	05-SEP-2023
Email	G Moran	18-OCT-2023
Phone	L. Hirsch	27-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

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

2-NOV-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.



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Date

Student

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



Meeting Date

26-OCT-2023

Last

First

Section R: Names and Signatures (Signatures on File)

Team Member	Print Name	Signature
Parent/Guardian	Sharona Azar	
Parent/Guardian		
Student Age 18 - 21 years		
Student Under Age 18 years		
Surrogate Parent		
Foster Parent		
Family Foster Home Provider		
Administrator		
Administrative Designee	Lynda Hirsch	
Special Education Teacher	Don Rinos	
General Education Teacher	David Schmidt	
School Psychologist		
School Nurse		
Related Service Staff		
Related Service Staff		
Related Service Staff		
Interpreter		
Sign Language Interpreter		
Agency Representative		
Agency Representative		
Agency Representative		
Other		
Other		
Other		
Other		

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Reconvened Meeting
Date

Student

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


Date of Birth

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26-OCT-2023

Section R: Names and Signatures (Signatures on File)

Team Member	Print Name	Signature
Parent/Guardian	Sharona Azar	
Parent/Guardian		
Student Age 18 - 21 years		
Student Under Age 18 years		
Surrogate Parent		
Foster Parent		
Family Foster Home Provider		
Administrator		
Administrative Designee	Lynda Hirsch	
Special Education Teacher	Don Rinos	
General Education Teacher		
School Psychologist		
School Nurse		
Related Service Staff		
Related Service Staff		
Related Service Staff		
Interpreter		
Sign Language Interpreter		
Agency Representative		
Agency Representative		
Agency Representative		
Other		
Other		
Other		
Other		

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student

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Meeting

Date

LEAST RESTRICTIVE ENVIRONMENT ANALYSIS

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

Student's Current Placement Type:

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

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

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

Step A.

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

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

Liel needs a more restrictive environment and higher level of accommodations to access the curriculum to achieve academic success.

Step B.

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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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.
<div style="border: 1px solid black; height: 80px; width: 100%;"></div>		

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.
<div style="border: 1px solid black; height: 80px; width: 100%;"></div>		

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.
	<div style="border: 1px solid black; height: 80px; width: 100%;"></div>	

11/17/23, 5:48 PM

Individualized Education Program (IEP)

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student

AZAR

LIEL

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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 checked="" 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 type="checkbox"/>	Other: <input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 1 - Eligibility, Placements and Supports

Student AZAR

LIEL

Date of Birth 01-JAN-2010

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		Effective With this IEP	Future Changes Related to this IEP
	As of Date:		
Eligibility: (from Page 4)		Eligible (AUT)	
	Final IEP Reason Final IEP Effective Date:		
Curriculum		General Education	
Placement	Type of School	District Resident School	
	Name of School	PORTOLA CM	
Instructional Setting	Setting	Special Education	
	Program	SLD	
	Special Day Minutes/Wk	950	
	Addresses Goals	1(Reading),3(Mathematics),4(Vocational Education),2(Written Language),5(Behavioral Support)	
Additional Factors	Low Incident Support	None	
	Assistive Technology Support	No	
	Transportation	None	
	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	No	
Accommodation, Modifications, Supports	Instructional Accommodations	preferred seating, visual cues, prompting, re-direct to task, graphic organizers, break lengthy assignments into chunks, clear expectations on directions for assignments, extra time for assessments and assignments as needed not to exceed 2 times, shorten assignments as needed but must show mastery at teacher discretion , allow student to use ruler or line marker when reading/writing, Allow student to have a break when using computer for more than 20 min., Larger font/print when available, Allow student to use prism glasses as she needs, text to speech (as appropriate) , Print out large assignments that require reading, writing student response (rather than on computer including worksheets, articles in all core subjects) , paper copy of multiplication chart that is 1-20 to use as appropriate at teacher discretion, History Assignments printed as needed, non distracting toy to be supplied by parent to use in class, noise cancelling head phones to be supplied by parent to use in classroom as needed,	
	Instructional Modifications		
	Other Supports, including Non-Academic and Extra-curricular Activities		
Preparation for Three Year Review IEP (At the second Annual Review IEP Meeting, the team must discuss and document the decision to conduct or not conduct a	Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary?	<input checked="" type="radio"/> Yes <input type="radio"/> No	

three-year comprehensive reassessment.)	If the Parent does not agree, specify the area(s) to be reassessed.		
Comments, as appropriate			
Low Incidence Equipment	<p>preferred seating, visual cues, prompting, re-direct to task, graphic organizers, break lengthy assignments into chunks, clear expectations on directions for assignments, extra time for assessments and assignments as needed not to exceed 2 times, shorten assignments as needed but must show mastery at teacher discretion , allow student to use ruler or line marker when reading/writing, Allow student to have a break when using computer for more than 20 min., Larger font/print when available, Allow student to use prism glasses as she needs, text to speech (as appropriate) , Print out large assignments that require reading, writing student response (rather than on computer including worksheets, articles in all core subjects) , paper copy of multiplication chart that is 1-20 to use as appropriate at teacher discretion, History Assignments printed as needed, non distracting toy to be supplied by parent to use in class, noise cancelling head phones to be supplied by parent to use in classroom as needed,</p>		
Assistive Technology Equipment			
Participation in General Education	PE and Elective		

Los Angeles Unified School District				INDIVIDUALIZED EDUCATION PROGRAM (IEP)	
Student				IEP FAPE Part 2 - Summary of Services	
Last		First		MI	
Date of Birth		Meeting Date			
Effective With This IEP		Future Changes Related To This IEP			

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	50	

Part 4 - Compensatory Education/Recoupment Services Discussion	

Part 4 - Additional Discussion (This section is optional)	

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student Date of Birth Meeting Date

Last

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FAPE Summary Grid

Program:		SLD				Setting:			Special Education		
Eligibility:		Eligible (AUT)				Curriculum:			General Education		
Transportation:		None				Low Incident Support:			None		
Date District Received											
Parent Signature:											
Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)	No Consent		

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 **Last** **First** **MI** **Date of Birth** **Meeting Date**

AZAR LIEL MI 01-JAN-2010 26-OCT-2023

1 The behavior impeding learning is: Describe what it looks like:
poor attendance ▼ absences; tardies to school daily missing the first few periods dai

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)

3 daily ▼ high ▼ 120
☒ Reported by teachers/staff and/or ☐ observed by

PREVENTION

PART 1

ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

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

<input checked="" type="checkbox"/> Disruption in routines	<input type="checkbox"/> Work level higher than student's ability	<input 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 type="checkbox"/> Specific room arrangement
<input checked="" type="checkbox"/> Events from previous environments	<input 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 checked="" type="checkbox"/> Classroom seating arrangement	<input type="checkbox"/> Noise levels	<input checked="" 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 type="checkbox"/> Communications system
	<input type="checkbox"/> Social skills instruction	<input 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 checked="" type="checkbox"/> Teach a closure system
Space Changes:	<input checked="" type="checkbox"/> Signal transition	<input checked="" type="checkbox"/> Provide a break	<input type="checkbox"/> Give less time on tasks
Material Changes:	<input checked="" type="checkbox"/> Preferred seating	<input type="checkbox"/> Different work areas	<input type="checkbox"/> Study carrels
Interaction:	<input checked="" type="checkbox"/> Personal space	<input type="checkbox"/> Hands-on learning	<input checked="" type="checkbox"/> Tasks organized
	<input checked="" type="checkbox"/> Accommodated work	<input type="checkbox"/> Notebook organizer	<input type="checkbox"/> Enlarged print size books
	<input checked="" type="checkbox"/> High interest materials	<input checked="" type="checkbox"/> Cue the student	<input checked="" type="checkbox"/> Model
	<input checked="" type="checkbox"/> Use specific supportive words	<input checked="" type="checkbox"/> Praise successes	<input checked="" type="checkbox"/> Peer Models
	<input checked="" type="checkbox"/> Verbally praise student	<input checked="" type="checkbox"/> Use calm, de-escalating language	
	<input checked="" type="checkbox"/> Use specific support communications		

☐ Other

Who will establish? teacher Who will monitor? teacher Frequency as needed

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 AZAR LIEL MI **Date of Birth** 01-JAN-2010 **Meeting Date** 26-OCT-2023

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: <input type="checkbox"/> Sensory input <input type="checkbox"/> Attention (peer) <input type="checkbox"/> Attention (staff) To Avoid: <input type="checkbox"/> Tangible (desired item) <input type="checkbox"/> Tangible (desired activity) <input type="checkbox"/> Task (too easy) <input type="checkbox"/> Sensory input <input type="checkbox"/> Attention (peer) <input checked="" type="checkbox"/> Attention (staff) <input checked="" type="checkbox"/> Task (too difficult) <input type="checkbox"/> Task (too long)	
	Describe: 	
9 Observation Analysis	What team believes the student should do INSTEAD of the problem behavior? (How should the student escape/protest/avoid or get his/her need met in an acceptable way?)	
	Liel will arrive to school on time, attend homeroom, and request for teacher clarification and assistance as needed.	
10	What teaching Strategies/Necessary Curriculum/Materials are needed?	
	<input checked="" type="checkbox"/> Better communication skills <input type="checkbox"/> Anger management <input checked="" type="checkbox"/> Communication system <input checked="" type="checkbox"/> Self-management systems <input type="checkbox"/> Following schedules & routines <input type="checkbox"/> Learning new social skills <input type="checkbox"/> Learning how to negotiate <input checked="" type="checkbox"/> Learning structured choice <input type="checkbox"/> Learning new scripts <input type="checkbox"/> Learning notebook organization <input type="checkbox"/> Learning to use conflict resolution <input type="checkbox"/> Learning to request breaks <input type="checkbox"/> Other 	
	Who will establish? Teacher Who will monitor? teacher Frequency: as needed	
11 Intervention	What are reinforcement procedures to use for establishing, maintaining, and generalizing the replacement behavior(s)?	
	Physical: <input checked="" type="checkbox"/> High-fives <input checked="" type="checkbox"/> Smiles <input type="checkbox"/> Handshake <input type="checkbox"/> Pat on the back <input checked="" type="checkbox"/> Use specific praises <input checked="" type="checkbox"/> Recognition of student's str... <input checked="" type="checkbox"/> Peer recognition Verbal: <input checked="" type="checkbox"/> Time on the computer <input type="checkbox"/> Free time <input type="checkbox"/> Listen to music Contingent Access: <input type="checkbox"/> Preferred activity <input type="checkbox"/> Describe: <input type="checkbox"/> Other Tangibles <input type="checkbox"/> Positive phone calls or notes to home <input type="checkbox"/> Certificate sent home <input type="checkbox"/> Seating Location Tokens and Points: <input type="checkbox"/> Tokens <input type="checkbox"/> Points Privileges: <input type="checkbox"/> Exempt assignment <input type="checkbox"/> Extra test points Other ideas: 	
	Selection of reinforcer based on: student interest <input checked="" type="checkbox"/> reinforcer for using replacement behavior <input checked="" type="checkbox"/> reinforcer for general increase in positive behaviors By whom? teacher Frequency as needed	
12	EFFECTIVE REACTION	
	PART III REACTIVE STRATEGIES	
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)		
Prompt Liel to switch to the replacement behavior. Describe how staff should handle the problem behavior if it occurs again. Positive discussion with Liel after behavior ends. Any necessary further classroom or school consequences as needed		
Personnel? teacher/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 **AZAR** **LIEL** **MI** **Date of Birth** **01-JAN-2010** **Meeting Date** **26-OCT-2023**

Last First MI

OUTCOMES

PART IV

BEHAVIORAL GOALS

13

Behavioral Goal: Goal #: **5**

Liel will use self-management skills (dressed in am, book bag and homework ready and ready to go to school) and responsibility to make it to school on time and transition to class with maximum adult support in 4/5 days with 50% accuracy. (teacher or parent prompts)

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?

☐ 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.

☐ Yes ☒ No

COMMUNICATION

PART V

COMMUNICATION PROVISIONS

14

Manner and content of communication:

☐ Phone calls

☐ Email

☐ Written notes

☐ Daily reports

☐ Daily charting

☐ Behavioral logs

☐ Weekly reports

☒ Other **attendance records**

Between?

school/teacher and parent

Frequency?

daily/as needed

Los Angeles Unified School District

Student

AZAR

LIEL

MI

Last

First

MI

Date of Birth

01-JAN-2010

Meeting Date

26-OCT-2023

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

(ITP, pg. 1 of 3)

INDIVIDUAL TRANSITION PLAN (ITP)

Student was invited to IEP meeting:

☒ Yes

Student received mentoring:

info

☒ Yes

☐ No

Student referred and placed in an outside agency:

info

☐ Yes

☒ No

If yes, name of agency:

Student participated in Work Experience Education:

info

☒ Yes

☐ No

Student received college awareness preparation:

info

☒ Yes

☐ No

Student received career awareness:

info

☒ Yes

☐ No

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

Area	Completed	If no, indicate reason
Education/Training Activity	<div><input checked="" type="radio"/> Yes</div> <div><input type="radio"/> No</div> <div><input type="radio"/> First ITP</div>	
Employment Activity	<div><input checked="" type="radio"/> Yes</div> <div><input type="radio"/> No</div> <div><input type="radio"/> First ITP</div>	
Independent Living Skills Activity (as needed)	<div><input type="radio"/> Yes</div> <div><input type="radio"/> No</div> <div><input checked="" type="radio"/> N/A</div>	

Section 1: Education/Training

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)
<div>Transition Surveys, Checklists, or Informal Questionnaires</div> <div>If other?</div>	<div>05-SEP-2023</div>	<div>Liel was administered the MIRZOYAN/PADUA/RINOS ITP inventory. Her favorite classes are Math, Science, Health, and Robotics. Liel plans to graduate high school then work while in college.</div>
<div></div> <div>If other?</div>	<div></div>	

Education/Training Postsecondary Goal

Upon completion of high school, the student will:

enroll in and attend 2 or 4 year college

If other?

Education/Training Activity to Support Goal	Timeline	Person/Agency Responsible
<div>develop a personal career / education plan</div> <div>If other?</div>	<div>25-OCT-2024</div>	<div>Student</div> <div>Special Education Teacher</div>

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Individualized Education Program (IEP)

Los Angeles Unified School District

Student

AZAR

LIEL

LastFirstMI

Date of Birth01-JAN-2010

Meeting Date26-OCT-2023

(ITP, pg. 2 of 3)

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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)
<div>Transition Surveys, Checklists, or Informal Questionnaires</div> <div>If other?</div>	05-SEP-2023	Job interests include: working in the mall and YouTube. Career interests include the medical field and being a doctor or surgeon.
<div></div> <div>If other?</div>		

Employment Postsecondary Goal

Upon completion of high school, the student will:

be competitively employed

If other?

Employment Activity to Support Goal	Timeline	Person/Agency Responsible
<div>develop a career plan and identify career goals</div> <div>If other?</div>	25-OCT-2024	<div>Student</div> <div></div> <div>Special Education Teacher</div> <div></div> <div></div> <div></div> <div></div> <div></div>

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)
<div></div> <div>If other?</div>		
<div></div> <div>If other?</div>		

Independent Living Postsecondary Goal

Upon completion of high school, the student will:

If other?

Independent Living Activity to Support Goal	Timeline	Person/Agency Responsible
<div></div> <div>If other?</div>		<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>

https://welligent.lausd.net/pls/iepweb/LAUSD_IEP_DOCUMENTS_CUSTOM_PKG.PRINT_ALL_DOCUMENT_DETAILS?SID=2675429&IEPID=985...

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INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

(ITP, pg. 3 of 3)

Student

AZAR

LIEL

Last

First

MI

Date of Birth

01-JAN-2010

Meeting

Date

26-OCT-2023

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 ☐ NoCourses currently enrolled in: ☒ Yes ☐ NoCourses still needed: ☒ Yes ☐ NoIGP or course of study was provided to the parent or student over age 18 as required: ☒ YesStudent 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:

Liel is enrolled in a course of study that will prepare her to graduate with a diploma and attend a community or 4 year college, vocational school or enter the workforce directly after completion of high school if she should choose to do so. Courses taken will include the required LAUSD A-G requirements. See IGP for more information.

Future Agency Involvement:Are there agencies currently or prospectively providing or paying for transition services? ☐ Yes ☒ NoDo 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? *info*1. ☒ Yes2. Are the postsecondary goals updated annually? *info*2. ☒ Yes3. Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessment? *info*3. ☒ Yes4. Are there transition services that will reasonably enable the student to meet their postsecondary goals? *info*4. ☒ Yes5. 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? *info*5. ☒ Yes6. Is (are) there annual IEP goal(s) related to the student's transition services needs? *info*6. ☒ Yes7. Is there evidence that the student was invited to the IEP team meeting where transition services were discussed? *info*7. ☒ Yes8. 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? *info*8. ☐ Yes ☒ N/A