

## INDIVIDUALIZED EDUCATION PROGRAM (IEP)

## Los Angeles Unified School District

Student Identification  
Number

011011M028

SSID

3670210574

**Eligible (OHI)**

Student

VALMAN

MILAN

R

Date of Birth:

10-JAN-2011

Last

First

MI

## Section A: Meeting Information

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

## Section B: Student Information

Date of Birth	10-JAN-2011	Age	12	Grade	7
Gender	<input checked="" type="radio"/> Male <input type="radio"/> Female	Ethnic Code	White		
Location of the Psych Folder	REGION NORTH	Student has no Psych Folder	<input type="checkbox"/>		
Location of the Cum Folder	HALE CA	Student has no Cum Folder	<input type="checkbox"/>		
Home Language	English	Student Language	English	Alternate Mode of Communication	
Home Address of Student	5747 MANTON AVE				
City	WOODLAND HILL CA	ZIP Code	91367		
Home Telephone	(818) 633-6000	Daytime Telephone	818 619-9142	Emergency Telephone	
School of Attendance	Hale Ca	Location Code	8169		
School of Residence	Hale Ca	Location Code	8169		
Name of Parent/Guardian	Julia Valman	Telephone			
Address	same as student's				
City		CA	ZIP Code		
Surogate Parent		Telephone			
Attends <b>CURRENT SCHOOL</b> as a result of one of the following					
Attends School of Residence ▼					
Is the student living in a Family Foster Home (FFH)? <input checked="" type="radio"/> No <input type="radio"/> Yes					
Is FFH Provider related to student? <input type="radio"/> No <input type="radio"/> Yes					
Licensed Children's Institution <input checked="" type="radio"/> No <input type="radio"/> Yes					
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 <input type="radio"/> Other					
Child's family living within LAUSD's boundaries? <input type="radio"/> No <input checked="" 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:

Redesignated Fluent English Proficient

Start Date:

25-MAY-2022

Withdrawal by Parent Request:

☐ Yes ☐ No

Reclassification Date:

14-DEC-2022

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	Social Emotional	<input checked="" type="radio"/>	<input type="radio"/>	
Category	Social Emotional			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	
2	Citing evidence	<input type="radio"/>	<input checked="" type="radio"/>	needs more time to cite 3 pieces of evidence with 80%
Category	Writing			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	
3	Written Expression	<input type="radio"/>	<input checked="" type="radio"/>	needs more time to reach 80% planning, revising, and editing
Category	Writing			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	
4	Math	<input type="radio"/>	<input checked="" type="radio"/>	needs more time to reach 80% accuracy when solving
Category	Math			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	word problems involving division
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	
5	Behavioral Support	<input type="radio"/>	<input checked="" type="radio"/>	needs more than 2 adult prompts to stay on task with 80%
Category	Behavior Intervention			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	
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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Meeting Date

06-NOV-2023

## Section E: Present Level of Performance

Performance Area:

health

Category:

Health



Assessment/Monitoring Process Used:

assessment/record review/parent conference

State/District Assessment Results:

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

Health Summary: Milan is an 12-year-old diagnosed with ADHD, asthma, and seasonal allergies. He takes daily medication. Mother reports student has allergy to wheat and peanuts. Student does not utilize an EpiPen at this time. He receives a special diet at school. Student sprained his right toe and fractured his left wrist in 09/2023 which healed without complications. No recent history of illness or hospitalization.

Strengths: Student passed vision screening on 8/23/23 and a hearing screening on 8/28/23. He can perform activities of daily living independently and is able to communicate needs.

Areas of need: Health is not an area of need.

Impact of disability: Health does not adversely impact participation, performance, and access to the educational program.

Accommodations/modifications: Student may have inhaler in PE and other activities as per doctor order.

Tina M. Nguyen MS, RN, ANP-BC  
10/6/23

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):

## INDIVIDUALIZED EDUCATION PROGRAM (IEP)

## Los Angeles Unified School District

Student **VALMAN** **MILAN** **R** **MI** **Date of Birth** **10-JAN-2011** **Meeting Date** **06-NOV-2023**

**Last First MI**

## Section E: Present Level of Performance

Performance Area: **Social Emotional (1)**

Category: **Social Emotional** ▼

Assessment/Monitoring Process Used: **Review of Progress Notes, Observations, Interviews, Review of Records**

State/District Assessment Results: **N/A**

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

Areas of Strength: A review of progress notes and observations indicate Milan has met his goal of apply goal setting skills to increase academic or social success. Milan attends counseling with a positive attitude and he actively participates in all activities. He contributes freely in discussions and he shares his thoughts, ideas, and feelings. Milan follows group rules well; he is courteous and respectful towards the counselor and he interacts well with group members. He engages in reciprocal conversations with peers during session and he attends while others share during discussion. Milan desires to do well in school and he expresses concern about missing class time when he comes to group. Milan is able to identify his feelings and identify school stressors. He is able to give good examples of calming strategies he has learned, and he is able to demonstrate these strategies. Currently, teachers report 'Milan is very curious and personable. He is very social and enjoys interacting with others. I love that he loves to play Wordle any chance he can get,' and 'Curiosity about concepts he finds interesting.' Milan's Fall 10-week grade marks ranged A (Theater, PE) to C (Math, History, Science, English) and Work Habits and Cooperation marks were Satisfactory to Excellent in Theater, Math, History, PE, and Science.

Performance Area: **Social Emotional (2)**

Category: **Social Emotional** ▼

Assessment/Monitoring Process Used: **Review of Progress Notes, Observations, Interviews, Review of Records**

State/District Assessment Results: **N/A**

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

Areas of Need: No areas of concern are noted during DIS Counseling sessions. Milan has opted out of counseling a number of times because he is concerned about missing class. Counselor has honored his wishes and Milan has return to class after discussing it. Currently, teachers report Milan greatly struggles with his impulse control, he is very social in class, and physical interaction with his peers despite numerous reminders from his English teacher. Science teacher reports he struggles with focusing, completing assignments, and staying on task. Milan is reported to have 'difficulty accepting directions and/or requests.' Milan's Fall 10-week teacher's comments were 'Does not complete assignments/tasks' (Science), 'Demonstrates a lack of self-control' (English), 'Seldom works in class. Wastes time' (English), and 'Often exhibits discourteous and inconsiderate behaviors' (English). Milan earned a U mark for Work Habits and Cooperation in English on the 10 week report card.

Impact: Milan's eligibility of Other Health Impairment (OHI) due to characteristics consistent with ADHD appears to impact his access to the general education curriculum.

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## Section E: Present Level of Performance

Performance Area:

Math

Category:

Math

Assessment/Monitoring Process Used:

teacher input, observation, review of work, 2022-2023 SBAC scores, informal

State/District Assessment Results:

2022-2023 math SBAC score: 2490 (standard nearly met)

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

## Strengths

Based on iReady diagnostics, Milan is able to solve all whole number operations with regrouping. He also showed the ability to change fractions to percentages and percentages to fractions. He is able to place and compare positive and negative numbers on a number line, solve fractions with common denominators, and can determine when to use addition and subtraction when 1-2 step word problems. In class, Milan has shown the ability to work with a scale factor of 1/2 or 2 by drawing the scaled copy next to the original figure.

## Areas of Need

iReady test results indicate that Milan would benefit from support and practice with ratio and percent concepts, multiplication and division of multi-digit decimals, and review of the number system. He will also benefit from support when asked to use the distributive property to simplify expressions, when determining unit rate/constant of proportionality, as well as setting up ratios when solving word problems. Milan also benefits from consistent practice in the iReady math program that is designed to address specific skills that he needs to focus on (such as using the order of operations, solving exponents, identifying and comparing information from graphs and charts).

## Impact of Disability

Milan's eligibility as a student with OHI impedes his ability to independently solve ratios and percent problems, which impacts his participation and progress in the general education curriculum.

Performance Area:

Written Language

Category:

Writing

Assessment/Monitoring Process Used:

teacher input, observation, review of work, 2022-2023 SBAC scores, informal

State/District Assessment Results:

2022-2023 ELA SBAC score: 2398 (standard not met)

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

## Strengths

In class, Milan has shown the ability to express ideas in writing with clarity. He uses simple, compound, and complex sentences and is able to use appropriate ending punctuation and initial capitalization. Milan can write a paragraph about a topic that includes an introductory sentence, supporting details, and a concluding statement (but benefits from support when integrating his own commentary on how pieces of evidence support the main idea).

## Areas of Need

The RACE method of writing is currently being taught in class and Milan benefits from guidance when annotating, citing evidence, and providing explanations of how evidence from the text supports the main idea or thesis statement. Milan will also benefit from support when writing persuasive pieces, in particular addressing counter arguments and opposing claims. It helps to provide Milan with graphic organizers to use during the prewriting stage, support him when using transitional words or phrases, as well as help Milan review and edit his work as needed before turning assignments in.

## Impact of Disability

Milan's eligibility as a student with OHI impedes his ability to independently address counter arguments and opposing claims, which impacts his participation and progress 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:

teacher input, observation, progress report

State/District Assessment Results:

n/a

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

## Strengths

When Milan is motivated in class, and with consistent prompting from teachers, he is able to engage in class work and other activities appropriately. When motivated, Milan has the ability to appropriately participate in class discussions by raising his hand (with some prompting) and offering his perspectives. He has a good sense of humor but needs guidance on when is an appropriate time to be funny. If Milan is interested in the topic(s) being taught, he is more apt to engage in the activity with minimal distractions. However, consistent prompting is necessary multiple times per period in order for Milan to manage behavior and exemplify appropriate work habits.

## Areas of Need

Milan has difficulty managing his own behavior without the support and redirection from adults in the class room. Multiple prompts are often needed for Milan to stay seated, refrain from talking to peers, and engage in on-task behavior. Without prompting, Milan will get out of his seat and walk around the class room talking to peers several times per period. He can be easily distracted, so it helps to consistently check in with Milan during class to make sure he understands what the expectations or directions are for the assignments or tasks. Sometimes Milan resists help by not listening to suggestions from adults in the class room.

## Impact of Disability

Milan's eligibility as a student with OHI impedes his ability to independently manage his behavior, which impacts his participation and progress in the general education curriculum.

Performance Area:

Reading

Category:

Reading

Assessment/Monitoring Process Used:

teacher input, observation, review of work, 2022-2023 SBAC scores, informal

State/District Assessment Results:

2022-2023 ELA SBAC score: 2398 (standard not met)

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

## Strengths

Milan is able to access grade level reading materials in class with support. Based on iReady diagnostic results, Milan can recognize synonyms and antonyms, demonstrate understanding of homophones, multiple-meaning words, shades of meaning, alliteration, and figurative language (such as similes, metaphors, or idioms). Milan has shown the ability to identify and explain the significance of character attributes, setting, and conflict. Milan can also access grade level informational materials for a general understanding (but benefits from support when analyzing primary source documents and detailed consumer documents). With support, Milan is able to learn new vocabulary words and with practice will be able to use them in his class work.

## Areas of Need

Milan benefits from support when determining the central idea of informational text, identifying author purpose or bias, and independently summarizing what he has independently read from informational materials. Based on iReady diagnostic results, Milan will benefit from support when asked to explain that a word and its synonym have the same or a similar meaning, and that a word and its antonym have the opposite or nearly opposite meaning. It helps to show Milan that when he chooses synonyms for words, he may be inadvertently changing the intent of the writing. Milan also benefits from support when asked to identify and interpret figurative language and literary devices, including imagery, idioms, onomatopoeia, alliteration, rhythm, rhyme, and repetition.

## Impact of Disability

Milan's eligibility as a student with OHI impedes his ability to independently determine the central idea of informational text, which impacts his participation and progress in the general education curriculum.

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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:

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:



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:

Behavioral Support

Category:

Behavior Intervention

Annual Goal #:

1

Milan will refrain from getting out of his seat and talking to peers during instructional time with 1 adult prompt per period with 90% accuracy in 5 out of 6 academic classes.

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

teacher input, progress reports

Incremental objective #1 related to the goal:

Milan will refrain from getting out of his seat and talking to peers during instructional time with 2 adult prompts per period with 80% accuracy in 5 out of 6 academic classes.

Incremental objective #2 related to the goal:

Milan will refrain from getting out of his seat and talking to peers during instructional time with 2 adult prompts per period with 90% accuracy in 5 out of 6 academic classes.

Date to be achieved:

February

2024

MO/YR

Date to be achieved:

June

2024

MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP				
EXPLANATION OF MARKS				
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROGRESS (50-99% of goal met)	2 PARTIAL PROGRESS (1-49% of goal met)	1 NO PROGRESS	
1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary Only)	Goal Achievement
Date:	Date:	Date:	Date:	
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No
If "No" please comment: <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>	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>	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>	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>	If "No" please explain: <div></div>



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## Section G: Annual Goals and Objectives

Performance Area:

Math

Category:

Math

Annual Goal #:

2

Milan will compute unit rates associated with ratios of fractions, including ratios of lengths, areas or other quantities measured in like and unlike units independently as measured by student work in 3 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☐ Norm Referenced☐ Criterion Referenced☒ Curriculum Based☒ Observation☐ Portfolio☒ Work Samples☐ Informal☒ Other

teacher reports, iReady

## Incremental objective #1 related to the goal:

Milan will compute unit rates associated with ratios of fractions, including ratios of lengths, areas or other quantities measured in like and unlike units with support as measured by student work in 3 out of 5 trials with 65% accuracy.

## Incremental objective #2 related to the goal:

Milan will compute unit rates associated with ratios of fractions, including ratios of lengths, areas or other quantities measured in like and unlike units independently as measured by student work in 3 out of 5 trials with 70% 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

## 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 ☐ No

Is progress sufficient to meet annual goal?

Is progress sufficient to meet annual goal?

Is progress sufficient to meet annual goal?

Is progress sufficient to meet annual goal?

Objective 2 Met:

☐ Yes ☐ No☐ Yes ☐ No☐ Yes ☐ No☐ Yes ☐ No☐ Yes ☐ No

If "No" please explain:

If "No" please comment:

If "No" please comment:

If "No" please comment:

If "No" please comment:

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

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## Section G: Annual Goals and Objectives

Performance Area:

Reading

Category:

Reading

Annual Goal #:

3

Milan will determine a central idea of an informational text and how it is presented through particular details independently as measured by student work in 3 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

teacher reports, iReady

☐ Criterion Referenced☒ Work Samples☒ Curriculum Based☐ Informal

## Incremental objective #1 related to the goal:

Milan will determine a central idea of an informational text and how it is presented through particular details with support as measured by student work in 3 out of 5 trials with 65% accuracy.

## Incremental objective #2 related to the goal:

Milan will determine a central idea of an informational text and how it is presented through particular details independently as measured by student work in 3 out of 5 trials with 70% 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

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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## Section G: Annual Goals and Objectives

Performance Area:

Writing

Category:

Writing

Annual Goal #:

4

Milan will write 3 or more paragraphs in support of an argument that introduce claims and address at least one opposing claim, with organized reasons and relevant evidence to demonstrate an understanding of the topic or text independently as measured by student work in 3 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☐ Norm Referenced☐ Criterion Referenced☒ Curriculum Based☒ Observation☐ Portfolio☒ Work Samples☐ Informal☒ Other

teacher reports, iReady

## Incremental objective #1 related to the goal:

Milan will write 3 or more paragraphs in support of an argument that introduce claims and address at least one opposing claim, with organized reasons and relevant evidence to demonstrate an understanding of the topic or text with support as measured by student work in 3 out of 5 trials with 65% accuracy.

## Incremental objective #2 related to the goal:

Milan will write 3 or more paragraphs in support of an argument that introduce claims and address at least one opposing claim, with organized reasons and relevant evidence to demonstrate an understanding of the topic or text independently as measured by student work in 3 out of 5 trials with 70% 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

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 VALMAN

MILAN

R

Date of Birth 10-JAN-2011

Meeting Date 06-NOV-2023

Last

First

MI

## Section G: Annual Goals and Objectives

Performance Area:

Social Emotional

Category:

Social Emotional

Annual Goal #:

5

Milan will identify obstacles to school and social success and use strategies for overcoming them in 4 out of 5 trials per month with minimal adult support as measured by 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 report, self report

☐ Criterion Referenced☐ Work Samples☐ Curriculum Based☒ Informal

## Incremental objective #1 related to the goal:

Milan will identify obstacles to school and social success and use strategies for overcoming them in 2 out of 5 trials per month with moderate adult support as measured by observation.

## Incremental objective #2 related to the goal:

Milan will identify obstacles to school and social success and use strategies for overcoming them in 3 out of 5 trials per month with minimal adult support as measured by observation.

Date to be achieved:

March

2024

MO/YR

Date to be achieved:

August

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:

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student

VALMAN

MILAN

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Date of Birth

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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.

<b>Student will participate in Regular State and District Assessments.</b> <i>(Designated Supports and/or Accommodations identified below are applicable)</i>	<b>CAASPP Subject</b> ELA and Math
Designated Supports: <ul style="list-style-type: none"><li>- Text-to-speech software enabled (for math items and ELA items except for reading passages)</li></ul>	
Accommodations: <ul style="list-style-type: none"><li>- Text-to-Speech software enabled for ELA reading passages (embedded accommodation).</li><li>- Multiplication table for single digits 1-9 (paper-based; not allowed for Grade 3; non-embedded accommodation)</li></ul>	

## INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student VALMAN  
LastMILAN  
FirstR  
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Date 06-NOV-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:

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

10-NOV-2022 (Active) Review - Annual 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

10-NOV-2022 (Active) Review - Annual 

- ☐ 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)

Student

VALMAN

MILAN

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Date of Birth

10-JAN-2011

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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	Denise Lewis	18-AUG-2023
Email	Denise Lewis	28-SEP-2023
Email	Denise Lewis	05-OCT-2023
Phone	Denise Lewis	11-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

6-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.*





## Los Angeles Unified School District

## INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Reconvened Meeting  
Date

Student

VALMAN

Last

MILAN

First

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MI



Date of Birth

10-JAN-2011

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06-NOV-2023

## Section R: Names and Signatures (Signatures on File)

Team Member	Print Name	Signature
Parent/Guardian	Julia Valman-participated by phone	
Parent/Guardian		
Student Age 18 - 21 years		
Student Under Age 18 years		
Surrogate Parent		
Foster Parent		
Family Foster Home Provider		
Administrator		
Administrative Designee	Lisa Siff	Lisa Siff
Special Education Teacher	Matt Johnson	Matthew Johnson
General Education Teacher	Alex Anderson	
School Psychologist	Cammie Brinkman	
School Nurse	Tina Nguyen	Tina Nguyen
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 VALMAN

Last

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Date of Birth 10-JAN-2011

Meeting

Date

06-NOV-2023

## LEAST RESTRICTIVE ENVIRONMENT ANALYSIS

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

Student's Current Placement Type:

<input checked="" type="radio"/> General Education Class/General Education Site	<input 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.

## 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)

Los Angeles Unified School District

Student VALMAN

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## ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)

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

<b>Step C.</b>	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>		

<b>Step D.</b>	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>		

<b>Step E.</b>	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, 5:24 PM

Individualized Education Program (IEP)

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student

VALMAN

MILAN

R

Date of Birth

10-JAN-2011

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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 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="n/a"/>

## INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 1 - Eligibility, Placements and Supports

Student VALMAN

MILAN

R

Date of Birth 10-JAN-2011

Meeting Date 06-NOV-2023

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		Effective With this IEP	Future Changes Related to this IEP
	As of Date:		
Eligibility: (from Page 4)		<b>Eligible (OHI)</b>	
	Final IEP Reason Final IEP Effective Date:		
Curriculum		General Education	
Placement	Type of School	Affiliated Charter	
	Name of School	HALE CA	
Instructional Setting	Setting	General Education	
	Program	GE	
	Special Day Minutes/Wk		
	Addresses Goals	1(Behavioral Support),4(Writing),3(Reading),2(Math)	
Additional Factors	Low Incident Support	None	
	Assistive Technology Support	No	
	Transportation	None	
	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		
Accommodation, Modifications, Supports	Instructional Accommodations	Preferential seating (away from distractors), extended time for assignments & tests/quizzes (100%) not to be applied to long term projects, use of calculator with teacher permission, allow movement breaks, test in smaller setting when available, clear directions, visual schedule, use of graphic organizers when writing, verbal encouragement, masking information when available. prompt/check in with him during tests to make sure he is completing it. may need extra time for transitions and classes. If student is late or absent please contact parent, break down reading passages into small parts and check for comprehension, prompt Milan to keep track of assignments by checking Schoology with him for due dates and missing work, for long projects check in with Milan after a week to see if he is on track, remind Milan about class rules periodically,	
	Instructional Modifications	N/A	
	Other Supports, including Non-Academic and Extra-curricular Activities	N/A	
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	Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary?	<input checked="" type="radio"/> Yes <input type="radio"/> No	
	If the Parent does not agree, specify the area(s) to be reassessed.		

comprehensive reassessment.)			
Comments, as appropriate			
Low Incidence Equipment			
Assistive Technology Equipment			
Participation in General Education	Milan will participate in all general education classes with resource support in math and English. He will also be enrolled in the learning center elective.		

## IEP FAPE Part 2 - Summary of Services

**Date of Birth** 10-JAN-2011 **Meeting Date** 06-NOV-2023

[https://welligent.lausd.net/pls/iepweb/LAUSD\\_IEP\\_DOCUMENTS\\_CUSTOM\\_PKG.PRINT\\_ALL\\_DOCUMENT\\_DETAILS?SID=2489579&IEPID=236...](https://welligent.lausd.net/pls/iepweb/LAUSD_IEP_DOCUMENTS_CUSTOM_PKG.PRINT_ALL_DOCUMENT_DETAILS?SID=2489579&IEPID=236...) 23/30

5(Social Emotional)	Minutes/Interval:	30	
	Minutes/Interval (Pullout from Gen Ed):	30	
	Service Delivery Model:	Direct Service (By a Single Provider)*	
	Responsible Personnel:	Licensed/Credentialed Provider	
		*	
Service 3	Start Date:	Effective on Signature Date	
RLC	End Date:		
RSP: Learning Center - Roster Carrying	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals:	Interval:	Weekly	
<div>1(Behavioral Support)</div> <div>4(Writing)</div> <div>3(Reading)</div> <div>2(Math)</div>	Minutes/Interval:	240	
	Minutes/Interval (Pullout from Gen Ed):	240	
	Service Delivery Model:	RSP: Direct Instruction Services*	
	Learning Center Area:	Math	
	Responsible Personnel:	Resource Specialist Teacher	
*			
Service 4	Start Date:	Effective on Signature Date	
RSP	End Date:		
RSP	Service applies to:	Regular	
	Frequency:	1-5	



**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).

Effective With this IEP		Future Changes Related to this IEP
% of Time per Week outside of General Education	13	

Compensatory education consideration was documented on IEP dated 10-NOV-2022 (Active) Review - Annual

Recompment services consideration was documented on IEP dated 10-NOV-2022 (Active) Review - Annual

PCT workshops are currently being held virtually and the informational packet is available online via the LAUSD Parent Portal. One can register for this online platform at <https://parentportalapp.lausd.net/parentaccess/>. Please call (818) 654-5053 with questions.

The science teacher reported Milan has five outstanding assignments, he does not complete assignments and needs to follow through on work completion. When asked about Milan's social emotional functioning, he further mentioned that Milan can be impulsive and rough house with peers in class. Nevertheless, he has been observed to have positive peer relationships.

Mrs. Valman is requesting that staff check in with Milan a couple times per week to provide guidance and assistance in creating a list of assignments with corresponding due dates, which would help him with his organization. She voiced that Milan struggles starting assignments and knowing where to start.

After much discussion about Milan needing more individualized assistance, the team decided to place him in the Learning Center as his elective.

## INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student VALMAN

MILAN

R

Date of Birth 10-JAN-2011

Meeting Date 06-NOV-2023

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## 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)	No Consent
04	Counseling and Guidance	Effective on Signature Date	Regular	Monthly	1-5	~	30	Social Emotional	--
RSP	RSP	Effective on Signature Date	Regular	Weekly	1-5	RSP-Literacy/ELA/ELD	100	Behavioral Support, Writing, Reading	--
RSP	RSP	Effective on Signature Date	Regular	Weekly	1-5	RSP-Math	100	Behavioral Support, Math	--
RLC	RSP: Learning Center - Roster Carrying	Effective on Signature Date	Regular	Weekly	1-5	RLC-Math	240	Behavioral Support, Writing, Reading, Math	--

## 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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** VALMAN MILAN R **Date of Birth** 10-JAN-2011 **Meeting Date** 06-NOV-2023

**Last First MI**

**1** The behavior impeding learning is: Describe what it looks like:  
off task behavior walks around room, talks to peers during lesson

**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)

2 hourly low 1  
Reported by teachers and 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 type="checkbox"/> Disruption in routines	<input checked="" type="checkbox"/> Work level higher than student's ability	<input checked="" type="checkbox"/> Verbal directives	<input type="checkbox"/> Lack of predictability
<input type="checkbox"/> Time of day	<input checked="" type="checkbox"/> Internal physical/emotional state	<input type="checkbox"/> Peer conflict	<input type="checkbox"/> Over stimulation
<input checked="" 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 type="checkbox"/> Events from previous environments	<input type="checkbox"/> Under stimulation		
<input type="checkbox"/> 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 checked="" type="checkbox"/> Conflict resolution skills
	<input checked="" type="checkbox"/> Transition skills	<input type="checkbox"/> Schedule	<input type="checkbox"/> Effective communication with parent
	<input checked="" type="checkbox"/> Re-teaching	<input checked="" type="checkbox"/> Task structuring	<input type="checkbox"/> Communications system
	<input checked="" type="checkbox"/> Social skills instruction	<input type="checkbox"/> Consequences not clear to student	
	<input checked="" type="checkbox"/> Choices		
<input type="checkbox"/> 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 type="checkbox"/> Give more time on tasks	<input checked="" type="checkbox"/> Allow completion in parts	<input type="checkbox"/> Teach a closure system
Space Changes:	<input checked="" type="checkbox"/> Signal transition	<input type="checkbox"/> Provide a break	<input type="checkbox"/> Give less time on tasks
Material Changes:	<input type="checkbox"/> Preferred seating	<input type="checkbox"/> Different work areas	<input type="checkbox"/> Study carrels
Interaction:	<input 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 type="checkbox"/> Model
	<input checked="" type="checkbox"/> Use specific supportive words	<input checked="" type="checkbox"/> Praise successes	<input type="checkbox"/> Peer Models
	<input checked="" type="checkbox"/> Verbally praise student	<input type="checkbox"/> Use calm, de-escalating language	
	<input type="checkbox"/> Use specific support communications		
<input type="checkbox"/> Other			

Who will establish? teachers and staff Who will monitor? teachers and staff 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** VALMAN MILAN R **Date of Birth** 10-JAN-2011 **Meeting Date** 06-NOV-2023

**Last First MI**

ALTERNATIVE	PART II	FUNCTIONAL FACTORS AND NEW BEHAVIORS TO TEACH AND SUPPORT
<b>8</b>	Team believes the behavior occurs because: (Function of behavior in terms of getting, protest or avoiding something)	
	<p>To Get: <input type="checkbox"/> Sensory input <input checked="" type="checkbox"/> Attention (peer) <input type="checkbox"/> Attention (staff)</p> <p>To Avoid: <input type="checkbox"/> Tangible (desired item) <input type="checkbox"/> Tangible (desired activity) <input type="checkbox"/> Attention (staff)</p> <p><input type="checkbox"/> Sensory input <input type="checkbox"/> Attention (peer) <input type="checkbox"/> Task (too long)</p> <p><input checked="" type="checkbox"/> Task (too difficult) <input type="checkbox"/> Task (too easy)</p> <p>Describe: Milan will talk to peers and avoid working</p>	
<b>9</b>	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?)	
	<p>Milan will raise his hand to ask for clarification on assignment directions, expectations, and to help with task structuring.</p>	
<b>10</b>	What teaching Strategies/Necessary Curriculum/Materials are needed?	
	<p><input type="checkbox"/> Better communication skills <input type="checkbox"/> Anger management <input checked="" type="checkbox"/> Communication system <input checked="" type="checkbox"/> Self-management systems</p> <p><input checked="" type="checkbox"/> Following schedules &amp; routines <input type="checkbox"/> Learning new social skills <input checked="" type="checkbox"/> Learning how to negotiate <input type="checkbox"/> Learning structured choice</p> <p><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</p> <p><input type="checkbox"/> Other</p> <p>Who will establish? teachers and staff Who will monitor? teachers and staff Frequency: as needed</p>	
<b>11</b>	What are reinforcement procedures to use for establishing, maintaining, and generalizing the replacement behavior(s)?	
	<p>Physical: <input type="checkbox"/> High-fives <input type="checkbox"/> Smiles <input type="checkbox"/> Handshake</p> <p>Verbal: <input checked="" type="checkbox"/> Use specific praises <input checked="" type="checkbox"/> Recognition of student's str... <input checked="" type="checkbox"/> Peer recognition</p> <p>Contingent Access: <input type="checkbox"/> Time on the computer <input type="checkbox"/> Free time <input type="checkbox"/> Listen to music</p> <p><input type="checkbox"/> Preferred activity <input checked="" type="checkbox"/> Positive phone calls or notes to home Describe: <input type="checkbox"/> Other</p> <p>Tangibles <input type="checkbox"/> Certificate sent home <input type="checkbox"/> Seating Location</p> <p>Tokens and Points: <input type="checkbox"/> Tokens <input type="checkbox"/> Points</p> <p>Privileges: <input type="checkbox"/> Exempt assignment <input type="checkbox"/> Extra test points</p> <p>Other ideas: <input type="text"/></p> <p>Selection of reinforcer based on: classroom management strategies</p> <p><input checked="" type="checkbox"/> reinforcer for using replacement behavior <input checked="" type="checkbox"/> reinforcer for general increase in positive behaviors</p> <p>By whom? teachers and staff Frequency: as needed</p>	
<b>12</b>	EFFECTIVE REACTION PART III REACTIVE STRATEGIES	
	<p>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)</p> <p>Prompt Milan to switch to the replacement behavior. Talk with, and encourage Milan to follow classroom rules and procedures. Use words of praise toward Milan when he is self-managing behavior successfully.</p> <p>Personnel? teachers and staff</p>	

# **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 **VALMAN** **MILAN** **R** **Date of Birth** **10-JAN-2011** **Meeting Date** **06-NOV-2023**

**Last First MI**

## OUTCOMES

## PART IV

## BEHAVIORAL GOALS

**13**

Behavioral Goal: Goal #: **1**

Milan will refrain from getting out of his seat and talking to peers during instructional time with 1 adult prompt per period with 90% accuracy in 5 out of 6 academic classes.

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?

FAPE part 1

☒ Yes ☐ No

Are environmental supports/changes necessary?

☐ Yes ☒ No

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

☐ Yes ☒ No

Are both teaching of new replacement behavior AND reinforcement needed?

☒ Yes ☐ No

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

☐ Yes ☒ No

Person responsible for contact between agencies.

## COMMUNICATION

## PART V

## COMMUNICATION PROVISIONS

**14**

Manner and content of communication:

☐ Phone calls

☒ Email

☐ Written notes

☐ Daily reports

☐ Daily charting

☐ Behavioral logs

☐ Weekly reports

☐ Other

Between?

school and home

Frequency?

as needed