Number       C/CHAK       I       Date of Rirth:       (#.I.MAR-2010         Student       Z/ZUTLAY       First       MI       Section A: Meeting Information         Pertinent Dates         Type of Meeting         ate of Initial       One-adment of IEP dated         and Review to conducted by       30-AUG-2024       Annual Review (Conducted by 30-AUG-2024)         Annual Review to conducted by       30-AUG-2024       Annual Review (Conducted by 30-AUG-2024)         Annual Review to conducted by       30-AUG-2024       Annual Review (Conducted by 30-AUG-2024)         Annual Review to conducted by       30-AUG-2024       Annual Review (Conducted by 30-AUG-2024)         Annual Review or Fealuation       30-AUG-2024       Annual Review (Conducted by 30-AUG-2024)         Annual Review or Fealuation       30-AUG-2024       Annual Review (Conducted by 30-AUG-2024)         Section of Neeting       VILLAGE GLEN SCII (VALLEY)       District Name       Los Angeles Unified School District         scatchion of Meeting       VILLAGE GLEN SCII (VALLEY)       District Name       Los Angeles Unified School District         accols of the Cam       MADISON MS       Studeer has no Cam       Fieldsc       Studeer has no Cam         ontor Language       Hebrew       Alternate Mode of       Concornalisalisalisalisa	Student Identificati	on	030410M053		SSID	6032358213		Elig	ible (AUT)
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	Unified School District		0		
Student	AZOULAY IZCHAK I			Date of Birth 04-MAR-2010	
	Last First	MI Sectio	on C: Lang	uage Acquisition	
Language Clas	ssification:			Start Date:	
Withdrawal by	Parent Request:	Oy	es O No	Reclassification Date:	
ELPAC Perfor	mance Level and Performance Descriptor:			✓ Test Date:	
	AC Performance Level and Performance			✓ Test Date:	
Descriptor:					
		Section D:	Goal Achie	vement from Current IEP	
		Achie	eved		
Goal for: (ex	ample - Reading)	Yes	No	If No, explain the reason the goal/objective was not achieved	
1	Language 1	$\bigcirc$	0		
Category			Ŭ		
	Objective 1 met	$\bigcirc$	0		
	Objective 2 met	$\bigcirc$	0		
2	Behavioral Support	0	0	at 3 minutes	
Category	Language – Pragmatics	-			
	Objective 1 met	$\bigcirc$	$\bigcirc$	at 3 minutes	
	Objective 2 met	Õ	0	at 3 minutes	
3	Language 3	0	0		
Category	Language – Pragmatics				
	Objective 1 met	$\bigcirc$	0		
	Objective 2 met	$\bigcirc$	0		
4	Reading	0	$\bigcirc$	Assignments not completed, regression	
Category	Reading 🗸				
	Objective 1 met	$\bigcirc$	$\bigcirc$	Assignments not completed, regression	
	Objective 2 met	$\bigcirc$	$\bigcirc$	Assignments not completed, regression	
5	Writing	$\bigcirc$	$\bigcirc$	Regression	
Category	Writing V				
	Objective 1 met	$\bigcirc$	$\bigcirc$	Regression	
	Objective 2 met	$\bigcirc$	$\bigcirc$	Regression	
6	Math	$\bigcirc$	$\bigcirc$	Regression	
Category	Math 🗸				
	Objective 1 met	$\bigcirc$	$\bigcirc$	Regression	
	Objective 2 met	$\bigcirc$	$\bigcirc$	Regression	
7	Social skills	$\bigcirc$	$\bigcirc$	Requires 6+ prompts	
Category	Social Functioning				
	Objective 1 met	$\bigcirc$	$\bigcirc$	Requires 6+ prompts	
	Objective 2 met	$\bigcirc$	$\bigcirc$	Requires 6+ prompts	
8	Prevocational	$\bigcirc$	$\bigcirc$	Beings within 3 minutes with 6+ prompts	
Category	Vocational Education V				
	Objective 1 met	0	$\bigcirc$	Beings within 3 minutes with 6+ prompts	]
	Objective 2 met	$\bigcirc$	$\bigcirc$	Beings within 3 minutes with 6+ prompts	
9	Language 2	$\bigcirc$	$\bigcirc$		
Category	Language – Expressive				
	Objective 1 met	$\bigcirc$	$\bigcirc$		
	Objective 2 met	$\bigcirc$	$\bigcirc$		
10		$\bigcirc$	$\bigcirc$		
Category	( <b>v</b> )				
	Objective 1 met	$\bigcirc$	$\bigcirc$		)
	Objective 2 met	$\bigcirc$	$\bigcirc$		)

Student       AZOULAY       IZCHAK       I       Date of Birth       04-MAR-2010       Meeting Date       01-DEC-2023         Last       First       MI       Section E: Present Level of Performance         erformance Area:       Language- Language, Expressive + Pragmatics         :ategory:       Language       •         :assessment/Monitoring Process Used:       SLP data and observation         tate/District Assessment Results:       n/a         'urrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):         Summary of Services: Izchak is a 13 year old student at Village Glen School. He receives 60 minutes of weekly language and speech services in a group setting during both regular and extended school year as part of the Village Glen School collaborative model. Therapy has primarily focused on responding to questions, engaging in conversations, and using appropriate word and sentence structure.         Strengths: Izchak is kind, patient, and is always eager to attend speech therapy sessions. Izchak has made substantial progress and has achieved all of his annual language and speech goals this year. He can respond appropriately to When, Where and Why questions related to a variety of speech and language activities in 60% of observed opportunities, given 2-3 verbal/visual cues. He also engages in reciprocal conversations regarding a subject of his communication parts' choice while refraining from introducing non-salient information in 70% of observed opportunities, given 2-3 verbal/visual promysto. Lastly, he uses age appropriste yot thense, pronoun use, word order, etc.)	Los Angele	s Unified Scho	ol Dis	strict		I	NDIVID	UALIZ	ZED EDU	CATIO	N PROGR	RAM	(IEP)						Page 3
Section E: Present Level of Performance         erformance Area:       Language. Language, Expressive + Pragmatics         ategory:       Language	8				2	I				Dat	te of Birth	04	-MAR-2010	0	М	eeting	Date	01-DEC	-2023
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Seessment/Monitoring Process Used:       SLP data and observation         tate/District Assessment Results:       n/a         'urrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):         Summary of Services: Izchak is a 13 year old student at Village Glen School. He receives 60 minutes of weekly language and speech services in a group setting during both regular and extended school year as part of the Village Glen School collaborative model. Therapy has primarily focused on responding to questions, regarging in conversations, and using appropriate word and sentence structure.         Strengths: Izchak is kind, patient, and is always eager to attend speech therapy sessions. Izchak has made substantial progress and has achieved all of his annual language and speech goals this year. He can respond appropriately to When, Where and Why questions related to a variety of speech and language activities in 60% of observed opportunities, given 2-3 verbal/visual cues. He also engages in reciprocal conversations regarding a subject of his communication partnerf's choice while refraining from introducing non-salient information in 70% of observed opportunities, given 2-3 verbal/visual cues. He also engages in reciprocal conversations regarding a subject of his communication partnerf's choice while refraining from introducing non-salient information in 70% of observed opportunities, given 2-3 verbal/visual cues. He also engages in reciprocal conversations regarding the set set set set set set set set set se		Alca.		(		, 	inguage,	Expres											
tate/District Assessment Results: n/a urrent Performance/Assessment Summary (include student strengths, student needs and inpact of disability on student performance): Summary of Services: Izchak is a 13 year old student at Village Glen School - He receives 60 minutes of weekly language and speech services in a group setting during both regular and extended school year as part of the Village Glen School - Olaborative model. Therapy has primarily focused on responding to questions, engaging in conversations, and using appropriate word and sentence structure. Strengths: Izchak is kind, patient, and is always eager to attend speech therapy sessions. Izchak has made substantial progress and has achieved all of his annual language and speech goals this year. He can respond appropriately to When, Where and Why questions related to a variety of speech and language activities in 00% of observed opportunities, given 2-3 verbal/visual communication patter's choice while refraining from introducing non-salitent information in 70% of observed opportunities, given 2-3 verbal/visual prompts. Lastly, he uses age appropriate syntax and morphemes (e.g. verb tense, pronoun use, word order, etc.) during structured tasks with 80% accuracy given 2-3 visual/verbal cues. by Gina Doles, MS, SLP, Village Glen Speech Therapist erformance Area: Language Language, Expressive+Pragmatics (continued) assessment/Monitoring Process Used: SLP data and observation tate/District Assessment Results: n/a 'urrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Areas of Needs: Although Izchak has made substantial progress on his language and speech goals, he continues to require support to ensure carryover and generalization of skills while increasing complexity and accuracy with less prompting. Izchak is not yet responding to visual prompts. Lastly, to deson or y ture more sophisticated word and sentence for visual prompts. He also dees not engage in conversations with adults	•••	Manitarina Drago		) مان		0	aleasurati	:		•									
urrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):         Summary of Services: Izchak is a 13 year old student at Village Glen School. He receives 60 minutes of weekly language and speech services in a group setting during both regular and extended school year as part of the Village Glen School collaborative model. Therapy has primarily focused on responding to questions, engaging in conversations, and using appropriate word and sentence structure.         Strengths: Izchak is kind, patient, and is always eager to attend speech therapy sessions. Izchak has made substantial progress and has achieved all of his annual language and speech goals this year. He can respond appropriately to When, Where and Why questions related to a variety of speech and language activities in 60% of observed opportunities, given 2-3 verbal/visual cues. He also engages in reciprocal conversations regarding a subject of his communication while refraining from introducing non-salient information in 70% of observed opportunities, given 2-3 verbal/visual prompts. Lastly, he uses age appropriate syntax and morphemes (e.g. verb tense, pronoun use, word order, etc.) during structured tasks with 80% accuracy given 2-3 visual/verbal cues.         by Gina Doles, MS, SLP, Village Glen Speech Therapist         erformance Area:       Language- Language, Expressive+Pragmatics (continued)         iategory:       SLP data and observation         tatt/District Assessment Results:       n/a         "urrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):         Areas of Needs: Although Izchak has made substantial progress on his language a				ea:		a and	observati	IOII								=			
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annual language and speech goals this year. He can respond appropriately to When, Where and Why questions related to a variety of speech and language activities in 60% of observed opportunities, given 2-3 verbal/visual cues. He also engages in reciprocal conversations regarding a subject of his communication partner's choice while refraining from introducing non-salient information in 70% of observed opportunities, given 2-3 verbal/visual prompts. Lastly, he uses age appropriate syntax and morphemes (e.g. verb tense, pronoun use, word order, etc.) during structured tasks with 80% accuracy given 2-3 visual/verbal cues.	Summary o setting duri	f Services: Izchal ng both regular a	k is a nd ext	13 year of tended so	old studer chool yea	nt at ' ir as p	Village G part of the	ilen Sc e Villag	hool. He re ge Glen Sc	eceives ( hool col	50 minutes laborative 1	of w	veekly langu	age and sp	peech s	service			
erformance Area:       Language-Language, Expressive+Pragmatics (continued)         L'ategory:       Language         sassessment/Monitoring Process Used:       SLP data and observation         tate/District Assessment Results:       n/a         Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):         Areas of Needs: Although Izchak has made substantial progress on his language and speech goals, he continues to require support to ensure carryover and generalization of skills while increasing complexity and accuracy with less prompting. Izchak is not yet responding to 'when', 'where', 'why', and 'how' questions with detailed responses given less than 2 verbal or visual prompts. He also does not engage in conversations with adults and peers on a nonpreferred topic with relevant responses, questions, or comments for more than 3 reciprocal exchanges given less than 2 verbal or visual prompts. Lastly, he does not yet use more sophisticated word and sentence structure to expand or combine sentences during structured speech tasks by using coordinating or subordinating conjunctions (i.e., but, yet, so, or, although, in order to, because, unless, etc.) with less than 2 verbal or visual prompts.         Impact: Due to Izchak's difficulties with responding to questions, engaging in conversations, and using appropriate word/sentence structure, he may have difficulties participating in the curriculum.	annual lang activities in communica prompts. La given 2-3 vi	uage and speech 60% of observed tion partner's cho astly, he uses age isual/verbal cues.	goals d oppo bice w appro	this year ortunities hile refra opriate sy	r. He can s, given 2 aining fro yntax and	-3 ve om int mor	ond appro rbal/visua troducing phemes (o	opriatel al cues g non-s	ly to When s. He also e salient info	n, Where engages rmation	and Why c in reciproca in 70% of c	quest al con obsen	ions related nversations rved opport	to a varie regarding unities, giv	ty of s a subj ven 2-2	peech ect of l 3 verba	and laı his ıl/visu:	nguage al	
Category:       Language         ussessment/Monitoring Process Used:       SLP data and observation         tate/District Assessment Results:       n/a         Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):         Areas of Needs: Although Izchak has made substantial progress on his language and speech goals, he continues to require support to ensure carryover and generalization of skills while increasing complexity and accuracy with less prompting. Izchak is not yet responding to 'when', 'where', 'why', and 'how' questions with detailed responses given less than 2 verbal or visual prompts. He also does not engage in conversations with adults and peers on a nonpreferred topic with relevant responses, questions, or comments for more than 3 reciprocal exchanges given less than 2 verbal or visual prompts. Lastly, he does not yet use more sophisticated word and sentence structure to expand or combine sentences during structured speech tasks by using coordinating or subordinating conjunctions (i.e., but, yet, so, or, although, in order to, because, unless, etc.) with less than 2 verbal or visual prompts.         Impact: Due to Izchak's difficulties with responding to questions, engaging in conversations, and using appropriate word/sentence structure, he may have difficulties participating in the curriculum.	5		inage	olen op		1													
Assessment/Monitoring Process Used:       SLP data and observation         tate/District Assessment Results:       n/a         Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):         Areas of Needs: Although Izchak has made substantial progress on his language and speech goals, he continues to require support to ensure carryover and generalization of skills while increasing complexity and accuracy with less prompting. Izchak is not yet responding to 'when', 'where', 'why', and 'how' questions with detailed responses given less than 2 verbal or visual prompts. He also does not engage in conversations with adults and peers on a nonpreferred topic with relevant responses, questions, or comments for more than 3 reciprocal exchanges given less than 2 verbal or visual prompts. Lastly, he does not yet use more sophisticated word and sentence structure to expand or combine sentences during structured speech tasks by using coordinating or subordinating conjunctions (i.e., but, yet, so, or, although, in order to, because, unless, etc.) with less than 2 verbal or visual prompts.         Impact: Due to Izchak's difficulties with responding to questions, engaging in conversations, and using appropriate word/sentence structure, he may have difficulties participating in the curriculum.	'erformance	Area:			Languag	e- La	inguage,	Expres	ssive+Prag	matics (	continued)								
tate/District Assessment Results:       n/a         Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):         Areas of Needs: Although Izchak has made substantial progress on his language and speech goals, he continues to require support to ensure carryover and generalization of skills while increasing complexity and accuracy with less prompting. Izchak is not yet responding to 'when', 'where', 'why', and 'how' questions with detailed responses given less than 2 verbal or visual prompts. He also does not engage in conversations with adults and peers on a nonpreferred topic with relevant responses, questions, or comments for more than 3 reciprocal exchanges given less than 2 verbal or visual prompts. Lastly, he does not yet use more sophisticated word and sentence structure to expand or combine sentences during structured speech tasks by using coordinating or subordinating conjunctions (i.e., but, yet, so, or, although, in order to, because, unless, etc.) with less than 2 verbal or visual prompts.         Impact: Due to Izchak's difficulties with responding to questions, engaging in conversations, and using appropriate word/sentence structure, he may have difficulties participating in the curriculum.	Category:				Langua	ge				►									
Areas of Needs: Although Izchak has made substantial progress on his language and speech goals, he continues to require support to ensure carryover and generalization of skills while increasing complexity and accuracy with less prompting. Izchak is not yet responding to 'when', 'where', 'why', and 'how' questions with detailed responses given less than 2 verbal or visual prompts. He also does not engage in conversations with adults and peers on a nonpreferred topic with relevant responses, questions, or comments for more than 3 reciprocal exchanges given less than 2 verbal or visual prompts. Lastly, he does not yet use more sophisticated word and sentence structure to expand or combine sentences during structured speech tasks by using coordinating or subordinating conjunctions (i.e., but, yet, so, or, although, in order to, because, unless, etc.) with less than 2 verbal or visual prompts. Impact: Due to Izchak's difficulties with responding to questions, engaging in conversations, and using appropriate word/sentence structure, he may have difficulties participating in the curriculum.	ssessment/l	Monitoring Proce	ess Us	ed:	SLP data	a and	observati	ion											
Areas of Needs: Although Izchak has made substantial progress on his language and speech goals, he continues to require support to ensure carryover and generalization of skills while increasing complexity and accuracy with less prompting. Izchak is not yet responding to 'when', 'where', 'why', and 'how' questions with detailed responses given less than 2 verbal or visual prompts. He also does not engage in conversations with adults and peers on a nonpreferred topic with relevant responses, questions, or comments for more than 3 reciprocal exchanges given less than 2 verbal or visual prompts. Lastly, he does not yet use more sophisticated word and sentence structure to expand or combine sentences during structured speech tasks by using coordinating or subordinating conjunctions (i.e., but, yet, so, or, although, in order to, because, unless, etc.) with less than 2 verbal or visual prompts. Impact: Due to Izchak's difficulties with responding to questions, engaging in conversations, and using appropriate word/sentence structure, he may have difficulties participating in the curriculum.				(															
by Gina Doles, MS, SLP, Village Glen Speech Therapist	questions w nonpreferre he does not subordinatin Impact: Du	ith detailed respond topic with relevant yet use more soping conjunctions ( the to Izchak's diff	onses ; vant re ohistic (i.e., b ficultie	given les esponses ated wor ut, yet, s es with re	ss than 2 s, question rd and sen so, or, alth esponding	verba ns, or ntenco nough	I or visua commen e structur n, in order	al prom its for i re to ex r to, be	npts. He als more than a spand or co ecause, unle	so does 1 3 recipro ombine s ess, etc.)	not engage ocal exchan sentences du ) with less t	in conges g uring than 1	given less the g structured 2 verbal or v	s with adult nan 2 verb speech tas visual prof	lts and oal or v sks by mpts.	peers isual p using o	on a rompts coordii	s. Lastly, nating or	
	by Gina Do	oles, MS, SLP, Vi	illage	Glen Sp	eech The	rapist	t												

A Augles Lufified School District Last First MI Section 2: Present Level of Performance formance Area: Hashi Review File Regory: Health Review File Regory: Health Review File Resonant Monitoring Process Used: Recruit interview; stadent school health record review ac:District Assessment Summary (include student sterugha, student needs and impost of diability on student performance): EALTH STMMARY: Health Assessment Information was completed for the re-evaluation IBP with health information of business Student takes daily under than a harway history of schools (Neisy with and U eligibility, Student has a function of 100 areas of the student is independent to the student in performance): EALTH STMMARY: Beach Assessment Summary (include student sterugha, student accels and impost of diability on student performance): EALTH STMMARY: Beach Assessment Summary (include student school health information obtainers): Student takes daily under than a harway history of schools (Neisy with a student school health information obtainers): Student takes daily under than a history history of schools (Neisy with a student school and melications in the part year. Student is in the Soft percentile for weight for thist age approx. Nealing is to ford and melications in the part year. Student is in the Soft percentile for weight for thist age approx. Nealing is to ford and melications in the part year. Student is in the Soft percentile for weight for the student is nealing in the school and melications. FIRENOTHER: Student passed LAUSD hearing and vision screenings without correction on 0.3032/302. Student communicates by using words. Student is the part of DISABELITY: Physical health does not impact student's access, periodipation, and performance in the educational program. ACCOMMODATIONS.ACODIFICATIONS: None based on playsical health. With Care, RN, RSN, (redentialed School Name: RAUSD Special Falsation Name (Incent RStofe 222) formance Area: Regory: Restored Teal Austion Name (Incent RStofe 222) Finterview (A	Los Angele	s Unified Schoo	ol District		INDIVIDUA	ALIZED EDUCA	TION PROGR	AM (IEP)		Pag
Last       First       MI         Section E: Present Level of Performance         formance Area:       Health Review         tegory:       Health         sessment/Monitoring Process Used:       Parent interview; student's observation; school health record review         te/District Assessment Results:       Image: Sessment/Monitoring Process Used:         Trent       Parent interview; student's observation; school health record review         te/District Assessment Summary (include student strengths, student needs and impact of disability on student performance):         EALTH SUMMARY: Health Assessment/information was completed for the re-evaluation EP with health information obtained from review of electronic chool health records and phone conference with father, Avshalma is a nitreen year-and-zero-month-old male student in the fit grade and rolled at Village Glen School (NPS) with an AUT eligibility. Student has a condition that affects mood, thoughts, and/or behavior. Student takes daily ur treating medications at home to assist in the management of the medical condition. Student stared taking medications sitm months ago as reported. tudent has no known history of schools chronic behavior. Student is on the result year. Student is in the 50th percentile for weight for their age group. No allergies to food and medication.         STRENGTHS: Student passed LAUSD hearing and vision screenings without correction on 03/03/2023. Student communicates by using words. Student is dependent in performing self-help skills in the school setting. Student walks independently without any assistance.         AREAS OF NEED: Health is not an area of need.	0			K	Ι		Date of Birth	04-MAR-2010	Meeting Date	01-DEC-2023
formance Area: Health Review Health Health Health Review Review Health Review Health Review Health Review Health R					MI					
tegory: Health   sessment/Monitoring Process Used:   Parent interview; student's observation; school health record review   tet/District Assessment Results:   tet/District Assessment Xummary (include student strengths, student needs and impact of disability on student performance): TEALTH SUMMARY: Health Assessment/information was completed for the re-evaluation IEP with health information obtained from review of electronic chool health records and phone conference with father, Avshalom Azoulay, Lehak is a thirteen-year-and-zero-month-old male student in the 7th grade arolled at Village Glen School (NPS) with an AUT eligibility. Student has a condition that affects mood, thought, and/or behavior. Student takes daily urr treating medications at home to assist in the management of the medical condition. Student stared taking medications six months ago as reported. tudent has no known history of serious/chronic illness, nijury, accident, surgery, and hospitalization in the past year. Student is in the 50th percentile for eight and the 50th percentile for weight for their age group. No allergies to food and medication.   STRENGTHS: Student passed LAUSD hearing and vision screenings without correction on 03/03/2023. Student communicates by using words. Student is dependent in performing self-help skills in the school setting. Student walks independently without any assistance.   NREAS OF NEED: Health is not an area of need.   MPACT OF DISABILITY: Physical health does not impact student's access, participation, and performance in the educational program.   VCCOMMODATIONS/MODIFICATIONS: None based on physical health.   //vian Caro, RN, BSN, Credentialed School Nurse   //vian Caro, RN, BSN, Credentialed School Nurse   //vian Caro, RN, BSN, Credentialed School Nurse   //vian Caro, RN, BSN,	c	A		II 141. D		n E: Present Le	vel of Perform	ance		
sessment/Monitoring Process Used:       Parent interview; student's observation; school health record review         terDistrict Assessment Results:       Parent interview; student's observation; school health record review         IEALTH SUMMARY: Health Assessment/information was completed for the re-evaluation IEP with health information obtained from review of electronic shool health records and phone conference with father, Avshalom Azoulay. Exclusk is a thirteen-year-and-zero-month-old male student in the 7th grade arrolled at Village Glen School (NPS) with an AUT eligibility. Student has a condition that affects mood, thoughts, and/or behavior. Student takes daily uru treating medications six months ago as reported. tudent has no known history of serious/chronic illness, injury, accident, surgery, and hospitalization in the past year. Student is in the 50th percentile for eight and the 50th percentile for weight for their age group. No allergies to food and medication.         TREENGTHS: Student passed LAUSD hearing and vision screenings without correction on 03/03/2023. Student communicates by using words. Student is dependent in performance.         NREAS OF NEED: Health is not an area of need.         MPACT OF DISABILITY: Physical health does not impact student's access, participation, and performance in the educational program.         ACCOMMODATIONS/MODIFICATIONS: None based on physical health.         /ivian Caro, RN, BSN, Credentialed School Nurse LAUSD Special Education Nurse Itinerant 03/06/2023         rformance Area:		Area:			Kevlew					
te/District Assessment Results:  rrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):  EALTH SUMMARY: Health Assessment/information was completed for the re-evaluation IEP with health information obtained from review of electronic hool health records and phone conference with father, Avshalom Azoulay. Izchak is a thirteen-year-and-zero-month-old male student in the 7th grade arrolled at Village Glen School (NPS) with an AUT eligibility. Student has a condition. Student started taking medications six months ago as reported. tudent has no known history of serious/chronic illness, injury, accident, surgery, and hospitalization in the past year. Student is in the 50th percentile for eight and the 50th percentile for weight for their age group. No allergies to food and medication. TTRENGTHS: Student passed LAUSD hearing and vision screenings without correction on 03/03/2023. Student communicates by using words. Student is idependent in performing self-help skills in the school setting. Student walks independently without any assistance. NREAS OF NEED: Health is not an area of need. MPACT OF DISABILITY: Physical health does not impact student's access, participation, and performance in the educational program. ACCOMMODATIONS/MODIFICATIONS: None based on physical health.	• •		TT 1					1 .		
rrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): IEALTH SUMMARY: Health Assessment/information was completed for the re-evaluation IEP with health information obtained from review of electronic chool health records and phone conference with father, Avshalom Azoulay. Izchak is a thirteen-year-and-zero-month-old male student in the 7th grade arrolled at Village Glen School (NPS) with an AUT eligibility. Student has a condition that affects mood, thoughts, and/or behavior. Student takes daily pur treating medications at home to assist in the management of the medical condition. Student started taking medications six months ago as reported. tudent has no known history of serious/chronic illness, injury, accident, surgery, and hospitalization in the past year. Student is in the 50th percentile for eight and the 50th percentile for weight for their age group. No allergies to food and medication. STRENGTHS: Student passed LAUSD hearing and vision screenings without correction on 03/03/2023. Student communicates by using words. Student is dependent in performing self-help skills in the school setting. Student's access, participation, and performance in the educational program. AREAS OF NEED: Health is not an area of need. MPACT OF DISABILITY: Physical health does not impact student's access, participation, and performance in the educational program. ACCOMMODATIONS/MODIFICATIONS: None based on physical health. //vian Caro, RN, BSN, Credentialed School Nurse .AUSD Special Education Nurse Itinerant 03/06/2023 rformance Area: tegory: sessment/Monitoring Process Used: ter/District Assessment Results:		•		Parent in	nterview; student	rs observation; sc	hool health recor	d review		
EALTH SUMMARY: Health Assessment/information was completed for the re-evaluation IEP with health information obtained from review of electronic chool health records and phone conference with father, Avshalom Azoulay, Izchak is a thirten-year-and-zero-month-old male student in the 7th grade moreled at Village Glen School (NPS) with an AUT eligibility. Student has a condition that affects mood, thoughts, and/or behavior. Student takes daily uur treating medications at home to assist in the management of the medical condition. Student started taking medications six months ago as reported. tudent has no known history of serious/chronic illness, injury, accident, surgery, and hospitalization in the past year. Student is in the 50th percentile for eight and the 50th percentile for weight for their age group. No allergies to food and medication. StrEENGTHS: Student passed LAUSD hearing and vision screenings without correction on 03/03/2023. Student communicates by using words. Student is dependent in performing self-help skills in the school setting. Student walks independently without any assistance. AREAS OF NEED: Health is not an area of need. MPACT OF DISABILITY: Physical health does not impact student's access, participation, and performance in the educational program. ACCOMMODATIONS/MODIFICATIONS: None based on physical health.				<u> </u>						
rformance Area: tegory: sessment/Monitoring Process Used: tet/District Assessment Results:	HEALTH S school heal enrolled at four treating Student has height and t STRENGT independen AREAS OI IMPACT C ACCOMM	UMMARY: Heal th records and ph Village Glen Scho g medications at I no known histor the 50th percentil 'HS: Student pass t in performing so F NEED: Health i OF DISABILITY: IODATIONS/MO	th Assessment one conferen- ool (NPS) win nome to assis y of serious/c e for weight f sed LAUSD h elf-help skills is not an area Physical hea DDIFICATION	nt/informa ce with faa AUT t in the ma hronic illt for their ag earing and in the sch of need. Ith does n NS: None	ation was comple ther, Avshalom A T eligibility. Stud anagement of the ness, injury, acci ge group. No alle d vision screenir hool setting. Stud not impact studen based on physic	eted for the re-eva Azoulay. Izchak is leent has a conditio e medical conditio dent, surgery, and ergies to food and ngs without correc lent walks indepe	luation IEP with a thirteen-year-an n that affects mo n. Student starter hospitalization i medication. tion on 03/03/20 ndently without a	health information ob and-zero-month-old m ood, thoughts, and/or b d taking medications s n the past year. Studen 23. Student communic any assistance.	tained from review of ale student in the 7th g ehavior. Student takes ix months ago as repo nt is in the 50th percen cates by using words.	grade daily rted. tile for
sessment/Monitoring Process Used:	erformance		Nurse funera		.025					
tte/District Assessment Results:	Category:					`	•			
		•								
rrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):										
	urrent Perfe	ormance/Assessm	ent Summary	y (include	student strength	s, student needs a	nd impact of disa	ability on student perfo	ormance):	

Student AZOULAY IZCHA	AK I Date of Birth 04-MAR-2010 Meeting Date	01-DEC-2023
	irst MI	
	Section E: Present Level of Performance	
Performance Area:	Language	
Category:	Language	
Assessment/Monitoring Process Used:	Informal assessment, observation, language sample	
State/District Assessment Results:		
Current Performance/Assessment Summar	ary (include student strengths, student needs and impact of disability on student performance):	
assessment is to determine present level of	lage Glen Non-Public School. He participated in a Language and Speech (LAS) assessment per parent requ of performance and appropriate level of support.	
	ents and asks questions, which are largely observations about his environment and topics of interest. He ap opears to enjoy speaking aloud to share thoughts and ideas. He has a working understanding and use of Eng	
understand his language content (e.g., Th about them in a repetitive manner. For ex repeated himself again starting with the fi to others or if his parents enjoyed the mo	mmatical errors that can be understood in context but at times the errors can also impact the listener's ability here's a squirrel is now roping. He's riding and going on the rope). Izchak tends to perseverate on topics, ta example, when talking about a favorite movie, he just described how the characters looked one by one and t first character's description. He had difficulty answering wh- questions, such as if he would recommend the ovie. Izchak also asked questions or made comments that were irrelevant and/or inappropriate and appeared often seem to be rhetorical. Even if the conversation partner responds to his questions, he continues to just of	lking hen e movie d to be
Impact of Disability: Izchak's disability of involvement and progress in the general of	of autism is accompanied by a language disorder that affects his ability to communicate which impacts his education curriculum.	5
Joy Lee, M.A., CCC-SLP Speech and Language Pathologist LAUSD NPS Assessor		
Performance Area:		
Category:	✓	
Assessment/Monitoring Process Used:		
State/District Assessment Results:		
Current Performance/Assessment Summa	ary (include student strengths, student needs and impact of disability on student performance):	

	INDIV	VIDUALIZED EDU	CATION PROGR	AM (IEP)		Page 6 61
Los Angeles Unified School District Student AZOULAY IZCHA	K		Date of Birth	04-MAR-2010	Meeting Date	01-DEC-2023
	rst M				Wreeting Date	01-DEC-2025
		Section E: Present	Level of Perform	ance		
Performance Area:	Reading					
Category:	Reading	•	•			
Assessment/Monitoring Process Used:	Observation, Infor	mal				
State/District Assessment Results:						
Current Performance/Assessment Summa		0 /	1	, I	,	
Strengths: With prompting, Izchak has the demonstrates appropriate letter identification of the strength of th						
Areas of Need: Izchak demonstrates dif words and does not demonstrate knowle	ficulty with reading a lge of grammar conc	nd comprehension ab epts. He requires freq	ove his independen uent prompting to f	t level. He has difficulty follow along during lesso	reading more than 3	syllable
Impact of Disability: Izchak's eligibility involvement and progress in the general			d attain skills/conce	pts in reading and langua	age arts, which impe	des her
Performance Area:	Writing					
Category:	Writing		<b>▼</b>			
Assessment/Monitoring Process Used:	Observation, Infor	mal				
State/District Assessment Results:						
Current Performance/Assessment Summa	ry (include student st	rengths, student need	s and impact of disa	ability on student perform	nance):	
work independently. He has difficulty w Impact of Disability: Izchak's eligibility and progress in the general education cu	of Autism impacts h			pts in language arts, whi	ch impedes his invol	vement

Los Angeles Unified School Di	strict	INDIVIDUA	LIZED EDUCATION PROC	GRAM (IEP)		Page 7 of
	IZCHAK	Ι	Date of Bir	th 04-MAR-2010	Meeting Date	01-DEC-2023
Last	First	MI				
Performance Area:	Math	Section	E: Present Level of Perfor	rmance		
	Mati	-	~			
Category: Assessment/Monitoring Process U:	_	rvation, Informal	•			
State/District Assessment Results:	sed: Obse	rvation, informat				
State/District Assessment Results: Current Performance/Assessment S		da atradant atranatha	atudant nanda and immaat of a	liashiliter an atradant nanfa		
Strengths: With prompting and su			_			tanding
of time of day.	pport, izonak i			the use of multipulatives.	fre hus a suble anaers	
Areas of Need: Izchak demonstra stay on task during his math assig						npting to
Impact of Disability: Izchak's elipprogress in the general education	gibility of Auticurriculum.	sm impacts his ability	y to attend to and retain early r	nath concepts, which imp	edes his involvement	and
Performance Area:	Socia	l Skills				
Category:	Soci	al Functioning	~			
Assessment/Monitoring Process U	sed: Obse	rvation				
State/District Assessment Results:						
Current Performance/Assessment S	Summary (inclu	de student strengths,	student needs and impact of c	lisability on student perfor	rmance):	
Izchak doing good?' or 'Izchak is Impact of Disability: Izchak's eli, progress in the general education	gibility of Auti				s his involvement and	I

	Page 8 of 33 INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Los Angeles Unified School District	
Student AZOULAY IZCHA Last Fin	
	Section E: Present Level of Performance
Performance Area:	Pre-vocational
Category:	Vocational Education
Assessment/Monitoring Process Used:	Observation
State/District Assessment Results:	
Current Performance/Assessment Summar	y (include student strengths, student needs and impact of disability on student performance):
	e ability to follow 1 step directions when they are modeled. With maximum support and prompting, Izchak is able He reacts positively towards praise and positive reinforcement.
	pleting tasks or assignments independently. He requires maximum support to complete simple tasks and to begin has difficulty following directions. He is often inattentive and requires frequent prompting to follow along during a
Impact of Disability: Izchak's eligibility general education curriculum.	of Autism impacts his ability to complete vocational tasks, which impedes his involvement and progress in the
Performance Area:	Behavior Support
Category:	Behavior Intervention
Assessment/Monitoring Process Used:	Observation
State/District Assessment Results:	
Current Performance/Assessment Summar	y (include student strengths, student needs and impact of disability on student performance):
Areas of Need: When dysregulated, Izch Izchak will scream, throw himself on the body.	able to respond well to redirections when he is earning a preferred tangible. ak has difficulty follow directions. He will often make disruptive, off-topic, and repetitive comments. When upset, ground, hit his head, and engage in negative self-talk. He requires frequent prompting to have a safe and calm of Autism impacts his ability to engage in appropriate behaviors, which impedes his involvement and progress in

	Page 9 of 3 INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Los Angeles Unified School District	
Student AZOULAY IZCHA Last Fin	
	Section E: Present Level of Performance
Performance Area:	Cognition/General Ability (Psychoeducational Evaluation)
Category:	General Ability 🗸
Assessment/Monitoring Process Used:	Review of Records/Interviews/Observations/CAS2/TAPS4/VMI6/MVPT4
State/District Assessment Results:	
Current Performance/Assessment Summar	y (include student strengths, student needs and impact of disability on student performance):
measurement strategies, teacher reports, a estimated overall general ability presents	lizing alternative measures of assessment, as per current LAUSD policy, including alternative, multi-dimensional cumulative record review, present psycho-educational assessments, interviews, and observations, Izchak's in the Below Average to Low Average ranges.
Visual Processing: The ability to recogn Results showed the following abilities/sh Association: The process of acquiring b same/different, pattern or logical groups. complex operations of conceptualization, organizational relationships.	abilities/skills to be relative strengths for Izchak and in the Average range: nize, to track, to remember, and to interpret visual information such as shape, contrast, and size. cills to be commensurate with Izchak's overall ability and in the Low Average range: pasic units of information in memory, establishing systems for relating these units to each other as in matching It involves long term memory (as opposed to immediate or short term), and serves as a foundation for the more sense of cause-and-effect relationships, sense of part-to-whole relationships, and development of basic irect attention, to discriminate among, respond to, to sustain or to shift focus as necessary.
Performance Area:	Cognition/General Ability (Psychoeducational Evaluation): cont'd.
Category:	General Ability 🗸
Assessment/Monitoring Process Used:	Record Review/Interviews/Observations/CAS2/TAPS4/VMI6/MVTP4
State/District Assessment Results:	
Current Performance/Assessment Summar	y (include student strengths, student needs and impact of disability on student performance):
Conceptualization: The ability to learn to combine, rearrange, and use in multi-s • Expression: Expression is the process of ideas through language.     Phonological Processing: The ability to include phonological awareness, phonological	nd use of auditory information including auditory discrimination, memory, sequencing, and integration. new concepts presented in an educational setting, using information in an increasingly complex and fluid manner
These results mosly corroborate previous	s assessment findings from April 2018.
Impact of Disability: Issues related with routine and successful participation in an	Izchak's Autism (AUT) coupled with significant learning deficits and ADHD-like symptoms appear to impact his d access to the curriculum.

os Angeles Unified School Student AZOULAY Last erformance Area: ategory: ssessment/Monitoring Proces ate/District Assessment Resu urrent Performance/Assessment Extengths: Socially/emotional izchak was determined and in procedures, yet he required gu contact and his hygiene and at bositive actions be shared witt receive the items he asked for motivated, Izchak has the abil prompting. He is able to respon- significant growth since his er hough his brother is often qui erformance Area: ategory: ssessment/Monitoring Proces	IZCHAK First So So Sused: Re Its: Its: Its: Its: Its: Its: Its: Its:	bocial-Emotional (Ps Social Emotional eview of Records/C nclude student stren ented as a happy, kin forming well and rec port through solo a port through solo a appriate. He was talka id parents and he loo a to impact him neg mple directions. Wh rections when he is lage Glen NPS. He	bychoeducational l Dbservations/Inter ngths, student need nd and polite adol ceiving validation ctivities that stude ative and he thrivy oked for rewards atively, nor did it hen the activity is earning a preferre	Evaluation) Evaluation) views/Rating Measur ds and impact of disa lescent. With any acti and kudos for doing ents would normally ed with positive feed for his positive feed for his positive action impact his performal preferred, Izchak is a ed tangible. Izchak's	bility on student perform vities that did not requir so. He worked diligently attend to on their own. He back and reinforcement. ns. However, when he w nce. Izchak's teacher rep able to participate with n father reported that Izcha	re reading (even short y during assessment He demonstrated good He also requested th vas informed that he of oorts that when calm maximum support and ak has demonstrated	t text), d eye- hat his could not and d
Last erformance Area: ategory: ssessment/Monitoring Proces ate/District Assessment Resu urrent Performance/Assessme Strengths: Socially/emotional izchak was determined and in procedures, yet he required gu contact and his hygiene and at positive actions be shared with receive the items he asked for notivated, Izchak has the abil prompting. He is able to respo- significant growth since his er hough his brother is often qui	First So So So So So So So So So So So So So	MI Sec Decial-Emotional (Ps Social Emotional eview of Records/O nelude student stren ented as a happy, kin forming well and rec oport through solo a opriate. He was talka id parents and he low n to impact him neg mple directions. Wh rections when he is lage Glen NPS. He	bychoeducational l Dbservations/Inter ngths, student need nd and polite adol ceiving validation ctivities that stude ative and he thrivy oked for rewards atively, nor did it hen the activity is earning a preferre	Evaluation) Evaluation) views/Rating Measur ds and impact of disa lescent. With any acti and kudos for doing ents would normally ed with positive feed for his positive feed for his positive action impact his performal preferred, Izchak is a ed tangible. Izchak's	ance res bility on student perform vities that did not requir so. He worked diligent! attend to on their own. H back and reinforcement. ns. However, when he w nce. Izchak's teacher rep able to participate with n father reported that Izcha	nance): re reading (even short y during assessment de demonstrated good . He also requested the as informed that he coorts that when calm aximum support and ak has demonstrated	t text), d eye- hat his could not and d
ategory: ssessment/Monitoring Proces ate/District Assessment Resu urrent Performance/Assessme Strengths: Socially/emotional izchak was determined and in procedures, yet he required gu contact and his hygiene and at positive actions be shared with receive the items he asked for notivated, Izchak has the abil prompting. He is able to respo- significant growth since his er hough his brother is often qui erformance Area: ategory:	S s Used: Re lts:	bocial-Emotional (Ps Social Emotional eview of Records/C nclude student stren ented as a happy, kin forming well and rec port through solo a port through solo a appriate. He was talka id parents and he loo a to impact him neg mple directions. Wh rections when he is lage Glen NPS. He	bychoeducational l Dbservations/Inter ngths, student need nd and polite adol ceiving validation ctivities that stude ative and he thrivy oked for rewards atively, nor did it hen the activity is earning a preferre	Evaluation)	bility on student perform vities that did not requir so. He worked diligently attend to on their own. He back and reinforcement. ns. However, when he w nce. Izchak's teacher rep able to participate with n father reported that Izcha	re reading (even short y during assessment He demonstrated good He also requested th vas informed that he of oorts that when calm maximum support and ak has demonstrated	d eye- hat his could not and d
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ssessment/Monitoring Proces ate/District Assessment Result urrent Performance/Assessment Strengths: Socially/emotionall izchak was determined and in procedures, yet he required gu contact and his hygiene and at obsitive actions be shared with receive the items he asked for notivated, Izchak has the abil prompting. He is able to responsignificant growth since his er hough his brother is often qui	s Used: Re Its: ent Summary (in by, Izchak presenterested in perfo- tidance and supp tire were approo- his teacher and it did not seem ity to follow sim ond well to redir rollment at Vill te challenging t	eview of Records/O nclude student stren ented as a happy, kin orming well and rec oport through solo a opriate. He was talked d parents and he loo n to impact him neg mple directions. Wh rections when he is lage Glen NPS. He	ngths, student need nd and polite adol ceiving validation activities that stude ative and he thrive oked for rewards is gatively, nor did it hen the activity is earning a preferre	views/Rating Measur ds and impact of disa escent. With any acti and kudos for doing ents would normally ed with positive feed for his positive action impact his performat preferred, Izchak is a ed tangible. Izchak's	bility on student perform vities that did not requir so. He worked diligently attend to on their own. H back and reinforcement. ns. However, when he w nce. Izchak's teacher rep able to participate with n father reported that Izcha	re reading (even short y during assessment He demonstrated good He also requested th vas informed that he of oorts that when calm maximum support and ak has demonstrated	d eye- hat his could not and d
ate/District Assessment Result urrent Performance/Assessment Strengths: Socially/emotionall izchak was determined and in procedures, yet he required gue contact and his hygiene and at positive actions be shared with receive the items he asked for notivated, Izchak has the abil prompting. He is able to respo- significant growth since his er hough his brother is often qui	Its: It	nclude student stren ented as a happy, kin orming well and rec oport through solo a opriate. He was talka id parents and he loo n to impact him neg mple directions. Wh rections when he is lage Glen NPS. He	ngths, student need nd and polite adol ceiving validation activities that stude ative and he thrive oked for rewards is gatively, nor did it hen the activity is earning a preferre	ds and impact of disa lescent. With any acti and kudos for doing ents would normally ed with positive feed for his positive action impact his performa preferred, Izchak is a ed tangible. Izchak's	bility on student perform vities that did not requir so. He worked diligently attend to on their own. H back and reinforcement. ns. However, when he w nce. Izchak's teacher rep able to participate with n father reported that Izcha	re reading (even short y during assessment He demonstrated good He also requested th vas informed that he of oorts that when calm maximum support and ak has demonstrated	d eye- hat his could not and d
urrent Performance/Assessme Strengths: Socially/emotionall izchak was determined and in procedures, yet he required gu contact and his hygiene and at positive actions be shared with receive the items he asked for notivated, Izchak has the abil prompting. He is able to respo- significant growth since his en hough his brother is often qui erformance Area: ategory:	ent Summary (in ly, Izchak presei terested in perfo idance and supp tire were approo h his teacher and i, it did not seem ity to follow sin ond well to redir rollment at Vill te challenging t	ented as a happy, kin forming well and rec- port through solo a appriate. He was talka d parents and he low a to impact him neg mple directions. Wh rections when he is lage Glen NPS. He	nd and polite adol ceiving validation ictivities that stude ative and he thrive oked for rewards atively, nor did it hen the activity is earning a preferred	lescent. With any acti a and kudos for doing ents would normally ed with positive feed for his positive action impact his performa preferred, Izchak is a ed tangible. Izchak's	vities that did not requir so. He worked diligent! attend to on their own. H back and reinforcement. ns. However, when he w nce. Izchak's teacher rep able to participate with n father reported that Izcha	re reading (even short y during assessment He demonstrated good He also requested th vas informed that he of oorts that when calm maximum support and ak has demonstrated	d eye- hat his could not and d
Strengths: Socially/emotional lzchak was determined and in orocedures, yet he required gu- contact and his hygiene and at oositive actions be shared with receive the items he asked for- notivated, Izchak has the abil orompting. He is able to respo- significant growth since his er hough his brother is often qui	ly, Izchak presee terested in perfc idance and supp titre were approp a his teacher and it did not seem ity to follow sin and well to redir prollment at Vill te challenging t	ented as a happy, kin forming well and rec- port through solo a appriate. He was talka d parents and he low a to impact him neg mple directions. Wh rections when he is lage Glen NPS. He	nd and polite adol ceiving validation ictivities that stude ative and he thrive oked for rewards atively, nor did it hen the activity is earning a preferred	lescent. With any acti a and kudos for doing ents would normally ed with positive feed for his positive action impact his performa preferred, Izchak is a ed tangible. Izchak's	vities that did not requir so. He worked diligent! attend to on their own. H back and reinforcement. ns. However, when he w nce. Izchak's teacher rep able to participate with n father reported that Izcha	re reading (even short y during assessment He demonstrated good He also requested th vas informed that he of oorts that when calm maximum support and ak has demonstrated	d eye- hat his could not and d
ategory:							
	So	ocial/Emotional (Ps	ychoeducational I	Evaluation) cont'd.			
ssessment/Monitoring Proces	S	Social Emotional		~			
	s Used: Re	ecord Review/Interv	views/Observatio	ns/Rating Scales			
ate/District Assessment Result	lts:						
urrent Performance/Assessme	ent Summary (in	nclude student strer	ngths, student need	ds and impact of disa	bility on student perform	nance):	
Needs: Notwithstanding, asse: ADHD-like symptoms couple directions. He will often make and engage in negative self-ta expectations irrespective of 1: Overall, Izchak is cheerful, ha	d with ongoing disruptive, off- lk. He requires 1 support and in ardworking prea	significant learning f-topic, and repetitiv frequent prompting nstruction where ne adolescent that is ki	g difficulties. His we comments. Who g to have a safe an ecessary, which is ind and caring. Ho	teacher reports that w en upset, Izchak will id calm body. Acader often. He has a diffic owever, due to his sig	when dysregulated, Izcha scream, throw himself o nically, he struggles sign cult time keeping up in c gnificant disabilities rela	ak has difficulty follo on the ground, hit his nificantly with his class. tted to Autism (AUT)	owing s head, ),
ADHD-like symptoms, learnin demonstrates emotional defici					academic expectations.	Furthermore, he also	0
Impact of Disability: Issues re outine and successful particip				nificant learning defi	cits and ADHD-like syn	nptoms appear to imp	pact his

		INDIVIDU	ALIZED EDUCATION PROG	GRAM (IEP)		Page 11 of 3.
	es Unified School Distri	et				
Student		HAK I	Date of Birt	th 04-MAR-2010	Meeting Date	01-DEC-2023
	Last	First MI	Section F: Eligibility			
If applicable	e, areas discussed related to	disability or suspected disab				
For Initial II	EP, interventions attempted	prior to determining eligibili	ty:			
			•			
Eligible as a	a student with the disability	of:				
Code:	AUT	Autism				
	ONot Applicable,	OBlind or	OPartially Sighted			
Additional I	Low Incidence Eligibility (	only for VI, DBL, DEA, HOP	I, or severe OI):			
Code:			]			
	ONot Applicable,	OBlind or	OPartially Sighted			
O Does not	t meet eligibility criteria fo	r Special Education Services	(Initial IFP)			
or	t meet englonity enterna los	special Education Services	(initial iEl ).			
~	ver Eligible for Special Edu	cation Services (Review IEP)	)			
-	ger Eligible (Effective		,			
Date):						
This is a	Final IED the student rome	aine aligible for Special Edua	ation Services until the Effective	Data balaw		
Final IEP Re		ans engible for special Educa		fective Date:		
			eeds of the student are not prim	_		
	al Maladjustment		nporary Physical Disability		ack of instruction in read	-
🗹 Lack	of instruction in math	🗹 Lin	nited English Proficiency	E	Environmental, Cultural o	or Economic Factors

Last	First			
		MI Section Co Annual C	asla and Objectives	
rmance Area:	nguage	Section G: Annual G	_	Goal #: 1
		÷.	s with detailed responses in 80% of trial o	
verbal or visual prompts ove	er 3 consecutive sessions as	measured by SLP data and ob	servation.	
ogress on annual goals to be ovided at either Progress Re	e reported to parents by cor eport or Report Card period	s.	rogress and Achievement from Current II	3P" form(s) which will be
r		Methods of		
<ul> <li>State Assessments</li> <li>Observation</li> <li>Other</li> </ul>	Norm     Portfol	Referenced io	Criterion Referenced Work Samples	<ul><li>Curriculum Based</li><li>Informal</li></ul>
acremental objective #1 rel zchak will respond to 'when' esponses in 60% of trial opp prompts over 3 consecutive s	', 'where', 'why', and 'how' o portunities given no more th	an 2 verbal or visual	÷	'why', and 'how' questions with detailed given no more than 2 verbal or visual prom
ate to be achieved:	July V 2023	✓ MO/YR RT OF PROGRESS AND A	Date to be achieved: Novemb	
4 GOAL MET OR EXCEEDED	<i>3 SUBSTANTIAL PROG</i> met)		ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g	goal met) 1 NO PROGRESS
	2nd Reporting Period	<b>3rd Reporting Period</b>	4th Reporting Period (Secondary	Goal Achievement
Date:	Date:	Date:	Only) Date:	
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:
				O Yes O No
s progress sufficient to neet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Objective 2 Met: $\bigcirc$ Yes $\bigcirc$ No
⊃ <sub>Yes</sub> ○ <sub>No</sub>	$\bigcirc$ Yes $\bigcirc$ No	$\bigcirc$ Yes $\bigcirc$ No	$\bigcirc$ Yes $\bigcirc$ No	If "No" please explain:
f "No" please comment:	If "No" please comment:	If "No" please comment:	If "No" please comment:	
<ul> <li>Needs More Time</li> <li>Excess</li> </ul>	<ul> <li>Needs More Time</li> <li>Excess</li> </ul>	<ul> <li>Needs More Time</li> <li>Excess</li> </ul>	<ul> <li>Needs More Time</li> <li>Excess Absence/Tardy</li> </ul>	
	Absence/Tardy	Absence/Tardy	Assignments Not Completed	
Assignments Not	Assignments Not	Assignments Not	Need to review/revise Goal	
	Completed	Completed	Other	
N 14	□ Need to	□ Need to		
<ul> <li>→ Need to</li> <li>review/revise Goal</li> <li>→ Other</li> </ul>	review/revise Goal	review/revise Goal		

To decrease time scripting on the yard, Izchak will participate and interact with pers for 8 minutes with no more than 4 prompts in 1 out of 5 opportunities as measured by staff observations.	Student AZOULAY	IZCHAK		Date of Birth 04-MAR-2010	Meeting Date 01-DEC-2023
manace Area:       Behavioral Support       Category:       Behavior Intervention	Last	First			
To decrease time scripting on the yard, Lichak will participate and interact with peers for 10 minutes with no more than 2 prompts in 3 out of 3 opportunities as measured by shalf observations.         Progress on annual goals to be reported to parents by completing the "TEP Report of Progress and Achievement from Current IEP" form(s) which will be with deferenced       Curriculum Based         State Assessments       Norm Referenced       Citerion Referenced       Curriculum Based         Other       Discretion       Portotion       Current IEP" form(s) which will participate and interact with for 8 minutes with no more than 3 prompts in 2 out of 5 opportunities as measured by staff observations.       To decrease time scripting on the yard, Labak will participate and interact with for 8 minutes with no more than 3 prompts in 2 out of 5 opportunities as measured by staff observations.         ate to be achieved:       August       2023       MOYR       Date to be achieved:       December       2023       MOYR         Ist Repering Period       3 SUBSELAVILLI PROGRESS AND ACHIEVEMENT FROM CURRENT IEP       EXPLANATION OF MARKS       2 DARITILLI PROGRESS (1-49% of goal met)       I NO PROGRESS (1-49% of goal met)       I NO PROGRESS (1-49% of goal met)       I NO PROGRESS (2-99% of goal         Strengering Period       Date:       Date:       Date:       Disective 1 Met;       Progress Mark:       Progress Mark: </td <td></td> <td></td> <td></td> <td>-</td> <td></td>				-	
regress 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 vided at either Progress Report or Report Card periods.           Methods of Evaluation         Curriculum Based           Observation         Portfolio         Curriculum Based           Observation         Portfolio         Curriculum Based           Other         Informal         Informal           creamental objective 91 related to the goal:         Informal           in decremental objective 92 related to the goal:         Informal           in decremental objective 92 related to the goal:         Informal           in decremental objective 92 related to the goal:         Informal           in decremental objective 92 related to the goal:         Informal           internet with more than a prompts in 1 out of 5 opportunities as measured by staff observations.         Informal internet with more than 3 prompts in 2 out of 5 opportunities as measured by staff observations.           are to be achieved:         August v         2023 v         MOVR           EXPLEDED         3 SUBSTLWITAL PROGRESS Stop 90% of goal         2 PARTIAL PROGRESS (1-49% of goal met)         1 NO PROGRESS           Methods of Yes on the structure in the et annual goal?         State Reporting Period         5 Reporting Period         5 Reporting Period           Intermental goal?         Interment if "Now "please comment:         Y			8,	)	
worldd at either Progress Report or Report Card periods.         Wethods of Evaluation         Other         Other         Construction         Other         Informal         Other         To decrease time scripting on the yard, Izchak will participate and internet with breers for 8 minutes with no more than 4 prompts in 1 out of 5 opportunities as measu staff observations.         Intermential objective #1 related to the goal:         To decrease time scripting on the yard, Izchak will participate and internet with breers for 8 minutes with no more than 4 prompts in 1 out of 5 opportunities as measu staff observations.         ate to be achieved:       August V       2023 V       MOVR <b>EXPLANATION OF MARKS</b> 4 GOAL MET OR SUBSTANTIAL PROGRESS (50-99% of goal 2 PARTIAL PROGRESS (1-49% of goal met)       1 NO PROGRESS (50-99% of goal 2 PARTIAL PROGRESS (1-49% of goal met)         Is Reporting Period       Date:       Objective 1 Met:         Progress Mark:       Progress Mark:       Progress Mark:       Progress Mark:         Progress Mark:       Progress Mark:       Progress Mark:       Objective 1 Met:         Start Progress Mark:       Progress Mark:       Progress Mark:       Yss No         Progress Mark:       Progress Mark:       Progress Mark:       Yss No         Mesence/Tandy	1 0		pate and interact with peers ic	r 10 minutes with no more than 2 prompts	in 3 out of 5 opportunities as
State Assessments       Norm Referenced       Criterion Referenced       Curriculum Based         Observation       Poetfolio       Work Samples       Informal         The remental objective #1 related to the goal:       Incremental objective #2 related to the goal:       The remental objective #2 related to the goal:         To decrease time scripting on the yard, Izchak will participate and interact with promote than 4 prompts in 1 out of 5 opportunities as measured by staff observations.       To decrease time scripting on the yard, Izchak will participate and interact with for 9 minutes with no more than 3 prompts in 2 out of 5 opportunities as measured by staff observations.         Inter to be achieved:       August V       2023 V       MOYR         Pate to be achieved:       December V       2023 V       MOYR         Inter to be achieved:       August V       2023 V       MOYR         Inter to be achieved:       August V       2023 V       MOYR         Inter to be achieved:       August V       2023 V       MOYR         Inter to be achieved:       December V       2023 V       MOYR         Inter to be achieved:       December V       2023 V       MOYR         Inter to be achieved:       December V       2023 V       MOYR         Inter to be achieved:       December V       2023 V       MOYR         Inter to be achieved:				Progress and Achievement from Current IF	EP" form(s) which will be
<sup>2</sup> Observation <sup>3</sup> Other <sup>3</sup> Portfolio <sup>1</sup> Work Samples <sup>1</sup> Informal <sup>3</sup> Other <sup>1</sup> mercunctal objective #1 related to the goal: <sup>1</sup> mercunctal objective #2 related to the goal: <sup>1</sup> odecrease time scripting on the yard, Izchak will participate and interact with <sup>1</sup> minutes with no more than 4 prompts in 1 out of 5 opportunities as <sup>1</sup> measured by staff observations. <sup>1</sup> addition of the yard, Izchak will participate and interact with <sup>1</sup> Date to be achieved: <sup>1</sup> August <sup>2</sup> 2023 <sup>MOYR             <sup>1</sup> Date to be achieved:           <sup>1</sup> August           <sup>2</sup> 2023           <sup>MOYR             <sup>1</sup> Date to be achieved:           <sup>1</sup> August           <sup>2</sup> 2023           <sup>MOYR             <sup>1</sup> Date to be achieved:           <sup>1</sup> August           <sup>2</sup> 2023           <sup>MOYR             <sup>1</sup> Date to be achieved:           <sup>1</sup> August           <sup>2</sup> 2023           <sup>MOYR             <sup>1</sup> Date to be achieved:           <sup>1</sup> August           <sup>2</sup> 2023           <sup>MOYR       <tr< sup=""></tr<></sup></sup></sup></sup></sup></sup>			Methods of	Evaluation	
Other       Incremental objective #1 related to the goal:         To decrease time scripting on the yard, Izchak will participate and interact with peers for 8 minutes with no more than 4 prompts in 1 out of 5 opportunities as measured by staff observations.       Incremental objective #2 related to the goal:         To decrease time scripting on the yard, Izchak will participate and interact with peers for 8 minutes with no more than 4 prompts in 1 out of 5 opportunities as measured by staff observations.       Incremental objective #2 related to the goal:         To decrease time scripting on the yard, Izchak will participate and interact with for 9 minutes with no more than 3 prompts in 2 out of 5 opportunities as measured by staff observations.       Sum 2 out of 5 opportunities as measured by staff observations.         Date to be achieved:       August ∨ 2023 ∨ MOYR       Date to be achieved:       December ∨ 2023 ∨ MOYR         Date to be achieved:       August ∨ 2023 ∨ MOYR       Date to be achieved:       December ∨ 2023 ∨ MOYR         Date to be achieved:       August ∨ 2023 ∨ MOYR       Date to be achieved:       December ∨ 2023 ∨ MOYR         Date to be achieved:       August ∨ 2023 ∨ MOYR       Date to be achieved:       December ∨ 2023 ∨ MOYR         Date:       SUBSTANTIAL PROGRESS (50-99% of goal 2       2 PARTIAL PROGRESS (1-49% of goal met)       I NO PROGRESS         1 GOAL MET OR       3 SUBSTANTIAL PROGRESS (50-99% of goal 2       2 PARTIAL PROGRESS (1-49% of goal met)       I NO PROGRESS         1 Stepporting		$\Box$		$\frown$	
Incremental objective #1 related to the goal:       Incremental objective #2 related to the goal:         To decrease time scripting on the yard, Lzchak will participate and interact with ports for 8 minutes with no more than 4 prompts in 1 out of 5 opportunities as measured by staff observations.       Incremental objective #2 related to the goal:         To decrease time scripting on the yard, Lzchak will participate and interact with ports for 8 minutes with no more than 3 prompts in 2 out of 5 opportunities as measured by staff observations.       Incremental objective #2 related to the goal:         To decrease time scripting on the yard, Lzchak will participate and interact with promotes in 2 out of 5 opportunities as measured by staff observations.       Incremental objective #2 related to the goal:         Date:       August ▼ 2023 ▼ MO/YR       Date to be achieved:       December ▼ 2023 ▼ MO/Y         IEP REPORT OF PROCRESS AND ACHIEVEMENT FROM CURRENT IEP         EXPLANATION OF MARKS         4 GOAL MET OR       3 SUBSTAINTIAL PROGRESS (50-99% of goal       2 P/ARTIAL PROGRESS (1-49% of goal met)       I NO PROGRESS         1 st Reporting Period       2 ad Reporting Period       3 d Reporting Period       Objective I Met:       Objective I Met:         2       Date:       Date:       Date:       Date:       Objective I Met:       Yes No         3 sprogress sufficient to meet annual goal?       Is progress sufficient to meet annual goal?       Sprogress sufficient to meet annual goal? <td< td=""><td></td><td>U Portfo</td><td>lio</td><td>U Work Samples</td><td><math>\sqcup</math> Informal</td></td<>		U Portfo	lio	U Work Samples	$\sqcup$ Informal
To decrease time scripting on the yard, Izchak will participate and interact with pers for 8 minutes with no more than 4 prompts in 1 out of 5 opportunities as measured by staff observations.					
peers for 8 minutes with no more than 4 prompts in 1 out of 5 opportunities as measured by staff observations.			•••••••		
Init is of unitational properties       Init is of unitational properties       Init is of unitational properties         IDENTIFY 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         1 st Reporting Period Date:       2 PARTIAL PROGRESS (1-49% of goal met)       1 NO PROGRESS         1 st Reporting Period Date:       2 Partial propersion of the Reporting Period (Secondary Date:       6 Cold Achievement         Progress Mark:       Progress Mark:       Progress Mark:       Progress Mark:       0 Specific not meet annual goal?         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?       Is progress sufficient to meet annual goal?       If "No" please comment:       If "No" please comme	peers for 8 minutes with no	more than 4 prompts in 1 of	-	for 9 minutes with no more than 3 prom	
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:       2 nd Reporting Period Date:       3 rd Reporting Period Date:       3 rd Reporting Period Date:       4 th Reporting Period (Secondary Only) Date:       Goal Achievement         Progress Mark:       Progress Mark:       Progress Mark:       Progress Mark:       Objective 1 Met:       Objective 1 Met:         2       Is progress sufficient to meet annual goal?       If "No" please comment:       If "No" please comment:       If "No" please comment:       Needs More Time Excess Absence/Tardy       Needs More Time Excess Absence/Tardy       Needs More Time Excess Absence/Tardy       Needs More Time Assignments Not Completed       Need to review/revise Goal       Assignments Not Completed       Need to review/revise Goal       Need to review/revise Goal       If "No" please comments       If "Need to review/revise Goal       Need to review/revise Goal       Output	ate to be achieved:				
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:       3rd Reporting Period Date:       4th Reporting Period (Secondary Only) Date:       Goal Achievement         Progress Mark:       Progress Mark:       Progress Mark:       Progress Mark:       Objective 1 Met:       Objective 1 Met:         2       Is progress sufficient to meet annual goal?       Is meeds More Time Excess Absence/Tardy       Needs to review/revise Goal       Need to review/revise Goal       Need to review/revise Goal       Other					
Date:       09-JUN-2023       Date:       Only '         Progress Mark:       Progress Mark:       Progress Mark:       Progress Mark:       Objective I Met:         2       Image: Im					oal met) 1 NO PROGRESS
Date:       Date:       Date:         Progress Mark:       Progress Mark:       Progress Mark:       Date:         2       Is progress sufficient to meet annual goal?       Is progress sufficient to meet annual goal?       Is progress sufficient to meet annual goal?       Objective 1 Met:         •       Yes       No       Yes       No       Objective 2 Met:         •       Yes       No       Yes       No       If "No" please comment:       If "No" please comment:         If "No" please comment:       If "No" please comment:       If "No" please comment:       If "No" please comment:       If "No" please comment:         Needs More Time       Needs More Time       Needs More Time       Needs More Time       Excess         Absence/Tardy       Assignments Not Completed       Need to review/revise Goal       Need to review/revise Goal       Other         Need to review/revise Goal       Need to review/revise Goal       Need to review/revise Goal       Other	1st Reporting Period	2nd Reporting Period	<b>3rd Reporting Period</b>	4th Reporting Period (Secondary	Goal Achievement
Progress Mark:       Progress Mark:       Progress Mark:       Progress Mark:       Objective 1 Met:         2	Date: 09-JUN-2023	Date:	Date:	• ·	
Inderess Mark.       Inderess Mark.       Inderess Mark.       Inderess Mark.         2				Date:	
2       Is progress sufficient to meet annual goal?       If "No" please comment:       Is progress absence/Tardy       Assignments	Progress Mark.	Progress Mark	Progress Mark	Progress Mark	Objective 1 Met:
2       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       If "No" please comment:       If "No" please completed       Needs More Time       Excess       Assignments Not Completed       Need to review/revise Goal       If weed to review/revise Goal       If w					
Is progress sufficient to meet annual goal? Is progress sufficient	2				
If "No" please comment:       If "No" please comment:       If "No" please comment:       If "No" please comment:         Needs More Time       Needs More Time       Needs More Time       Needs More Time         Excess       Excess       Excess       Excess         Absence/Tardy       Absence/Tardy       Absence/Tardy       Assignments Not         Completed       Completed       Other       Other         Need to       review/revise Goal       review/revise Goal       Other			Is progress sufficient to meet annual goal?		
If "No" please comment:       If "No" please comment:       If "No" please comment:       If "No" please comment:         Needs More Time       Needs More Time       Needs More Time       Needs More Time         Excess       Excess       Excess       Excess         Absence/Tardy       Absence/Tardy       Absence/Tardy       Assignments Not Completed         Need to       Need to       Need to       Need to         review/revise Goal       review/revise Goal       review/revise Goal	O Yes ○ No	$\bigcirc$ Yes $\bigcirc$ No	$\bigcirc$ Yes $\bigcirc$ No	$\bigcirc$ Yes $\bigcirc$ No	If "No" please explain:
Excess       Excess       Excess       Excess         Absence/Tardy       Absence/Tardy       Absence/Tardy       Assignments Not         Assignments Not       Assignments Not       Assignments Not       Need to review/revise Goal         Need to       Need to       Need to         review/revise Goal       review/revise Goal       review/revise Goal	If "No" please comment:	If "No" please comment:	If "No" please comment:	If "No" please comment:	
Excess       Excess       Excess       Excess         Absence/Tardy       Absence/Tardy       Absence/Tardy       Assignments Not         Assignments Not       Assignments Not       Assignments Not       Need to review/revise Goal         Need to       Need to       Need to         review/revise Goal       review/revise Goal       review/revise Goal	Needs More Time	Needs More Time	Needs More Time	Needs More Time	
Absence/Tardy       Absence/Tardy       Absence/Tardy       Assignments Not Completed         Assignments Not Completed       Assignments Not Completed       Assignments Not Completed       Need to review/revise Goal         Need to       Need to       Need to       review/revise Goal       Other	Excess	Excess	Excess	$\Box$	
Completed     Completed     Completed       Need to     Need to       review/revise Goal     review/revise Goal					
Need to review/revise Goal     Need to review/revise Goal     Need to review/revise Goal	□ Assignments Not				
review/revise Goal review/revise Goal				Other	
	Completed				
	Completed Need to	review/revise Goal			
	Completed Need to	review/revise Goal	Other		

Student AZOULAY	IZCHAK		Date of Birth 04-MAR-2010	Meeting Date 01-DEC-2023
Last	First	MI Section Colomoral C		
		Section G: Annual G	-	~
		e ;	guage – Pragmatics V Annual C	
			preferred topic with relevant responses, qu prompts over 3 consecutive sessions as m	
	be reported to parents by con Report or Report Card period		rogress and Achievement from Current II	EP" form(s) which will be
	_	Methods of l	Evaluation	_
State Assessments	Norm	Referenced	Criterion Referenced	Curriculum Based
Observation	Portfo	lio	Work Samples	Informal
Other				
ial opportunities given no	ns, or comments for 3+ recip more than 2 verbal or visual asured by SLP data and obse	l prompts over 3	· · ·	nents for 3+ reciprocal exchanges in 70% c 2 verbal or visual prompts over 3 consecut observation.
te to be achieved:	July V 2023	)	Date to be achieved: Novemb	
	IEF KEFU		ON OF MARKS	11
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROC met)		2 PARTIAL PROGRESS (1-49% of g	oal met) <i>1 NO PROGRESS</i>
st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary	Goal Achievement
Date:	Date:	Date:	Only)	
			Date:	
26.1	D 16.1			Objective 1 Met:
rogress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	
				○ Yes ○ No
			I	Objective 2 Met:
	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	$\bigcirc$ Yes $\bigcirc$ No
leet annual goal?				
oeet annual goal? ) Yes ○ No	meet annual goal?	meet annual goal?	goal?	○ Yes ○ No If "No" please explain:
neet annual goal? Yes No f "No" please comment:	meet annual goal? Yes No If "No" please comment:	meet annual goal? Ves No If "No" please comment:	goal? Yes No If "No" please comment:	
eet annual goal? Yes No f "No" please comment: Needs More Time	meet annual goal? Yes No If "No" please comment: Needs More Time	meet annual goal? Yes No If "No" please comment: Needs More Time	goal? Yes No If "No" please comment: Needs More Time	
heet annual goal? Yes No f "No" please comment: Needs More Time Excess	meet annual goal? Yes No If "No" please comment:	meet annual goal? Ves No If "No" please comment:	goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	
<ul> <li>Yes No</li> <li>Yes No</li> <li>f "No" please comment:</li> <li>Needs More Time</li> <li>Excess</li> <li>Assignments Not</li> </ul>	meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	goal? Yes No If "No" please comment: Needs More Time	
heet annual goal? Yes No f "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	
Excess  Absence/Tardy  Assignments Not  Completed  Need to	meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	
neet annual goal? Yes No f "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to eview/revise Goal	meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	
heet annual goal? Yes No f "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	

Student AZOULAY	IZCHAK	1	Date of Birth 04-MAR-2010	Meeting Date 01-DEC-2023
Last	First	MI Section Co. America C		
rmance Area:	Reading	Section G: Annual G Category: Rea	ding  Annual C	Goal #: 4
		<u> </u>	where, when, why, and how) to show unde	
neasured by work samples	or teacher/staff observations	with 70% accuracy in 3 out of	5 opportunities.	
	be reported to parents by co Report or Report Card perio	ds.	rogress and Achievement from Current II	EP" form(s) which will be
		Methods of	$\square$	
<ul> <li>State Assessments</li> <li>Observation</li> <li>Other</li> </ul>	Norm     Portfo	Referenced	<ul><li>Criterion Referenced</li><li>Work Samples</li></ul>	<ul><li>Curriculum Based</li><li>Informal</li></ul>
when, why, and how) to sh	chak will answer WH questi ow understanding of the rea			swer WH questions (who, what, where, who of the reading as measured by work sample:
ate to be achieved:	August V 202	)	Date to be achieved: Decemb	
	IEP REPC		CHIEVEMENT FROM CURRENT IE ON OF MARKS	P
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PRO met)	GRESS (50-99% of goal	2 PARTIAL PROGRESS (1-49% of g	oal met) 1 NO PROGRESS
1st Reporting Period	2nd Reporting Period	<b>3rd Reporting Period</b>	4th Reporting Period (Secondary	Goal Achievement
Date: 09-JUN-2023	Date:	Date:	Only) Date:	
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:
2				$\bigcirc$ Yes $\bigcirc$ No
s progress sufficient to neet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Objective 2 Met:
🔾 Yes 🔘 No	$\bigcirc$ Yes $\bigcirc$ No	$\bigcirc$ Yes $\bigcirc$ No	$\bigcirc$ Yes $\bigcirc$ No	If "No" please explain:
f "No" please comment:	If "No" please comment:	If "No" please comment:	If "No" please comment:	
Needs More Time Excess Absence/Tardy Assignments Not Completed Not data	<ul> <li>Needs More Time</li> <li>Excess</li> <li>Absence/Tardy</li> <li>Assignments Not</li> <li>Completed</li> <li>Nucl tree</li> </ul>	<ul> <li>Needs More Time</li> <li>Excess</li> <li>Absence/Tardy</li> <li>Assignments Not</li> <li>Completed</li> <li>Nucl tree</li> </ul>	<ul> <li>Needs More Time</li> <li>Excess Absence/Tardy</li> <li>Assignments Not Completed</li> <li>Need to review/revise Goal</li> <li>Other</li> </ul>	
✓ Need to review/revise Goal ✓ Other	<ul> <li>Need to</li> <li>review/revise Goal</li> <li>Other</li> </ul>	<ul> <li>Need to</li> <li>review/revise Goal</li> <li>Other</li> </ul>		

Student AZOULAY	IZCHAK		Date of Birth 04-MAR-2010	Meeting Date 01-DEC-2023
Last	First	MI Section C: Annual C	ask and Objectives	
rmance Area:	Writing	Section G: Annual G Category: Wri	ting  Annual G	oal #: 5
			igh frequency words correctly as measured	
acher/staff observations v	with 70% accuracy in 3 out of	5 opportunities.		
ogress on annual goals to ovided at either Progress	be reported to parents by con Report or Report Card period	ds.	rogress and Achievement from Current IE	P" form(s) which will be
2		Methods of	$\square$	
State Assessments         Observation	<ul><li>□ Norm</li><li>□ Portfo</li></ul>	Referenced	<ul> <li>Criterion Referenced</li> <li>Work Samples</li> </ul>	<ul><li>Curriculum Based</li><li>Informal</li></ul>
Other				
nd high frequency words	3-4 prompts, Izchak will write correctly as measured by wo curacy in 1 out of 5 opportuni	rk samples or teacher/staff	high frequency words correctly as meas observations with 60% accuracy in 2 or	
te to be achieved:	August V 2023		Date to be achieved: December CHIEVEMENT FROM CURRENT IE	
	IEF KEFU			r
4 GOAL MET OR	3 SUBSTANTIAL PROC		ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go	
EXCEEDED	met)	JRE55 (50-7770 01 goal	< °	bal met) 1 NO PROGRESS
EXCEEDED st Reporting Period	met) 2nd Reporting Period			Goal Achievement
st Reporting Period	met) 2nd Reporting Period Date:	3rd Reporting Period Date:	4th Reporting Period (Secondary Only)	
st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary	
st Reporting Period Date: 09-JUN-2023	2nd Reporting Period Date:	<b>3rd Reporting Period</b> Date:	4th Reporting Period (Secondary Only)         Date:	
st Reporting Period Date: 09-JUN-2023 Progress Mark:	2nd Reporting Period	3rd Reporting Period	<b>4th Reporting Period</b> (Secondary Only)	Goal Achievement Objective 1 Met:
st Reporting Period Date: 09-JUN-2023 Progress Mark:	2nd Reporting Period Date:	<b>3rd Reporting Period</b> Date:	4th Reporting Period (Secondary Only)         Date:	Goal Achievement         Objective 1 Met:         O Yes       No
st Reporting Period Date: 09-JUN-2023 Progress Mark: 2 s progress sufficient to	2nd Reporting Period Date:	<b>3rd Reporting Period</b> Date:	4th Reporting Period (Secondary Only)         Date:	Goal Achievement Objective 1 Met:
st Reporting Period Date: 09-JUN-2023 Progress Mark: 2 s progress sufficient to neet annual goal?	2nd Reporting Period         Date:         Progress Mark:         Is progress sufficient to	3rd Reporting Period         Date:         Progress Mark:         Is progress sufficient to	4th Reporting Period (Secondary Only)         Date:         Progress Mark:         Is progress sufficient to meet annual	Goal Achievement Objective 1 Met: Yes No Objective 2 Met:
st Reporting Period         Date:       09-JUN-2023         Progress Mark:         2         s progress sufficient to neet annual goal?         Yes       No	2nd Reporting Period         Date:         Progress Mark:         Is progress sufficient to meet annual goal?	3rd Reporting Period         Date:         Progress Mark:         Is progress sufficient to meet annual goal?	4th Reporting Period (Secondary Only)         Date:         Progress Mark:	Goal Achievement         Objective 1 Met:         Yes       No         Objective 2 Met:         Yes       No
Ist Reporting Period         Date:       09-JUN-2023         Progress Mark:         2         s progress sufficient to neet annual goal?         Yes       No	2nd Reporting Period         Date:         Progress Mark:         Is progress sufficient to meet annual goal?         Yes       No	3rd Reporting Period         Date:         Progress Mark:         Is progress sufficient to meet annual goal?         Yes       No	4th Reporting Period (Secondary Only)         Date:         Progress Mark:	Goal Achievement         Objective 1 Met:         Yes       No         Objective 2 Met:         Yes       No
Ist Reporting Period         Date:       09-JUN-2023         Progress Mark:         2         is progress sufficient to neet annual goal?         Yes       No         f "No" please comment:         Needs More Time         Excess	2nd Reporting Period         Date:         Progress Mark:         Is progress sufficient to meet annual goal?         Yes       No         If "No" please comment:         Needs More Time         Excess	3rd Reporting Period         Date:         Progress Mark:         Is progress sufficient to         meet annual goal?         Yes       No         If "No" please comment:         Needs More Time         Excess	4th Reporting Period (Secondary Only)         Date:         Progress Mark:	Goal Achievement         Objective 1 Met:         Yes       No         Objective 2 Met:         Yes       No
Ist Reporting Period         Date:       09-JUN-2023         Progress Mark:       2         Is progress sufficient to meet annual goal?         Yes       No         If "No" please comment:         Needs More Time         Excess         Absence/Tardy	2nd Reporting Period         Date:         Progress Mark:         Is progress sufficient to meet annual goal?         Yes       No         If "No" please comment:         Needs More Time         Excess         Absence/Tardy	3rd Reporting Period         Date:         Progress Mark:         Is progress sufficient to         meet annual goal?         Yes         No         If "No" please comment:         Needs More Time         Excess         Absence/Tardy	4th Reporting Period (Secondary Only)         Date:         Progress Mark:	Goal Achievement         Objective 1 Met:         Yes       No         Objective 2 Met:         Yes       No
Ist Reporting Period         Date:       09-JUN-2023         Progress Mark:       2         2       is progress sufficient to neet annual goal?         Image: Yes       No         if "No" please comment:       Needs More Time         Excess       Absence/Tardy         Assignments Not       Assignments Not	2nd Reporting Period         Date:         Progress Mark:         Is progress sufficient to meet annual goal?         Yes       No         If "No" please comment:         Needs More Time         Excess         Absence/Tardy         Assignments Not	3rd Reporting Period         Date:         Progress Mark:         Is progress sufficient to         meet annual goal?         Yes       No         If "No" please comment:         Needs More Time         Excess         Absence/Tardy         Assignments Not	4th Reporting Period (Secondary Only)         Date:         Progress Mark:	Goal Achievement         Objective 1 Met:         Yes       No         Objective 2 Met:         Yes       No
Ist Reporting Period         Date:       09-JUN-2023         Progress Mark:       2         2       1         Is progress sufficient to meet annual goal?       No         Yes       No         If "No" please comment:       Needs More Time         Excess       Absence/Tardy         Assignments Not Completed       Completed	2nd Reporting Period         Date:         Progress Mark:         Is progress sufficient to meet annual goal?         Yes       No         If "No" please comment:         Needs More Time         Excess         Absence/Tardy         Assignments Not         Completed	3rd Reporting Period         Date:         Progress Mark:         Is progress sufficient to         meet annual goal?         Yes         No         If "No" please comment:         Needs More Time         Excess         Absence/Tardy         Assignments Not         Completed	4th Reporting Period (Secondary Only)         Date:         Progress Mark:	Goal Achievement         Objective 1 Met:         Yes       No         Objective 2 Met:         Yes       No
Ist Reporting Period         Date:       09-JUN-2023         Progress Mark:       2         2       1         Is progress sufficient to meet annual goal?       1         Yes       No         If "No" please comment:       1         Needs More Time       1         Excess       1         Absence/Tardy       1         Assignments Not       1         Completed       1	2nd Reporting Period         Date:         Progress Mark:         Is progress sufficient to meet annual goal?         Yes       No         If "No" please comment:         Needs More Time         Excess         Absence/Tardy         Assignments Not         Completed	3rd Reporting Period         Date:         Progress Mark:         Is progress sufficient to         meet annual goal?         Yes       No         If "No" please comment:         Needs More Time         Excess         Absence/Tardy         Assignments Not	4th Reporting Period (Secondary Only)         Date:         Progress Mark:	Goal Achievement         Objective 1 Met:         Yes       No         Objective 2 Met:         Yes       No
Ist Reporting Period         Date:       09-JUN-2023         Progress Mark:       2         2	2nd Reporting Period         Date:         Progress Mark:         Is progress Mark:         Ves         No         If "No" please comment:         Needs More Time         Excess         Absence/Tardy         Assignments Not         Completed         Need to	3rd Reporting Period         Date:         Progress Mark:         Is progress sufficient to         meet annual goal?         Yes         No         If "No" please comment:         Needs More Time         Excess         Absence/Tardy         Assignments Not         Completed         Need to	4th Reporting Period (Secondary Only)         Date:         Progress Mark:	Goal Achievement         Objective 1 Met:         Yes       No         Objective 2 Met:         Yes       No

Student AZOULAY	IZCHAK	I	Date of Birth 04-MAR-2010	Meeting Date 01-DEC-2023
Last	First			
	Aath	Section G: Annual G	-	1.11.
	)	Category: Ma	th  Annual Ge and subtraction math questions with sums la	
ccuracy in 3 out of 5 oppor			and subtraction main questions with sums in	
	be reported to parents by cc Report or Report Card perio	ds.	Progress and Achievement from Current IE	P" form(s) which will be
	$\square$	Methods of	$\square$	
<ul> <li>State Assessments</li> <li>Observation</li> <li>Other</li> </ul>	Norm     Portfo	Referenced	<ul> <li>Criterion Referenced</li> <li>Work Samples</li> </ul>	<ul><li>Curriculum Based</li><li>Informal</li></ul>
	aids, Izchak will demonstra ath questions with sums larg rtunities.		addition and subtraction math questions in 2 out of 5 opportunities.	with sums larger than 10 with 60% accura
Pate to be achieved:	August 💙 202.		Date to be achieved: Decembe	
	IEP REPC		CHIEVEMENT FROM CURRENT IEI	Р
4 GOAL MET OR EXCEEDED	<i>3 SUBSTANTIAL PRO</i> met)	EXPLANATI GRESS (50-99% of goal	ON OF MARKS <i>2 PARTIAL PROGRESS</i> (1-49% of go	al met) <i>1 NO PROGRESS</i>
1st Reporting Period	2nd Reporting Period	<b>3rd Reporting Period</b>	4th Reporting Period (Secondary	Goal Achievement
Date: 09-JUN-2023	Date:	Date:	Only) Date:	
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:
2				$\bigcirc$ Yes $\bigcirc$ 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	$\bigcirc$ Yes $\bigcirc$ No	$\bigcirc$ Yes $\bigcirc$ No	$\bigcirc$ Yes $\bigcirc$ No	If "No" please explain:
If "No" please comment:	If "No" please comment:	If "No" please comment:	If "No" please comment:	
<ul> <li>Needs More Time</li> <li>Excess</li> <li>Absence/Tardy</li> </ul>	<ul> <li>Needs More Time</li> <li>Excess</li> <li>Absence/Tardy</li> <li>Assignments Not</li> <li>Completed</li> </ul>	<ul> <li>Needs More Time</li> <li>Excess</li> <li>Absence/Tardy</li> <li>Assignments Not</li> <li>Completed</li> <li>Need to</li> </ul>	Needs More Time     Excess Absence/Tardy     Assignments Not Completed     Need to review/revise Goal     Other	
Assignments Not Completed	└ Need to			

chak will refrain from engaging	g in negative self-talk by l	÷.	oals and Objectiv		
rmance Area: Social schak will refrain from engaging pportunities measured by staff o	g in negative self-talk by l	ategory: Soc			
chak will refrain from engaging	g in negative self-talk by l	÷.		✓ Annual Go	oal #: 7
			e		
			·	·	
ogress on annual goals to be re ovided at either Progress Repo			rogress and Achieve	ment from Current IEF	?" form(s) which will be
_	_	Methods of	Evaluation		_
State Assessments	Norm R	Referenced	Criterion Ret	ferenced	Curriculum Based
Observation	Dertfoli	0	U Work Sample	es	
└ Other					
ncremental objective #1 relate Izchak will refrain from engagin conversations with peers or staff opportunities measured by staff	ng in negative self-talk by f with no more than 5 pro		Izchak will refrain conversations wit		pative self-talk by having positive o more than 4 prompts in 2 out of 5
ate to be achieved: Au	igust V 2023	✓ MO/YR At of progress and a	Date to be achieve		
	IEP KEPOR			COM CURRENT IEP	
	3 SUBSTANTIAL PROG met)		<b>ON OF MARKS</b> 2 PARTIAL PRC	OGRESS (1-49% of goa	al met) <i>I NO PROGRESS</i>
	d Reporting Period	<b>3rd Reporting Period</b>	4th Reporting Pe	riod (Secondary	Goal Achievement
	ate:	Date:	Only)		
09 3011 2025			Date:		
Progress Merles	ogress Mark:	Drogress Marks	Progress Mark:		Objective 1 Met:
	ogress mark:	Progress Mark:	r togress Wark:		Yes O No
2					J
s progress sufficient to Is meet annual goal?	progress sufficient to eet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficie goal?	ent to meet annual	Objective 2 Met: Ves O No
● Yes ○ No ○	) Yes O No	○ Yes ○ No	O Yes O No		If "No" please explain:
f "No" please comment: If '	"No" please comment:	If "No" please comment:	If "No" please con	nment:	
□ Needs More Time □	Needs More Time	Needs More Time	□ Needs More T	lime	
$\Box$ Excess	Excess	Excess	Excess Absen		
Absence/Tardy Ab	osence/Tardy	Absence/Tardy		Not Completed	
Assignments Not	Assignments Not	Assignments Not	Need to review	*	
	ompleted	Completed	Other		
Need to review/revise Goal	J Need to view/revise Goal	└── Need to review/revise Goal			
Other	Other	Other			I

Student AZOULAY	IZCHAK		Date of Birth 04-MAR-2010	Meeting Date 01-DEC-2023
Last	First	MI Section C: Annual C	and Objectives	
rmance Area:	Pre-vocational C	Section G: Annual G Category: Voc	ational Education	Goal #: 8
		8,	in 1 minute of being assigned and show pr	
	easured by staff observations.	5	5 5 1	
ogress on annual goals to ovided at either Progress	be reported to parents by cor Report or Report Card period	mpleting the "IEP Report of P ls.	rogress and Achievement from Current IE	EP" form(s) which will be
<b>、</b>		Methods of	Evaluation	
J State Assessments		Referenced	Criterion Referenced	Curriculum Based
Observation	U Portfol	lio	U Work Samples	L Informal
J Other ■ Other Other John John John John John John John John			Incremental objective #2 related to t	
within 2 minutes of being a	pts from staff assistance, Izch assigned and show progress t ured by staff observations.			f assistance, Izchak will begin his classwo show progress throughout the day in 2 ou servations.
ate to be achieved:	August V 2023	)	Date to be achieved: December	
ate to be achieved:		RT OF PROGRESS AND A	CHIEVEMENT FROM CURRENT IE	
<i>4 GOAL MET OR</i> <i>EXCEEDED</i>	IEP REPO	RT OF PROGRESS AND A EXPLANATION		P
4 GOAL MET OR EXCEEDED	IEP REPO	RT OF PROGRESS AND A EXPLANATION	CHIEVEMENT FROM CURRENT IE DN OF MARKS	P
4 GOAL MET OR EXCEEDED st Reporting Period	IEP REPO 3 SUBSTANTIAL PROG met)	RT OF PROGRESS AND A EXPLANATIO	CHIEVEMENT FROM CURRENT IE DN OF MARKS 2 PARTIAL PROGRESS (1-49% of ge	P pal met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED st Reporting Period	IEP REPO 3 SUBSTANTIAL PROG met) 2nd Reporting Period	RT OF PROGRESS AND A EXPLANATIO GRESS (50-99% of goal 3rd Reporting Period	CHIEVEMENT FROM CURRENT IE DN OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary	P oal met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED st Reporting Period Date: 09-JUN-2023	IEP REPORT 3 SUBSTANTIAL PROG met) 2nd Reporting Period Date:	RT OF PROGRESS AND A EXPLANATIO GRESS (50-99% of goal 3rd Reporting Period Date:	CHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of ge 4th Reporting Period (Secondary Only) Date:	P pal met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED st Reporting Period Date: 09-JUN-2023	IEP REPO 3 SUBSTANTIAL PROG met) 2nd Reporting Period	RT OF PROGRESS AND A EXPLANATIO GRESS (50-99% of goal 3rd Reporting Period	CHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of ge 4th Reporting Period (Secondary Only)	P Deal met) I NO PROGRESS Goal Achievement Objective 1 Met:
4 GOAL MET OR EXCEEDED st Reporting Period Date: 09-JUN-2023	IEP REPORT 3 SUBSTANTIAL PROG met) 2nd Reporting Period Date:	RT OF PROGRESS AND A EXPLANATIO GRESS (50-99% of goal 3rd Reporting Period Date:	CHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of ge 4th Reporting Period (Secondary Only) Date:	Image: Contract of the second seco
4 GOAL MET OR EXCEEDED st Reporting Period Date: 09-JUN-2023 Progress Mark: 2	IEP REPORT 3 SUBSTANTIAL PROG met) 2nd Reporting Period Date:	RT OF PROGRESS AND A EXPLANATIO GRESS (50-99% of goal 3rd Reporting Period Date:	CHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of ge 4th Reporting Period (Secondary Only) Date:	P Deal met) I NO PROGRESS Goal Achievement Objective 1 Met:
<i>4 GOAL MET OR</i> <i>EXCEEDED</i> <b>st Reporting Period</b> Date: 09-JUN-2023 Progress Mark: 2 s progress sufficient to neet annual goal?	IEP REPORTING AND A SUBSTANTIAL PROG met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to	RT OF PROGRESS AND A EXPLANATIO GRESS (50-99% of goal 3rd Reporting Period Date:	CHIEVEMENT FROM CURRENT IE DN OF MARKS 2 PARTIAL PROGRESS (1-49% of ge 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual	Image: P     Image: No progress       Goal Achievement       Objective 1 Met:       Objective 2 Met:
4 GOAL MET OR EXCEEDED st Reporting Period Date: 09-JUN-2023 Progress Mark: 2 s progress sufficient to neet annual goal? Yes O No	IEP REPORTING AND A SUBSTANTIAL PROG met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	RT OF PROGRESS AND A EXPLANATIO GRESS (50-99% of goal 3rd Reporting Period Date:	CHIEVEMENT FROM CURRENT IE DN OF MARKS 2 PARTIAL PROGRESS (1-49% of ge 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal?	Image: P       Image: No         Image: Objective 1 Met:       Objective 1 Met:         Objective 2 Met:       Objective 2 Met:         Yes       No
<i>4 GOAL MET OR</i> <i>EXCEEDED</i> <b>st Reporting Period</b> Date: 09-JUN-2023 Progress Mark: 2 s progress sufficient to neet annual goal? Yes O No	IEP REPORTING AND ADDRESS SUBSTANTIAL PROG met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes O No	RT OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes O No	CHIEVEMENT FROM CURRENT IE DN OF MARKS 2 PARTIAL PROGRESS (1-49% of ge 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes O No	Image: P       Image: No         Image: Objective 1 Met:       Objective 1 Met:         Objective 2 Met:       Objective 2 Met:         Yes       No
4 GOAL MET OR   EXCEEDED     Ist Reporting Period   Date:   09-JUN-2023   Progress Mark:   2   s progress Mark:   2   s progress sufficient to neet annual goal?   Yes   No   f "No" please comment:   Needs More Time   Excess	IEP REPORTIAL PROG met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess	RT OF PROGRESS AND A EXPLANATION EXPLANATION EXPLANATION EXPLANATION EXPLANATION I Specific and Comparison Progress Mark: Is progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess	CHIEVEMENT FROM CURRENT IE DN OF MARKS 2 PARTIAL PROGRESS (1-49% of ge 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	Image: P       Image: No         Image: Objective 1 Met:       Objective 1 Met:         Objective 2 Met:       Objective 2 Met:         Yes       No
4 GOAL MET OR EXCEEDED         Ist Reporting Period         Date:       09-JUN-2023         Progress Mark:       2         is progress sufficient to meet annual goal?         Yes       No         if "No" please comment:         Needs More Time         Excess         Absence/Tardy	IEP REPORTIAL PROG met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy	RT OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	CHIEVEMENT FROM CURRENT IE DN OF MARKS 2 PARTIAL PROGRESS (1-49% of get 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	Image: P       Image: No         Image: Objective 1 Met:       Objective 1 Met:         Objective 2 Met:       Objective 2 Met:         Yes       No
4 GOAL MET OR EXCEEDED   Ist Reporting Period   Date:   09-JUN-2023   Progress Mark:   2   Is progress sufficient to meet annual goal?   Yes   No   If "No" please comment:   Needs More Time   Excess   Absence/Tardy   Assignments Not	IEP REPORTIAL PROG met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not	RT OF PROGRESS AND A         EXPLANATIO         GRESS (50-99% of goal         3rd Reporting Period         Date:	CHIEVEMENT FROM CURRENT IE DN OF MARKS 2 PARTIAL PROGRESS (1-49% of get 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress Mark: Ves No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Image: P       Image: No         Image: Objective 1 Met:       Objective 1 Met:         Objective 2 Met:       Objective 2 Met:         Yes       No
4 GOAL MET OR EXCEEDED Ist Reporting Period Date: 09-JUN-2023 Progress Mark: 2 Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	IEP REPORTING         3 SUBSTANTIAL PROGRET         met)       2nd Reporting Period         Date:	RT OF PROGRESS AND A         EXPLANATIO         GRESS (50-99% of goal         3rd Reporting Period         Date:	CHIEVEMENT FROM CURRENT IE DN OF MARKS 2 PARTIAL PROGRESS (1-49% of get 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	Image: P       Image: No         Image: Objective 1 Met:       Objective 1 Met:         Objective 2 Met:       Objective 2 Met:         Yes       No
EXCEEDED Ist Reporting Period Date: 09-JUN-2023 Progress Mark: 2 Is progress sufficient to meet annual goal? Ves No If "No" please comment: Needs More Time Excess Absence/Tardy	IEP REPORTIAL PROG met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not	RT OF PROGRESS AND A         EXPLANATIO         GRESS (50-99% of goal         3rd Reporting Period         Date:	CHIEVEMENT FROM CURRENT IE DN OF MARKS 2 PARTIAL PROGRESS (1-49% of get 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress Mark: Ves No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Image: P       Image: No         Image: Objective 1 Met:       Objective 1 Met:         Objective 2 Met:       Objective 2 Met:         Yes       No
4 GOAL MET OR EXCEEDED Ist Reporting Period Date: 09-JUN-2023 Progress Mark: 2 Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	IEP REPORTIAL PROGRETION         3 SUBSTANTIAL PROGRETION         met)         2nd Reporting Period         Date:	RT OF PROGRESS AND A         EXPLANATIO         GRESS (50-99% of goal         3rd Reporting Period         Date:	CHIEVEMENT FROM CURRENT IE DN OF MARKS 2 PARTIAL PROGRESS (1-49% of get 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress Mark: Ves No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Image: P       Image: No         Image: Objective 1 Met:       Objective 1 Met:         Objective 2 Met:       Objective 2 Met:         Yes       No

INDIVIDUALIZED EDUCATION PROGRAM (IEP)         Subort District         Student AZOULAY IZCHAK I Date of Birth 04-MAR-2010 Meeting Date 01-DEC-2023         Last First MI         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:         • Noise Buffers       • Test in a separate/smaller setting         Accommodations:       • Multiplication table for single digits 1-9 (paper-based; not allowed for Grade 3; non-embedded accommodation)			INDIVIDITAL 17FD	FDUCATION PROCE	AM (IFP)		Page 20 of
Student       AZOULAY       IZCHAK       I       Date of Birth       04-MAR-2010       Meeting Date       01-DEC-2023         Last       First       MI         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.       CAASPP Subject         (Designated Supports and/or Accommodations identified below are applicable)       ELA and Math         Designated Supports:       -         - Noise Buffers       -         - Test in a separate/smaller setting       Accommodations:	Los Angeles Unified Schoo	ol District	INDIVIDUALIZED	LUCCATION I ROOK	· · · · (121 )		
Last       First       MI         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.       CAASPP Subject         [Designated Supports and/or Accommodations identified below are applicable)       ELA and Math         Designated Supports:       -         -       Test in a separate/smaller setting         Accommodations:       Cache State S			Ι	Date of Birth	04-MAR-2010	Meeting Dat	e 01-DEC-2023
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.       CAASPP Subject [LA and Math]         Designated Supports and/or Accommodations identified below are applicable)       ELA and Math]         Designated Supports:       - Noise Buffers         - Test in a separate/smaller setting       Accommodations:		First	MI			8	
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.       CAASPP Subject [LA and Math]         Designated Supports and/or Accommodations identified below are applicable)       ELA and Math]         Designated Supports:       - Noise Buffers         - Test in a separate/smaller setting       Accommodations:		Sec	tion K: Participation i	n State and District-w	vide Assessments		
(Designated Supports and/or Accommodations identified below are applicable)       ELA and Math         Designated Supports:       -         - Noise Buffers       -         - Test in a separate/smaller setting       -         Accommodations:       -	Assessments administered will			ach grade by the Californ		tion and/or the Los	Angeles Unified School
Designated Supports: - Noise Buffers - Test in a separate/smaller setting Accommodations:	Student will participate in	1 Regular State and	District Assessments.				CAASPP Subject
<ul> <li>Noise Buffers</li> <li>Test in a separate/smaller setting</li> <li>Accommodations:</li> </ul>	(Designated Supports and/	or Accommodations	identified below are app	olicable)			ELA and Math
- Test in a separate/smaller setting Accommodations:	Designated Supports:						
Accommodations:	- Noise Buffers						
Accommodations:	- Test in a separate/smal	ler setting					
	- Multiplication table to	r single digits 1-9 (p	aper-based; not allowed	for Grade 3; non-embe	edded accommodation,	)	

INDIVIDUALIZED EDUCA	ATION PROGRAM (IEP)	Page 21 of 33
Los Angeles Unified School District Student AZOULAY IZCHAK I	Date of Birth 04-MAR-2010 MG	eeting 01-DEC-2023
Last First MI		
Section N: Procedural Safegu	ards and Follow-up Actions	
A Parent's Guide to Special Education Services including Procedural R	ights & Safeguards was provided to the pare	nt in his/her primary language.
✓ The IEP Team Meeting Introductory Statements were read aloud at the begi	nning 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? $\bigcirc$ Yes $\bigcirc$ No $\longrightarrow$	Select Preferred Language:	
Is the parent/guardian requesting official translation? $\bigcirc$ Yes $\bigcirc$ No $\longrightarrow$	elect 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 student at 18 years of age, unless the court has determined otherwise.	ve been informed that the educational decision	n-making rights will transfer to the
Pandemic Learning Loss Consideration of C	ompensatory and/or Recoupment Services	
Compensatory Education Consideration:	<b><u>Recoupment Services Consideration:</u></b>	
✓ The IEP team has reviewed and discussed whether compensatory education is required due to the COVID-19 pandemic. The IEP team has determined:	The IEP team has reviewed and discuss and considered factors that may have in the school facility closures as a result of IEP team has determined:	npacted student's learning during
<ul> <li>Student received all of their special education and related aids and services required by their IEP. Compensatory education is not required.</li> </ul>	<ul> <li>Student has made expected progress t progress is in alignment with expectat achievement. No recoupment services</li> </ul>	tions of progress/goal
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 experienced learning loss as a closures caused by the COVID-19 part	a result of the school facility ndemic and recoupment
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.	services are necessary. The IEP team to address past learning loss. Recoupr included in FAPE Part 2, Part 4 of the service grid, as necessary).	ment services offer details are
<ul> <li>Compensatory education consideration was documented on IEP dated</li> </ul>	Recoupment services consideration w	
22-MAR-2023 (Inactive) Review - Re-evaluation 💙	22-MAR-2023 (Inactive) Review - Re-	evaluation \vee
O Preschool Only Consideration (Transition IEP)		
○ 30-Day IEP Consideration (Out-of-District)		
<ul> <li>Student attends private school within district boundaries and resides outside</li> </ul>	e of district boundaries (Eligibility Determinat	tion Only)
THIS SPACE DELIBER.	ATELY LEFT BLANK.	

	INDIVIDUALIZED EDU	CATION PROGRAM	M (IEP)		Page 22 of 33
Los Angeles Unified School District Student AZOULAY IZCHAK	Ι		04-MAR-2010	Meeting Date	01-DEC-2023
Last First	MI				
	Section Q: Parent Par	ticipation and Co			
Parent Participation		N# (1 1	Parent No		** 71
<ul> <li>Parent/Student (18-21) has participated in the IEP m</li> <li>Parent/Student (18-21) indicated before the meeting to attend.</li> <li>Parent/Student (18-21) was notified 3 times of the n</li> <li>Parent/Student (18-21) did not respond to any of the meeting was held without the Parent/Student (18-21) preconcept Parent/Student (18-21) did not attend and gave perm them if they did not attend.</li> </ul>	that they would not be able neeting time and place. eting notifications and the esent.	Method Phone Email I (PARENT) acknow. request. meeting be reschedu		bel B Birrueta ng was reschedulee	When 29-NOV-2023 22-AUG-2023 d to this date at my /T requested that the IEP
Parent/Stuc	lent (18-21) Agreement		,		
A Parent/Student (18-21) may agree to all or some implement those portions of the IEP to which the p <ul> <li>Parent/Student (18-21) AGREES to all components</li> <li>Parent/Student (18-21) AGREES to all component</li> </ul>	of the components of a prop arent/student (18-21) agrees s of the IEP.	posed IEP. The Dist s so as to not delay j	rict will providing instruction a		
Assessment Specify	··		(*)		
Eligibility Specify					
Instructional Setting Specify					
Services Specify					
O The Parent/Student (18-21) DOES NOT AGREE v A Parent/Student (18-21) is not required to initiate a parent/student (18-21) does wish to initiate a form dispute resolution processes in the District's publica	any form of dispute resoluti n of dispute resolution as to	ion as to component the components of	the proposed IEP, the	parent can find ir	nformation on
	Parent Concern	s and Comments			
Signature(s)				Date 01-DEC	-2023
Parent O Guardian O Studen years	nt age 18-21 years age 18-21	O Surrogate Pare	ent O Emancipa	ated Minor	Foster Parent
Did the school district facilitate parent involvement as a					
✓ I certify that I have received a copy of the Pare can be done at anytime after the IEP meeting	nt Input Survey regarding t	he IEP process. I un	derstand that my com	pletion of the for	m is voluntary and
Signature(s)				Date 1-DEC-	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.



		Reconvened Meeting Date
Student AZOULAY IZCHAK I Last First MI	Date of Birth 04-MAR-2	
	1 R: Names and Signatures (Signatures on File)	
Team Member	Print Name	Signature
arent/Guardian	Avshalom Azoulay	A.A
arent/Guardian	Anker Nama	A.N
tudent Age 18 - 21 years		
tudent Under Age 18 years		
urrogate Parent		
oster Parent		
amily Foster Home Provider		
dministrator		
dministrative Designee	Christine Kazandjian	Christine Kazandjian
pecial Education Teacher	Brianna Plasencia	<i>₽</i> ₽
General Education Teacher		
chool Psychologist	Vedeesh K. Saggar	Vedeesh Saggar
chool Nurse		
Lelated Service Staff LAS	Roshelle Gen	Politik (en
elated Service Staff		
lelated Service Staff		
nterpreter	Irit Drori	I.O
ign Language Interpreter		
gency Representative	Kalee Miller	K.M
gency Representative		
gency Representative		
ther		

s Angeles Unifi	eu senou	of District			Reconv Date	vened Meeting	
Student AZOU		IZCHAK	I	Date of Birth		Meeting Date	01-DEC-2023
I	ast	First	MI				
			Section R	Names and Signatures (Signatu	ures on File)		
	Te	am Member		Print Name		Signature	e
arent/Guardian				Mr. Azoulay (phoned in)			
arent/Guardian							
tudent Age 18 - 2	years						
tudent Under Age	18 years						
urrogate Parent							
oster Parent							
amily Foster Hom	e Provide	er					
Administrator							
Administrative Des	ignee			Christine Kazandjian		Christine Kazandjian	
pecial Education	Feacher			Monica Hall		WH	
General Education	Teacher						
chool Psychologis	t						
chool Nurse							
Related Service Sta	ff						
Related Service Sta	ff						
Related Service Sta	ff 🦳						
nterpreter							
ign Language Inte	rpreter						
gency Representa	tive			Kalee Miller		KN	
Agency Representa	tive						
Agency Representa	tive						
Other							
Other							
Other							
Other							

y Program/Spo pital or Reside : Complete the the Sto s with Disabil ctive setting s entary aids an ns and modifie	IZCHAK First LEAS General Education ecial Education Centrical Care Facility e information below ep that indicates YH ities Education Act hould only occur if d services cannot b cations is not the so	To Be Completed E Studen a Site nter w as part of the IEP ES. After reaching t (IDEA) requires the f the nature or seve be achieved satisface	By the IEP Te ent's Current F P team discus the Step that that students erity of the stu	Date of Birth 04-MAR-2010 VIRONMENT ANALYSIS eam at the IEP Team Meeting Placement Type: Special Day Program/General H Nonpublic School ssion regarding placement from the b t indicates YES, it is also required to with disabilities be educated in the b	Education Site peginning at Step A complete Step F.	01-DEC-2023 A until the team reaches
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complete the the Stu s with Disabil ctive setting s entary aids an ns and modifie	e information below ep that indicates YH ities Education Act hould only occur if d services cannot b cations is not the so	w as part of the IEP ES. After reaching t (IDEA) requires the f the nature or seven the achieved satisfact	the Step that that students erity of the stu	t indicates YES, it is also required to with disabilities be educated in the l	complete Step F.	A until the team reaches
the Sta s with Disabil ctive setting s entary aids an ns and modifie	ep that indicates YF ities Education Act hould only occur if d services cannot b cations is not the so	ES. After reaching t (IDEA) requires the f the nature or sevence achieved satisfact	the Step that that students erity of the st	t indicates YES, it is also required to with disabilities be educated in the l	complete Step F.	A until the team reaches
ctive setting s entary aids an ns and modifie	hould only occur if d services cannot b cations is not the sc	f the nature or seve be achieved satisfac	erity of the st			
ided. In select			r placement in	tudent's disability is such that placen lack of current availability of a stude in a more restrictive setting, unless th ial harmful effect on the child or on t	nent in a less restri nt's required suppo nere is a compellin	ctive setting with the orts, services, g reason why they
		nmodations and/or	r modification	ons in the student's IEP be made avail	lable in a general e	education
)Yes 🧿	the question	on below.			-	_
🔾 Yes (	in a genera	al education classro	oom/setting?	? If YES, all required supports, service	ces, accommodatio	ons and/or modifications
Reviewed data curriculum.	determines that the st	tudent continues to r	require suppor	rt from special education provided in a s	small group setting t	o allow access to the
		mmodations and/or	r modificatio	ons in the student's IEP be made avail	lable on a general	education site in a
		wer is YES, then a	special day p	program on a general education site i	s the appropriate r	placement. If the answer
	is NO, go No in a specia modificatio	ently available, car al day program on a ons must be provid	n the required a general edu	ucation site? If YES, all required sup	ports, services, ac	commodations and/or
	determines that the st	tudent continues to r				
	Can the support lassroom/sett ) Yes ) Yes eviewed data urriculum. Can the support pecial day pr ) Yes )	<ul> <li>an the supports, services, accordassroom/setting?</li> <li>Yes No</li> <li>Yes No</li> <li>If the answith equestion of the question o</li></ul>	<ul> <li>an the supports, services, accommodations and/or lassroom/setting?</li> <li>Yes No</li> <li>If the answer is YES, then a the question below.</li> <li>Yes No</li> <li>If not currently available, can in a general education classromust be provided within a restep B.</li> <li>eviewed data determines that the student continues to nurriculum.</li> <li>an the supports, services, accommodations and/or pecial day program?</li> <li>Yes No</li> <li>If the answer is YES, then a is NO, go to the question below.</li> <li>Yes No</li> <li>If the answer is YES, then a is NO, go to the question below.</li> <li>Yes No</li> <li>If not currently available, can in a special day program on a modifications must be provided with the student continues to the to disability, including distractibility and difficulty to the student continues to the to disability, including distractibility and difficulty to the student continues to the to disability, including distractibility and difficulty to the student continues to the to disability.</li> </ul>	<ul> <li>an the supports, services, accommodations and/or modification lassroom/setting?</li> <li>Yes No</li> <li>If the answer is YES, then a general eduction the question below.</li> <li>Yes No</li> <li>If not currently available, can the require in a general education classroom/setting? must be provided within a reasonable tim Step B.</li> <li>eviewed data determines that the student continues to require supportriculum.</li> <li>an the supports, services, accommodations and/or modification pecial day program?</li> <li>Yes No</li> <li>If the answer is YES, then a special day program?</li> <li>Yes No</li> <li>If the answer is YES, then a special day program on a general education below.</li> <li>Yes No</li> <li>If not currently available, can the require in a special day program on a general education below.</li> <li>Yes No</li> <li>If not currently available, can the require in a special day program on a general education below.</li> <li>Yes No</li> <li>If not currently available, can the require in a special day program on a general education below.</li> <li>Yes No</li> <li>If not currently available, can the require in a special day program on a general education below.</li> <li>Yes No</li> </ul>	<ul> <li>an the supports, services, accommodations and/or modifications in the student's IEP be made avait lassroom/setting?</li> <li>Yes No</li> <li>If the answer is YES, then a general education classroom/setting is the appropring the question below.</li> <li>Yes No</li> <li>If not currently available, can the required supports, services, accommodation in a general education classroom/setting? If YES, all required supports, services must be provided within a reasonable timeline. If the answer is NO, please ar Step B.</li> <li>eviewed data determines that the student continues to require support from special education provided in a striculum.</li> <li>f the answer is YES, then a special day program on a general education site i is NO, go to the question below.</li> <li>Yes No</li> <li>If the answer is YES, then a special day program on a general education site i is NO, go to the question below.</li> <li>Yes No</li> <li>If not currently available, can the required supports, services, accommodation in a special day program on a general education site? If YES, all required sup modifications must be provided within a reasonable timeline. If the answer is below. Then go to Step C.</li> </ul>	<ul> <li>Yes No</li> <li>If the answer is YES, then a general education classroom/setting is the appropriate placement. I the question below.</li> <li>Yes No</li> <li>If not currently available, can the required supports, services, accommodations and/or modificati in a general education classroom/setting? If YES, all required supports, services, accommodation must be provided within a reasonable timeline. If the answer is NO, please articulate why in the Step B.</li> <li>eviewed data determines that the student continues to require support from special education provided in a small group setting the triculum.</li> </ul>

os Angeles	Unified S	chool Distri	ct	INDIVIDUALIZEI	D EDUCATION PROGRAM (IEP)		
-	AZOULAY	/ IZC	HAK	Ι	Date of Birth 04-MAR-2010	Meeting	01-DEC-2023
	Last		First	MI		Date	
		ANNUA			E ENVIRONMENT ANALYSIS	(Continued)	
Step C.	Can the	supports, se	rvices, acco	ommodations and/or mo	odifications in the student's IEP be made avail	lable in a special so	chool setting?
	• Yes	() No	If the ans below.	wer is YES, then a spec	cial school setting is the appropriate placement	nt. If the answer is	NO, go to the quest
	() Yes	○ No	in a speci	ial school setting? If YE	e required supports, services, accommodation ES, all required supports, services, accommod neline. If the answer is NO, please articulate v	lations and/or mod	ifications must be
Step D.	Can the	supports, se	rvices, acco	ommodations and/or mo	odifications in the student's IEP be made avail	lable in a home/ho	spital setting?
	○ Yes	🔿 No	If the ans If the ans	wer is YES, then a hom wer is NO, go to the qu	ne/hospital setting is the appropriate placement uestion below.	nt.	
	○ Yes	○ No	If not cur in a home	rently available, can the e/hospital setting? If YE	e required supports, services, accommodation ES, all required supports, services, accommod neline. If the answer is NO, please articulate v	lations and/or mod	ifications must be
Step E.	Can the	supports, se	rvices, acco	ommodations and/or mo	odifications in the student's IEP be made avail	lable in a residentia	al care facility?
	○ Yes	🔿 No		rently available, articul 1 this setting.	late in the IEP what supports, accommodation	ns and/or modificat	ions are required fo

Student	AZOULAY Last	IZCHAK First	I MI	Date of Birth 04-MAR-2010	Meeting Date	01-DEC-2023
	Al	NNUAL LEA	ST RESTRICTIV	E ENVIRONMENT ANALYSIS	(Continued)	
			To Be Completed By	the IEP Team at the IEP Team Meeting		
Step F.			d in the contents of this cluding (check all that a	IEP, and the placement being considered by pply):	the IEP team, outwo	eigh any potential
		Missed genera Rate at which s Lack of opport Lack of opport Amount of soc Limited access	student may earn credit tunity for social interact tunities for age-appropr cialization opportunities s to peers in student's ho	aught by highly qualified staff s for graduation ion iate peer role models with typical peers		

	AZOULAY	School District	Date of Birth 04-MA	E Part 1 - Eligibility, Placements and Supports R-2010 Meeting Date 01-DEC-2023
Student	Last	First	MI	R-2010 Meeting Date 01-DEC-2023
	Last	Tinst	1788	
			Effective With this IEP	Future Changes Related to this IEP
		As of Date:	01-DEC-2023	04-DEC-2023
Eligibility:	•		Eligible (AUT)	
from Page 4	4)	Final IEP Reason Final IEP Effective Date:		
Curriculum			General Education	Alternate Curriculum
Placement		Type of School	Nonpublic School	Nonpublic School
		Name of School	VILLAGE GLEN SCH (VALLEY) (NPS)	BRIDGEPORT SCHOOL (NPS)
Instructiona	l Setting	Setting	Special Education	Special Education
		Program	NPS	NPS
		Special Day Minutes/Wk	1500	1500
		Addresses Goals	l(Language),2(Language- Pragmatics),4(Reading),5(Writing),6(Math),7(Socia l Skills),8(Pre-vocational ),9(Behavioral Support)	2(Language- Pragmatics),1(Language),4(Reading),9(Behavioral Support),6(Math),8(Pre-vocational ),5(Writing),7(Social Skills)
Additional F	Factors	Low Incident Support	None	None
		Assistive Technology Support	No	No
		Transportation	NPS Only - NPS Transportation	NPS Only - NPS Transportation
		Extended School Year/Intersession	• Yes O No	
		Parent Counseling and Training (PCT)	🔿 Yes ( No	
		ESY Transportation	Home to School	
Accommoda Modification	ation, as, Supports	Instructional Accommodations	small group instruction, offer choices, assignments broken down into smaller parts, reading material at independent and instruction level, re-teaching, graphic organizers, show examples, preferential seating, extended time on assignments, access to keyboard, calculator access, use of visuals and manipulatives, pre- teaching, breaking math problems into simpler parts, and visual demonstrations, repeated demonstrations, tasks explained in small and sequential manner, instruction in social skills, reinforce appropriate behavior, reduce/minimize distractions, modeling positive social interactions.	small group instruction, offer choices, assignments broken down into smaller parts, reading material at independent and instruction level, re-teaching, graphic organizers, show examples, preferential seating, extended time on assignments, access to keyboard, calculator access, use of visuals and manipulatives, pre-teaching, breaking math problems into simpler parts, and visual demonstrations, repeated demonstrations, tasks explained in small and sequential manner, instruction in social skills, reinforce appropriate behavior, reduce/minimize distractions, modeling positive social interactions.
		Instructional Modifications		
		Other Supports, including Non-Academic and Extra-curricular Activities		
second Annu IEP Meeting must discuss	y IEP (At the ual Review g, the team s and	Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary?	• Yes O No	
	ie decision to iot conduct a ive			

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

os Angeles Unified School Dist	rict	IEP FAPE Part 2 - Summary of	Services
tudent AZOULAY IZCH.	AK I	Date of Birth 04-MAR-2010	Meeting Date 01-DEC-2023
Last Fi	irst MI		1
		Effective With This IEP	Future Changes Related To This IEP
Service 1	Start Date:	Effective on Signature Date 01-DEC-2023	
10	End Date:	11-APR-2024	
Language/Speech	Service applies to:	ESY	
	Frequency:	1-5	
This service addresses the following <b>goals:</b>	Interval:	Weekly	
2(Language- Pragmatics)	Minutes/Interval:	60	
1(Language)	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	Direct Service (Collaborative)*	
	Area:	Schoo	l-Based
	Responsible Personnel:	Nonpublic School Provider (for nonpublic school students only)	
Service 2	Start Date:	Effective on Signature Date 01-DEC-2023	
10	End Date:	11-APR-2024	
Language/Speech	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following <b>goals:</b>	Interval:	Weekly	

2(Language- Pragmatics)	Minut	es/Interval:	60			
1(Language)	Minutes/Interval (Pullou	it from Gen Ed):	0			
	Service Deliv	very Model:	Direct Service (Collabo	orative)*		
		Area:	School-Based			
	Responsible	Personnel:	Nonpublic School Prov nonpublic school stude			
i-Cal Non-Authorization to Bill for	rm. Please see Parent's Guide to	Special Educ	ation Services (including Pro		vices unless parent(s) signs a Parent hts and Safeguards).	
i-Cal Non-Authorization to Bill for	rm. Please see Parent's Guide to	Special Educ	ation Services (including Pro	ocedural Rig		
i-Cal Non-Authorization to Bill for rt 3 - Percentage of	Time Outside of	Special Educ	ation Services (including Pro	ocedural Rig	hts and Safeguards).	
i-Cal Non-Authorization to Bill for rt 3 - Percentage of f Time per Week outside of Gene	m. Please see Parent's Guide to Time Outside of eral Education	Genera Effective V 96	ation Services (including Pro 1 Education Vith this IEP	Future (	hts and Safeguards).	
i-Cal Non-Authorization to Bill for rt 3 - Percentage of of Time per Week outside of Gene	m. Please see Parent's Guide to Time Outside of eral Education	Genera Effective V 96	ation Services (including Pro 1 Education Vith this IEP	Future (	hts and Safeguards).	
i-Cal Non-Authorization to Bill for rt 3 - Percentage of f Time per Week outside of Gene rt 4 - Compensator	m. Please see Parent's Guide to Time Outside of eral Education y Education/Reco	Genera Genera Effective V 96	ation Services (including Pro l Education Vith this IEP	Future (	hts and Safeguards).	
i-Cal Non-Authorization to Bill for rt 3 - Percentage of f Time per Week outside of Gene rt 4 - Compensator	m. Please see Parent's Guide to Time Outside of eral Education y Education/Reco	Genera Genera Effective V 96	ation Services (including Pro l Education Vith this IEP	Future (	hts and Safeguards).	
i-Cal Non-Authorization to Bill for rt 3 - Percentage of f Time per Week outside of Gene rt 4 - Compensator	m. Please see Parent's Guide to Time Outside of eral Education y Education/Reco	Genera Genera Effective V 96	ation Services (including Pro l Education Vith this IEP	Future (	hts and Safeguards).	
i-Cal Non-Authorization to Bill for rt 3 - Percentage of f Time per Week outside of Gene rt 4 - Compensator	m. Please see Parent's Guide to Time Outside of eral Education y Education/Reco	Genera Genera Effective V 96	ation Services (including Pro l Education Vith this IEP	Future (	hts and Safeguards).	
nts of students who are Medi-Cal e i-Cal Non-Authorization to Bill for rt 3 - Percentage of of Time per Week outside of Gene rt 4 - Compensator rt 4 - Additional Di	m. Please see Parent's Guide to Time Outside of eral Education y Education/Reco	Genera Genera Effective V 96	ation Services (including Pro l Education Vith this IEP	Future (	hts and Safeguards).	
i-Cal Non-Authorization to Bill for rt 3 - Percentage of of Time per Week outside of Geno rt 4 - Compensator	m. Please see Parent's Guide to Time Outside of eral Education y Education/Reco	Genera Genera Effective V 96	ation Services (including Pro l Education Vith this IEP	Future (	hts and Safeguards).	

Parent sent an email prior to the meeting stating they will not make it but we can proceed without them. Team met and discussed how they can help Izchak. We will meet again when the re-evaluation report is completed. This is a re-evaluation IEP to review the progress that Izchak Azoulay has made to and review the progress that he has made since his last IEP and to plan his educational program. Today's IEP meeting is being held via tele/video conference and in person.

Introductions were made and the Introductory Statements were read aloud.

An IEP was held in April 2023 to review the progress that Izchak had made. The team is meeting today to review the school psychologists assessment and to talk about placement. There was a Hebrew translator provided for the district.

Accommodations/supports discussed. Opportunity for questions/comments.

Meeting Notes:

Dad mentioned that he used to take medication but stopped this past year. He has been struggling. Father also stated that when he is engaged and stimulated, he can do the work and memorize things, such as passages.

The School Psychologist recommends that he should have an OT assessment to help him with accessing the curriculum.

Dad wanted to know how he is performing in Reading, teacher stated that he is performing at a much lower level than he should. He should be reading at a 7th/8th grade but he is reading at a 2nd grade level. When reading at home, he struggles and gets very frustrated. His English level of reading is stronger than Hebrew.

The team started discussing placement options for Izchak and if he should be diploma track or on certificate based at another NPS. With Izchak performing at a 1st grade level in middle school as an eight grader, Izchak needs a lot of modifications that might be more appropriate at another school at his level. The father did not agree with this and wants him at a school that would give him exposure where he can perform at a much higher level.

Meeting was recessed at 2:54pm to look into alternative placements.

Meeting was reconvened December 1st at 10am, dad joined in via telephone. Offer of FAPE has been changed to Bridgeport, starting Monday December 4th.

The student, Izchak Azoulay, maintains his eligibility for special education as a student with Autism (AUT).

VILLAGE GLEN, a nonpublic school (NPS), continues to be an appropriate environment to meet Izchak Azoulay's unique educational needs. Izchak Azoulay continues to require a small, structured, therapeutic learning environment with immediate response behaviors and issues that are impacting him in accessing a District program.

Therefore, Izchak demonstrates the continued need for a highly restrictive educational setting that can be provided by a nonpublic school (NPS). The NPS staff supports Izchak in developing skills that would be beneficial when and if he is ready to transition to a District-operated program, such as making positive choices, completing assignments, staying on task, attending school/class regularly, maintaining appropriate and greater impulse control in preparation for a transition to the lesser restrictive educational environment in the future. Additionally, the NPS staff will continue to lessen the degree of structure and support, fade prompts, and reduce the need for accommodations, as appropriate.

Every effort will be made to reintegrate Izchak into the general education environment when appropriate. Izchak will be considered for a lesser restrictive educational setting when he is able to demonstrate noteworthy and consistent progress in the areas of attendance, academics, and behavior.

The IEP team recommends that Izchak continue to participate in a NPS which provides a small and highly structured therapeutic setting with social, emotional, and behavioral supports.

Izchak will continue to receive related services for Language and Speech for 1-5 Weekly Intervals of 60 minutes as a Direct Service (Single Provider) to be provided by a nonpublic school provider, outside of the classroom, at the nonpublic school, VILLAGE GLEN (NPS) for the Regular School Year (RSY) and the Extended School Year (ESY)

Izchak Azoulay is eligible for Extended School Year (ESY) under Criterion #3 - Based on special circumstances in the area of mental health related factors (history of physical and verbal aggression, elopement, destruction of property) it is necessary for student to participate in ESY as extensive breaks in instruction and provision of services negatively impact student's ability to maintain and achieve progress towards goals.

Parent was offered Parent Counseling and Training. Parent responded favorably and would like that information.

		IND	IVIDUALI	ZED EDU	CATION PRO	)GRAM (I	EP)		Page	
los Ange	les Unified School		I VID UNEL				ummary of	Services		
tudent	AZOULAY	ZCHAK I			Date of Bi	rth 04-MA	R-2010	Meeting Date	01-DEC-2023	
	Last	First	MI							
				FAPE Sur	nmary Grid					
Program	n:	NPS			Setting:		Speci	al Education		
Eligibili	ty:	Eligible (AUT)			Curriculun	1:	Gene	General Education		
Transpo	ortation:	NPS Only - NPS Tr	ansportatior	1	Low Incide	nt Support	: None	None		
	strict Received Signature:	01-D	Dec-2023							
Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)	No Consent	
10	Language/Speech	Effective on Signature Date	Regular	Weekly	1-5	School- Based	60	Language- Pragmatics, Langua	ge	
10	Language/Speech	Effective on Signature Date	ESY	Weekly	1-5	School- Based	60	Language- Pragmatics, Langua	ge	

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						
Transition Services						
Extended School Year Services						
Supplementary Aids and Services (provided in general education classes and other general ed environments)						

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

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

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

				IZED EDUCATIO	NDDOCDAM		Page 29
				ior Intervention 1			
		For Bel			e Learning of His/Her Peers		
	Los A	ngeles Unified Schoo	ol District	_		(Behavior Interv	ention Plan, pg. 1 o
Student	AZOULAY	IZCHAK	I	Date of B	irth 04-MAR-2010	Meeting Date	01-DEC-2023
	Last The behavior in	First npeding learning is:	MI	Describe what it lo	ooks like:		
1	self stimulato				ive questions and comments		
	It impedes lear		of work production 🗸	1 0. 1	1	ion to stop 🔽	
2	instructional ti	me is lost negat	tive interaction with peer	rs 🗸			
	other						
	The need for a	Behavior Intervention P	lan: () early stage inte	ervention () moderat	e () serious () extreme		
3	The need for a	Denavior intervention i	initi O curry stuge init				
	Frequency or i	ntensity or duration of be	ehavior: Frequency (x)	Period Inte	ensity Duration (min)		
4	10			daily 🗸 me	dium 🖌 10		
	Reported b	y teacher	)		bserved by teacher and stat	f	
		(					
PREVEN	TION		PART 1		ENVIRONMENTAL FA		
	5	What are the predicto	rs for the behavior? (Sitt	uations in which the bel	havior is likely to occur: peop	e, time, place, subject	, etc).
	5	Disruption in rout		rk level higher than	Verbal directives		k of predictability
		Time of day		's ability	Peer conflict		er stimulation
		Unstructured time	stata	rnal physical/emotional	Room conditions	∟ Spe	cific room arrangeme
		Events from previ environments		k of freedom, choice,			
		environments	$\Box$	le activities, friends			
		Other Describe:	Und	ler stimulation			
		What supports the st	udent using the problem	behavior? (What is mis	ssing in the environment/curri	culum or what is in the	e environment/curricu
bservati	on 6	that needs changing?					
Analysis	Present in th	ne environment:		: ſ	Noise levels	Turkana al	tions (adult and/or pee
			Peer status gain	ing arrangement	Inappropriate materials (ag	e-appropri	tions (adult and/or pee
	Missing in t	he environment:	misbehavior	(	Schedule		ve communication wit
			Transition skills	s (	Task structuring	parent	
			Re-teaching	[	Consequences not clear to	student 🗌 Commu	inications system
			Social skills ins	struction			
	Other (	Missing/Present):					
	Other (	Missing/Present):					
	Other (	Missing/Present):					
	Other (	Missing/Present):					
	Other (	Missing/Present):					
	Other (		WE CTUDENT	"S NEED TO H	SE THE DDODI EN	A DEHAVIOD	
	Other (	REMO			SE THE PROBLEM		
nterventi		REM( What environmental	changes, structure and su	upports are needed to re	move the student's need to use		
iterventi		<b>REM</b> What environmental Time/Space/Materials		upports are needed to re	move the student's need to use		
iterventi		REM( What environmental	changes, structure and su s/Interactions to remove	upports are needed to re the likelihood of behav ive more time on tasks	move the student's need to use ior)	e this behavior? (Chan in parts Tea	ges in 1ch a closure system
iterventi		<b>REM</b> What environmental Time/Space/Materials	changes, structure and su s/Interactions to remove	upports are needed to re the likelihood of behav ive more time on tasks gnal transition	move the student's need to use ior)	e this behavior? (Chan in parts	ges in uch a closure system ve less time on tasks
terventi		REM( What environmental Time/Space/Materials Time Changes: Space Changes:	changes, structure and su s/Interactions to remove Gi Sig Pro	upports are needed to re the likelihood of behav ive more time on tasks gnal transition eferred seating	move the student's need to use ior) Allow completion Provide a break Different work are	e this behavior? (Chan in parts	ges in uch a closure system ve less time on tasks dy carrels
terventi		<b>REM(</b> What environmental a Time/Space/Materials Time Changes: Space Changes: Material Changes:	changes, structure and su s/Interactions to remove Gi Sig Prr Pe	upports are needed to re the likelihood of behav ive more time on tasks gnal transition eferred seating rrsonal space	move the student's need to use ior) Allow completion Provide a break Different work are Hands-on learning	e this behavior? (Chan in parts	ges in tch a closure system ve less time on tasks dy carrels sks organized
terventi		REM( What environmental Time/Space/Materials Time Changes: Space Changes:	changes, structure and su s/Interactions to remove Gi Sig Pro Pe Ac	upports are needed to re the likelihood of behav ive more time on tasks gnal transition eferred seating ersonal space ecommodated work	move the student's need to use ior) Allow completion Provide a break Different work are Hands-on learning Notebook organize	e this behavior? (Chan in parts	ges in tch a closure system ve less time on tasks dy carrels iks organized larged print size book
nterventio		<b>REM(</b> What environmental a Time/Space/Materials Time Changes: Space Changes: Material Changes:	changes, structure and su s/Interactions to remove Gi Sig Prr Pe Ac V Hi	upports are needed to re the likelihood of behav ive more time on tasks gnal transition eferred seating ersonal space commodated work igh interest materials	move the student's need to use ior) Allow completion Provide a break Different work are Hands-on learning Notebook organize	e this behavior? (Chan in parts	ges in tch a closure system ve less time on tasks dy carrels iks organized larged print size book
nterventio		<b>REM(</b> What environmental a Time/Space/Materials Time Changes: Space Changes: Material Changes:	changes, structure and su s/Interactions to remove Gi Sig Prr Pe Ac V Hi Us words	upports are needed to re the likelihood of behav ive more time on tasks gnal transition eferred seating ersonal space ecommodated work igh interest materials se specific supportive	move the student's need to use ior) Allow completion Provide a break Different work are Hands-on learning Notebook organiz Cue the student Praise successes	e this behavior? (Chan in parts	ges in tch a closure system ze less time on tasks dy carrels iks organized larged print size book idel
nterventi		<b>REM(</b> What environmental a Time/Space/Materials Time Changes: Space Changes: Material Changes:	changes, structure and su s/Interactions to remove Gi Sig Pr Pe Ac V Hi Us words	upports are needed to re the likelihood of behav ive more time on tasks gnal transition eferred seating ersonal space ecommodated work igh interest materials se specific supportive irbally praise student	move the student's need to use ior) Allow completion Provide a break Different work are Hands-on learning Notebook organize Cue the student	e this behavior? (Chan in parts	ges in uch a closure system ve less time on tasks dy carrels iks organized larged print size book odel
nterventi		<b>REM(</b> What environmental a Time/Space/Materials Time Changes: Space Changes: Material Changes:	changes, structure and su s/Interactions to remove Gi Sig Pr Pe Acc V Hi, Us words V Ve	upports are needed to re the likelihood of behav ive more time on tasks gnal transition eferred seating ersonal space commodated work igh interest materials se specific supportive erbally praise student se specific support	move the student's need to use ior) Allow completion Provide a break Different work are Hands-on learning Notebook organize Cue the student Praise successes Use calm, de-esca	e this behavior? (Chan in parts	ges in uch a closure system ve less time on tasks dy carrels iks organized larged print size book odel
nterventi		<b>REM(</b> What environmental a Time/Space/Materials Time Changes: Space Changes: Material Changes:	changes, structure and su s/Interactions to remove Gi Sig Pr Pe Acc V Hi, Us words V Ve	upports are needed to re the likelihood of behav ive more time on tasks gnal transition eferred seating ersonal space ecommodated work igh interest materials se specific supportive irbally praise student	move the student's need to use ior) Allow completion Provide a break Different work are Hands-on learning Notebook organize Cue the student Praise successes Use calm, de-esca	e this behavior? (Chan in parts	ges in tch a closure system ze less time on tasks dy carrels iks organized larged print size books idel
nterventio		REM( What environmental Time/Space/Materials Time Changes: Space Changes: Material Changes: Interaction:	changes, structure and su s/Interactions to remove Gi Sig Pr Pe Acc V Hi, Us words V Ve Us comm	upports are needed to re the likelihood of behav ive more time on tasks gnal transition eferred seating ersonal space commodated work igh interest materials se specific supportive erbally praise student se specific support	move the student's need to use ior) Allow completion Provide a break Different work are Hands-on learning Notebook organize Cue the student Praise successes Use calm, de-esca language	e this behavior? (Chan in parts	ges in tch a closure system ze less time on tasks dy carrels iks organized larged print size books idel

Student A ALTERNATI Observation Analysis	ZOULAY Last IVE 8 9	For Behavior Interferin         Angeles Unified School District         IZCHAK       I         First       MI         PART II       Part II         Team believes the behavior occurs b       To Get:         To Avoid:       Describe:       What team believes the student show met in an acceptable way?)         sory input, Izchak will seek more discr       Sory input, Izchak will seek more discr	Behavior Intervention Plan ag with Student's Learning or the Lear Date of Birth FUNCTIONAL FACTORS AN ecause: (Function of behavior in terms Sensory input Tangible (desired item) Sensory input Task (too difficult) Ild do INSTEAD of the problem beha ete forms of self-stimulatory behavior	Image: constraint of the series         (Be)         04-MAR-2010         ND NEW BEHAVIORS TO T         so f getting, protest or avoiding         Attention (peer)         Tangible (desired activity)         Attention (peer)         Task (too easy)         vior? (How should the student)	Meeting Date EACH AND SUP g something) Atter () Atter Task t escape/protest/av	ntion (staff) ntion (staff) (too long) roid or get his/her need
ALTERNATI	ZOULAY Last IVE 8 9 to get sen	Angeles Unified School District         IZCHAK       I         First       MI         PART II         Team believes the behavior occurs b         To Get:         To Avoid:         Describe:         What team believes the student show         with team believes the student show         sory input, Izchak will seek more discr		(Be 04-MAR-2010 ND NEW BEHAVIORS TO T s of getting, protest or avoiding Attention (peer) Tangible (desired activity Attention (peer) Task (too easy) vior? (How should the student	Meeting Date EACH AND SUP g something) Atter () Atter Task t escape/protest/av	01-DEC-2023 PORT ntion (staff) (too long) roid or get his/her need
ALTERNATI	Last IVE 8 to get sen	First     MI       PART II       Team believes the behavior occurs b       To Get:       To Avoid:       Describe:       What team believes the student shot met in an acceptable way?)       sory input, Izchak will seek more discr	FUNCTIONAL FACTORS Al ecause: (Function of behavior in terms Sensory input Sensory input Task (too difficult) Ild do INSTEAD of the problem beha	ND NEW BEHAVIORS TO T s of getting, protest or avoiding Attention (peer) Tangible (desired activity Attention (peer) Task (too easy)	EACH AND SUP g something) Atter () Atter Task t escape/protest/av	PORT ntion (staff) ntion (staff) (too long) roid or get his/her need
Observation	IVE 8 to get sen	PART II Team believes the behavior occurs b To Get: To Avoid: Describe: What team believes the student shot met in an acceptable way?) sory input, Izchak will seek more discr	ecause: (Function of behavior in terms Sensory input Tangible (desired item) Sensory input Task (too difficult) Ild do INSTEAD of the problem beha	s of getting, protest or avoiding Attention (peer) Tangible (desired activity Attention (peer) Attention (peer) Task (too easy) vior? (How should the student	g something) Atter () Atter Task t escape/protest/av	ntion (staff) ntion (staff) (too long) roid or get his/her need
Observation	8 to get sen	Team believes the behavior occurs b To Get: To Avoid: Describe: What team believes the student shot met in an acceptable way?) sory input, Izchak will seek more discr	ecause: (Function of behavior in terms Sensory input Tangible (desired item) Sensory input Task (too difficult) Ild do INSTEAD of the problem beha	s of getting, protest or avoiding Attention (peer) Tangible (desired activity Attention (peer) Attention (peer) Task (too easy) vior? (How should the student	g something) Atter () Atter Task t escape/protest/av	ntion (staff) ntion (staff) (too long) roid or get his/her need
	to get sen	To Get: To Avoid: Describe: What team believes the student shot met in an acceptable way?) sory input, Izchak will seek more discr	Sensory input Tangible (desired item) Sensory input Task (too difficult)	Attention (peer) Tangible (desired activity Attention (peer) Task (too easy)	Atter () Atter () Atter Task t escape/protest/av	ntion (staff) (too long) roid or get his/her need
	to get sen	To Avoid: Describe: What team believes the student show met in an acceptable way?) sory input, Izchak will seek more discr	Tangible (desired item) Sensory input Task (too difficult) Ild do INSTEAD of the problem beha	Tangible (desired activity Attention (peer) Task (too easy) vior? (How should the student	/) Atter Task t escape/protest/av	ntion (staff) (too long) roid or get his/her need
	to get sen	Describe: What team believes the student show met in an acceptable way?) sory input, Izchak will seek more discr	Sensory input Task (too difficult) Ild do INSTEAD of the problem beha	Attention (peer) Task (too easy)	Atter Task t escape/protest/av	(too long) oid or get his/her need
	to get sen	What team believes the student shot met in an acceptable way?) sory input, Izchak will seek more discr	Task (too difficult)	Task (too easy)	Task Tescape/protest/av	(too long) void or get his/her nee
	to get sen	What team believes the student shot met in an acceptable way?) sory input, Izchak will seek more discr	ıld do INSTEAD of the problem beha	vior? (How should the student	t escape/protest/av	roid or get his/her nee
	to get sen	What team believes the student shot met in an acceptable way?) sory input, Izchak will seek more discr	-			
	to get sen	met in an acceptable way?) sory input, Izchak will seek more discr	-			
Analysis	-		ete forms of self-stimulatory behavio	ors and instead, will engage i	in conversations v	with peers and staff
		What teaching Strategies/Necessary	Curriculum (Matariala are noodad?			
	10	what teaching Strategies/Necessary	Curriculum/Materials are needed?			
				_	_	
		Better communication skills	Anger management	Communication system		-management systems
		Following schedules & routines	Learning new social skills	Learning how to negotia	$\square$	ming structured choic
		Learning new scripts	Learning notebook organization	Learning to use conflict resolution		ming to request break
		Other				
		Who will establish?	Who will monitor?	Frequency:		
		teacher	teacher and staff	daily		
	11	What are reinforcement procedures to	o use for establishing, maintaining, and	d generalizing the replacement	t behavior(s)?	
Intervention		Physical:	High-fives	Smiles	Han	dshake
Intervention	L		<b>V</b> Pat on the back			
		Verbal:	Use specific praises	Recognition of student's str		recognition en to music
		Contingent Access:	U Time on the computer	Free time		en to music
			Preferred activity	Describe:	Othe	er
		Tangibles	Positive phone calls or notes to home	Certificate sent home		ing Location
		Tokens and Points:	Tokens	Points	Scat	ing Location
		Privileges:	Exempt assignment	Extra test points		
		0				
		Other ideas:				
		Selection of reinforcer based on: stud reinforcer for using replacement		ncrease in positive behaviors		
		By whom?	Frequency	ncrease in positive behaviors		
		teacher	daily			
		leacher	uany			
EFFECTIVE				REACTIVE ST		
		ties will be employed if the problem beha roblem behavior if it occurs again, 3. Pos				
		chak to engage in conversation with peo g alternative behaviors.	ers or staff. 2. Model what Izchak ca	n say/do instead of scripting.	. 3. Have a positiv	ve conversation with
Pe	ersonnel?					
te	eacher					

	For Be	navior interfering with Student's	Learning or the Learning of His/Her Pee	<i>TS</i>
	Los Angeles Unified Sc			avior Intervention Plan, pg. 3 of
Student	AZOULAY IZCHAK Last First		Date of Birth 04-MAR-2010	Meeting Date 01-DEC-2023
OUTCOM		PART IV	BEHAVIO	RAL GOALS
13	Behavioral Goal: Goal #: 9			
	To decrease time scripting on the opportunities as measured by staf		nteract with peers for 10 minutes with no n	nore than 2 prompts in 3 out of 5
	The above behavioral goal is to:		behavior and may also include: heral skills that remove student's need to u	use the problem behavior
		n benavior 🐸 Develop new gen	ierar skins that remove student's need to t	
	and Analysis Conclusion curriculum accommodations or mo	difications also necessary? Where	e described?	
$\bigcirc$	Yes 🔘 No			
Are	environmental supports/changes ne	cessary?		
$\bigcirc$	Yes 🔘 No			
Is rei	inforcement of replacement behavi	or alone enough? (no new teachin	g is necessary)?	
$\bigcirc$	Yes 🔘 No			
_	both teaching of new replacement b	behavior AND reinforcement need	led?	
This	BIP to be coordinated with other a	gency's service plans? Agency?		
	Yes 🔘 No			
0	on responsible for contact between	agencies		
	on responsible for contact between	ageneres.		
COMMU	JNICATION	PART V	COMMUN	NICATION PROVISIONS
14	Manner and content of comm	unication:		
	Phone calls	C Email	Written not	tes
	Daily reports	Daily charting		
				č
	Weekly reports			
	Other			
	Other Between?	Frequency?		
	Other	Frequency? as needed		

			Page 32 of 3					
	DUALIZED EDUCATION PRO H SERVICES CERTIFICATIO		DN)					
Los Angeles Unified School District		X X	Attachment B					
StudentZCHAK I. AZOULAY Date of Birth	04-MAR-2010	Meeting Date	01-DEC-2023					
This page is to be completed for students with Special Education elig	gibility other than SLI when deter Complete Step 1a or 1b	mining the need for LAS	services to support the provision of FAPE.					
Step 1a. General Ed	ucation Interventions - Chec	k items as completed						
☐ Intervention strategies implemented, including English Langua regarding language standards in the curriculum and referral for Spe appropriate classroom accommodations, consultation with the SSP ☐ Intervention support monitored over several weeks, and modif ☐ Interventions were not successful, student referred for special 6 Screening by a speech therapist or a Student Success Team me approved screening instrument for non-LAUSD enrolled preschool	etial Education, consultation betw T that includes an EL expert if stu- ied interventions as necessary base education assessment. eting (including a speech therapis	reen the classroom teacher ident is identified as an En sed on student response.	and school speech therapist for glish Learner).					
Step	1b. Interventions Not Appli	cable						
Interventions not applicable for non-LAUSD enrolled prescho	olers or when determined unnece	ssary by the speech therapi	st.					
	e-referral Information - Cheo	, , , , , , , , , , , , , , , , , , ,						
·		x tems us uppreuble						
The speech or language delay does not appear to be due to unf The delay does not appear to be due to a lack of instruction in		ited language experience.						
The delay does not appear to be due to environmental factors.	Linghon, and every needed of him	inen iningunge enperieneer						
The delay does not appear to be due to economic factors.								
The delay does not appear to be due to social or cultural factor								
Step 3. Assessment - Cl	neck either A or B, and comp	lete the remaining item	S					
<ul> <li>A. Student has received an assessment by a school psychologi suspected)</li> <li>OR</li> <li>B. A Psychological Assessment is not required if the suspected</li> <li>Student has received a health assessment that rules out whethe</li> <li>A credentialed or licensed speech therapist has conducted a comultiple measures of assessment, including but not limited to stand sample, parent interview or checklist, teacher interview or checklist</li> </ul>	d area of disability is voice, fluen r an inability to communicate effor mprehensive evaluation, including lardized test instruments (or alterr	cy or articulation. ectively is a result of a hea g assessment in the studen hate forms of assessment if	lth or sensory condition. I's primary language, that consists of					
Step 4. Determination of the Need for LAS	Service (for students with S	pecial Education eligib	ility <u>other than SLI</u> ):					
<ul> <li>The IEP team has determined that speech and language related Language Services are necessary due to the results of a formal asse language to such an extent that it adversely affects his/her educatio</li> <li>The presenting need for LAS service is not due to: social mala or lack of instruction or the unfamiliarity with the English language If the above is so, identify the area(s) of difficulty:</li> <li>Language disorder</li> <li>Articulation disorder</li> <li>Fluency disorder</li> <li>Voice disorder</li> </ul>	ssment, which indicates that the s nal performance and cannot be co djustment, health factors, poor sc	student demonstrates diffic prrected without speech and	ulty understanding or using spoken d language related services.					
If the student is eligible, the IEP Team must conside	-							
placement in the least restrictive environment. The IEI goals and supports and accommodations to ensure achieved	evement of goals and objectiv							
communication contexts.								

		INDIV		LIZED ED	ПСАТ	FION PROG	RAM (IFP)			Page 33 of
Los Angeles Unified School I Student AZOULAY		I	lborn	)			th 04-MAR-2	2010	Meeting	(ITP, pg. 1 of 3) 01-DEC-2023
Last	First	Μ	Ι						Date	
			INDIV	IDUAL TR	ANSI	TION PLAN	I (ITP)			
udent was invited to IEP meeti udent received mentoring: <sup>info</sup>	🔘 Yes 🔿 No	$\bigcirc$	zes 🤇	N						
udent referred and placed in ar yes, name of agency:	i outside agency:""	U Y	es 🗸	NO						
udent participated in Work Exp	perience Education <sup>.ii</sup>	nfo (		🔘 No						
udent received college awaren			$\sim 103$							
udent received career awarene	ss: $info$ O Yes C	) No		110						
	Achiev	ement	of Trans	sition Activ	vities fi	rom Current	t ITP (not if fi	irst ITP)		
Area					omple			,	If no, indica	te reason
Education/Training Activity		0	Yes	O No	0				,	
Employment Activity		$\bigcirc$	Yes	O No	$\bigcirc$	First ITP				
Independent Living Skills Acti	with (as needed)	0	Yes	O No	0					
Independent Living Skins Act	ivity (as needed)	$\cup$	103	0 110		1.071				
Section 1: Education/Training										
Assessment (at least one asses a	ssment must be con rea).	npleted	l in this	ŝ	Date	e A	Assessment N	Name and l area(s)	Results: Indicat of need (if appl	e interests/abilities an icable)
Transition Surveys, Checklists	, or Informal Question	naires	~	11-APR	-2023					erview, Izchak is unsure if
If other?	, <b>X</b>			(			he would like	to continue hi	s education.	
			~							
If other?										
Education/Training Postseconda	rv Goal									
pon completion of high school	, the student will:				If	other?				
Other - (textbox)					▼ Iz	chak is unsure	if he would like	e to continue	his education.	
Education/Training	Activity to Support	Goal		Г	Timeli	ine		Persor	1/Agency Respo	nsible
				10-APR-202			Ctrul 1		. , I	
transition between tasks independently or with identified supports			10-APK	-2024		Student			~	
							Special Edu			~
							Parent/Guar	dian/Family		~
If other?										~
										~
										~
										~

Los Angeles Unified School District	INDIVIDUAL	IZED EDUCAT	ION PRO	OGRAM (IEP)		(ITP, pg. 2 of 3)
Student AZOULAY IZCHAK Last First	I MI	]	Date of I	Birth 04-MAR-2010	Meeting Date	01-DEC-2023
		DUAL TRANSI	FION PL	AN (ITP)		
ection 2: Employment						
Assessment (at least one assessment must be con area).	npleted in this	Date		Assessment Name and H area(s)	Results: Indicat of need (if appl	
Transition Surveys, Checklists, or Informal Question If other?	naires V	11-APR-2023		Based on informal questions of what he would like to do		terview, Izchak is unsure
If other?	~					
<b>Employment Postsecondary Goal</b> pon completion of high school, the student will: Other - (textbox)			other? chak is uns	ure of what he would like to do a	fter high school.	
	_					
Employment Activity to Support Go		Timelir	1e	Person	/Agency Respo	nsible
research career interests and write about likes/dislikes and the job	requirements of	10-APR-2024		Student Special Education Teach Parent/Guardian/Family	er	* *
If other?	]					~
						~
						~
	)					
ection 3: Independent Living (as needed) Assessment (at least one assessment must be com area).	npleted in this	Date		Assessment Name and H area(s)	Results: Indicat of need (if appl	
Transition Surveys, Checklists, or Informal Question If other?	naires 🗸	11-APR-2023		Based on informal questions to continue living at home w		terview, Izchak would like
If other?	<b>~</b>					
<b>dependent Living Postsecondary Goal</b> oon completion of high school, the student will:			other?			
ive with family/relatives		<b>~</b>				
Independent Living Activity to Support	Goal	Timelir	ne	Person	/Agency Respo	nsible
practice self management skills (e.g. accepting feedback and makin changes, prioritizing tasks, managing time to accomplish goals)		10-APR-2024		Student		•
enanges, promozing asso, managing time to accomption goars)				Special Education Teach	er	~
				Parent/Guardian/Family		~
If other?	]					~
						•
						• •
	]					~

INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District (ITP, pg. 3 of 2								
Student AZOULAY IZCHAK	Ι	Date of Birth 04-MAR-2010	Meeting	01-DEC-2023				
Last First	MI		Date					
INDIVIDUAL TRANSITION PLAN (IEP)								
Course of study: A multi-year description of s	tudent's coursewor	k from current year to anticipated exit year,	in order to enab	le the student to meet				
A course of study (or IGP) was reviewed with pare		<b>r postsecondary goal.</b> ation to:						
Courses completed: • Yes O No								
Courses currently enrolled in: Yes No Courses still needed: Yes No								
IGP or course of study was provided to the parent	or student over age 1	8 as required: 🗹 Yes						
Student is working towards: $\bigcirc$ Certificate of Co	ompletion 🔘 Di	ploma						
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:								
Izchak will continue to take the required courses to complet	e the 7th grade.							
<u>Future Agency Involvement</u> : Are there agencies currently or prospectively provi	ding or paying for tr	ransition services? 🔿 Yes 🔘 No						
Do you give permission to the District to invite the	ese agencies to the ne	ext IEP in which transition services will be revie	ewed? O Yes	🔘 No				
Agency Name:								
Agency Name:				<b></b>				
				~				
Agency Name:				~				
				• )				
1. Does the student's IEP include appropriate meas education/training, employment and, as needed, in				I. 🗹 Yes				
2. Are the postsecondary goals updated annually? <sup>4</sup>	nfo		2	2. 🗹 Yes				
3. Is there evidence that the measurable postsecond assessment? <i>info</i>	lary goals were base	d on age appropriate transition	÷	3. 🗹 Yes				
4. Are there transition services that will reasonably		4. 🗹 Yes						
	1 .1 . 1 . 1.1		:	5. 🗹 Yes				
5. Do the transition services include a course of study that is a multi-year description of coursework from the student's current year to anticipated exit year and that is designed to help the student achieve the 6. Ves								
identified postsecondary goals? <i>info</i>	1 4 4 5	· · · · · · · · · · · · · · · · · · ·	,	7. 🗹 Yes				
	<ul> <li>5. Is (are) there annual IEP goal(s) related to the student's transition services needs? <sup>info</sup></li> <li>7. Is there evidence that the student was invited to the IEP team meeting where transition services were</li> <li>8. Yes O N/A</li> </ul>							
discussed? <sup>info</sup>		E where italishion services welt						
8. If appropriate, is there evidence that a representate team meeting with the prior consent of the parent of								