Student Identificati	on	122110M063		SSID	2767865938		Elig	ible (OHI)
Number Student LEVY	ТА					Date of Birth:	_	-DEC-2010
Student LEVY Last		First	MI			Date of Birth:	21	-DEC-2010
				Section A:	Meeting Information			
	Perti	nent Dates				Type of	Meeting	
te of Initial IEP Team	Meeting	09-FEB-201	6		() Initial		Amendn	nent of IEP dated
te of Present Meeting		29-NOV-202	23		Ŭ			
nual Review to be co	nducted by	29-NOV-202	24		Annual Review		Early Sta	art Transition
ext Three Year Review nducted by	will be	12-MAY-202	24		Three Year Review	v	Expulsio	on Analysis
ree Year Review or E	valuation	05-JUL-202	1		Other		OIndividu	al Transition Plan
s conducted on	. 1				30 Day IEP			
ansition to Kindergart nducted by	en to be							
cation of Meeting	I	HALE CA			District Name	Los Angel	es Unified So	chool Distri
				Section B:	Student Information			
te of Birth	21-DEC-20)	Age		12	Grade		7
nder	O Male) Female	Ethnic (Code	Decline to State			
cation of the Psych lder	REGION N	NORTH	Student Folder	has no Psyc	ch 🗌			
cation of the Cum lder	HALE CA		Student Folder	has no Cun	ı U			
ome Language	English		Student	Language	English	Alternate N Communica		
ome Address of udent	24101 HAT	TTERAS ST						
ty	WOODLA	ND HILI CA	ZIP Co	de	91367			
ome Telephone	(818) 932-	5690	Daytim	e Telephone		Emergency	Telephone	
hool of Attendance	Hale Ca		Locatio	n Code	8169			
hool of Residence	Hale Ca		Locatio	n Code	8169			
ame of rent/Guardian	Mr and Mr	s. Levy	Telepho	one				
ldress	same as ab	ove						
ty		CA	ZIP Co	de				
rogate Parent			Telepho	one				
tends CURRENT SC the following	HOOL as a r	esult of one	Attends S	School of Re	sidence			
-		_						
the student living in a ome (FFH)?	Family Foste		lo O Yes		FFH#			
FFH Provider related	to student?		lo 🔿 Yes		Relationship			
ensed Children's Inst	itution	\bigcirc N	lo 🔿 Yes		LCI Name			
		_			LCI#			
tt of the home placem	ent made by	-	egional Cent		O Department of Ment	al Health	O Departme	ent of Children's Services
ild's family living wit	hin LAUSD's		uperior Cour lo 🔘 Yes	t	Other			
undaries?								

		INDIV	VIDI	IALIZED EDUC	ATION PROGRAM (IEP)	Page 2 of 2
	Unified School District	II (DI	, 10,			
Student					Date of Birth 21-DEC-	2010
	Last First	Μ	II S	ection C: Langu	age Acquisition	
Language Clas	ssification:		(English Only		Start Date:
Withdrawal by	Parent Request:		(⊖ Yes ⊖ No		Reclassification Date:
ELPAC Perfor	mance Level and Performance Descri	otor:	ſ		~	Test Date:
	AC Performance Level and Performan				×	Test Date:
Descriptor:	Te renominance Dever and renominan					Test Date.
		S	Sectio	on D: Goal Achiev	ement from Current IEP	
				Achieved		
Goal for: (ex	ample - Reading)		Yes	No	If No, explain the reason t	the goal/objective was not achieved
1			0	0		
Category		♥				
	Objective 1 met		0	0		
	Objective 2 met		Õ	0		
2			Õ	0		
Category		~	-	0		
	Objective 1 met		\bigcirc	0		
	Objective 2 met		Õ	0		
3			Õ	Õ		
Category		♥)	-			
	Objective 1 met		0	0		
	Objective 2 met		Õ	0		
4			Õ	0		
Category		♥)				
	Objective 1 met		\bigcirc	0		
	Objective 2 met		0	0		
5			0	0		
Category		▼				
	Objective 1 met		0	\bigcirc		
	Objective 2 met		0	\bigcirc		
6			0	\bigcirc		
Category		♥				
	Objective 1 met		\bigcirc	\bigcirc		
	Objective 2 met		\bigcirc	\bigcirc		
7			\bigcirc	\bigcirc		
Category		✔				
	Objective 1 met		\bigcirc	\bigcirc		
	Objective 2 met		\bigcirc	\bigcirc		
8			\bigcirc	\bigcirc		
Category		♥				
	Objective 1 met		\bigcirc	\bigcirc		
	Objective 2 met		\bigcirc	\bigcirc		
9			\bigcirc	\bigcirc		
Category		✓				
	Objective 1 met		\bigcirc	\bigcirc		
	Objective 2 met		\bigcirc	\bigcirc		
10			\bigcirc	\bigcirc		
Category		•				
	Objective 1 met		\bigcirc	\bigcirc		
	Objective 2 met		\bigcirc	\bigcirc		

Los Angeles Unified School District Student LEVY TAL Bet of Birth 21-DEC-2010 Meeting Date 29-NOV-20 Last First MI Section E: Present Level of Performance Performance Area: Reading Category: Reading activities throughout the school day within Math, Language Arts, Social Studies and Science. Each week, students Isisen to the reading selection on an audio, teacher read, take turns reading aloud as a class, read with peers, and read silently. Each day, the class discusses the text and students complete comprehension activities to enrich their understanding of the text. Tal participates in comprehension activities to enrich their understanding of the text. Tal participates in comprehension activities to enrich their understanding of the text. Tal enricipates in comprehension activities to enrich their understanding of the text. Tal stories the is being esposed, but not limited to a dirictly of lineary teritripate in discussing and analyzing the story during whole group diccussion. Areas of Need: Tal does not demonstrate any areas of need in accordance with 5th grade common core reading standards. Impact of Disability: There is no impact of disability in reading skills at this time. Carrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strength: Tal participates in many writing assignments throughout the school day. When composing longer writing assignments Tal benefits Tal participates in many writing assignments throughout the school day. When	
Last First MI Section E: Present Level of Performance Performance Area: Reading Category: Reading Assessment/Monitoring Process Used: Comments from IEP of 5/11/2022 Chime School State/District Assessment Results:	
Performance Area: Reading Category: Reading Values Comments from IEP of 5/11/2022 Chime School State/District Assessment/Monitoring Process Used: Comments from IEP of 5/11/2022 Chime School State/District Assessment Results:	
Category: Reading Assessment/Monitoring Process Used: Comments from IEP of 5/11/2022 Chime School State/District Assessment Results:	
Seessment/Monitoring Process Used: Comments from IEP of 5/11/2022 Chime School State/District Assessment Results: Comments from IEP of 5/11/2022 Chime School Strength: Tal participates in a variety of reading activities throughout the school day within Math, Language Arts, Social Studies and Science. Each week, students isken to the reading selection on an audio, teacher read, take turns reading aloud as a class, read with peers, and read silently. Each day, the class discusses the text and students complete comprehension activities to enrich their understanding of the text. Tal participates in comprehension activities submain availing predictions, vacebulary activities, summarizing, making predictions, and sequencing events in the stories. He is being exposed, but not limited to a variety of fiteracy activities summarizing, making predictions, and sequencing events in the stories. He is being exposed, but not limited to a variety of fiteracy activities using and analyzing the story during whole group discussions. Areas of Need: Tal does not demonstrate any areas of need in accordance with 5th grade common core reading standards. Impact of Disability: There is no impact of disability in reading skills at this time. Verformance Area: Written Language Current Performance/Assessment Results: Comments from IEP of 5/11/202 Chime / Schology as of 11/28/23 State/District Assessment Results: Comments from IEP of 5/11/202 Chime / Schology as of 11/28/23 Current Performance/Assessment Results: Tal participates in many writing assignments throughout the school day. When composing longer writing assignments Tal benefits fr	
tate/District Assessment Results: tate/District Assessment Results: 'urrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: Tal participates in a variety of reading activities throughout the school day within Math, Language Arts, Social Studies and Science. Each week, students listen to the reading selection on an audio, teacher read, take turns reading aloudd as a class, read with peers, and read silently. Each day, the class discusses the text and students complete comprehension activities to enrich their understanding of the text. Tal participates in comprehension activities summarizing, making predictions, and sequencing events in the stories. He is being exposed, but not limited to a variety of literacy activities, summarizing, making predictions, and sequencing events in the stories. He is being exposed, but not limited to a variety of participate in discussing and analyzing the story during whole group discussions. Areas of Need: Tal does not demonstrate any areas of need in accordance with 5th grade common core reading standards. Impact of Disability: There is no impact of disability in reading skills at this time. erformance Area: Written Language 'ategory: Writing urrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: Tal participates in many writing assignments from IEP of 5/11/22 Chime / Schology as of 11/28/23 tate/District Assessment Summary (include student strengths, student needs and impact of disability on student pe	
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Strengths: Tal participates in a variety of reading activities throughout the school day within Math, Language Arts, Social Studies and Science. Each week, students issen to the reading selection on an audio, teacher read, take turns reading aloud as a class, read with peers, and read silently. Each day, the class discusses the text and students complete comprehension activities to enrich their understanding of the text. Tal participates in comprehension activities such as character descriptions, vocabulary activities, summarizing, making predictions, and sequencing events in the stories. He is being exposed, but not limited to a variety of litracy activities daily such as vocabulary development, expository and narrative reading and listening comprehension skills. At times, he is willing to participate in discussing and analyzing the story during whole group discussions. Areas of Need: Tal does not demonstrate any areas of need in accordance with 5th grade common core reading standards. Impact of Disability: There is no impact of disability in reading skills at this time. erformance Area: writing sessment/Monitoring Process Used: Comments from IEP of 5/11/22 Chime / Schology as of 11/28/23 urrent Performance/Assessment Results: urrent Performance/Assessment Results: urrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: Tal participates in many writing assignments throughout the school day. When composing longer writing assignments Tal benefits from using a brainstorm of maps, graphic organizers, color coded outlines each assignment in order to organize his thoughts. Tal uses literacy tools such as (graphic organizers, transition word lists, checklists, etc.) to increase and expand his written expression. From Schoology History class Tal is currently earning a B in this class with a notebook check and two other written assignments. Areas of Need: Tal is requiring moderate support to write a multi-sentence	
Impact of Disability: There is no impact of disability in reading skills at this time. erformance Area: written Language ategory: writing wri	eading activities throughout the school day within Math, Language Arts, Social Studies and Science. Each week, students an audio, teacher read, take turns reading aloud as a class, read with peers, and read silently. Each day, the class discusses omprehension activities to enrich their understanding of the text. Tal participates in comprehension activities such as ry activities, summarizing, making predictions, and sequencing events in the stories. He is being exposed, but not limited to ily such as vocabulary development, expository and narrative reading and listening comprehension skills. At times, he is an analyzing the story during whole group discussions.
Category: Writing Assessment/Monitoring Process Used: Comments from IEP of 5/11/22 Chime / Schology as of 11/28/23 tate/District Assessment Results: Comments from IEP of 5/11/22 Chime / Schology as of 11/28/23 Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: Tal participates in many writing assignments throughout the school day. When composing longer writing assignments Tal benefits from using a brainstorm of maps, graphic organizers, color coded outlines each assignment in order to organize his thoughts. Tal uses literacy tools such as (graphic organizers, transition word lists, checklists, etc.) to increase and expand his written expression. From Schoology History class Tal is currently earning a B in this class with a notebook check and two other written assignments. Areas of Need: Tal is requiring moderate support to write a multi-sentence paragraph with details and explanation. The IEP team would like to see Tal compose (type/write) a multi-paragraph composition stating claims in support of an argument, supported by clear reasons or relevant evidence to demonstrate an understanding of the topic or text, including using linking words, phrases, or clauses. Benefits from access to voice to text options or mic for dictation/text to speech when composing a paragraph. The IEP team notes that Tal has benefited from small group and 1:1 instruction as provided in our reading lab	
Assessment/Monitoring Process Used: Comments from IEP of 5/11/22 Chime / Schology as of 11/28/23 Exter/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: Tal participates in many writing assignments throughout the school day. When composing longer writing assignments Tal benefits from using a brainstorm of maps, graphic organizers, color coded outlines each assignment in order to organize his thoughts. Tal uses literacy tools such as (graphic organizers, transition word lists, checklists, etc.) to increase and expand his written expression. From Schoology History class Tal is currently earning a B in this class with a notebook check and two other written assignments. Areas of Need: Tal is requiring moderate support to write a multi-sentence paragraph with details and explanation. The IEP team would like to see Tal compose (type/write) a multi-paragraph composition stating claims in support of an argument, supported by clear reasons or relevant evidence to demonstrate an understanding of the topic or text, including using linking words, phrases, or clauses. Benefits from access to voice to text options or mic for dictation/text to speech when composing a paragraph. The IEP team notes that Tal has benefited from small group and 1:1 instruction as provided in our reading lab	Written Language
tate/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: Tal participates in many writing assignments throughout the school day. When composing longer writing assignments Tal benefits from using a brainstorm of maps, graphic organizers, color coded outlines each assignment in order to organize his thoughts. Tal uses literacy tools such as (graphic organizers, transition word lists, checklists, etc.) to increase and expand his written expression. From Schoology History class Tal is currently earning a B in this class with a notebook check and two other written assignments. Areas of Need: Tal is requiring moderate support to write a multi-sentence paragraph with details and explanation. The IEP team would like to see Tal compose (type/write) a multi-paragraph composition stating claims in support of an argument, supported by clear reasons or relevant evidence to demonstrate an understanding of the topic or text, including using linking words, phrases, or clauses. Benefits from access to voice to text options or mic for dictation/text to speech when composing a paragraph. The IEP team notes that Tal has benefited from small group and 1:1 instruction as provided in our reading lab	Writing
Areas of Need: Tal is requiring moderate support to write a multi-sentence paragraph with details and explanation. The IEP team would like to see Tal compose (type/write) a multi-paragraph composition stating claims in support of an argument, supported by clear reasons or relevant evidence to demonstrate an understanding of the topic or text, including using linking words, phrases, or clauses. Benefits from access to voice to text options or mic for dictation/text to speech when composing a paragraph. The IEP team notes that Tal has benefited from small group and 1:1 instruction as provided in our reading lab	Jsed: Comments from IEP of 5/11/22 Chime / Schology as of 11/28/23
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Impact of Disability: Tal's disability (OHI) impacts his ability to compose complex paragraphs which impacts his involvement and progress in the general education curriculum.	or coded outlines each assignment in order to organize his thoughts. Tal uses literacy tools such as (graphic organizers, etc.) to increase and expand his written expression. From Schoology History class Tal is currently earning a B in this class other written assignments. rt to write a multi-sentence paragraph with details and explanation. The IEP team would like to see Tal compose omposition stating claims in support of an argument, supported by clear reasons or relevant evidence to demonstrate an t, including using linking words, phrases, or clauses. Benefits from access to voice to text options or mic for dictation/text agraph. The IEP team notes that Tal has benefited from small group and 1:1 instruction as provided in our reading lab /28/23 Tal is currently has 0% by not starting and completing three assignments, since enrolling in this class.

Student	s Unified Schoo	TAL				Data of Birth	21-DEC-2010	Monting Data	29-NOV-2023
Student	LEVI	Fir	st	MI		Date of Birth	21-DEC-2010	Wreeting Date	29-110 1-2025
				Section	E: Present l	Level of Perform	ance		
erformance	Area:		Math						
ategory:			Math			~			
ssessment/l	Monitoring Proce	ss Used:	Comment	s from IEP of 5/	/11/2022 Chim	e School/ Schoolog	gy as of 11/28/23		
tate/District	Assessment Res	ults:							
urrent Perfo	ormance/Assessm	ent Summar	y (include s	tudent strengths	, student needs	s and impact of disa	ability on student perfo	rmance):	
minimal to activities). I with differe Areas of No Tal will nec 66.33% (D)	no support: whol- He has demonstra nt denominators, eeds: ed to know propo due to missing a	e group discu ted a proficio as well as ar rtional relations ssignments a	assions, mat ent understa ea, volume onships to so nd low grad	h practice with nding of the fol and geometric f olve multistep r les in classwork	a partner/smal lowing concep igures. atio and percent and comp-boo	l group, and indepe ts taught this year: nt problems. Since ok assignments 45%	E. He participates in the indent math activities (i operations involving in being enrolled in this n % (F) which brought his a problems' requiring pr	.e. workbook/worksh- ntegers, decimals, frac nath class Tal is curren s grade down from an	eet stions ntly at A to a D.
						eneral education ma			1
erformance	Area:		pre Vocati	onal Ed					
ategory:			Vocationa	al Education		~			
ssessment/l	Monitoring Proce	ss Used:	Comment	s from IEP of 5/	/11/22 Chime /	Schology as of 11	/28/23		
tate/District	Assessment Res	ults:							
urrent Perfo	ormance/Assessm	ent Summar	y (include s	tudent strengths	s, student needs	s and impact of disa	ability on student perfo	rmance):	
Areas of No Tal has diff activity, Tal math, Healt Impact of I progress in Schoology	ool rules and rout eed: ficulty shifting be typically require h and Wind perc. Disability: Tal's d the general educa as of 11/28/2023 ades: English: D//S	ines and is al tween a prefe s two to three sability (OH tion curricul English: 0%	ble to navig erred and no e prompts to I) impacts h um. , Math: 63.2	ate the classroo on-preferred act o stop what he is his ability to app 33% (D), PE 67	m and campus ivity. Although s doing to char propriately tran .27% (D), Hist	n peers respond to o age to a new activit sistion from one act	feeling anxious or stre lassroom timers to end y. He is currently missi ivity to the next which % (D), Wind: no grade ties. Seldom works in c	an activity and begin ng assignments in En impacts his involvem	the next glish,
Health: M/ Wind C/S/ Homeroon	S								

Student	s Unified Scho	TAL				Date of Rirth	21-DEC-2010	Meeting F	Date 29-NOV-202
Student	Last	Firs	st	MI			21-DEC-2010	Wreeting	29-110 1-202
				Section	E: Present Leve	l of Perform	ance		
Performance	Area:		Social Er	notional (1)					
Category:			Social E	motional	~				
ssessment/l	Monitoring Proce	ess Used:	Review o	of Records, Obser	rvations, Interview	8]	
state/District	t Assessment Res	ults:	N/A						
urrent Perfo	ormance/Assessn	nent Summary	(include s	student strengths	, student needs and	impact of disa	bility on student perf	formance):	
prompting, identifies hi perceives as that it helps (see IEP dat Areas of No basketball,' get his penc just a part o just a part o	he will state wha is feelings and sit s challenging. Tai s him to do better ted, 5/11/22). feed: Currently, te 'He stated that so cil and notebook of the process of he c'He stated that s cil and notebook of the process of he of the process of he	t is going wel uations that c has develop in school. He achers report hooling here out. He is ofte im getting us out. He is ofte im getting us	I, what he ause him t a a friends is respons Tal's areas in America en off task. ed to the n in Americ n off task. ed to the n	needs help with, o feel certain wa ship with a positi sible with taking of greatest diffi- a is a lot more di He can get chatt we environment He can get chatt ew environment	or discuss a difficu ys. In counseling, h ve peer. Tal contin his medication for culty are 'Getting d fficult than Israel. I y with peers aroun ,' and 'getting used fficult than Israel. y with peers aroun and 'He wants to c	It situation. Ta the demonstrate ues to take his school daily, a ressed for clas He sometimes d him. He also to the routines He sometimes d him. He also to things on his	emotional functioning I is much more open s positive self-talk wh medication to help hi nd will alert school st s and participating in does not respond even shouts comments ou and procedures of th does not respond eves shouts comments ou and procedures of th does not respond even shouts comments ou and procedures of th does not respond even shouts comments ou sown rather than alor ryone plays in the cla	to discussing his fe hen faced with som in focus and states taff if he has forgot other activities oth a after multiple pro- t loud. I am hoping e class.' Behaviors in after multiple pro- t loud. I am hoping g with the class. T	eelings. He eething he that he feels ten to take it' er than mptings to that this is that impede omptings to that his is
erformance				notional (2)	,				
Category:			Social E	motional	~				
Assessment/I	Monitoring Proce	ess Used:	Review o	of Records, Interv	views, Observation	5			
tate/District	t Assessment Res	ults:	N/A						
Current Perfo	ormance/Assessn	nent Summary	(include s	student strengths	, student needs and	impact of disa	bility on student perf	formance):	
end an activ self-confide demonstrate medication, dated 5/11/2 Impact: Tal	vity and begin the ence has improve e some difficulty , he demonstrates 22).	e next activity d this year, he with organiza significantly	, Tal typica continues tion, gettin greater ch	ally requires two to express that h ng started and co allenge with eng	to three prompts to be is nervous about mpleting assignme aging in his acaden	stop what he how he will ponts within exponents, beginning	vity. Although peers a is doing to change to erform on tests and as ected time limits. Wh s, completing and turr ts his involvement ar	a new activity. Altl ssignments. Tal cor en Tal has not take ning in his assignm	nough his atinues to n his ADHD ents' (see IEP,

Los Angolo	a Unified Schoo	l District		INDIVIDUAI	IZED EDUCA	TION PROGR	AM (IEP)			1	age 6 of
Los Angele Student	es Unified Schoo	TAL				Date of Birth	21-DEC-2010	Meeting	Data	29-NOV-202	3
Student	LEVI	Fi	rst	MI	J	Date of Birth	21-DEC-2010	Meeting	Date	29-110 1-202.	5
						vel of Perform	ance				
Performance	e Area:		English L	anguage Develor.	ment writing						
Category:			English	Language Develo	pment 🗸	•					
Assessment/	Monitoring Proces	ss Used:	Commen	ts from Chime IE	P as of 5/11/22 a	and Schoology as	s of 11/28/23				
State/Distric	et Assessment Resu	ilts:									
Current Perf	formance/Assessme	ent Summai	ry (include s	student strengths,	student needs an	nd impact of disa	ability on student perfo	ormance):			
of maps, gi transition v with a note Areas of N Tal is requ (type/write understand to speech v program. F	raphic organizers, o word lists, checklis book check and tw leed: irring moderate sup a multi-paragraphing of the topic or when composing a from Schoology of Disability: Tal's di	color coded ts, etc.) to in o other wri poort to writ h compositi text, includ paragraph. 11/28/23 Ta	outlines ea ncrease and tten assignr te a multi-se on stating c ing using lin The IEP tea al is current	ch assignment in 6 expand his writte nents. entence paragraph laims in support of nking words, phra m notes that Tal h ly has 0% by not	order to organize n expression. Fr with details and of an argument, s uses, or clauses. I as benefited fro starting and con	e his thoughts. T rom Schoology F d explanation. Th supported by cle Benefits from ac m small group a upleting three ass	ing assignments Tal b al uses literacy tools s History class Tal is cur he IEP team would lik ar reasons or relevant cess to voice to text o nd 1:1 instruction as p signments, since enrol impacts his involvem	uch as (graphic or rently earning a E e to see Tal comp evidence to demo ptions or mic for rovided in our rea ling in this class.	ganiz 3 in th ose nstrat dictati	ers, is class e an on/text ab	
Performance	e Area:		English I	anguage Develop.	oment Reading						
Category:			English	Language Develo	pment 🗸	•					
Assessment/	Monitoring Proces	ss Used:	Commen	ts from Chime IE	P as of 5/11/22 a	and Schoology a	s of 11/28/23				
State/Distric	et Assessment Resu	ılts:									
Current Perf	formance/Assessme	ent Summai	ry (include	student strengths,	student needs ar	nd impact of disa	bility on student perfe	ormance):			
listen to the the text and character d a variety of willing to p	e reading selection d students complet lescriptions, vocabi f literacy activities participate in discu	on an audio e comprehe ulary activit daily such ssing and an	o, teacher re nsion activi ties, summa as vocabula nalyzing the	ad, take turns rea- ties to enrich thei- rizing, making pr- ry development, e story during who	ding aloud as a d r understanding edictions, and se expository and n ole group discuss	class, read with p of the text. Tal p equencing events arrative reading sions.	ts, Social Studies and peers, and read silently articipates in compref in the stories. He is b and listening compref e reading standards.	y. Each day, the cl nension activities being exposed, but	ass di such a : not li	scusses s mited to	
Impact of	Disability: There i	s no impact	of disabilit	y in reading skills	at this time.						

Student	s Unified Schoo	TAL				Date of Birth	21-DEC-201	0	Meeting Date	29-NOV-2023
	Last	Firs	st	MI					8	
mliachla	, areas discussed r	alatad ta dia	ability or sugros	tad dicabili	Section F: Eli	gibility				
ppileaole,	, areas discussed r		aonity of suspec	leu uisaoin	ty.					
r Initial IE	P, interventions at	towntod nric	n to dotorminin	a ali gihility	•					
	i, interventions at	ttempted pric		gengionity	•					
oible as a	student with the d	lisability of								
de:	OHI		Other Health I	mpairment						
	Not Applicab	1.	OBlind or	1	OPartially Sigh					
ditional L	ow Incidence Elig			EA HOH		ted				
ode:		gionity (only		EA, HOH,	or severe OI).					
Juc.			<u> </u>		<u> </u>					
	Not Applicab	ole,	OBlind or		OPartially Sigh	ted				
Does not	meet eligibility cr	riteria for Sp	ecial Education	Services (In	nitial IEP).					
No Longo	er Eligible for Spe	cial Education	on Services (Re	view IEP).						
	er Eligible (Effecti	ive								
Date):										
This is a I	Final IEP. the stud	lent remains	eligible for Spe	cial Educat	ion Services until th	ne Effective D	ate below.			
nal IEP Re						Final IEP Effe				
ne IFP Tea	m has considered	d and agrees	s that the educe	ational nee	ds of the student a	re not prima	rily due to:			
_	l Maladjustment	u anu agrees	s mat the cuuca	_	oorary Physical Dis		Thy due to.	🔽 Lask of	instruction in rea	dina
_	-	.1		_						-
Lack of	of instruction in m	nath			ted English Proficio	ency		Environ	mental, Cultural o	or Economic Facto

Student LEVY	TAL		Date of Birth 21-DEC-2010	Meeting Date 29-NOV-2023
Last	First	MI Section G: Annual G	cools and Objectives	
rmance Area:	Writing		iting	Goal #: 1
		<u> </u>	of an argument, supported by clear reasons	
			es, or clauses in 8 out of 10 trials with 80 %	
ogress on annual goals to ovided at either Progress	be reported to parents by co Report or Report Card perio	ods.	Progress and Achievement from Current IF	"form(s) which will be
State Assessments		Methods of n Referenced	Criterion Referenced	Curriculum Based
Observation Other	Portfo		Work Samples	✓ Informal
emonstrate an understand	pported by clear reasons or ing of the topic or text, inclu at of 10 trials with 70 % acc	uding using linking words,	support of an argument, supported by c demonstrate an understanding of the to phrases, or clauses in 7 out of 10 trials	pic or text, including using linking words,
ate to be achieved:	March V 202	4 V MO/YR	Date to be achieved: August	► 2024 ► MO/YR
	IEP REPO	ORT OF PROGRESS AND A	CHIEVEMENT FROM CURRENT IE	Р
4 GOAL MET OR EXCEEDED	<i>3 SUBSTANTIAL PRO</i> met)	EXPLANATI GRESS (50-99% of goal	ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g	oal met) <i>I NO PROGRESS</i>
st Reporting Period	2nd Reporting Period	3rd Reporting Period	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	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	If "No" please explain:
neet annual goal? ○ Yes ○ No	○ Yes ○ No	\bigcirc Yes \bigcirc No		1
neet annual goal? Yes No f "No" please comment:	 ○ Yes ○ No If "No" please comment: 		If "No" please comment:	
neet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	If "No" please comment:	If "No" please comment:	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	If "No" please comment:	If "No" please comment:	If "No" please comment:	

Student LEVY	TAL		Date of Birth 21-DEC-2010	Meeting Date 29-NOV-2023
Last	First	MI Section G: Annual G	loals and Objectives	
mance Area:	Behavioral Support		navior Intervention	oal #: 2
			nic classes with 90% accuracy as measured b	
ork habits grade of 'S' or b	better on progress and repor	t cards.		
	be reported to parents by o Report or Report Card peri		Progress and Achievement from Current IE	P" form(s) which will be
		Methods of	Evaluation	
State Assessments		m Referenced	Criterion Referenced	Curriculum Based
Observation		folio	U Work Samples	Informal
Other	progress	report card WH grades		
cademic classes with 80%	start work/task Tal will star o accuracy as measured by better on progress and repo			k Tal will start and stay on task in all his measured by teacher observations and we and report cards.
te to be achieved:	March V 20		Date to be achieved: August	✓ 2024 ✓ MO/YR
	IEI KEI		ON OF MARKS	
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PR(met)	OGRESS (50-99% of goal	2 PARTIAL PROGRESS (1-49% of go	al 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:	
rogress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:
				\bigcirc Yes \bigcirc No
				J
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: Ves O No
Yes O No	\bigcirc Yes \bigcirc No	\bigcirc Yes \bigcirc No	\bigcirc Yes \bigcirc No	If "No" please explain:
"No" please comment:	If "No" please comment	t: If "No" please comment:	If "No" please comment:	
☐ Needs More Time	Needs More Time	Needs More Time	Needs More Time	
Excess	Excess		Excess Absence/Tardy	
Absence/Tardy	Absence/Tardy	Absence/Tardy	Assignments Not Completed	
Assignments Not	Assignments Not	Assignments Not	Need to review/revise Goal	
Completed	Completed	Completed	Other	
	└── Need to review/revise Goal	└── Need to review/revise Goal)
☐ Need to	review/revise Goal			
eview/revise Goal	Other	Other		
	Other	Other		

Student LEVY	TAL			Date of Birth	21-DEC-2010	Meetin	g Date 29-NOV-2023
Last	First		MI				
			Section G: Annual G	-			
	Voc Ed		÷ .	ational Education	✓ Annual Go	C	3
al will start and complete i	his class and nome	work assign	ments in all his classes with 9	0% accuracy as me	asured by work Habits g	rades of S c	r better on
rogress on annual goals to rovided at either Progress			npleting the "IEP Report of F s.	Progress and Achiev	rement from Current IEI	?" form(s) w	hich will be
	ſ	_	Methods of	\square			
State Assessments		_	Referenced	Criterion R			urriculum Based
Observation		Portfol		U Work Sam	bles	Market Int	formal
Other Incremental objective #1 1			d report cards		jective #2 related to th	-	
Tal will start and complete with 90% accuracy as mea and report cards.					-		ssignments in all his classes v f'S' or better on progress and
Date to be achieved:	March 🗸		✓ MO/YRRT OF PROGRESS AND A	Date to be achie			2024 V MO/YR
			EXPLANATI	ON OF MARKS			
4 GOAL MET OR EXCEEDED	<i>3 SUBSTANT</i> met)	TIAL PROG	EXPLANATI RESS (50-99% of goal		20GRESS (1-49% of go		1 NO PROGRESS
				2 PARTIAL PH	COGRESS (1-49% of governments)	al met)	1 NO PROGRESS
EXCEEDED 1st Reporting Period	met)		<i>RESS</i> (50-99% of goal	2 PARTIAL PH 4th Reporting H Only)		al met)	
EXCEEDED 1st Reporting Period	met) 2nd Reporting		RESS (50-99% of goal 3rd Reporting Period	2 PARTIAL PH		al met)	
EXCEEDED 1st Reporting Period Date:	met) 2nd Reporting Date:	g Period	RESS (50-99% of goal 3rd Reporting Period	2 PARTIAL PI 4th Reporting F Only) Date:		al met) Goal Act	
EXCEEDED	met) 2nd Reporting	g Period	RESS (50-99% of goal 3rd Reporting Period Date:	2 PARTIAL PH 4th Reporting H Only)		al met) Goal Act Object	nievement
EXCEEDED Ist Reporting Period Date:	met) 2nd Reporting Date:	g Period	RESS (50-99% of goal 3rd Reporting Period Date:	2 PARTIAL PH 4th Reporting F Only) Date: Progress Mark:		al met) Goal Act Objecti	ive 1 Met:
EXCEEDED Ist Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	met) 2nd Reporting Date: Progress Mark Is progress suff meet annual go	g Period	RESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	2 PARTIAL PH 4th Reporting F Only) Date: Progress Mark: Is progress suffic goal?	Period (Secondary	al met) Goal Act Objecti Objecti Objecti	nievement ive 1 Met: s \bigcirc No ive 2 Met: s \bigcirc No
EXCEEDED Ist Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes O No	met) 2nd Reporting Date: Progress Mark Is progress suff	g Period	RESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to	2 PARTIAL PH 4th Reporting F Only) Date: Progress Mark: Is progress suffic	Period (Secondary	al met) Goal Act Objecti Objecti Objecti	nievement ive 1 Met: s O No ive 2 Met:
EXCEEDED Ist Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes O No If "No" please comment:	met) 2nd Reporting Date: Progress Mark Is progress suff meet annual go Yes If "No" please	g Period	RESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment:	2 PARTIAL PH 4th Reporting F Only) Date: Progress Mark: Is progress suffic goal? Yes Ni If "No" please co	Period (Secondary	al met) Goal Act Objecti Objecti Objecti	nievement ive 1 Met: s \bigcirc No ive 2 Met: s \bigcirc No
EXCEEDED Ist Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes O No	met) 2nd Reporting Date: Progress Mark Is progress suff meet annual gc Yes	g Period	RESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No	2 PARTIAL PH	Period (Secondary	al met) Goal Act Objecti Objecti Objecti	nievement ive 1 Met: s \bigcirc No ive 2 Met: s \bigcirc No
EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	met) 2nd Reporting Date: Progress Mark Is progress suff meet annual gc Yes If "No" please If "No" please Needs Mo Excess Absence/Tardy	g Period : ficient to al? No comment: re Time	RESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	2 PARTIAL PH	Period (Secondary	al met) Goal Act Objecti Objecti Objecti	nievement ive 1 Met: s \bigcirc No ive 2 Met: s \bigcirc No
EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	met) 2nd Reporting Date: Progress Mark Is progress suff meet annual go Yes If If "No" please Needs Mo Excess Absence/Tardy Assignment	g Period : ficient to al? No comment: re Time	RESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	2 PARTIAL PH 4th Reporting F Only) Date: Progress Mark: Is progress suffic goal? Yes Ne If "No" please co Needs More Excess Abso Assignment	Period (Secondary	al met) Goal Act Objecti Objecti Objecti	nievement ive 1 Met: s \bigcirc No ive 2 Met: s \bigcirc No
EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	met) 2nd Reporting Date: Progress Mark Is progress suff meet annual go Yes If "No" please Needs Mo Excess Absence/Tardy Assignmer Completed	g Period : ficient to al? No comment: re Time	RESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	2 PARTIAL PH 4th Reporting F Only) Date: Progress Mark: Is progress suffic goal? Yes Ne If "No" please co Needs More Excess Abso Assignment	Period (Secondary	al met) Goal Act Objecti Objecti Objecti	nievement ive 1 Met: s \bigcirc No ive 2 Met: s \bigcirc No
EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	met) 2nd Reporting Date: Progress Mark Is progress suff meet annual go Yes If If "No" please Needs Mo Excess Absence/Tardy Assignment	g Period	RESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	2 PARTIAL PH 4th Reporting F Only) Date: Progress Mark: Is progress suffic goal? Yes Ne If "No" please co Needs More Excess Abso Assignment Need to revi	Period (Secondary	al met) Goal Act Objecti Objecti Objecti	nievement ive 1 Met: s \bigcirc No ive 2 Met: s \bigcirc No
EXCEEDED 1st Reporting Period Date: Progress Mark: Is 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	met) 2nd Reporting Date: Progress Mark Is progress suff meet annual gc Yes If "No" please Needs Mo Excess Absence/Tardy Assignmet Completed Need to	g Period	RESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is 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	2 PARTIAL PH 4th Reporting F Only) Date: Progress Mark: Is progress suffic goal? Yes Ne If "No" please co Needs More Excess Abso Assignment Need to revi	Period (Secondary	al met) Goal Act Objecti Objecti Objecti	nievement ive 1 Met: s \bigcirc No ive 2 Met: s \bigcirc No

Student LEVY			Date of Birth 21-DEC-2010	Meeting Date 29-NOV-2023
Last	First	MI Section Co Annual C	asle and Objectives	
mance Area:	Social Emotional	Section G: Annual G	-	
)	÷.	ial Emotional Annual Ge g, self talk, relaxation, etc.) to manage stress	
ith minimal adult support	as measured by observation.			
	be reported to parents by con Report or Report Card period	ls.	rogress and Achievement from Current IE	P" form(s) which will be
		Methods of	Evaluation	
State Assessments		Referenced	Criterion Referenced	Curriculum Based
Observation	Portfo		U Work Samples	Informal
Other		, teacher report	Incremental objective #2 related to th	
preathing, self talk, relaxat	egies for dealing with upsettin tion, etc.) to manage stress in ort as measured by observation	2 out of 5 trials per month	Tal will demonstrate strategies for dealin breathing, self talk, relaxation, etc.) to n with minimal adult support as measured	nanage stress in 3 out of 5 trials per month
te to be achieved:	March V 2024)	Date to be achieved: August	✓ 2024 ✓ MO/YR
			ON OF MARKS	•
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROC met)		2 PARTIAL PROGRESS (1-49% of go	al 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:	
rogress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:
				\bigcirc Yes \bigcirc No
				J
s progress sufficient to	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Objective 2 Met: O Yes O No
			\bigcirc \bigcirc	
neet annual goal?	\bigcirc Yes \bigcirc No	\bigcirc Yes \bigcirc No	\bigcirc Yes \bigcirc No	If "No" please explain:
neet annual goal? O Yes O No	○ Yes ○ No If "No" please comment:	○ Yes ○ NoIf "No" please comment:	○ Yes ○ No If "No" please comment:	If "No" please explain:
neet annual goal? O Yes O No				If "No" please explain:
 Yes No Yes No if "No" please comment: Needs More Time Excess 	If "No" please comment:	If "No" please comment:	If "No" please comment:	If "No" please explain:
neet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	If "No" please comment: Needs More Time Excess Absence/Tardy	If "No" please comment:	If "No" please comment:	If "No" please explain:
 Yes No Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not 	If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not 	If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not 	If "No" please comment:	If "No" please explain:
 Yes No Yes No if "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed 	If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed 	If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed 	If "No" please comment: If "No" please comment: Excess Absence/Tardy Assignments Not Completed	If "No" please explain:
 Yes No Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to 	If "No" please comment: If "No" please comment: Excess Absence/Tardy Assignments Not Completed Need to	If "No" please comment: If "No" please comment: Excess Absence/Tardy Assignments Not Completed Need to	If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	If "No" please explain:
 Yes No Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to eview/revise Goal 	If "No" please comment: If "No" please comment: Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	If "No" please comment: If "No" please comment: Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	If "No" please explain:
neet annual goal? Yes No f "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	If "No" please comment: If "No" please comment: Excess Absence/Tardy Assignments Not Completed Need to	If "No" please comment: If "No" please comment: Excess Absence/Tardy Assignments Not Completed Need to	If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	If "No" please explain:

	TAL		Date of Birth 21-DEC-2010	Meeting Date 29-NOV-2023
Last	First	MI Section C: Annual C	and Objectives	
rmance Area:		Section G: Annual G		1 // 5
	Math	Category: Ma	th Annual G class/homework and tests/quizzes as measu	
eacher made tests/quizzes i				
ogress on annual goals to ovided at either Progress			rogress and Achievement from Current IE	P" form(s) which will be
		Methods of	\square	
J State Assessments		orm Referenced	Criterion Referenced	Curriculum Based
☐ Observation		ortfolio	Work Samples	
Other		made tests/quizzes	Incremental objective #2 related to the	
Tal will use proportional re problems on class/homewo teacher made tests/quizzes	ork and tests/quizzes as n	neasured by student work and		o solve multistep ratio and percent probler measured by student work and teacher ma % accuracy.
ate to be achieved:		2024 MO/YR	Date to be achieved: August	 ✓ 2024 ✓ MO/YR
	101 10			-
		EXPLANATI	ON OF MARKS	
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL P. met)	EXPLANATI ROGRESS (50-99% of goal	ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go	pal met) <i>1 NO PROGRESS</i>
EXCEEDED		ROGRESS (50-99% of goal		oal met) <i>I NO PROGRESS</i> Goal Achievement
EXCEEDED 1st Reporting Period	met)	ROGRESS (50-99% of goal	2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only)	
EXCEEDED	met) 2nd Reporting Perio	ROGRESS (50-99% of goal d 3rd Reporting Period	2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary	
EXCEEDED St Reporting Period Date:	met) 2nd Reporting Perio Date:	ROGRESS (50-99% of goal d 3rd Reporting Period Date:	2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date:	
EXCEEDED Ist Reporting Period Date:	met) 2nd Reporting Perio	ROGRESS (50-99% of goal d 3rd Reporting Period	2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only)	Goal Achievement Objective 1 Met:
EXCEEDED Ist Reporting Period Date:	met) 2nd Reporting Perio Date:	ROGRESS (50-99% of goal d 3rd Reporting Period Date:	2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date:	Goal Achievement Objective 1 Met: O Yes No
EXCEEDED Ist Reporting Period Date: Progress Mark: Is progress sufficient to	met) 2nd Reporting Perio Date:	ROGRESS (50-99% of goal d 3rd Reporting Period Date:	2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date:	Goal Achievement Objective 1 Met:
EXCEEDED Ist Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	met) 2nd Reporting Perio Date: Progress Mark: Is progress sufficient	ROGRESS (50-99% of goal d 3rd Reporting Period Date:	2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual	Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
EXCEEDED Ist Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes O No	met) 2nd Reporting Perio Date: Progress Mark: Is progress sufficient meet annual goal?	ROGRESS (50-99% of goal d 3rd Reporting Period Date:	2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal?	Goal Achievement Objective 1 Met: Yes No Objective 2 Met:
EXCEEDED Ist Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment:	met) 2nd Reporting Perio Date: Progress Mark: Is progress sufficient meet annual goal? Yes No If "No" please comme	ROGRESS (50-99% of goal d 3rd Reporting Period Date:	2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment:	Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
EXCEEDED Ist Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes O No	met) 2nd Reporting Perio Date: Progress Mark: Is progress sufficient meet annual goal? Yes O No	ROGRESS (50-99% of goal d 3rd Reporting Period Date:	2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
EXCEEDED Ist Reporting Period Date: Progress Mark: Is progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess	met) 2nd Reporting Perio Date: Progress Mark: Is progress sufficient meet annual goal? Yes No If "No" please comme Needs More Time	ROGRESS (50-99% of goal d 3rd Reporting Period Date:	2 PARTIAL PROGRESS (1-49% of go 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	Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
EXCEEDED Ist 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	met) 2nd Reporting Perio Date: Progress Mark: Is progress sufficient meet annual goal? Yes No If "No" please comme Needs More Time Excess Absence/Tardy Assignments Not	ROGRESS (50-99% of goal d 3rd Reporting Period Date:	2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
EXCEEDED Ist 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	met) 2nd Reporting Perio Date: Progress Mark: Is progress sufficient meet annual goal? Yes No If "No" please comme Excess Absence/Tardy Assignments Not Completed	ROGRESS (50-99% of goal d 3rd Reporting Period Date:	2 PARTIAL PROGRESS (1-49% of go 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	Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
EXCEEDED 1st Reporting Period Date: Progress Mark: Is 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	met) 2nd Reporting Perio Date: Progress Mark: Is progress sufficient meet annual goal? Yes No If "No" please commet Excess Absence/Tardy Assignments Not Completed Need to	ROGRESS (50-99% of goal d 3rd Reporting Period Date:	2 PARTIAL PROGRESS (1-49% of go 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 Need to review/revise Goal	Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	met) 2nd Reporting Perio Date: Progress Mark: Is progress sufficient meet annual goal? Yes No If "No" please comme Excess Absence/Tardy Assignments Not Completed	ROGRESS (50-99% of goal d 3rd Reporting Period Date:	2 PARTIAL PROGRESS (1-49% of go 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 Need to review/revise Goal	Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No

Student LEVY			Date of Birth 21-DEC-2010	Meeting Date 29-NOV-2023
Last	First	MI Section Co. America C		
		Section G: Annual G	-	
		<u> </u>	lish Language Devel ➤ Annual s explicitly as well as inferences drawn fr	
		t work in 4 out of 5 trials with		
	be reported to parents by co Report or Report Card perio	ds.	Progress and Achievement from Current I	EP" form(s) which will be
		Methods of	\square	\Box
State Assessments	\Box	Referenced	Criterion Referenced	Curriculum Based
Observation	U Portfo	blio	Work Samples	
J Other ■ Other ■ Other				
ext says explicitly as well	es of textual evidence to sup as inferences drawn from th eacher observations and stude	e text on class reading	says explicitly as well as inferences d	l evidence to support analysis of what the te rawn from the text on class reading material l student work in 3 out of 5 trials with 75%
ate to be achieved:	March V 2024		Date to be achieved: August	
				Er
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PRO met)	GRESS (50-99% of goal	ON OF MARKS 2 PARTIAL PROGRESS (1-49% of	goal met) 1 NO PROGRESS
st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary	Goal Achievement
Date:	Date:	Date:	Only)	
			Date:	
ha anaa Marila	Dreenees Marks	Duo ouooo Moule	Due guese Merily	Objective 1 Met:
rogress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	O Yes O No
				U Yes U 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: O Yes O No
⊃ 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	Needs More Time	Needs More Time		
Excess	Excess	Excess	Needs More Time Excess Absence/Tardy	
Absence/Tardy	Absence/Tardy	Absence/Tardy	Assignments Not Completed	
Assignments Not	Assignments Not	Assignments Not	Need to review/revise Goal	
Completed	Completed	Completed	Other	
Need to	□ Need to	Need to		
	review/revise Goal	review/revise Goal		
review/revise Goal				
eview/revise Goal Other	Other	Other		

Los Angeles Unified School District Student LEVY TAL Date of Birth Last First MI Section K: Participation in State and District-wie Assessments administered will conform to those assessments determined for each grade by the California District. Student will participate in Regular State and District Assessments. (Designated Supports and/or Accommodations identified below are applicable) Designated Supports: Text-to-speech software enabled (for math items and ELA items except for reading passage Test in a separate/smaller setting Noise Buffers Accommodations: Text-to-Speech software enabled for ELA reading passages (embedded accommodation).	le Assessments Department of Education and/or the I	Date 29-NOV-2023 Los Angeles Unified School CAASPP Subject ELA and Math
Last First MI Section K: Participation in State and District-wide Assessments administered will conform to those assessments determined for each grade by the California District. Student will participate in Regular State and District Assessments. (Designated Supports and/or Accommodations identified below are applicable) Designated Supports: - - Text-to-speech software enabled (for math items and ELA items except for reading passage - Test in a separate/smaller setting - Noise Buffers Accommodations: -	le Assessments Department of Education and/or the I	Cos Angeles Unified Schoo
Section K: Participation in State and District-wide Assessments administered will conform to those assessments determined for each grade by the California District. Student will participate in Regular State and District Assessments. (Designated Supports and/or Accommodations identified below are applicable) Designated Supports: - Text-to-speech software enabled (for math items and ELA items except for reading passage - Test in a separate/smaller setting - Noise Buffers Accommodations:	Department of Education and/or the I	CAASPP Subject
Assessments administered will conform to those assessments determined for each grade by the California District. Student will participate in Regular State and District Assessments. (Designated Supports and/or Accommodations identified below are applicable) Designated Supports: - Text-to-speech software enabled (for math items and ELA items except for reading passage - Test in a separate/smaller setting - Noise Buffers Accommodations:	Department of Education and/or the I	CAASPP Subject
 (Designated Supports and/or Accommodations identified below are applicable) Designated Supports: Text-to-speech software enabled (for math items and ELA items except for reading passage Test in a separate/smaller setting Noise Buffers Accommodations: 	s)	
Designated Supports: - Text-to-speech software enabled (for math items and ELA items except for reading passage - Test in a separate/smaller setting - Noise Buffers Accommodations:	s)	
 Test in a separate/smaller setting Noise Buffers Accommodations: 	s)	
- Noise Buffers Accommodations:		
Accommodations:		
- Text-to-Speech software enabled for ELA reading passages (embedded accommodation).		

	INDIVIDUALIZED EDI	UCATION PROGRAM (IEP)	Page 15 of 24
Los Angeles Unified School District Student LEVY TAL		Date of Birth 21-DEC-2010	Meeting 29-NOV-2023
Last First	MI	Date of Birth 21-DEC-2010	Date
	Section N: Procedural Safe	eguards and Follow-up Actions	
A Parent's Guide to Special Education			the parent in his/her primary language.
The IEP Team Meeting Introductory Stat	ements were read aloud at the b	eginning of the IEP Team meeting.	
The parent/guardian was informed of his			
Is the parent/guardian requesting informal tr	anslation? 🔿 Yes 🔘 No	Select Preferred Language:	~
Is the parent/guardian requesting official tran	nslation? 🔘 Yes 🔿 No	Select Preferred Language: Hebrew	✓
Specify the Individual Pages to be transla	ited:		
Special Requests:			
		have been informed that the educational	decision-making rights will transfer to the
<u>Pandemic L</u>	earning Loss Consideration o	f Compensatory and/or Recoupment S	<u>Services</u>
Compensatory Education Consideration:		Recoupment Services Considerat	
 The IEP team has reviewed and discusse education is required due to the COVID- determined: Student received all of their special ed 	19 pandemic. The IEP team has	and considered factors that may	discussed student's progress/achievement v have impacted student's learning during result of the COVID-19 pandemic. The
 Student received an or men special call services required by their IEP. Competence required. Student did not receive all of their special services receives all services receives receives all services receives all services receives all services receives all services receives receives all services receives receives all services receives re	nsatory education is not		rogress toward IEP goals and/or expectations of progress/goal services are recommended.
and services required by their IEP. Con details are documented in FAPE 2- Sur	npensatory education offer mmary of Services.	closures caused by the COVI	loss as a result of the school facility D-19 pandemic and recoupment
Student did not receive all of the speci and services required by their IEP. How education was warranted for the reason team in FAPE Part 2 Part 4.	wever, no compensatory	to address past learning loss.	EP team discussed recoupment services Recoupment services offer details are a 4 of the IEP (including completion of a
Ocompensatory education consideration	n was documented on IEP dated	Recoupment services conside 12-MAY-2022 (Inactive) Revi	eration was documented on IEP dated
12-MAY-2022 (Inactive) Review - Annu	ual 🗸		
 Preschool Only Consideration (Transitio 30-Day IEP Consideration (Out-of-Distr Student attends private school within dis 	ict)	side of district boundaries (Eligibility De	termination Only)
	THIS SPACE DELIBE	ERATELY LEFT BLANK.	

IND IV					Page	16 of 24
Los Angeles Unified School District	IDUALIZED EDUG	LATION PROGR	AM (IEP)			
Student LEVY TAL		Date of Birth	21-DEC-2010	Meeting Date	29-NOV-2023	
Last First MI						
Section	n Q: Parent Part	ticipation and C	Consent			
Parent Participation				t Notification		
 Parent/Student (18-21) has participated in the IEP meeting. Parent/Student (18-21) indicated before the meeting that they to attend. Parent/Student (18-21) was notified 3 times of the meeting tim Parent/Student (18-21) did not respond to any of the meeting notifimeeting was held without the Parent/Student (18-21) present. 	ne and place.	<u>Method</u> Email Email	Der	Whom nise Lewis nise Lewis	When 15-NOV-202 27-NOV-202	
• Parent/Student (18-21) did not attend and gave permission to them if they did not attend.	•	request.		eeting was rescheduled re ONLY if the PAREN		
Parent/Student (18-		meeting be resched	,	EP		
A Parent/Student (18-21) may agree to all or some of the con	, 8	•	•			
implement those portions of the IEP to which the parent/stud				on and services.		
O Parent/Student (18-21) AGREES to all components of the IE	EP.					
O Parent/Student (18-21) AGREES to all components of the pr	roposed IEP WITH	THE SPECIFIC E	EXCEPTION(S) stated	d below:		
Assessment Specify						
Eligibility Specify						
Instructional Setting Specify						
Services Specify						
O The Parent/Student (18-21) DOES NOT AGREE with any o A Parent/Student (18-21) is not required to initiate any form a parent/student (18-21) does wish to initiate a form of disput dispute resolution processes in the District's publication, A F	of dispute resoluti ute resolution as to	on as to compone the components c	of the proposed IEP, t	the parent can find ir	nformation on	ee. If
	Parent Concerns	and Comment	ts			
Signature(s)				Date]
Parent O Guardian Student age 18-2 years	21 years age 18-21	O Surrogate Pa	arent O Eman	cipated Minor	Foster Parent	
Did the school district facilitate parent involvement as a means of	improving services a	and results for your	child? 🔘 Yes 🔿 N	o 🔿 No Response		
✓ I certify that I have received a copy of the Parent Input S	Survey regarding th	ne IEP process. I u	understand that my c	ompletion of the for	m is voluntary a	ind
can be done at anytime after the IEP meeting <i>Signature(s)</i>					1 2022	
Signature(s)				Date 29-NOV	/-2023	



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

Please take a moment to complete the survey below by scanning the QR code with your smart phone camera. You can also take the survey at this link: Por favor tómese un momento para completar la siguiente encuesta escaneando el código QR con la cámara de su teléfono inteligente. También puede realizar la encuesta en este enlace:

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

Please ask your school staff if in need of assistance. En caso que necesite asistencia, por favor solicitesela al personal de la escuela.



s Angeles	s onneu i	School District			Reconv Date	vened Meeting	
Student	LEVY	TAL		Date of Birth		Meeting Date	29-NOV-2023
	Last	First	MI				
			Section R	: Names and Signatures (Signatur	res on File)		
		Team Member		Print Name		Signatu	ire
Parent/Guai	rdian			Fabiola Ambriz			
Parent/Guai	rdian						
student Age	e 18 - 21 ye	ars					
Student Uno	der Age 18	years					
Surrogate P	arent						
Foster Parer	nt						
Family Fost	ter Home P	rovider					
Administrat	tor						
Administrat	tive Design	ee		Helga Rotharupt			
Special Education Teacher				Cecilia Walsh		Cecilia Walsh	
General Education Teacher				Pam Fulgencio		Pf	
School Psychologist				Cammie Brinkman		G.	
School Nurse							
Related Ser	vice Staff	ELD Coordinator		Lynda Escalante		56	
Related Ser	vice Staff						
Related Ser	vice Staff						
nterpreter							
Sign Langu	age Interpro	eter					
Agency Rep	presentative	•					
Agency Rep	presentative	•					
	presentative						
Other							
Other							
Other							
Other							
/ 1101		<u></u>					

				INDIVIDUALIZ	ED EDUCATION PROGRAM (IEP)		Page 18 of
Los Angeles Student		TAL		MI	Date of Birth 21-DEC-2010	Meeting Date	29-NOV-2023
			LEAS	ST RESTRICTI	VE ENVIRONMENT ANALYSIS		
					the IEP Team at the IEP Team Meeting		
				<u>Student</u>	's Current Placement Type:		
O General	Education	Class/Gener	al Education	Site	O Special Day Program/General E	ducation Site	
	Day Progra	m/Special E	ducation Cer	nter	O Nonpublic School		
⊖ Home/H	lospital or F	Residential C	are Facility				
DIRECTION					eam discussion regarding placement from the b ne Step that indicates YES, it is also required to		A until the team reaches
in a more re use of suppl accommoda cannot be pr needs.	strictive set ementary a tions and m ovided. In	ting should ids and servi nodifications selecting the	only occur if ces cannot b is not the so LRE, consi	f the nature or severi be achieved satisfactor ble justification for p deration is given to a	at students with disabilities be educated in the le ty of the student's disability is such that placem orily. The lack of current availability of a studer placement in a more restrictive setting, unless the any potential harmful effect on the child or on the modifications in the student's IEP be made availa	ent in a less restric nt's required suppo ere is a compelling he quality of servi	ctive setting with the orts, services, g reason why they ces that he or she
Step A.	classroo	m/setting?					
	O Yes	O No	the question	on below.	eneral education classroom/setting is the approp	_	
	• Yes	() No	in a genera	al education classroo	the required supports, services, accommodation om/setting? If YES, all required supports, servic sonable timeline. If the answer is NO, please art	es, accommodatio	ns and/or modification
Step B.		supports, sei lay program		nmodations and/or n	nodifications in the student's IEP be made availe	able on a general o	education site in a
	○ Yes	\bigcirc No		ver is YES, then a sp to the question below	becial day program on a general education site is w.	s the appropriate p	lacement. If the answe
	⊖ Yes	() No	If not curr in a specia modificati	ently available, can t I day program on a g	the required supports, services, accommodation general education site? If YES, all required supp d within a reasonable timeline. If the answer is	ports, services, acc	commodations and/or

 staged Unified School District Studerti [EV] TA. Date of Birth 21-DEC-2010 Meeting 9-NOV-2023 Date ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued) To Be Completed By the IEP Team at the IEP Team Meeting Step C. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a special school setting? Yes< No If the answer is YES, then a special school setting is the appropriate placement. If the answer is NO, go to the ques below. Yes No If the answer is YES, then a special school setting is the appropriate placement. If the answer is NO, po to the quest period within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step Yes< No If the answer is YES, then a home/hospital setting? Yes< No If the answer is O, go to the question below. Yes< No If the answer is NO, go to the questing is the appropriate placement. If the answer is NO, go to the question below. Yes< No If the answer is NO, go to the question below. Yes< No If the answer is All required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step Yes< No If not currently available, can the required supports, services, accommodations and/or modifications in the student's IEP be made available in a nesidential care facility? Yes No If not currently available, articulate in the IEP what supports, accommodations and/or modifications are required for student in this setting. 	os Angeles	Unified S	chool Distri	ct	INDIVIDUALIZED	D EDUCATION PROGRAM (IEP)			
ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued) To be Completed By the IEP Team at the IEP Team Meeting Step C. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a special school setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step Step D. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting? Yes No If the answer is YES, then a home/hospital setting is the appropriate placement. If the answer is NO, please articulate why in the box below. Then go to Step Step D. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting? Yes No If the answer is YES, then a home/hospital setting is the appropriate placement. If the answer is NO, please articulate why in the box below. Then go to Step Yes No If not currently available, can the required supports, services, accommodations and/or modifications us the provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step Yes No If not currently available, can the required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box b	-					Date of Birth 21-DEC-201	0	Meeting	29-NOV-2023
Step D. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a special school setting? Yes No If the answer is YES, then a special school setting is the appropriate placement. If the answer is NO, go to the quest below. Yes No If the answer is YES, then a special school setting is the appropriate placement. If the answer is NO, go to the quest below. Yes No If not currently available, can the required supports, services, accommodations and/or modifications be made avail in a special school setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step Step D. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting? Yes No If the answer is YES, then a home/hospital setting is the appropriate placement. If the answer is NO, go to the question below. Yes No If the answer is YES, then a home/hospital setting is the appropriate placement. If the answer is NO, go to the question below. Yes No If the answer is YES, then a home/hospital setting? Yes No If not currently available, can the required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step provided within a reasonable timeline. If the		Last		First	MI			Date	
Yes No If the answer is YES, then a special school setting is the appropriate placement. If the answer is NO, go to the quest below. Yes No If not currently available, can the required supports, services, accommodations and/or modifications be made avail in a special school setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step Step D. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting? Yes No If the answer is YES, then a home/hospital setting is the appropriate placement. If the answer is NO, go to the question below. Yes No If the answer is YES, then a home/hospital setting is the appropriate placement. If the answer is NO, go to the question below. Yes No If the answer is YES, then a home/hospital setting is the appropriate placement. If the answer is NO, go to the question below. Yes No If not currently available, can the required supports, services, accommodations and/or modifications be made avail in a home/hospital setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step Step E. Can the supports, services, accommodations and/or modifications and/or modifications are required for Yes No If not currently avai			ANNUA					ontinued)	
Step D. Can the supports, services, accommodations and/or modifications be made avail in a special school setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step Step D. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting? Yes No If the answer is YES, then a home/hospital setting is the appropriate placement. If the answer is NO, go to the question below. Yes No If not currently available, can the required supports, services, accommodations and/or modifications be made avail in a home/hospital setting? Yes No If the answer is NO, go to the question below. If not currently available, can the required supports, services, accommodations and/or modifications be made avail in a home/hospital setting? Yes No If not currently available, can the required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step Step E. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a residential care facility? Yes No If not currently available, articulate in the IEP what supports, accommodations and/or modifications are required for t	Step C.	Can the	supports, se	rvices, accor	mmodations and/or mo	difications in the student's IEP be made	de available	e in a special sc	hool setting?
Step D. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting? Yes No If the answer is NO, go to the question below. Yes No If the answer is NO, go to the question below. Yes No If the answer is NO, go to the question below. Yes No If the answer is NO, go to the question below. Yes No If the answer is NO, go to the question below. Yes No If the answer is NO, go to the question below. Yes No If the answer is NO, go to the question below. Yes No If the answer is NO, go to the question below. Yes No If not currently available, can the required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step Step E. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a residential care facility? Yes No If not currently available, articulate in the IEP what supports, accommodations and/or modifications are required for the supports.		○ Yes	() No		wer is YES, then a spec	cial school setting is the appropriate pl	acement. I	f the answer is	NO, go to the ques
Step E. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a residential care facility? Yes No		() Yes	○ No	in a specia	al school setting? If YE	ES, all required supports, services, acc	ommodatic	ons and/or modi	fications must be
Step E. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a residential care facility? Step E. Can the supports, services, accommodations and/or modifications and/or modifications are required for the supports, services, accommodations and/or modifications are required for the supports, services, accommodations and/or modifications are required for the supports, services, accommodations and/or modifications are required for the supports, services, accommodations and/or modifications are required for the supports, services, accommodations and/or modifications are required for the supports, accommodations and/or modi									
Step E. Can the supports, services, accommodations and/or modifications are required for Yes	Step D.	Can the	supports, se	rvices, accor	mmodations and/or mo	difications in the student's IEP be made	de available	e in a home/hos	pital setting?
Step E. Can the supports, services, accommodations and/or modifications are required for the text of text of the text of tex of text of text of tex of text of text of tex of text of text of		○ Yes	() No				acement.		
Step E. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a residential care facility? O Yes No If not currently available, articulate in the IEP what supports, accommodations and/or modifications are required for		○ Yes	○ No	in a home	/hospital setting? If YE	ES, all required supports, services, acc	ommodatic	ons and/or mod	fications must be
\bigcirc Yes \bigcirc No If not currently available, articulate in the IEP what supports, accommodations and/or modifications are required for									
	Step E.	Can the	supports, se	rvices, accor	mmodations and/or mo	difications in the student's IEP be made	de available	e in a residentia	l care facility?
		⊖ Yes	🔿 No		•	ate in the IEP what supports, accomm	odations ar	nd/or modificat	ions are required fo

Student	LEVY Last	TAL First	MI	Date of Birth 21-DEC-2010	Meeting Date	29-NOV-2023
	A			TE ENVIRONMENT ANALYSIS the IEP Team at the IEP Team Meeting	(Continued)	
Step F.		ets at this time, inclu	uding (check all that a		he IEP team, outwe	igh any potential
		Missed general of Rate at which st Lack of opportu Lack of opportu	ess to the full range of education instruction udent may earn credit nity for social interac- nities for age-appropr ulization opportunities	taught by highly qualified staff s for graduation tion iate peer role models		
		Limited access t	o peers in student's ho	51 1		

Student TEXT	TAL	IEP FAI	C 2010 Martine Bar 20 MOM 2022
Student LEVY Last	TAL First	Date of Birth 21-DE	C-2010 Meeting Date 29-NOV-2023
Last	1 11 51		
		Effective With this IEP	Future Changes Related to this IEP
	As of Date:		
lligibility: from Page 4)		Eligible (OHI)	
from Fage 4)	Final IEP Reason		
	Final IEP Effective Date:		
Curriculum		General Education	
Placement	Type of School	District Resident School	
	Name of School	HALE CA	
nstructional Setting	Setting	General Education	
	Program	GE	
	Special Day Minutes/Wk		
	Addresses Goals	3(Voc Ed),1(Writing),4(Social Emotional),5(Math	
),6(ELD),2(Behavioral Support)	
Additional Factors	Low Insident Support	None	
	Low Incident Support		
	Assistive Technology Support	No	
	Transportation	None	
)	
	Extended School Year/Intersession	🔿 Yes 💿 No	
	Parent Counseling and Training (PCT)	♥ Yes ○ No	
	ESY Transportation		
Accommodation, Modifications, Supports	Instructional Accommodations	Restate or clarify directions. Extended time to complete assignments, assessments and	
	Instructional	homework (100%), Checks for attention and understanding, preferential seating (near instruction), redirection/cues to attend, break assignments into steps or use a checklist, frequent check-ins during independent work, Praise participation, progress and effort., Emphasize progress and improvement to encourage effort on new or challenging tasks. Use of breaks and other self-calming strategies to manage frustration Frequent communication with parents regarding medication regimen and any changes. Small group instruction as available, Access to teacher provided notes or access to a note taker, Headset or mic for dictation/text to speech. Screen reading software/applications. Digital books Audiobooks when available	
	Instructional Modifications		
	Other Supports, including Non-Academic and Extra-curricular Activities		
Preparation for Three Year Review IEP (At the second Annual Review IEP Meeting, the team must discuss and	Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary?	● Yes ○ No	

	If the Parent does not agree, specify the area(s) to be reassessed.
	Comments, as appropriate
Low Incidence Equipment	
Assistive Technology Equipment	
Participation in General Education	Tal will participate in the general education classes with resource support in English and math.

		INDIVIDUALIZEI	D EDUC	ATION PROGRAM (IEP)	Page 20	
Los Angeles Unified School I Student LEVY T	AL			IEP FAPE Part 2 - Summary of S Date of Birth 21-DEC-2010	Meeting Date 29-NOV-2023	
Last	First	MI				
				Effective With This IEP	Future Changes Related To This IEP	
Service 1		Star	rt Date:	Effective on Signature Date		
RSP		En	d Date:			
RSP		Service app	olies to:	Regular		
		Free	quency:	1-5		
This service addresses the following goals:		Iı	nterval:	Weekly		
3(Voc Ed)		Minutes/In	nterval:	100		
1(Writing)	Min	utes/Interval (Pullout fro	om Gen Ed):	0		
2(Behavioral Support)		Service Delivery	Model:	RSP: Collaborative Teaching and Planning*		
		RS	P Area:	Literacy/ELA/ELD		
		Responsible Per	sonnel:	Resource Specialist Teacher		
				District Assigned Qualified Provider		
Service 2		Star	rt Date:	Effective with Future Changes	08-JAN-2024	
RLC		End Date:				
RSP: Learning Center - Ros Carrying	ster	Service app			Regular	
		Free	quency:		1-5	
This service addresses the following goals:		Iı	nterval:		Weekly	

3(Voc Ed)	Minutes/Interval:		240
1(Writing)	Minutes/Interval (Pullout from Gen		240
5(Math)	Ed):		
6(ELD)	Service Delivery Model:		RSP: Direct Instruction Services*
	Learning Center Area:	E	LD
2(Behavioral Support)	Responsible Personnel:		Resource Specialist Teacher
			District Assigned Qualified Provider
k			
Service 3	Start Date:	Effective on Signature Date	
RSP	End Date:		
RSP	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals:	Interval:	Weekly	
3(Voc Ed)	Minutes/Interval:	100	
5(Math)	Minutes/Interval (Pullout from Gen Ed):	0	
2(Behavioral Support)	Service Delivery Model:	RSP: Collaborative Teaching and Planning*	
	RSP Area:	М	ath
	Responsible Personnel:	Resource Specialist Teacher	
		District Assigned Qualified Provider	
Service 4	Start Date:	Effective on Signature Date	
04	End Date:	-	

	Frequency:	1-5	
This service addresses the following goals:	Interval:	Monthly	
4(Social Emotional)	Minutes/Interval:	60	
	Minutes/Interval (Pullout from Gen Ed):	60	
	Service Delivery Model:	Direct Service (By a Single Provider)*	
	Responsible Personnel:	Licensed/Credentialed Provider	
	*		

Notes:

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

1

Effective With this IEP

Future Changes Related to this IEP

Part 3 - Percentage of Time Outside of General Education

% of Time per Week outside of General Education

Part 4 - Compensatory Education/Recoupment Services Discussion

Part 4 - Additional Discussion (This section is optional)

PCT workshops are currently being held virtually from 8:30 to 10:30 am and the informational packet is available online via the LAUSD Parent Portal. One can register for this online platform at https://parentportalapp.lausd.net/parentaccess/. Please call (818) 654-5053 with questions.

'A discussion was held regarding reclassification and the IEP team's determined that the student no longer needs ELD services and can reclassify.' The team discussed the Learning Center to help with outstanding assignments and help with review of class material.

Los Ang	eles Unified Schoo		INDIVIDU	JALIZED	EDUCA			RAM (IEP) art 2 - Summ	nary of Ser	vices	Page
tudent	LEVY	TAL				Date	e of Birth	21-DEC-201	0	Meeting Date 29-	NOV-2023
	Last	First	MI								
				FAP	E Sumn	nary (Grid				
Progra	m:	GE				Settin	g:		General E	ducation	
Eligibil	ity:	Eligible (OHI)				Curri	culum:		General E	ducation	
Transp	ortation:	None				Low I	ncident S	Support:	None		
	istrict Received Signature:										
Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequ	ency	1	Area	Total Minutes	Addresses Goal(s)	No Consent
04	Counseling and Guidance	Effective on Signature Date	Regular	Monthly	1-:	5		~	60	Social Emotional	
RSP	RSP	Effective on Signature Date	Regular	Weekly	1-:	5		RSP- //ELA/ELD	100	Voc Ed , Writing, Behavioral Support	
RSP	RSP	Effective on Signature Date	Regular	Weekly	1-:	5	RS	P-Math	100	Voc Ed , Math , Behavioral Support	
RLC	RSP: Learning Center - Roster Carrying	Effective with Future Changes 08-Jan-2024	Regular	Weekly	1-:	5	RL	C-ELD	240	Voc Ed , Writing, Math , ELD, Behavioral Support	

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						
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.

For IEP Team Information

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

			INDIVIDUALIZED EDUCATION	PROGRAM		Page 22 of
			Behavior Intervention P	lan		
	Los	For Behave Angeles Unified School I	ior Interfering with Student's Learning or the District		avior Intervention	n Plan ng 1 of
Student	LEVY	TAL	Date of Bin			NOV-2023
	Last	First	MI			
1		mpeding learning is:	Describe what it loo			
1		nplete assignments		and complete assignments, will giv		
2		•	work production 🗹 disrupts other stude	nts requires instruction to s	top	
	instructional t	ime is lost negative	interaction with peers			
	other					
3	The need for	a Behavior Intervention Plan	: O early stage intervention 🔵 moderate	serious cextreme		
3	Fraguancy or	intensity or duration of beha	vior: Frequency (x) Period Inten	sity Duration (min)		
4		intensity of duration of bena				
	2 Reported	by (, 1 /D CD		lium V 5		
		teachers/RSP		teachers/RSP		
PREVEN	NTION		PART 1	ENVIRONMENTAL FACTORS	AND NECESSARY	CHANGES
	-	What are the predictors f	for the behavior? (Situations in which the behavior	avior is likely to occur: people, time,	, place, subject, etc).	
	5	Disruption in routine	es 🔽 Work level higher than	Verbal directives	Lack of p	redictability
		Time of day	student's ability	Peer conflict	Over stim	•
		Unstructured time	Internal physical/emotional state	Room conditions	Specific re	oom arrangement
		Events from previou	s Lack of freedom, choice,			
		environments	desirable activities, friends			
		Other Describe:	Under stimulation			
			ent using the problem behavior? (What is miss	ing in the environment/cumiculum a	withot is in the entrie	ann ant/aumiaulu
Observat	ion 6	that needs changing?)	ent using the problem behavior? (what is miss	ing in the environment/curriculum o	i what is in the enviro	onment/curricului
Analysis		he environment:		2		
•	T resent in t		Classroom seating arrangement	Noise levels	Interactions (a	
	Missing in	the environment:	misbehavior	☐ Inappropriate materials (age-appro ☐ Schedule		ution skills
			Transition skills		parent	infunction with
			Re-teaching	Consequences not clear to student	Communicatio	ons system
			Social skills instruction			
	Other	(Missing/Present):	Choices			
		DEMOI	VE STUDENT'S NEED TO US	τη της ορωρί ενι ρε	налор	
Intervent	ion 7	Time/Space/Materials/Ir	nges, structure and supports are needed to ren ateractions to remove the likelihood of behavior	nove the student's need to use this be	navior? (Changes in	
		Time Changes:			\square	
		Time Changes:	Give more time on tasks	Allow completion in parts		losure system
		Space Changes:	Signal transition	Provide a break Different work areas	Study car	time on tasks
				N DILIELE WORK AREAS		rala
		Material Changes:		\Box	_ ·	
		c	Personal space	Hands-on learning	Tasks org	
		Material Changes: Interaction:	Personal space	Hands-on learning Notebook organizer Cue the student	Tasks org	anized
		c	 Personal space Accommodated work High interest materials Use specific supportive 	Hands-on learning Notebook organizer Cue the student Praise successes	Tasks org	anized print size books
		c	 Personal space Accommodated work High interest materials Use specific supportive words 	 Hands-on learning Notebook organizer Cue the student ✓ Praise successes Use calm, de-escalating 	Tasks org	anized print size books
		c	 Personal space Accommodated work High interest materials Use specific supportive words Verbally praise student 	Hands-on learning Notebook organizer Cue the student Praise successes	Tasks org	anized print size books
		Interaction:	 Personal space Accommodated work High interest materials Use specific supportive words 	 Hands-on learning Notebook organizer Cue the student ✓ Praise successes Use calm, de-escalating 	Tasks org	anized print size books
		Interaction:	 Personal space Accommodated work High interest materials Use specific supportive words Verbally praise student Use specific support communications 	 Hands-on learning Notebook organizer Cue the student ✓ Praise successes Use calm, de-escalating language 	Tasks org	anized print size books
	Who will e	Interaction:	 Personal space Accommodated work High interest materials Use specific supportive words Verbally praise student Use specific support 	 Hands-on learning Notebook organizer Cue the student ✓ Praise successes Use calm, de-escalating 	 Tasks org Enlarged Model Peer Mod 	anized print size books

			IDUALIZED EDUCATION PR			Page 23 of
			Behavior Intervention Plan ing with Student's Learning or the Lear			
	Los	Angeles Unified School District	mg with Student's Learning or the Lear		Behavior Interv	ention Plan, pg. 2 o
Student	LEVY	TAL	Date of Birth	21-DEC-2010	Meeting Date	29-NOV-2023
	Last	First MI				
ALTERNA	TIVE	PART II	FUNCTIONAL FACTORS A			PPORT
	8	Team believes the behavior occurs b	because: (Function of behavior in terms	s of getting, protest or avoid	ing something)	
	0	To Get:	Sensory input	Attention (peer)	Atte	ention (staff)
		To Avoid:	Tangible (desired item)	Tangible (desired activ		shiron (suri)
		To Avoid.	Sensory input	Attention (peer)		ention (staff)
			Task (too difficult)	Task (too easy)		k (too long)
		Describe: Tal will not start assig	gnments in various classes			(2)
			ould do INSTEAD of the problem beha	avior? (How should the stude	ent escape/protest/a	woid or get his/her ne
Observatio	on 9	met in an acceptable way?)				
Analysis	When or	- and an and the sitter for slave on how of	words Tal do so not start and will size	attituda ta adulta vulcar una	t.a.d	
	when an	assignment is given for class or home	work fail does not start and will give	attitude to adults when pro	impted.	
		What teaching Strategies/Necessary	Curriculum/Materials are needed?			
	10	5 5 5				
		Better communication skills	Anger management	Communication syste	\Box	f-management system
		└─ Following schedules &	Learning new social skills	Learning how to nego		arning structured choi
		routines	Learning notebook	Learning to use confli	ict 🗆 Lea	arning to request breal
		Learning new scripts	organization	resolution		
		Who will establish?	Who will monitor?	Frequency:		
		teacher/RSP	Teacher/RSP	as require		
	11	What are reinforcement procedures	to use for establishing, maintaining, and	id generalizing the replacem	ent behavior(s)?	
		Physical:	High-fives	Smiles	Ha	ndshake
nterventio	n		Pat on the back			
		Verbal:	Use specific praises		\sim	er recognition
		Contingent Access:	Time on the computer	Recognition of student's s	str Lis	ten to music
		Contingent Access.	Preferred activity	Free time		
			Positive phone calls or notes	Describe:	U Oth	ner
		Tangibles	to home	Certificate sent home	Sea	ating Location
		Tokens and Points:	Tokens	Points		
		Privileges:	Exempt assignment	Extra test points		
				-		
		Other ideas:				
		Selection of reinforcer based on: stu				
			behavior 🧹 reinforcer for general in	ncrease in positive behavior	'S	
		By whom?	Frequency			
		teacher/RSP	as required			
EFFECTIV	E REACTIO	N PART	III	REACTIVE S	STRATEGIES	
	What strate	gies will be employed if the problem beh	avior occurs again. (1. Prompt student	to switch to the replacement	t behavior, 2. Desci	ribe how staff should
12		problem behavior if it occurs again, 3. Po				
	-	to start assignment, check in for his und	lerstanding of what the assignment is	s and how to complete it. P	rompt again if off	task to complete
	assignment					
	Personnel?					
	Personnel? Teachers/RS	SP				

	For Behavior Interf	fering with Student's Learning o	r the Learning of His/Her Peers	
	Los Angeles Unified School Distric			ior Intervention Plan, pg. 3 of
Student			of Birth 21-DEC-2010	Meeting Date 29-NOV-2023
	Last First M	II		
OUTCON	MES PA	RT IV	BEHAVIOR	AL GOALS
13	Behavioral Goal: Goal #: 5			
	When given 2 prompts to start work/task Tal w observations and work habits grade of 'S' or bet			racy as measured by teacher
	The above behavioral goal is to: 🗸 Increas	e use of replacement behavior a		the problem behavior
servation	and Analysis Conclusion			
Are	curriculum accommodations or modifications al	so necessary? Where described	?	
FAF				
O Y	0			
\sim	environmental supports/changes necessary?			
-	Yes 💿 No		\ 0	
Is rei	inforcement of replacement behavior alone enou Yes 🛛 No	igh? (no new teaching is necess	ary)?	
()				
0		D reinforcement needed?		
Arel	both teaching of new replacement behavior ANI	D reinforcement needed?		
Are l	both teaching of new replacement behavior ANI Yes ON0			
Are l	both teaching of new replacement behavior ANI			
Are b This	both teaching of new replacement behavior ANI Yes ON0			
Are l	both teaching of new replacement behavior ANI Yes O No BIP to be coordinated with other agency's service			
Are l	both teaching of new replacement behavior ANI Yes O No BIP to be coordinated with other agency's servic Yes O No			
Are l	both teaching of new replacement behavior ANI Yes No BIP to be coordinated with other agency's service Yes No on responsible for contact between agencies.		COMMUNI	CATION PROVISIONS
Are l	both teaching of new replacement behavior ANI Yes No BIP to be coordinated with other agency's service Yes No on responsible for contact between agencies.	ce plans? Agency?	COMMUNIC	CATION PROVISIONS
Are I	both teaching of new replacement behavior ANI Yes No BIP to be coordinated with other agency's service Yes No on responsible for contact between agencies.	ce plans? Agency? RT V		
Are I	both teaching of new replacement behavior ANI Yes No BIP to be coordinated with other agency's service Yes No on responsible for contact between agencies.	ce plans? Agency?		
Are I	both teaching of new replacement behavior ANI Yes O No BIP to be coordinated with other agency's service Yes No on responsible for contact between agencies. UNICATION PAI Manner and content of communication:	ce plans? Agency? RT V Email	Written notes	
Are I	both teaching of new replacement behavior ANI Yes No BIP to be coordinated with other agency's service Yes No on responsible for contact between agencies. UNICATION PAI Manner and content of communication:	ce plans? Agency? RT V Email	Written notes	
Are I	both teaching of new replacement behavior ANI Yes No BIP to be coordinated with other agency's service Yes No on responsible for contact between agencies. UNICATION PAI Manner and content of communication: Phone calls Daily reports Weekly reports Other	ce plans? Agency? RT V C Email Daily charting	Written notes	
Are I	both teaching of new replacement behavior ANI Yes No BIP to be coordinated with other agency's service Yes No on responsible for contact between agencies. UNICATION PAI Manner and content of communication: Phone calls Daily reports Weekly reports Other Between?	ce plans? Agency? RT V Email Daily charting Frequency?	Written notes	
Are I	both teaching of new replacement behavior ANI Yes No BIP to be coordinated with other agency's service Yes No on responsible for contact between agencies. UNICATION PAI Manner and content of communication: Phone calls Daily reports Weekly reports Other Between?	ce plans? Agency? RT V C Email Daily charting	Written notes	
Are I	both teaching of new replacement behavior ANI Yes No BIP to be coordinated with other agency's service Yes No on responsible for contact between agencies. UNICATION PAI Manner and content of communication: Phone calls Daily reports Weekly reports Other Between?	ce plans? Agency? RT V Email Daily charting Frequency?	Written notes	