

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Identification Number 122110M063 SSID 2767865938

Eligible (OHI)

Student LEVY TAL MI
Last First MI

Date of Birth: 21-DEC-2010

Section A: Meeting Information

Pertinent Dates	Type of Meeting
Date of Initial IEP Team Meeting: 09-FEB-2016	<input type="radio"/> Initial <input type="radio"/> Amendment of IEP dated <input type="radio"/> Annual Review <input type="radio"/> Early Start Transition <input type="radio"/> Three Year Review <input type="radio"/> Expulsion Analysis <input checked="" type="radio"/> Other <input type="radio"/> Individual Transition Plan 30 Day IEP
Date of Present Meeting: 29-NOV-2023	
Annual Review to be conducted by: 29-NOV-2024	
Next Three Year Review will be conducted by: 12-MAY-2024	
Three Year Review or Evaluation was conducted on: 05-JUL-2021	
Transition to Kindergarten to be conducted by:	
Location of Meeting: HALE CA	District Name: Los Angeles Unified School Distri

Section B: Student Information

Date of Birth: 21-DEC-2010	Age: 12	Grade: 7
Gender: <input checked="" type="radio"/> Male <input type="radio"/> Female	Ethnic Code: Decline to State	
Location of the Psych Folder: REGION NORTH	Student has no Psych Folder: <input type="checkbox"/>	
Location of the Cum Folder: HALE CA	Student has no Cum Folder: <input type="checkbox"/>	
Home Language: English	Student Language: English	Alternate Mode of Communication:
Home Address of Student: 24101 HATTERAS ST		
City: WOODLAND HILI CA	ZIP Code: 91367	
Home Telephone: (818) 932-5690	Daytime Telephone:	Emergency Telephone:
School of Attendance: Hale Ca	Location Code: 8169	
School of Residence: Hale Ca	Location Code: 8169	
Name of Parent/Guardian: Mr and Mrs. Levy	Telephone:	
Address: same as above		
City: CA	ZIP Code:	
Surogate Parent:	Telephone:	
Attends CURRENT SCHOOL as a result of one of the following:	Attends School of Residence	
Is the student living in a Family Foster Home (FFH)? <input checked="" type="radio"/> No <input type="radio"/> Yes		
Is FFH Provider related to student? <input checked="" type="radio"/> No <input type="radio"/> Yes		
Licensed Children's Institution <input type="radio"/> No <input type="radio"/> Yes		
Out of the home placement made by <input type="radio"/> Regional Center <input type="radio"/> Superior Court <input type="radio"/> Department of Mental Health <input type="radio"/> Department of Children's Services <input type="radio"/> Other		
Child's family living within LAUSD's boundaries? <input type="radio"/> No <input checked="" type="radio"/> Yes		
If the student is 18 years old or older or is an emancipated minor, does he/she have educational decision-making rights? <input type="radio"/> No <input type="radio"/> Yes		

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Date of Birth

Last First MI

Section C: Language Acquisition

Language Classification: Start Date:

Withdrawal by Parent Request: Yes No Reclassification Date:

ELPAC Performance Level and Performance Descriptor: Test Date:

Alternate ELPAC Performance Level and Performance Descriptor: Test Date:

Section D: Goal Achievement from Current IEP

		Achieved		
Goal for: (example - Reading)		Yes	No	If No, explain the reason the goal/objective was not achieved
1	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category	<input type="text"/>			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
2	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category	<input type="text"/>			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
3	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category	<input type="text"/>			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
4	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category	<input type="text"/>			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
5	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category	<input type="text"/>			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
6	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category	<input type="text"/>			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
7	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category	<input type="text"/>			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
8	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category	<input type="text"/>			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
9	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category	<input type="text"/>			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
10	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category	<input type="text"/>			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student

LEVY

TAL

Date of Birth

21-DEC-2010

Meeting Date

29-NOV-2023

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:

Current 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 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 literacy 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.

Performance Area:

Written Language

Category:

Writing

Assessment/Monitoring Process Used:

Comments from IEP of 5/11/22 Chime / Schoology as of 11/28/23

State/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 program. From Schoology of 11/28/23 Tal is currently has 0% by not starting and completing three assignments, since enrolling in this class.

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.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Date of Birth Meeting Date

Last First MI

Section E: Present Level of Performance

Performance Area:

Category: ▼

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Strengths:
 Tal participates in whole group math lessons centered on the GO Math curriculum adopted by CHIME. He participates in the following math activities with minimal to no support: whole group discussions, math practice with a partner/small group, and independent math activities (i.e. workbook/worksheet activities). He has demonstrated a proficient understanding of the following concepts taught this year: operations involving integers, decimals, fractions with different denominators, as well as area, volume and geometric figures.

Areas of Needs:
 Tal will need to know proportional relationships to solve multistep ratio and percent problems. Since being enrolled in this math class Tal is currently at 66.33% (D) due to missing assignments and low grades in classwork and comp-book assignments 45% (F) which brought his grade down from an A to a D.

Impact of Disability: Tal's eligibility of Other Health Impairment (OHI) may impede his solving math problems' requiring proportional relationships to solve multistep problems which may impact his progress and involvement in the general education math curriculum.

Performance Area:

Category: ▼

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Strengths:
 Tal is a pleasant and respectful student. He attempts to use problem solving skills and strategies when feeling anxious or stressed by work demands. He follows school rules and routines and is able to navigate the classroom and campus.

Areas of Need:
 Tal has difficulty shifting between a preferred and non-preferred activity. Although peers respond to classroom timers to end an activity and begin the next activity, Tal typically requires two to three prompts to stop what he is doing to change to a new activity. He is currently missing assignments in English, math, Health and Wind perc.

Impact of Disability: Tal's disability (OHI) impacts his ability to appropriately transition from one activity to the next which impacts his involvement and progress in the general education curriculum.

Schoology as of 11/28/2023 English: 0%, Math: 63.33% (D), PE 67.27% (D), History: B, Health: 64% (D), Wind: no grade

15 week grades: English: D/U/U, Does not complete assignments. Needs to participate in class activities. Seldom works in class, wastes time
 Math: A/S/S
 PE: N/S/S
 History: M/S/S
 Health: M/S/S
 Wind C/S/S
 Homeroom: N/E/E

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Section E: Present Level of Performance

Performance Area:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Areas of Strength: Currently, teachers report Tal's areas of strength are he 'enjoys the basketball unit,' and 'seems driven to learn how to play' (an instrument in band). Previous DIS Counselor reports, 'Tal has made much progress this year in the area of social/emotional functioning. Currently, with minimal prompting, he will state what is going well, what he needs help with, or discuss a difficult situation. Tal is much more open to discussing his feelings. He identifies his feelings and situations that cause him to feel certain ways. In counseling, he demonstrates positive self-talk when faced with something he perceives as challenging. Tal has developed a friendship with a positive peer. Tal continues to take his medication to help him focus and states that he feels that it helps him to do better in school. He is responsible with taking his medication for school daily, and will alert school staff if he has forgotten to take it' (see IEP dated, 5/11/22).

Areas of Need: Currently, teachers report Tal's areas of greatest difficulty are 'Getting dressed for class and participating in other activities other than basketball,' 'He stated that schooling here in America is a lot more difficult than Israel. He sometimes does not respond even after multiple promptings to get his pencil and notebook out. He is often off task. He can get chatty with peers around him. He also shouts comments out loud. I am hoping that this is just a part of the process of him getting used to the new environment,' and 'getting used to the routines and procedures of the class.' Behaviors that impede learning are 'He stated that schooling here in America is a lot more difficult than Israel. He sometimes does not respond even after multiple promptings to get his pencil and notebook out. He is often off task. He can get chatty with peers around him. He also shouts comments out loud. I am hoping that this is just a part of the process of him getting used to the new environment' and 'He wants to do things on his own rather than along with the class. The issue might be because he joined the class very late. He's eager to catch up, but there's a routine for how everyone plays in the class.'

Performance Area:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Previous DIS Counselor reports, 'Tal has difficulty shifting between a preferred and non-preferred activity. Although peers respond to classroom timers to end an activity and begin the next activity, Tal typically requires two to three prompts to stop what he is doing to change to a new activity. Although his self-confidence has improved this year, he continues to express that he is nervous about how he will perform on tests and assignments. Tal continues to demonstrate some difficulty with organization, getting started and completing assignments within expected time limits. When Tal has not taken his ADHD medication, he demonstrates significantly greater challenge with engaging in his academics, beginning, completing and turning in his assignments' (see IEP, dated 5/11/22).

Impact: Tal's disability of OHI appears to impact his self-concept and attention, which adversely affects his involvement and progress in the general education curriculum.

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Student Date of Birth Meeting Date

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Section E: Present Level of Performance

Performance Area:

Category: ▼

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

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 program. From Schoology of 11/28/23 Tal is currently has 0% by not starting and completing three assignments, since enrolling in this class.

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.

Performance Area:

Category: ▼

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Strengths:
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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.

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Student LEVY TAL MI

Date of Birth 21-DEC-2010

Meeting Date 29-NOV-2023

Section F: Eligibility

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

[Empty text box for disability discussion]

For Initial IEP, interventions attempted prior to determining eligibility:

[Empty text box for interventions]

Eligible as a student with the disability of:

Code: OHI Other Health Impairment
[Not Applicable] [Blind or] [Partially Sighted]

Additional Low Incidence Eligibility (only for VI, DBL, DEA, HOH, or severe OI):

Code: [] []
[Not Applicable] [Blind or] [Partially Sighted]

[] Does not meet eligibility criteria for Special Education Services (Initial IEP).

or

[] No Longer Eligible for Special Education Services (Review IEP).

No Longer Eligible (Effective Date): []

[] This is a Final IEP, the student remains eligible for Special Education Services until the Effective Date below.

Final IEP Reason: [] Final IEP Effective Date: []

The IEP Team has considered and agrees that the educational needs of the student are not primarily due to:

- Checkboxes for Social Maladjustment, Lack of instruction in math, Temporary Physical Disability, Limited English Proficiency, Lack of instruction in reading, Environmental, Cultural or Economic Factors.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
 Last First MI

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

Tal will 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 in 8 out of 10 trials with 80 % accuracy.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

Tal will 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 in 5 out of 10 trials with 70 % accuracy.

Incremental objective #2 related to the goal:

Tal will 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 in 7 out of 10 trials with 75 % accuracy.

Date to be achieved: MO/YR

Date to be achieved: MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR EXCEEDED				3 SUBSTANTIAL PROGRESS (50-99% of goal met)				2 PARTIAL PROGRESS (1-49% of goal met)				1 NO PROGRESS			
1st Reporting Period		2nd Reporting Period		3rd Reporting Period		4th Reporting Period (Secondary Only)		Goal Achievement							
Date: <input type="text"/>		Date: <input type="text"/>		Date: <input type="text"/>		Date: <input type="text"/>									
Progress Mark: <input type="text"/>		Progress Mark: <input type="text"/>		Progress Mark: <input type="text"/>		Progress Mark: <input type="text"/>		Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No							
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No		Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No		Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No		Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No		Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No							
If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other		If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other		If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other		If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other		If "No" please explain: <input type="text"/>							

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
 Last First MI

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

When given 2 prompts to start work/task Tal will start and stay on task in all his academic classes with 90% accuracy as measured by teacher observations and work habits grade of 'S' or better on progress and report cards.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

When given 4 prompts to start work/task Tal will start and stay on task in all his academic classes with 80% accuracy as measured by teacher observations and work habits grade of 'S' or better on progress and report cards.

Incremental objective #2 related to the goal:

When given 3 prompts to start work/task Tal will start and stay on task in all his academic classes with 85% accuracy as measured by teacher observations and work habits grade of 'S' or better on progress and report cards.

Date to be achieved: MO/YR

Date to be achieved: MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR EXCEEDED				3 SUBSTANTIAL PROGRESS (50-99% of goal met)				2 PARTIAL PROGRESS (1-49% of goal met)				1 NO PROGRESS			
1st Reporting Period		2nd Reporting Period		3rd Reporting Period		4th Reporting Period (Secondary Only)		Goal Achievement							
Date: <input type="text"/>		Date: <input type="text"/>		Date: <input type="text"/>		Date: <input type="text"/>									
Progress Mark: <input type="text"/>		Progress Mark: <input type="text"/>		Progress Mark: <input type="text"/>		Progress Mark: <input type="text"/>		Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No							
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No		Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No		Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No		Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No		Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No							
If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>		If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>		If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>		If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>		If "No" please explain: <input type="text"/>							

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
 Last First MI

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

Tal will start and complete his class and homework assignments in all his classes with 90% accuracy as measured by Work Habits grades of 'S' or better on progress and report cards.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

Tal will start and complete his class and homework assignments in all his classes with 90% accuracy as measured by Work Habits grades of 'S' or better on progress and report cards.

Incremental objective #2 related to the goal:

Tal will start and complete his class and homework assignments in all his classes with 90% accuracy as measured by Work Habits grades of 'S' or better on progress and report cards.

Date to be achieved: MO/YR

Date to be achieved: MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR EXCEEDED				3 SUBSTANTIAL PROGRESS (50-99% of goal met)				2 PARTIAL PROGRESS (1-49% of goal met)				1 NO PROGRESS			
1st Reporting Period		2nd Reporting Period		3rd Reporting Period		4th Reporting Period (Secondary Only)		Goal Achievement							
Date: <input type="text"/>		Date: <input type="text"/>		Date: <input type="text"/>		Date: <input type="text"/>									
Progress Mark: <input type="text"/>		Progress Mark: <input type="text"/>		Progress Mark: <input type="text"/>		Progress Mark: <input type="text"/>		Objective 1 Met:							
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No		Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No		Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No		Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No		<input type="radio"/> Yes <input type="radio"/> No				Objective 2 Met:			
If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other		If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other		If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other		If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other		If "No" please explain:				<input type="text"/>			

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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Student
 Last First MI

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

Tal will demonstrate strategies for dealing with upsetting situations (e.g., deep breathing, self talk, relaxation, etc.) to manage stress in 4 out of 5 trials per month with minimal adult support as measured by observation.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

Tal will demonstrate strategies for dealing with upsetting situations (e.g., deep breathing, self talk, relaxation, etc.) to manage stress in 2 out of 5 trials per month with moderate adult support as measured by observation.

Incremental objective #2 related to the goal:

Tal will demonstrate strategies for dealing with upsetting situations (e.g., deep breathing, self talk, relaxation, etc.) to manage stress in 3 out of 5 trials per month with minimal adult support as measured by observation.

Date to be achieved: MO/YR

Date to be achieved: MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR EXCEEDED				3 SUBSTANTIAL PROGRESS (50-99% of goal met)				2 PARTIAL PROGRESS (1-49% of goal met)				1 NO PROGRESS			
1st Reporting Period		2nd Reporting Period		3rd Reporting Period		4th Reporting Period (Secondary Only)		Goal Achievement							
Date: <input type="text"/>		Date: <input type="text"/>		Date: <input type="text"/>		Date: <input type="text"/>									
Progress Mark: <input type="text"/>		Progress Mark: <input type="text"/>		Progress Mark: <input type="text"/>		Progress Mark: <input type="text"/>		Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No							
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No		Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No		Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No		Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No		Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No							
If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>		If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>		If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>		If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>		If "No" please explain: <input type="text"/>							

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student LEVY TAL MI

Date of Birth 21-DEC-2010

Meeting Date 29-NOV-2023

Section G: Annual Goals and Objectives

Performance Area: Math Category: Math Annual Goal #: 5

Tal will use proportional relationships to solve multistep ratio and percent problems on class/homework and tests/quizzes as measured by student work and teacher made tests/quizzes in 4 out of 5 trials with 80% accuracy.

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

Methods of Evaluation

- State Assessments, Observation, Other, Norm Referenced, Portfolio, teacher made tests/quizzes, Criterion Referenced, Work Samples, Curriculum Based, Informal

Incremental objective #1 related to the goal:

Tal will use proportional relationships to solve multistep ratio and percent problems on class/homework and tests/quizzes as measured by student work and teacher made tests/quizzes in 2 out of 5 trials with 70% accuracy.

Incremental objective #2 related to the goal:

Tal will use proportional relationships to solve multistep ratio and percent problems on class/homework and tests/quizzes as measured by student work and teacher made tests/quizzes in 3 out of 5 trials with 75% accuracy.

Date to be achieved: March 2024 MO/YR

Date to be achieved: August 2024 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR EXCEEDED, 3 SUBSTANTIAL PROGRESS (50-99% of goal met), 2 PARTIAL PROGRESS (1-49% of goal met), 1 NO PROGRESS

Table with 5 columns: 1st Reporting Period, 2nd Reporting Period, 3rd Reporting Period, 4th Reporting Period (Secondary Only), Goal Achievement. Includes progress marks, 'Is progress sufficient to meet annual goal?' questions, and 'If "No" please comment:' sections.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student LEVY TAL MI Last First MI

Date of Birth 21-DEC-2010

Meeting Date 29-NOV-2023

Section G: Annual Goals and Objectives

Performance Area: ELD Category: English Language Devel Annual Goal #: 6

Tal will cite at least 3 pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text on class reading material as measured by teacher observations and student work in 4 out of 5 trials with 80% accuracy.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

Tal will cite at least 2 pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text on class reading material as measured by teacher observations and student work in 2 out of 5 trials with 70% accuracy.

Incremental objective #2 related to the goal:

Tal will cite at least 3 pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text on class reading material as measured by teacher observations and student work in 3 out of 5 trials with 75% accuracy.

Date to be achieved: March 2024 MO/YR

Date to be achieved: August 2024 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR EXCEEDED, 3 SUBSTANTIAL PROGRESS (50-99% of goal met), 2 PARTIAL PROGRESS (1-49% of goal met), 1 NO PROGRESS

Table with 5 columns: 1st Reporting Period, 2nd Reporting Period, 3rd Reporting Period, 4th Reporting Period (Secondary Only), Goal Achievement. Includes progress marks, sufficiency questions, and comment boxes.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
Last First MI

Date of Birth

Meeting Date

Section K: Participation in State and District-wide Assessments

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

Student will participate in Regular State and District Assessments. <i>(Designated Supports and/or Accommodations identified below are applicable)</i>	CAASPP Subject ELA and Math
Designated Supports: <ul style="list-style-type: none">- Text-to-speech software enabled (for math items and ELA items except for reading passages)- Test in a separate/smaller setting- Noise Buffers	
Accommodations: <ul style="list-style-type: none">- Text-to-Speech software enabled for ELA reading passages (embedded accommodation).	

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student LEVY TAL MI Last First MI

Date of Birth 21-DEC-2010

Meeting Date 29-NOV-2023

Section N: Procedural Safeguards and Follow-up Actions

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

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

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

Specify the Individual Pages to be translated:

Special Requests:

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

Pandemic Learning Loss Consideration of Compensatory and/or Recoupment Services

Compensatory Education Consideration:

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

12-MAY-2022 (Inactive) Review - Annual

Recoupment Services Consideration:

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

12-MAY-2022 (Inactive) Review - Annual

- Preschool Only Consideration (Transition IEP)
30-Day IEP Consideration (Out-of-District)
Student attends private school within district boundaries and resides outside of district boundaries (Eligibility Determination Only)

THIS SPACE DELIBERATELY LEFT BLANK.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student LEVY TAL MI Last First MI

Date of Birth 21-DEC-2010

Meeting Date 29-NOV-2023

Section Q: Parent Participation and Consent

Parent Participation

- Parent/Student (18-21) has participated in the IEP meeting.
Parent/Student (18-21) indicated before the meeting that they would not be able to attend.
Parent/Student (18-21) was notified 3 times of the meeting time and place.
Parent/Student (18-21) did not respond to any of the meeting notifications and the meeting was held without the Parent/Student (18-21) present.
Parent/Student (18-21) did not attend and gave permission to proceed without them if they did not attend.

Parent Notification

Table with 3 columns: Method, Whom, When. Rows include Email notifications to Denise Lewis on 15-NOV-2023 and 27-NOV-2023.

I (PARENT) acknowledge that the IEP meeting was rescheduled to this date at my request. (Parent initials here ONLY if the PARENT requested that the IEP meeting be rescheduled.)

Parent/Student (18-21) Agreement to Components of the Proposed IEP

A Parent/Student (18-21) may agree to all or some of the components of a proposed IEP. The District will implement those portions of the IEP to which the parent/student (18-21) agrees so as to not delay providing instruction and services.

- Parent/Student (18-21) AGREES to all components of the IEP.
Parent/Student (18-21) AGREES to all components of the proposed IEP WITH THE SPECIFIC EXCEPTION(S) stated below:
Assessment Specify
Eligibility Specify
Instructional Setting Specify
Services Specify

The Parent/Student (18-21) DOES NOT AGREE with any of the components of the proposed IEP.

A Parent/Student (18-21) is not required to initiate any form of dispute resolution as to components of the proposed IEP to which the parent does not agree. If a parent/student (18-21) does wish to initiate a form of dispute resolution as to the components of the proposed IEP, the parent can find information on dispute resolution processes in the District's publication, A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards).

Parent Concerns and Comments

Large empty text box for parent concerns and comments.

Signature(s) Date

- Parent Guardian Student age 18-21 years age 18-21 Surrogate Parent Emancipated Minor Foster Parent

Did the school district facilitate parent involvement as a means of improving services and results for your child? Yes No No Response

I certify that I have received a copy of the Parent Input Survey regarding the IEP process. I understand that my completion of the form is voluntary and can be done at anytime after the IEP meeting

Signature(s) Date 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.



INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Reconvened Meeting Date

Student
 Last First MI

Date of Birth

Meeting Date

Section R: Names and Signatures (Signatures on File)

Team Member	Print Name	Signature
Parent/Guardian	<input type="text" value="Fabiola Ambriz"/>	<input type="text"/>
Parent/Guardian	<input type="text"/>	<input type="text"/>
Student Age 18 - 21 years	<input type="text"/>	<input type="text"/>
Student Under Age 18 years	<input type="text"/>	<input type="text"/>
Surrogate Parent	<input type="text"/>	<input type="text"/>
Foster Parent	<input type="text"/>	<input type="text"/>
Family Foster Home Provider	<input type="text"/>	<input type="text"/>
Administrator	<input type="text"/>	<input type="text"/>
Administrative Designee	<input type="text" value="Helga Rotharupt"/>	<input type="text"/>
Special Education Teacher	<input type="text" value="Cecilia Walsh"/>	<input type="text" value="Cecilia Walsh"/>
General Education Teacher	<input type="text" value="Pam Fulgencio"/>	<input type="text" value="Pf"/>
School Psychologist	<input type="text" value="Cammie Brinkman"/>	<input type="text" value="C"/>
School Nurse	<input type="text"/>	<input type="text"/>
Related Service Staff <input type="text" value="ELD Coordinator"/>	<input type="text" value="Lynda Escalante"/>	<input type="text" value="LE"/>
Related Service Staff <input type="text"/>	<input type="text"/>	<input type="text"/>
Related Service Staff <input type="text"/>	<input type="text"/>	<input type="text"/>
Interpreter	<input type="text"/>	<input type="text"/>
Sign Language Interpreter	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student LEVY TAL MI Last First MI

Date of Birth 21-DEC-2010

Meeting Date 29-NOV-2023

LEAST RESTRICTIVE ENVIRONMENT ANALYSIS

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

Student's Current Placement Type:

Form with radio buttons for placement types: General Education Class/General Education Site, Special Day Program/General Education Site, Special Day Program/Special Education Center, Nonpublic School, Home/Hospital or Residential Care Facility.

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

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

Step A. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a general education classroom/setting? Includes Yes/No options and explanatory text.

Step B. Can the supports, services, accommodations and/or modifications in the student's IEP be made available on a general education site in a special day program? Includes Yes/No options and explanatory text.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student LEVY TAL MI Last First MI

Date of Birth 21-DEC-2010

Meeting Date 29-NOV-2023

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 question below.

Yes No If not currently available, can the required supports, services, accommodations and/or modifications be made available in a special school setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step D.

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 available in a home/hospital setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step E.

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 student in this setting.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Last LEVY

First TAL

MI

Date of Birth 21-DEC-2010

Meeting Date 29-NOV-2023

Last

First

MI

ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)

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

Step F.	The student's needs as reflected in the contents of this IEP, and the placement being considered by the IEP team, outweigh any potential harmful effects at this time, including (check all that apply):	
	<input type="checkbox"/>	Diminished access to the full range of the curriculum
	<input type="checkbox"/>	Missed general education instruction taught by highly qualified staff
	<input type="checkbox"/>	Rate at which student may earn credits for graduation
	<input type="checkbox"/>	Lack of opportunity for social interaction
	<input type="checkbox"/>	Lack of opportunities for age-appropriate peer role models
	<input type="checkbox"/>	Amount of socialization opportunities with typical peers
	<input type="checkbox"/>	Limited access to peers in student's home community
	<input type="checkbox"/>	Lack of exposure to appropriate behavioral models from peers
	<input checked="" type="checkbox"/>	Other: <input type="text" value="n/a"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 1 - Eligibility, Placements and Supports

Student
 Last First MI

Date of Birth

Meeting Date

		Effective With this IEP	Future Changes Related to this IEP
	As of Date:	<input type="text"/>	<input type="text"/>
Eligibility: (from Page 4)		Eligible (OHI)	
	Final IEP Reason Final IEP Effective Date:		
Curriculum		<input type="text" value="General Education"/>	
Placement	Type of School	<input type="text" value="District Resident School"/>	
	Name of School	<input type="text" value="HALE CA"/> <input type="text"/>	<input type="text"/> <input type="text"/>
Instructional Setting	Setting	<input type="text" value="General Education"/>	
	Program	<input type="text" value="GE"/>	
	Special Day Minutes/Wk	<input type="text"/>	
	Addresses Goals	<input type="text" value="3(Voc Ed),1(Writing),4(Social Emotional),5(Math),6(ELD),2(Behavioral Support)"/>	
Additional Factors	Low Incident Support	<input type="text" value="None"/>	
	Assistive Technology Support	<input type="text" value="No"/>	
	Transportation	<input type="text" value="None"/>	
	Extended School Year/Intersession	<input type="radio"/> Yes <input checked="" type="radio"/> No	
	Parent Counseling and Training (PCT)	<input checked="" type="radio"/> Yes <input type="radio"/> No	
	ESY Transportation	<input type="text"/>	
Accommodation, Modifications, Supports	Instructional Accommodations	<input type="text" value="Restate or clarify directions. Extended time to complete assignments, assessments and 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	<input type="text"/>	
	Other Supports, including Non-Academic and Extra-curricular Activities	<input type="text"/>	
Preparation for Three Year Review IEP (At the second Annual Review IEP Meeting, the team must discuss and document the decision to conduct or not conduct a three-year comprehensive reassessment.)	Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary?	<input checked="" type="radio"/> Yes <input type="radio"/> 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.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student
 Last First MI

Date of Birth Meeting Date

		Effective With This IEP	Future Changes Related To This IEP
Service 1	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
	1(Writing)	Minutes/Interval (Pullout from Gen Ed):	0
	2(Behavioral Support)	Service Delivery Model:	RSP: Collaborative Teaching and Planning*
		RSP Area:	Literacy/ELA/ELD
		Responsible Personnel:	Resource Specialist Teacher
			District Assigned Qualified Provider
*			
Service 2	Start Date:	Effective with Future Changes	08-JAN-2024
RLC	End Date:		
RSP: Learning Center - Roster Carrying	Service applies to:		Regular
	Frequency:		1-5
This service addresses the following goals :	Interval:		Weekly

3(Voc Ed)	Minutes/Interval:	240
1(Writing)	Minutes/Interval (Pullout from Gen Ed):	240
5(Math)	Service Delivery Model:	RSP: Direct Instruction Services**
6(ELD)	Learning Center Area:	ELD
2(Behavioral Support)	Responsible Personnel:	Resource Specialist Teacher
		District Assigned Qualified Provider

**

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:	Math
	Responsible Personnel:	Resource Specialist Teacher
		District Assigned Qualified Provider

*

Service 4	Start Date:	Effective on Signature Date
04	End Date:	
Counseling and Guidance	Service applies to:	Regular

	Frequency:	1-5	
This service addresses the following goals:	Interval:	Monthly	
	Minutes/Interval:	60	
4(Social Emotional)	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).

Part 3 - Percentage of Time Outside of General Education

	Effective With this IEP	Future Changes Related to this IEP
% of Time per Week outside of General Education	<input type="text" value="1"/>	

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.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student
 Last First MI

Date of Birth Meeting Date

FAPE Summary Grid

Program:	GE		Setting:	General Education					
Eligibility:	Eligible (OHI)		Curriculum:	General Education					
Transportation:	None		Low Incident Support:	None					
Date District Received									
Parent Signature:									
Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)	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-Literacy/ELA/ELD	100	Voc Ed , Writing, Behavioral Support	--
RSP	RSP	Effective on Signature Date	Regular	Weekly	1-5	RSP-Math	100	Voc Ed , Math , Behavioral Support	--
RLC	RSP: Learning Center - Roster Carrying	Effective with Future Changes 08-Jan-2024	Regular	Weekly	1-5	RLC-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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Supplementary Aids and Services (provided in general education classes and other general ed environments)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

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

For IEP Team Information

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

INDIVIDUALIZED EDUCATION PROGRAM Behavior Intervention Plan

For Behavior Interfering with Student's Learning or the Learning of His/Her Peers

Los Angeles Unified School District

(Behavior Intervention Plan, pg. 1 of 3)

Student **LEVY** **TAL** **MI** Date of Birth **21-DEC-2010** Meeting Date **29-NOV-2023**

The behavior impeding learning is:

Describe what it looks like:

1 does not complete assignments Tal does not start and complete assignments, will give attitude to

2 It impedes learning because: lack of work production disrupts other students requires instruction to stop

instructional time is lost negative interaction with peers

other

3 The need for a Behavior Intervention Plan: early stage intervention moderate serious extreme

4 Frequency or intensity or duration of behavior: Frequency (x) Period Intensity Duration (min)

2 Reported by hourly and/or medium 5 observed by

teachers/RSP and/or observed by teachers/RSP

PREVENTION

PART I

ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

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

- Disruption in routines
- Time of day
- Unstructured time
- Events from previous environments
- Work level higher than student's ability
- Internal physical/emotional state
- Lack of freedom, choice, desirable activities, friends
- Under stimulation
- Verbal directives
- Peer conflict
- Room conditions
- Lack of predictability
- Over stimulation
- Specific room arrangement

Other Describe:

Observation Analysis

6 What supports the student using the problem behavior? (What is missing in the environment/curriculum or what is in the environment/curriculum that needs changing?)

- Present in the environment:
- Classroom seating arrangement
 - Noise levels
 - Interactions (adult and/or peers)
- Missing in the environment:
- Peer status gained for misbehavior
 - Inappropriate materials (age-appropriate)
 - Conflict resolution skills
 - Schedule
 - Effective communication with parent
 - Transition skills
 - Task structuring
 - Communications system
 - Re-teaching
 - Consequences not clear to student
 - Social skills instruction
 - Choices

Other (Missing/Present):

REMOVE STUDENT'S NEED TO USE THE PROBLEM BEHAVIOR

Intervention

7 What environmental changes, structure and supports are needed to remove the student's need to use this behavior? (Changes in Time/Space/Materials/Interactions to remove the likelihood of behavior)

- Time Changes:
- Give more time on tasks
 - Allow completion in parts
 - Signal transition
 - Provide a break
 - Preferred seating
 - Different work areas
 - Personal space
 - Hands-on learning
 - Accommodated work
 - Notebook organizer
 - High interest materials
 - Cue the student
 - Use specific supportive words
 - Praise successes
 - Verbally praise student
 - Use calm, de-escalating language
 - Use specific support communications
- Space Changes:
- Teach a closure system
 - Give less time on tasks
 - Study carrels
 - Tasks organized
 - Enlarged print size books
 - Model
 - Peer Models

Other

Who will establish? Who will monitor? Frequency

teacher/RSP Teacher/RSP as required

INDIVIDUALIZED EDUCATION PROGRAM Behavior Intervention Plan

For Behavior Interfering with Student's Learning or the Learning of His/Her Peers

Los Angeles Unified School District

(Behavior Intervention Plan, pg. 2 of 3)

Student **LEVY TAL** **Date of Birth** **Meeting Date**

Last First MI

ALTERNATIVE PART II FUNCTIONAL FACTORS AND NEW BEHAVIORS TO TEACH AND SUPPORT

8 Team believes the behavior occurs because: (Function of behavior in terms of getting, protest or avoiding something)

To Get: Sensory input Attention (peer) Attention (staff)

To Avoid: Tangible (desired item) Tangible (desired activity)

Sensory input Attention (peer) Attention (staff)

Task (too difficult) Task (too easy) Task (too long)

Describe:

9 What team believes the student should do INSTEAD of the problem behavior? (How should the student escape/protest/avoid or get his/her need met in an acceptable way?)

When an assignment is given for class or homework Tal does not start and will give attitude to adults when prompted.

10 What teaching Strategies/Necessary Curriculum/Materials are needed?

Better communication skills Anger management Communication system Self-management systems

Following schedules & routines Learning new social skills Learning how to negotiate Learning structured choice

Learning new scripts Learning notebook organization Learning to use conflict resolution Learning to request breaks

Other

Who will establish? Who will monitor? Frequency:

11 What are reinforcement procedures to use for establishing, maintaining, and generalizing the replacement behavior(s)?

Physical: High-fives Smiles Handshake

Verbal: Pat on the back Recognition of student's str... Peer recognition

Contingent Access: Use specific praises Listen to music

Time on the computer Free time

Preferred activity Positive phone calls or notes to home Describe:

Tangibles Certificate sent home Seating Location

Tokens and Points: Tokens Points

Privileges: Exempt assignment Extra test points

Other ideas:

Selection of reinforcer based on:

reinforcer for using replacement behavior reinforcer for general increase in positive behaviors

By whom? Frequency

EFFECTIVE REACTION PART III REACTIVE STRATEGIES

12 What strategies will be employed if the problem behavior occurs again. (1. Prompt student to switch to the replacement behavior, 2. Describe how staff should handle the problem behavior if it occurs again, 3. Positive discussion with student after behavior ends, 4. Any necessary further classroom or school consequences)

Prompt Tal to start assignment, check in for his understanding of what the assignment is and how to complete it. Prompt again if off task to complete assignment

Personnel?

INDIVIDUALIZED EDUCATION PROGRAM
Behavior Intervention Plan

For Behavior Interfering with Student's Learning or the Learning of His/Her Peers

Los Angeles Unified School District

(Behavior Intervention Plan, pg. 3 of 3)

Student LEVY TAL MI
Last First MI

Date of Birth 21-DEC-2010

Meeting Date 29-NOV-2023

OUTCOMES

PART IV

BEHAVIORAL GOALS

13 Behavioral Goal: Goal #: 5

When given 2 prompts to start work/task Tal will start and stay on task in all his academic classes with 90% accuracy as measured by teacher observations and work habits grade of 'S' or better on progress and report cards.

- Increase use of replacement behavior and may also include:
- Reduce frequency of problem behavior
- Develop new general skills that remove student's need to use the problem behavior

Observation and Analysis Conclusion

Are curriculum accommodations or modifications also necessary? Where described?

FAPE I

Yes No

Are environmental supports/changes necessary?

Yes No

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

Yes No

Are both teaching of new replacement behavior AND reinforcement needed?

Yes No

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

Yes No

Person responsible for contact between agencies.

COMMUNICATION

PART V

COMMUNICATION PROVISIONS

14 Manner and content of communication:

- Phone calls
- Email
- Written notes
- Daily reports
- Daily charting
- Behavioral logs
- Weekly reports
- Other

Between? Teacher/parents Frequency? required