

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Identification Number 031212F064 SSID 9469461554

Eligible (ID)

Student COHEN HODAYA MI Date of Birth: 12-MAR-2012

Section A: Meeting Information

Section A: Meeting Information form with fields for Pertinent Dates (Date of Initial IEP Team Meeting, Date of Present Meeting, Annual Review to be conducted by, Next Three Year Review will be conducted by, Three Year Review or Evaluation was conducted on, Transition to Kindergarten to be conducted by) and Type of Meeting (Initial, Amendment of IEP dated, Annual Review, Three Year Review, Other, Early Start Transition, Expulsion Analysis, Individual Transition Plan).

Location of Meeting MADISON MS District Name Los Angeles Unified School Distri

Section B: Student Information

Section B: Student Information form with fields for Date of Birth, Gender, Location of the Psych Folder, Location of the Cum Folder, Home Language, Home Address of Student, City, Home Telephone, School of Attendance, School of Residence, Name of Parent/Guardian, Address, City, Surogate Parent, and Attends CURRENT SCHOOL as a result of one of the following (Attends School of Residence).

Form with questions: Is the student living in a Family Foster Home (FFH)?, Is FFH Provider related to student?, Licensed Children's Institution, Out of the home placement made by, Child's family living within LAUSD's boundaries?, and If the student is 18 years old or older or is an emancipated minor, does he/she have educational decision-making rights?

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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" value="Writing (4.SL.4)"/>	<input type="radio"/>	<input checked="" type="radio"/>	Struggling with telling or recounting an
Category	<input type="text" value="Writing"/>			
	Objective 1 met	<input type="radio"/>	<input checked="" type="radio"/>	<input type="text" value="experience with relevant descriptive details"/>
	Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	<input type="text" value="that support main ideas and/or themes."/>
2	<input type="text" value="Math (4.NBT.4)"/>	<input type="radio"/>	<input checked="" type="radio"/>	Hodaya is not able to subtract
Category	<input type="text" value="Math"/>			
	Objective 1 met	<input type="radio"/>	<input checked="" type="radio"/>	<input type="text" value="multi-digit"/>
	Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	<input type="text" value="numbers"/>
3	<input type="text" value="Reading (4-5.RF.3)"/>	<input type="radio"/>	<input checked="" type="radio"/>	Struggling with learning to decode 2 unfamiliar
Category	<input type="text" value="Reading"/>			
	Objective 1 met	<input type="radio"/>	<input checked="" type="radio"/>	<input type="text" value="multi-syllabic words in and out of"/>
	Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	<input type="text" value="context."/>
4	<input type="text" value="Language"/>	<input checked="" type="radio"/>	<input type="radio"/>	syntax inconsistant
Category	<input type="text" value="Language – Expressive"/>			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text" value="syntax inconsistant"/>
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text" value="syntax inconsistant"/>
5	<input type="text" value="ELD"/>	<input type="radio"/>	<input checked="" type="radio"/>	Struggles with learning to exchange information
Category	<input type="text" value="English Language Development"/>			
	Objective 1 met	<input type="radio"/>	<input checked="" type="radio"/>	<input type="text" value="and ideas with others through oral collaboritive"/>
	Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	<input type="text" value="discussions on a range of social topics."/>
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 COHEN HODAYA MI Date of Birth 12-MAR-2012 Meeting Date 05-APR-2024
Last First MI

Section E: Present Level of Performance

Performance Area: Reading
Category: Reading
Assessment/Monitoring Process Used: Teacher Reports, Observation
State/District Assessment Results: i-Ready 416 Needs Improvement

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

Strengths: According to her teachers, Hodaya is able to sound out certain letters of the alphabet. She can identify some words like 'the' and 'is' from the sentence. She demonstrates some knowledge of letters that are presented to her.
Needs: When asked to read a sentence or paragraph, Hodaya struggles with comprehension of the material and fluency. Hodaya needs to learn all of the letters in the alphabet. Hodaya struggles with make inferential references and cause and effect. She continues to have difficulty in locating the characters and summary of the text. She needs to continue how each word is phonetically pronounced before moving on to the next word. She should practice sounding out the first one or two letters and the blending of letters. Hodaya will accurately retell beginning, middle, and end of a story.
Impact of Disability: Hodaya's eligibility of Intellectual Disability (ID) affects her ability to read a short passage containing five sentences using known sight words which impact her progress and involvement in the general education reading curriculum.

Performance Area: Writing
Category: Writing
Assessment/Monitoring Process Used: Teacher Reports, Observation
State/District Assessment Results:

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

Strengths: According to her teachers, Hodaya can copy certain words that are presented on the board. With adult assistance, Hodaya can write out certain letters that are dictated to her.
Needs: When asked to copy or answer a written prompt, Hodaya struggles with spelling, capitalization, and punctuation. She requires consistent prompts to initiate an writing task. Hodaya should continue using sentence starters and frames to assist her in placing correct letters/words in the correct order. Hodaya will write complete sentences by using a word bank of familiar words.
Impact of Disability: Hodaya's eligibility of Intellectual Disability (ID) affects her ability to write the missing words to complete the sentence which impact her progress and involvement in the general education writing curriculum.

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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: According to his Math teacher, Hodaya is able to count and read numbers 1 to 120, count by 5s, and do some single digit addition and subtraction using Kinesthetic manipulatives (ex. fingers or blocks). When using a calculator, she is able to do multi-digit problems with multiple prompts from teacher and paraprofessional.

Needs: Hodaya struggles with adding and subtracting multi-digit numbers with or without regrouping. She also has difficulty with multiplying and dividing single-digit and multi-digit problems. Even with repetition and multiple prompts from the teacher and other adults in the classroom, Hodaya struggles to keep up with current math topics with her inability to copy notes from the board and participating during whole group instruction. Topics she struggles with are finding ratios and equivalent ratios, finding area and volume of rectangles, and defining attributes of two-dimensional shapes. Hodaya also struggles to use a calculator independently when needed. Hodaya needs to improve her ability to solve addition and subtraction of single and multi-digit numbers with and without regrouping.

Impact Statement:
Hodaya's eligibility of Intellectual Disability (ID) impairs her ability to use counters to subtract numbers (each number less than 10) which impacts her participation 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:
According to her English teachers, Hodaya can dialogue with other peers in a group. When she is knowledgeable about a topic, Hodaya can share out some information to the assigned discussion.

Needs:
Hodaya needs to continue collaborating iwth her peers in order to complete an assignment. She should lead discussions from within a group to get further understanding of the leson. Hodaya will engage effectively in a range of collaborative discussions by coming to discussions.

Impact of Disability:
Hodaya's eligibility of Intellectual Disability (ID) affects her ability to pose and respond to specific questions with elaboration and detail which impact her progress and involvement in the English Language Development curriculum.

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Student: COHEN HODAYA MI Date of Birth: 12-MAR-2012 Meeting Date: 05-APR-2024

Section E: Present Level of Performance

Performance Area: Voc Ed

Category: Vocational Education

Assessment/Monitoring Process Used: Teacher Reports, Observation

State/District Assessment Results:

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

Strengths:

According to his teachers, Hodaya is a polite and respectful student who comes to class on time. She regularly brings her materials to class and answers certain teacher-directed questions.

Needs:

Hodaya needs to continue participating in class discussions. She should continue raising her hand to understand the material at hand. When an assignment or task is given, Hodaya will continue asking for further clarification before initiating a task. During independent work, Hodaya has difficulty staying focused with the task, as grade level tasks are difficult for Hodaya. Hodaya will continue to self-advocate by requesting for teacher clarification on assignments completing small increments with support.

Impact of Disability:

Hodaya's eligibility of Intellectual Disability (ID) affects her ability to raise her hand to talk to teacher/classroom assistant impacts her progress and involvement in the general education curriculum.

Performance Area:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Empty text box for current performance/assessment summary.

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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):

Test Area Standard Score Classification
 Broad Reading <40 Extremely Limited
 Basic Reading Skills <40 Extremely Limited
 Letter-Word Identification <40 Extremely Limited
 Passage Comprehension <40 Extremely Limited
 Sentence Reading Fluency 42 Extremely Limited

The Letter-Word Identification Test measured Hodaya's ability to identify words. She was not required to know the meaning of any word. Hodaya demonstrated emergent phonics skills when applying her knowledge of phoneme grapheme correspondence. Hodaya identify 18 of 27 words. She has a standard score of less than 40, which is in the extremely low range compared to peers of the same age.

The Passage Comprehension Test measures Hodaya's ability to understand what she reads. The items required Hodaya to read basic sentences and identify missing word that made sense in the context of the sentence. Hodaya put forth good effort by staying focused as she made independent attempts at reading. Hodaya correctly responded to 15 of 21 test items. She had a standard score of less than 40, which places her in the extremely limited range compared to peers of the same age.

The Sentence Reading Fluency Test measures Hodaya's ability to quickly read simple sentences, decide if the statement is true and then circle Yes or No, completing as many as possible within a 3 minute time limit. Hodaya worked at a slow pace and was able to correctly identify 15 sentences for truthfulness out of 24 sentences. She had a scaled score of 42, which places her in the extremely limited range compared to peers the same age.

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):

Overall, Hodaya's Broad Reading Standard Score of less than 40 indicated that the academic skills in reading are in the extremely low range for her age when compared to her peers in the same age. Student's Basic Reading Skills is less than 40 indicats that her skills in this area are in the extremely low range for her age when compared to her age-level peers.

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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:
According to her teachers, Hodaya is able to converse with other students on an instructional task during a designated time.

Needs:
Hodaya needs to work on writing complete sentences that call for a teacher-directed prompt or question. She should continue collaborating with other students in order to gain understanding of the topic. It would benefit Hodaya to listen entirely to the end of the direction from the teacher or peers to fully comprehend the material. Hodaya will correctly use 3 pronouns in a sentence. Hodaya will pose and respond to specific questions with elaboration and details by making comments that contribute to the grade level topic.

Impact of Disability:
Hodaya's eligibility of Intellectual Disability (ID) affects her ability to pose and respond to specific questions with elaboration and detail which impact her progress and involvement in the English Language Development curriculum.

Performance Area:

Category: ▼

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

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Section 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):

Cluster/Test Standard Score (SS) Classification
 Broad Written Language >40 Extremely Limited
 Written Expression >40 Extremely Limited
 Spelling >40 Extremely Limited
 Writing Fluency >40 Extremely Limited
 Writing Samples >40 Extremely Limited

The Spelling measured the ability to write orally presented words correctly. Hodaya's correctly spelled 8 out of 15 words presented. Her score of less than 40 is in the limited range for her age.

The Writing Fluency measured skills in formulating and writing simple sentences quickly. Each sentence must relate to a given stimulus picture and include a given set of three words. This test has a five-minute time limit. Her score of less than 40 is in the extremely limited range for her age. Hodaya wrote 0 correct sentences in response to the given prompts.

The Writing Samples measured skill in writing responses to a variety of demands. Hodaya must produce written sentences that were evaluated with respect to the quality of expression. Her score of less than 40 is in the limited range for her age. She attempted 8 items, earning full credit for 2 sentences, and 0 credit for 6 sentences.

Overall, Hodaya's Broad Written Language Standard Score of less than 40 indicated that the academic skills in reading are in the extremely low range for her age when compared to her peers in the same age. Student's Written Expression is less than 40 indicates that her skills in this area are in the extremely low range for her age when compared to her age-level peers.

Performance Area:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student

COHEN

HODAYA

Date of Birth

12-MAR-2012

Meeting Date

05-APR-2024

Last

First

MI

Section E: Present Level of Performance

Performance Area:

Math

Category:

Math

Assessment/Monitoring Process Used:

Woodcock Johnson IV

State/District Assessment Results:

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

Test Areas Standard Score Classification
Math Fluency <40 Extremely Limited
Calculation Skills 47 Extremely Limited
Applied Problems <40 Extremely Limited
Math Calculation Skills <40 Extremely Limited
Broad Mathematics <40 Extremely Limited

The Math Fluency Test measured Hodaya's ability to measured Hodaya's ability to solve addition, subtraction, and multiplication facts quickly. She was presented with a series of simple problems to complete in a 3 minute time limit. She earned a standard score of less than 40 which is in the extremely limited range.

The Calculation Test measured Hodaya's ability to perform mathematical computations. She as able to add and subtract single digit numbers. Her standard score of 47 is in the extremely limited range for her age.

The Applied Problems Test measured Hodaya's ability to analyze and solve math problems that were read to her. Hodaya's score of less than 40 is in the extremely limited ranger for her age.

Math Calculation Skills is a combined measure of math computational skills and the ability to do simple math calculations quickly. Hodaya earned a score of less than 40 which fell in the extremely limited range.

Broad Mathematics is a comprehensive measure of math achievement including math calculation skills, problem solving and the ability to solve addition, subtraction, and multiplication facts quickly. Hodaya earned a score of less than 40 which fell in the very low range.

Performance Area:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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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):

Background: Hodaya is a 6th grade student enrolled in the Special Education curriculum in the Special Day Class (SDC) setting. Hodaya originally became eligible for Language and Speech support at her initial IEP from October 2017 to address weaknesses with expressive language. Currently, Hodaya's goals continue to address expressive language challenges. Hodaya is eligible to receive Language and Speech services for 240 minutes monthly (twice weekly) and ESY (extended school year) for 120 minutes monthly (once a week). Hodaya does not receive any other services. Hodaya is classified as LEP (Limited English Proficient). However, Hodaya has not been reassessed since 2018. Hodaya was provided an assessment in Hebrew, but reported to clinician that she was more comfortable completing the test in English. Classroom instruction is in English and Hodaya has an ELD goal.

Strengths: On the Sentence Expression assessment, Hodaya demonstrated the ability to form simple and complex sentences with present progressive verb tense, participle phrase or prepositional phrase, and use past verb tense. On the Sentence Comprehension Assessment, Hodaya exhibited strong ability to identify pictures associated with statements (ex. Tell me in which picture is: 'Although he did not get a ride, the boy went to school'). It is possible that Hodaya performance was strong in this section due to the provided visuals associated with the images. On the Pragmatics Assessment, Hodaya demonstrated the ability to greet an adult, request information from a teacher about a peer, request information from a friend, and request help from an adult when lost.

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):

Challenges: On the Sentence Expression assessment, Hodaya struggled with simple and complex sentences with future tense, present tense, and two prepositional phrases. During conversational speech, Hodaya is observed to have limited understanding of pronoun usage as she uses 'them' in place of other pronouns inappropriately (he, she, they). Additionally, Hodaya appears unfamiliar with irregular past tense as she uses it incorrectly intermittently (hurt vs. hurt). Hodaya was unable to recognize different sentence types on the Sentence Comprehension assessment, as when word order was changed, she was unable to denote a difference in the meaning of the sentence. These weaknesses affect Hodaya's ability to understand information presented to her and explain her thoughts and ideas appropriately. It is recommended that these needs be addressed in the classroom as they are academic concerns.

On the Pragmatics Assessment, Hodaya was unable to evaluate non-verbal cues of sadness, express regret to a peer or adult, greet a grandparent, provide information via telephone, request clarification from a teacher, request information from a teacher about an assignment, and identify appropriate behavior in specific settings. Hodaya has also been observed to struggle with social language during organic conversations with peers. A goal will be written to reflect this area of need. Hodaya's performance on the Test of Narrative Language-2 demonstrates that Hodaya struggles to comprehend and remember stories relayed orally to her, retell stories, and construct a story of her own with appropriate detail. A goal will be written to address Hodaya's narrative abilities.

Educational Impact: Hodaya's disability of Other Health Impairment is accompanied by a pragmatic and expressive language disorder that affects her ability to communicate which impacts her involvement and progress in the educational curriculum.

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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):

Student's areas of strengths: Hodaya has many strengths related to occupational therapy, as evidenced by observations of her skills in class, observations of her skills during informal assessment tasks (i.e. board games and crafts), and her Average to Above Average scores on the Fine Motor Precision, Manual Dexterity, and Upper-Limb Coordination sections on the BOT-2 standardized test. She presents with functional neuromuscular skills to navigate in her classroom and school campus as evidenced by adequate range of motion, muscle tone, strength, endurance, balance, and mobility to access and follow her daily routines in school safely. She is able to visually scan the classroom and look through her backpack/pencil case to locate specific items. She has adequate oculomotor and scanning skills for reading and (near- and far-point) copying tasks and does not omit or skip any words or letters. She can cut along a straight, zig zag, and curved line with 1/8" deviation from the line and she can write with functional and consistent letter formation, letter sizing, spacing, line adherence, and organization of writing on paper. She can complete mazes, copying/drawing of basic and some complex shapes, and stringing activities without showing deficits in visual skills. Hodaya demonstrates the use of a functional and mature right-handed lateral tripod grasp on her pencil with a spontaneous left-hand stabilizer on the papers. She shows good use of a refined pincer grasp, three-jaw chuck grasp, spherical grasp, cylindrical grasp, hook grasp, and a lateral pinch grasp on various school-related supplies. She is able to grasp scissors and cut out shapes appropriately. Lastly, she has adequate fine motor dexterity, strength, and skill to manipulate zippers on her backpack and clothing, open snack containers, tie her shoes, type on her keyboard with both hands, and use her smart phone with her right or left hand.

Continued below...

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):

Furthermore, Hodaya is able to engage in self-care tasks independently when at school. She is organized and is able to retrieve all necessary materials from her backpack or throughout her classroom. Hodaya is able to maintain social relationships with her peers, as she is friendly and does not show deficits in motor or sensory skills which impact social participation. Lastly, she does not have any sensory processing needs that impact her access to her educational curriculum.

Student's areas of needs: Hodaya scored in the Well Below Average range on the Fine Motor Integration subtest on the BOT-2, indicating possible deficits in visual motor skills, which affects a student's ability to copy text or a diagram from a near-point or far-point model in class. Despite her score, Hodaya was able to copy basic shapes such as a circle, square, wavy line, triangle, and overlapping circles with ease. Her score was heavily impacted by her difficulty copying two shapes: a diamond shape and a star. However, when provided with dot prompts for each corner of a diamond, Hodaya is able to draw more complex shapes with appropriate basic shape, size, orientation, and closure. Furthermore, she is able to copy work from a near- and far-point model with legible writing, showing consistent sizing, consistent spacing, consistent baseline adherence, and functional letter formation. Furthermore, Hodaya shows functional visual motor skill to engage in age-appropriate board games, puzzles, and mazes, crafts, and ball sports. Thus, Hodaya shows functional visual motor skill for her school curriculum. Per teacher reports and observations, Hodaya's area of need surrounds her need for maximum prompting to complete classroom activities. This is due to Hodaya's difficulty in grasping academic concepts and struggles with reading, spelling, and arithmetic, rather than deficits in fine motor, visual motor, or sensory processing skills.

Impact of disability on academic and overall performance: Hodaya's skills do not impact her involvement and progress in the general education curriculum for school-based occupational therapy performance areas.

Raquel Agmon, OTR/L
 LAUSD Occupational Therapist

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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: Personal strengths (scores in the below average range) were noted in successive processing and in simultaneous processing.

Needs: Based upon alternative procedures for measuring intellectual ability, including review of data, interviews, observations, and standardized measures, Hodaya is functioning within the significantly below average range. Relative weaknesses were noted in planning, working memory, executive functioning, attention, executive functioning with working memory, visual processing, basic oral language, auditory memory, listening comprehension, phonological processing, phonological memory, phonological awareness, rapid symbolic naming, and in visual motor skills. Hodaya's visual and auditory memory skills tested as within well below average range. Psychological processing disorders were not identified in any of the processing areas, as Hodaya's performance across all cognitive areas tested consistently in the below average and significantly below average.

Impact of the Disability: Hodaya's eligibility of Intellectual Disability (ID) appears to impact her ability to successfully access grade-level educational 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: None

Needs: Extremely Low scores were reported by mother and teacher across all adaptive behaviors, with the exception of the area of School Living/Practical Domain where teacher's responses yielded a Low score. Based on parent and teacher ratings, interviews and observations, along with current examiner observations, Hodaya does evidence significant deficits in two or more adaptive behaviors (communication, home living, community use, health and safety, leisure, self-care, social skills, self-direction, and functional academics). Hodaya's self-help/adaptive behavior functioning does impact her access and performance within the educational setting.

Impact of the Disability: Hodaya's eligibility of Intellectual Disability (ID) appears to affect her adaptive and overall self-help skills which adversely impact her involvement and progress in the educational curriculum.

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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: Socially, Hodaya presents herself as a sweet and social girl who want to do what is right. She greets others appropriate, presents with good eye contact and socially appropriate smiles. The teachers describe Hodaya as a kind and respectful student who would ask for help. Hodaya's mother described her as a good athlete who is also interested in 'beauty' (i.e. nails, hair styles, etc.). Hodaya reports going to the gym nearly daily and stated that when she grows up she would like to work as a cashier. During unstructured observations, Hodaya was observed making several attempts to join peers groups to socialize.

Needs: Hodaya has a number of challenges navigating social situations. She was reported to get along better with younger children outside of school and at school was not observed really connecting with any of her peers. Hodaya's cognitive/processing deficits and her difficulty with using oral language in the age-appropriate manner for appropriate communication with others appear to be significantly impacting her ability to socialize with peers.
(Continues...)

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):

(.... Continues)

Needs: Mother reported that Hodaya's behavior at home is very different from her behavior at school. Mother reported that at home Hodaya is frequently argumentative, moody, and may do things 'in spite'. Mother's responses on the rating scale yielded scores in the clinically significant range in the areas of Hyperactivity, Aggression, Conduct Problems, Anxiety, Depression, Somatization, Atypicality, Withdrawal, Attention Problems, and Social Skills. Adaptability, Leadership, and Activities of Daily Living were rated by mother as 'at-risk'. Both mother and the teacher, reported Hodaya presenting with an elevated levels of Attention Problems, Social Problems, and Withdrawal. The teacher's responses also pointed to Hodaya presenting with difficulties in the areas of Learning Problems, Study Skills, and Functional Communication. Hodaya's responses on the rating scales suggest that she may have feelings of alienation, hostility, and dissatisfaction regarding school; may have feelings of resentment and dislike of teachers; may have perceptions of being unsuccessful in school, unable to achieve one's goals, and feel generally inadequate; might have a low self-esteem, may have difficulties with sustaining attention, may have challenges in interactions with others, and might be experiencing elevated levels of depression and anxiety.

Impact of the Disability: Hodaya's eligibility of Intellectual Disability (ID) appears to affect her ability to socialize appropriately in the group setting; follow directions, use appropriate words/expressions, and participate in class activities which impact her involvement and progress in the educational setting.

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):

Hodaya is healthy 11 year and 8 month old student with no significant health condition. The mother reported that Hodaya had the last physical exam done in Nov 2023. Hodaya recently had an ear infection and has been taking antibiotic at home. The student failed LAUSD audio screening on 11/15/23 and the mother was informed for follow up.

Strengths: Hodaya is healthy, ambulates without any assistance, and is independent with all activities of daily living. Hodaya passed LAUSD vision screening on 11/15/23. No history of any serious or chronic illness, allergies, accident, injury, surgery, or hospitalization within last 3 years.

Areas of Need: Hodaya failed LAUSD audio screening on 11/15/23.

Impact of disability: Health does not impact the student's participation, performance, and access in the educational program.

Accommodations/Modifications: Preferential/flexible seating in the classroom until seen by PMD for further assessment.

Mira Lee RN
11/15/23

Performance Area:

Category: ▼

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student COHEN
Last

HODAYA
First MI

Date of Birth 12-MAR-2012

Meeting Date 05-APR-2024

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: Hodaya is able to understand the rules of the school bus and sit in her seat. She is able to follow the bus rules with the help and redirection of staff.

Needs: Hodaya needs to be able to identify 10 safety signs when presented with pictorial functional safety signs

Impact of Disability: Hodaya's intellectual disability impairs her ability in transportation to identify safety signs, which impacts her involvement and progress in the general education curriculum to such a degree that her instruction is based on alternate achievement standards using the alternate 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):

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student COHEN HODAYA MI Date of Birth 12-MAR-2012 Meeting Date 05-APR-2024
Last First MI

Section F: Eligibility

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

Health and development, general ability, academic achievement, social-emotional, motor skills, oral language, perceptual development, adaptive skills

For Initial IEP, interventions attempted prior to determining eligibility:

[Empty text box for interventions]

Eligible as a student with the disability of:

Code: ID Intellectual Disability
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:

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

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student COHEN HODAYA MI Date of Birth 12-MAR-2012 Meeting Date 05-APR-2024

Section G: Annual Goals and Objectives

Performance Area: Funcional Math #1 Category: Math Annual Goal #: 3

When given minimal verbal cues and counters, Hodaya will add two numbers (with sums up to 10) in 9 out of 10 opportunities with 80% accuracy as observed and recorded by staff.

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 maximum verbal cues and counters, Hodaya will add two numbers (with sums up to 6) in 9 out of 10 opportunities with 60% accuracy as observed and recorded by staff.

Incremental objective #2 related to the goal:

When given moderate verbal cues and counters, Hodaya will add two numbers (with sums up to 8) in 9 out of 10 opportunities with 70% accuracy as observed and recorded by staff.

Date to be achieved: April 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, goal achievement status, and reasons for 'No'.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student COHEN HODAYA MI Last First MI

Date of Birth 12-MAR-2012

Meeting Date 05-APR-2024

Section G: Annual Goals and Objectives

Performance Area: Voc Ed Ask Help Category: Vocational Education Annual Goal #: 4

Hodaya will raise her hand to talk to teacher/Classroom Assistant when she needs help through to completion of an assignment, in 80% of opportunities across a 2-week period as measured by daily collection.

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:

Hodaya will raise her hand to talk to teacher/Classroom Assistant when she needs help through to completion of an assignment, in 60% of opportunities across a 2-week period as measured by daily collection.

Incremental objective #2 related to the goal:

Hodaya will raise her hand to talk to teacher/Classroom Assistant when she needs help through to completion of an assignment, in 70% of opportunities across a 2-week period as measured by daily collection.

Date to be achieved: April 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.

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student Date of Birth Meeting Date
 Last First MI

Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

Functional Reading: Given picture supports and a short passage containing five sentences using known sight words, Hodaya will read the text minimal prompts by tracking each word with her finger as she reads in 8 out of 10 opportunities as measured by teacher chartered observations.

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:

Given picture supports and a short passage containing five sentences using known sight words, Hodaya will read the text maximum prompts by tracking each word with her finger as she reads in 6 out of 10 opportunities as measured by teacher chartered observations.

Incremental objective #2 related to the goal:

Given picture supports and a short passage containing five sentences using known sight words, Hodaya will read the text moderate prompts by tracking each word with her finger as she reads in 7 out of 10 opportunities as measured by teacher chartered observations.

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

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student COHEN HODAYA MI Date of Birth 12-MAR-2012 Meeting Date 05-APR-2024

Section G: Annual Goals and Objectives

Performance Area: Functional Writing Category: Writing Annual Goal #: 2

Functional Writing: With minimal prompts, when given a picture, a visual word bank, and 10 fill-in-the-blank sentences using known sight words, Hodaya will read each sentence in order to write the missing word to complete the sentence, with 80% accuracy, in 4 out of 5 opportunities as measured by student work samples.

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:

With maximum prompts, when given a picture, a visual word bank, and 10 fill-in-the-blank sentences using known sight words, Hodaya will read each sentence in order to write the missing word to complete the sentence, with 60% accuracy, in 4 out of 5 opportunities as measured by student work samples.

Incremental objective #2 related to the goal:

With moderate prompts, when given a picture, a visual word bank, and 10 fill-in-the-blank sentences using known sight words, Hodaya will read each sentence in order to write the missing word to complete the sentence, with 70% accuracy, in 4 out of 5 opportunities as measured by student work samples.

Date to be achieved: April 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, goal achievement status, and reasons for 'No'.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student COHEN HODAYA MI Last First MI

Date of Birth 12-MAR-2012

Meeting Date 05-APR-2024

Section G: Annual Goals and Objectives

Performance Area: ELD Category: English Language Devel Annual Goal #: 5

When engaged in collaborative discussions, COHEN HODAYA will pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion with moderate prompting as measured by student work samples in 4 out of 5 trials with 75% accuracy.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

When engaged in collaborative discussions, COHEN HODAYA will pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion with maximum prompting as measured by student work samples in 4 out of 5 trials with 65% accuracy.

Incremental objective #2 related to the goal:

When engaged in collaborative discussions, COHEN HODAYA will pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion with moderate prompting as measured by student work samples in 4 out of 5 trials with 70% accuracy.

Date to be achieved: April 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.

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student COHEN HODAYA MI Date of Birth 12-MAR-2012 Meeting Date 05-APR-2024

Section G: Annual Goals and Objectives

Performance Area: Functional Math #2 Category: Math Annual Goal #: 6

Given verbal minimal cues and counters, Hodaya will use the counters to subtract numbers (each number less than 10) in 9 out of 10 opportunities with 80% accuracy as observed and recorded by staff.

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:

Given verbal maximum cues and counters, Hodaya will use the counters to subtract numbers (each number less than 10) in 9 out of 10 opportunities with 60% accuracy as observed and recorded by staff.

Incremental objective #2 related to the goal:

Given verbal moderate cues and counters, Hodaya will use the counters to subtract numbers (each number less than 10) in 9 out of 10 opportunities with 70% accuracy as observed and recorded by staff.

Date to be achieved: April 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.

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student COHEN HODAYA MI Date of Birth 12-MAR-2012 Meeting Date 05-APR-2024

Section G: Annual Goals and Objectives

Performance Area: Language-Expressive Category: Language - Expressive Annual Goal #: 7

Hodaya will use appropriate detail when expressing thoughts-ideas and/ or retelling experiences using components of a WH-format (who, what, where, why, when) and including all necessary components of a story (beginning, middle, end) in 4/5 opportunities with minimal (1-2) verbal prompting and a visual cue, across 3 consecutive sessions, as documented by clinician report.

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, documentation, Criterion Referenced, Work Samples, Curriculum Based, Informal

Incremental objective #1 related to the goal:

Hodaya will use appropriate detail when expressing thoughts-ideas and/ or retelling experiences using components of a WH-format (who, what, where, why, when) and including all necessary components of a story (beginning, middle, end) in 4/5 opportunities with maximal (5-6) verbal prompting and a visual cue, across 3 consecutive sessions, as documented by clinician report.

Incremental objective #2 related to the goal:

Hodaya will use appropriate detail when expressing thoughts-ideas and/ or retelling experiences using components of a WH-format (who, what, where, why, when) and including all necessary components of a story (beginning, middle, end) in 4/5 opportunities with moderate (3-4) verbal prompting and a visual cue, across 3 consecutive sessions, as documented by clinician report.

Date to be achieved: February 2024 MO/YR Date to be achieved: June 2024 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

Table with 5 columns: 1st Reporting Period, 2nd Reporting Period, 3rd Reporting Period, 4th Reporting Period (Secondary Only), Goal Achievement. Includes progress marks, goal achievement status, and reasons for 'No' progress.

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student COHEN HODAYA MI Date of Birth 12-MAR-2012 Meeting Date 05-APR-2024

Section G: Annual Goals and Objectives

Performance Area: Language-Pragmatic Category: Language - Pragmatics Annual Goal #: 8

Hodaya will maintain conversations for 2+ conversational turns, demonstrating comprehension of conversation by asking relevant follow-up questions/follow-up comments in 80% of opportunities with minimal (1-2) verbal prompting, across 3 consecutive sessions, as documented by clinician report.

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, documentation, Criterion Referenced, Work Samples, Curriculum Based, Informal

Incremental objective #1 related to the goal:

Hodaya will maintain conversations for 2+ conversational turns, demonstrating comprehension of conversation by asking relevant follow-up questions/follow-up comments in 80% of opportunities with maximal (5-6) verbal prompting, across 3 consecutive sessions, as documented by clinician report.

Incremental objective #2 related to the goal:

Hodaya will maintain conversations for 2+ conversational turns, demonstrating comprehension of conversation by asking relevant follow-up questions/follow-up comments in 80% of opportunities with moderate (3-4) verbal prompting, across 3 consecutive sessions, as documented by clinician report.

Date to be achieved: February 2024 MO/YR Date to be achieved: June 2024 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

Table with 5 columns: 1st Reporting Period, 2nd Reporting Period, 3rd Reporting Period, 4th Reporting Period (Secondary Only), Goal Achievement. Includes progress marks, goal achievement status, and reasons for 'No'.

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student COHEN HODAYA MI Date of Birth 12-MAR-2012 Meeting Date 05-APR-2024

Section G: Annual Goals and Objectives

Performance Area: Social-Emot/ERICS Category: Social Emotional Annual Goal #: 9

Hodaya will implement strategies to reduce stress (e.g., talking to a friend or trusted adult, considering what led to these feelings, physical exercise) to deal with upsetting emotions in 3 out of 5 trials per week with moderate (2-3 prompts) adult support as measured by observations and review of records.

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:

Hodaya will implement strategies to reduce stress (e.g., talking to a friend or trusted adult, considering what led to these feelings, physical exercise) to deal with upsetting emotions in 2 out of 4 trials per week with maximum (4-5 prompts) adult support as measured by observations and review of records.

Incremental objective #2 related to the goal:

Hodaya will implement strategies to reduce stress (e.g., talking to a friend or trusted adult, considering what led to these feelings, physical exercise) to deal with upsetting emotions in 3 out of 4 trials per week with maximum (4-5 prompts) adult support as measured by observations and review of records.

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, goal achievement status, and reasons for 'No' progress.

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student COHEN HODAYA MI Date of Birth 12-MAR-2012 Meeting Date 05-APR-2024

Section G: Annual Goals and Objectives

Performance Area: Funct. Comm/Transpor Category: Communication Annual Goal #: 10

Hodaya will identify 10 safety signs when presented with pictorial functional safety signs, in 4/5 trials with 80% accuracy as measured by data probes.

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, data tracking, Criterion Referenced, Work Samples, Curriculum Based, Informal

Incremental objective #1 related to the goal:

Hodaya will identify 5 safety signs when presented with pictorial functional safety signs, in 2/5 trials with 40% accuracy as measured by data probes.

Incremental objective #2 related to the goal:

Hodaya will identify 7 safety signs when presented with pictorial functional safety signs, in 3/5 trials with 60% accuracy as measured by data probes.

Date to be achieved: August 2024 MO/YR Date to be achieved: December 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, goal achievement status, and reasons for non-compliance.

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>	Alternate ELPAC Subject Reading
Student will participate in Regular State and District Assessments. <i>(Designated Supports and/or Accommodations identified below are applicable)</i>	Alternate ELPAC Subject Speaking
Student will participate in Regular State and District Assessments. <i>(Designated Supports and/or Accommodations identified below are applicable)</i>	Alternate ELPAC Subject Writing
Student will participate in Regular State and District Assessments. <i>(Designated Supports and/or Accommodations identified below are applicable)</i>	Alternate ELPAC Subject Listening
Student will participate in California Alternate Assessment in English Language Arts and Math in grades 3-8 and 11 and Science in grades 5, 8, and once in high school.	CAA Subject ELA/Math and Science

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student COHEN HODAYA MI Last First MI

Date of Birth 12-MAR-2012

Meeting Date 05-APR-2024

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 computer generated translation?* Yes No

Select Preferred Language:

*Computer generated translation provides access to an immediate written translation of the IEP but translated content has not been fully vetted by a District translator. Any computer generated translation IEP documentation should not be considered an official IEP document.

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

Specify the Individual Pages to be translated:

PLP, Goals

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

01-JUN-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

01-JUN-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)

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Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student Last

First MI

Date of Birth

Meeting Date

Section Q: Parent Participation and Consent

Parent Participation

Parent Notification

- 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.

Method	Whom	When
Phone	A Downes	05-APR-2024

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

[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



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="Hila Cohen"/>	<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="Lynda Hirsch"/>	<input type="text" value="LH"/>
Special Education Teacher	<input type="text" value="John Gundry"/>	<input type="text" value="JG"/>
General Education Teacher	<input type="text" value="Tina Ballabio"/>	<input type="text" value="TB"/>
School Psychologist	<input type="text" value="Diana Gorelik"/>	<input type="text" value="Diana Gorelik"/>
School Nurse	<input type="text" value="Hayley Golshan"/>	<input type="text"/>
Related Service Staff <input type="text" value="LAS"/>	<input type="text" value="Liana Keivanfar"/>	<input type="text" value="Liana Keivanfar"/>
Related Service Staff <input type="text" value="OT"/>	<input type="text" value="Raquel Agmon"/>	<input type="text" value="Raquel Agmon"/>
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" value="6th Grade Counselor"/>	<input type="text" value="Cary Mezhvinsky"/>	<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

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"/>	<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" value="Hodaya Cohen (in class)"/>	<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" value="Norma Grimaldo Ramirez"/>	<input type="text"/>
Administrative Designee	<input type="text" value="Anne Downes"/>	<input type="text" value="Anne Downes"/>
Special Education Teacher	<input type="text" value="Jenny Peterson"/>	<input type="text"/>
General Education Teacher	<input type="text" value="Tommy Maher"/>	<input type="text"/>
School Psychologist	<input type="text"/>	<input type="text"/>
School Nurse	<input type="text"/>	<input type="text"/>
Related Service Staff <input type="text"/>	<input type="text"/>	<input type="text"/>
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" value="EL Representative"/>	<input type="text" value="Gabriela Goldstein"/>	<input type="text"/>
Other <input type="text" value="Student Teacher"/>	<input type="text" value="Heather Costales"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student
 Last First MI

Date of Birth

Meeting Date

LEAST RESTRICTIVE ENVIRONMENT ANALYSIS

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

Student's Current Placement Type:

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

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

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

Step A.	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a general education classroom/setting?
	<input type="radio"/> Yes <input checked="" type="radio"/> No If the answer is YES, then a general education classroom/setting is the appropriate placement. If the answer is NO, go to the question below.
	<input type="radio"/> Yes <input checked="" type="radio"/> No If not currently available, can the required supports, services, accommodations and/or modifications be made available in a general education classroom/setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step B.
<input type="text" value="Hodaya needs a more restrictive environment, alternative curriculum , higher level of accommodations to achieve academic success."/>	

Step B.	Can the supports, services, accommodations and/or modifications in the student's IEP be made available on a general education site in a special day program?
	<input checked="" type="radio"/> Yes <input type="radio"/> No If the answer is YES, then a special day program on a general education site is the appropriate placement. If the answer is NO, go to the question below.
	<input type="radio"/> Yes <input type="radio"/> No If not currently available, can the required supports, services, accommodations and/or modifications be made available in a special day program on a general education site? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step C.
<input type="text"/>	

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student COHEN

HODAYA

Date of Birth 12-MAR-2012

Meeting Date 05-APR-2024

Last

First

MI

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 COHEN

First HODAYA

MI

Date of Birth 12-MAR-2012

Meeting Date 05-APR-2024

Last

First

MI

Date

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"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>Diminished access to the full range of the curriculum</p> <p>Missed general education instruction taught by highly qualified staff</p> <p>Rate at which student may earn credits for graduation</p> <p>Lack of opportunity for social interaction</p> <p>Lack of opportunities for age-appropriate peer role models</p> <p>Amount of socialization opportunities with typical peers</p> <p>Limited access to peers in student's home community</p> <p>Lack of exposure to appropriate behavioral models from peers</p> <p>Other: <input type="text"/></p>

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"/>	
Eligibility: (from Page 4)	Eligible (ID)	
	<i>Final IEP Reason</i> <i>Final IEP Effective Date:</i>	
Curriculum	Alternate Curriculum	
Placement	Type of School	District Resident School
	Name of School	MADISON MS
Instructional Setting	Setting	Special Education
	Program	IDM
	Special Day Minutes/Wk	1125
	Addresses Goals	3(Functional Math #1),4(Voc Ed Ask Help),1(Functional Reading),2(Functional Writing),5(ELD),6(Functional Math #2),7(Language-Expressive),8(Language-Pragmatic),9(Social-Emot/ERICS)
Additional Factors	Low Incident Support	None
	Assistive Technology Support	No
	Transportation	None
	Extended School Year/Intersession	<input checked="" type="radio"/> Yes <input type="radio"/> No
	Parent Counseling and Training (PCT)	<input checked="" type="radio"/> Yes <input type="radio"/> No
	ESY Transportation	No
Accommodation, Modifications, Supports	Instructional Accommodations	pre-teaching, reteaching, modeling, positive reinforcement, verbal praise, small-group instruction, visual cues, directions read aloud, calculator as needed, Physical education Accommodations: Extended time on mile runs and pacers, shortened mile and shortened pacer requirements, accommodated written work at her ability level, all physical education assignments modified for her ability level, written, oral and take home included
	Instructional Modifications	LAUSD ALT (IDM) CURRICULUM
	Other Supports, including Non-Academic and Extra-curricular Activities	Adult support to navigate campus and classroom rules/procedures. Student often gets lost on campus.
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	Student will be enrolled in ELD class and General Ed PE.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student **COHEN** **HODAYA**
Last First MI

Date of Birth **12-MAR-2012**

Meeting Date **05-APR-2024**

		Effective With This IEP	Future Changes Related To This IEP
Service 1	Start Date:	Effective on Signature Date	
80	End Date:		
Psychological Services (ERIC)	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals:	Interval:	Monthly	
9(Social-Emot/ERIC)	Minutes/Interval:	60	
	Minutes/Interval (Pullout from Gen Ed):	60	
	Service Delivery Model:	Direct Service (By a Single Provider)*	
	Responsible Personnel:	Licensed/Credentialed Provider	
Service 2	Start Date:	Effective on Signature Date	
10	End Date:		
Language/Speech	Service applies to:	Regular	
	Frequency:	10-40	
This service addresses the following goals:	Interval:	Yearly	

*

7(Language-Expressive)	Minutes/Interval:	900	
8(Language-Pragmatic)	Minutes/Interval (Pullout from Gen Ed):	900	
	Service Delivery Model:	Direct Service (Collaborative)*	
	Area:	School-Based	
	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="61"/>	

Part 4 - Compensatory Education/Recoupment Services Discussion

-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.
 -The IEP team has engaged in an analysis of student's goal progress, including participation and progress in distance learning last year. The IEP team has determined that student has not experienced educational loss that requires recoupment services.

Part 4 - Additional Discussion (This section is optional)

-Parent and translator attended meeting. Psychologist went over assessment findings. Eligibilities of SLD, OHI, Autism, ED, ID were discussed. It was determined the eligibility of ID appears to be most appropriate eligibilty at this time. Student met criteria for ERICS. Refer to service grid for minutes. Parent informed team family has relocated to North Hollywood and has submitted appropriate paperwork to Portola Attendance Offices along with change of address. James Madison Middle School IDM is offer of FAPE. Hodaya will have Program Support as she transitions to the new campus. Hoyada frequently gets lost on campus/becomes confused as to where her classes her as well as her schedule (what class comes next). She will need the support in class as she has difficulty using the Chromebook, following teacher instructions.
 -IEP amendment held (4/5/24) to correct section K to CAA and alternate ELPAC since student is on the alternate curriculum.

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:	IDM	Setting:	Special Education						
Eligibility:	Eligible (ID)	Curriculum:	Alternate Curriculum						
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
10	Language/Speech	Effective on Signature Date	Regular	Yearly	10-40	School-Based	900	Language-Expressive, Language-Pragmatic	--
80	Psychological Services (ERICS)	Effective on Signature Date	Regular	Monthly	1-5	~	60	Social-Emot/ERICS	--

Alternative Remote/Distance Learning Services During Emergency Conditions

If instruction or services, or both, cannot be provided to the pupil either at the school or in person for more than 10 school days due to emergency conditions caused by fire, flood, impassable roads, epidemic, earthquake, imminent major safety hazard as determined by local law enforcement, a transportation services strike by nonschool entity, or other official order issued to meet a state of emergency or war, the IEP will be provided by one or more of the means stated below, to the greatest extent possible in light of the emergency circumstances and District policy.

Means of Delivery, to greatest extent possible ("x" all that could apply for student, depending on emergency circumstances):

	Teacher-posted lessons, asynchronous (online or other media)	Virtual class meetings, synchronous	Personalized learning tools (virtual or paper packets, as available)	Scheduled teacher appointments (virtual or in-person, as available)	Scheduled email check-ins (parent or student)	Virtual office hours (drop-in; parent or student)
Specialized Academic Instruction and Related Services	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Extended School Year Services	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supplementary Aids and Services (provided in general education classes and other general ed environments)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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

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

For IEP Team Information

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