Student Identificati Number	on	031212F064	SSID	9469461554		Eligible (ID)
Student COHEN	HO	DAYA			Date of Birth:	12-MAR-2012
Last		First	MI Section A	: Meeting Information		
	Pertin	ent Dates	Section		Type of Mee	ting
Deter of Initial IED Teams	Martina	24 OCT 201	7	_		-
Date of Initial IEP Team Date of Present Meeting	C	24-OCT-201		◯ Initial	_	Amendment of IEP dated
Annual Review to be co		16-NOV-202				-NOV-2023
Next Three Year Review	•	15-NOV-202		Annual Review	_	Early Start Transition
conducted by	will be	13-110 1-202		Other	_	Expulsion Analysis Individual Transition Plan
Γhree Year Review or E was conducted on	valuation	16-NOV-202	3	Other		marviduai Transition Fian
Γransition to Kindergart conducted by	en to be					
Location of Meeting	M	IADISON MS		District Name	Los Angeles U	Inified School Distri
			Section E	3: Student Information		
Date of Birth	12-MAR-20)12	Age	12	Grade	6
Gender	O Male	Female	Ethnic Code	White		
Location of the Psych Folder	REGION N	ORTH	Student has no Psy Folder	ych		
Location of the Cum Folder	MADISON	MS	Student has no Cu Folder	m \square		
Home Language	Hebrew		Student Language	Hebrew	Alternate Mode Communication	
Home Address of Student	12637 MAR	RTHA ST				
City	VALLEY V	ILLAGI CA	ZIP Code	91607		
Home Telephone	(747) 529-5	810	Daytime Telephon	ne	Emergency Tele	ephone
School of Attendance	Madison Ms	s	Location Code	8230		
School of Residence	Madison Ms	s	Location Code	8230		
Name of Parent/Guardian			Telephone			
Address						
City		CA	ZIP Code			
Surogate Parent			Telephone			
Attends CURRENT SO of the following	CHOOL as a re	sult of one	Attends School of R	Residence		
Is the student living in a	Family Foster	● N	o O Yes	FFH#		
Home (FFH)?		O	O			
s FFH Provider related			o O Yes	Relationship		
Licensed Children's Inst	itution	◯ N	o O Yes	LCI Name		
				LCI#		
Out of the home placem	ent made by	_	egional Center	O Department of Menta	al Health U	Department of Children's Servic
Child's family living wit	thin LAUSD's		uperior Court o	Other [
	old or older o	ria an amanain	oted minor does he/she	have educational decision-making	no riohts?	○ No ○ Yes

on America	Unified School District	INDIVI	DUALI	ZED EDUC	CATION PROGRAM (IEP))	Page 2 o
Student	Unified School District COHEN HODAYA				Date of Birth 12-MAF	R-2012	
	Last First	MI	Section	n C· Lang	uage Acquisition		
anguage Clas	esification			ted English I		Start Date:	26-APR-2018
			_	_	Toncient	Reclassification Date:	20 7H K 2010
-	Parent Request:		O Y	es O No)		
	mance Level and Performance Descriptor				~	Test Date:	
lternate ELP. escriptor:	AC Performance Level and Performance				•	Test Date:	
_		Sect	tion D:	Goal Achie	vement from Current IEP		
			Achi	eved			
Goal for: (ex	ample - Reading)	Ye	es	No	If No, explain the reason	the goal/objective was not achie	eved
1	Writing (4.SL.4)		\supset		Struggling with telling or	recounting an	
Category	Writing					-	
	Objective 1 met		\supset		experience with relevant	descriptive details	
	Objective 2 met		\supset		that support main ideas	and/or themes.	
2	Math (4.NBT.4)		\supset		Hodaya is not able to sub	ract	
Category	Math						
	Objective 1 met		\supset		multi-digit		
	Objective 2 met		\supset		numbers		
3	Reading (4-5.RF.3)		\supset		Struggling with learning	to decode 2 unfamiliar	
Category	Reading						
	Objective 1 met		\supset		multi-syllabic words in	and out of	
	Objective 2 met		\supset		context.		
4	Language			0	syntax inconsistant		
Category	Language − Expressive ➤	•			•		
	Objective 1 met			0	syntax inconsistent		
	Objective 2 met			0	syntax inconsistent		
5	ELD		\supset	<u> </u>	Struggles with learning to	exchange information	
Category	English Language Development	•				Ü	
	Objective 1 met		\supset	<u> </u>	and ideas with others the	ough oral collaboritive	
	Objective 2 met			<u> </u>	discussions on a range o	f social topics.	
6				0			
Category	\ \						
	Objective 1 met		\supset	0			
	Objective 2 met			0			
7)	Ö			
Category	·						
	Objective 1 met		\supset	0			
	Objective 2 met)	Ö			
8				Ö			
Category			_				
-	Objective 1 met			0			
	Objective 2 met)	Ö			
9)	Ö			
Category	·						
- •	Objective 1 met)	0			
	Objective 2 met			0			
10		_)	0			
Category							
- •	Objective 1 met		\supset	0			
	Objective 2 met			Ö			

Los Angeles	a Unified Sabo	al District		INDIVIDUA	LIZED EDUCA	TION PROGR	AM (IEP)		Page 3 of 3
	S Unified Scho	HODA	VΔ			Date of Rirth	12-MAR-2012	Meeting Date	05-APR-2024
Student	Last	Fin		MI		Date of Birth	12-WAK-2012	Meeting Date	03-A1 K-2024
				Section	E: Present Lev	vel of Perform	ance		
Performance	Area:		Reading						
Category:			Reading		~	·]			
Assessment/N	Monitoring Proc	ess Used:	Teacher R	eports, Observa	ation				
State/District	Assessment Res	sults:	i-Ready 4	16 Needs Impro	ovement				
Current Perfo	ormance/Assessr	nent Summai	y (include s	tudent strengths	s, student needs ar	nd impact of disa	ability on student perfor	rmance):	
Needs: When aske the alphabet summary of out the first Impact of I Hodaya's e	d to read a sente t. Hodaya strugg f the text. She ne one or two lette Disability: ligibility of Intel	nce or paragr eles with mak eds to contin rs and the ble	aph, Hodaya e inferential ue how each nding of lett ility (ID)aff	a struggles with references and word is phone ters. Hodaya wi	comprehension o cause and effect. tically pronounced ll accurately retell to read a short pas	f the material an She continues to I before moving I beginning, mid	d fluency. Hodaya need have difficulty in loca on to the next word. Sl dle, and end of a story.	ds to learn all of the le ting the characters an- he should practice sou	etters in d unding
	progress and inv	olvement in t		ducation readin	g curriculum.				
Performance	Area:		Writing						
Category:			Writing		~	·]			
Assessment/N	Monitoring Proc	ess Used:	Teacher R	eports, Observa	ation				
State/District	Assessment Res	sults:							
Strengths:			-	-		-	ability on student perfor		some that
Needs: When aske an writing to write compl Impact of I Hodaya's e	to her. d to copy or ans ask. Hodaya sho lete sentences by Disability:	wer a written ould continue or using a word	prompt, Housing sentent bank of far	daya struggles y	with spelling, capi frames to assist he	italization, and per in placing con	nunctuation. She require rect letters/words in the applete the sentence which	es consistent prompts e correct order. Hoday	to initiate va will

	Page 4 of 36 INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Los Angeles Unified School District	
Student COHEN HODAY Last Firs	
Last	Section E: Present Level of Performance
Performance Area:	Math
Category:	Math
Assessment/Monitoring Process Used:	Teacher Reports, Observation
State/District Assessment Results:	I-Ready Math Diagnostic 1 – Score 416 (9/21/23)
Current Performance/Assessment Summary	(include student strengths, student needs and impact of disability on student performance):
	Hodaya is able to count and read numbers 1 to 120, count by 5s, and do some single digit addition and ss (ex. fingers or blocks). When using a calculator, she is able to do multi-digit problems with multiple prompts
single-digit and multi-digit problems. Ever keep up with current math topics with her are finding ratios and equivalent ratios, fin	subtracting multi-digit numbers with or without regrouping. She also has difficulty with multiplying and dividing a with repetition and multiple prompts from the teacher and other adults in the classroom, Hodaya struggles to inability to copy notes from the board and participating during whole group instruction. Topics she struggles with ding area and volume of rectangles, and defining attributes of two-dimensional shapes. Hodaya also struggles to ad. Hodaya needs to improve her ability to solve addition and subtraction of single and multi-digit numbers with
Impact Statement: Hodaya's eligibility of Intellectual Disabil participation and involvement in the gener	ity (ID) impairs her ability to use counters to subtract numbers (each number less than 10) which impacts her all education Math curriculum.
Performance Area:	English Language Development
Category:	English Language Development
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):
information to the assigned discussion. Needs: Hodaya needs to continue collaborating iv	a can dialogue with other peers in a group. When she is knowledgeable about a topic, Hodaya can share out some with her peers in order to complete an assignment. She should lead discussions from within a group to get further
Impact of Disability:	ngage effectively in a range of collaborative discussions by coming to discussions. ity (ID) affects her ability to pose and respond to specific questions with elaboration and detail which impact her anguage Development curriculum.

Los Angolos	s Unified Scho	al District		INDIVIDUALIZ	ED EDUCATION PROGR	AM (IEP)		Page 5 of 36
Student		HODAY	'A		Date of Birth	12-MAR-2012	Meeting Date	05-APR-2024
~~~~~	Last	Fire		MI				
Performance	A		Voc Ed	Section E:	Present Level of Perform	ance		
	Area:			-1 E l	•			
Category:	B	T. 1		al Education	•			
	Monitoring Proce		Teacher R	Leports, Observation				
	Assessment Res		<i>.</i>		1 . 1 1	1.11.		
Strengths: According certain teach		Iodaya is a po			dent needs and impact of disaccomes to class on time. She			vers
or task is gir focused with assignments Impact of I Hodaya's el	wen, Hodaya wil in the task, as gra completing sma Disability:	l continue ask de level tasks all increments lectual Disabi	ing for furt are difficu with suppo	her clarification befo lt for Hodaya. Hoday ort.	continue raising her hand to u ore initiating a task. During ir ya will continue to self-advoc aise her hand to talk to teache	ndependent work, Hoda eate by requesting for te	ya has difficulty staying acher clarification on	
Performance	Area:							
Category:					<b>V</b>			
Assessment/N	Monitoring Proce	ess Used:						
	Assessment Res							
Current Perfo	rmance/Assessn	nent Summary	y (include s	tudent strengths, stu	dent needs and impact of disa	bility on student perfor	rmance):	

Los Angeles U	nified Schoo	l District		INDIVIDUA	ALIZED EDU	CATION PROGR	AM (IEP)		Page 6 of 3
Student C		HODAY	A			Date of Birth	12-MAR-2012	Meeting D	ate 05-APR-2024
Statent (5	Last	Firs		MI		Dute of Birth	12 1/11 110 2012	eeving 25	
				Section	E: Present l	Level of Perform	ance		
Performance Are	ea:		Reading						
Category:			Reading			<b>~</b>			
Assessment/Mon	nitoring Proces	ss Used:	Woodcock	Johnson IV					
State/District As	ssessment Resu	ilts:							
Current Perform	ance/Assessme	ent Summary	(include st	udent strengths	s, student needs	s and impact of disa	ability on student p	performance):	
demonstrated e standard score The Passage C missing word t Hodaya correct peers of the san The Sentence completing as a	g <40 Extreme g Skills <40 Ex- dentification <40 dentification <40 ding Fluency 42 ord Identification emergent phonion of less than 40 comprehension that made sense thy responded to the age. Reading Fluen- many as possib	ly Limited tremely Limited tremely Limited to Extremely I 2 Extremely I 2 Extremely on Test measures skills when the content of 15 of 21 te cy Test measures in the content of 15 of 21 te cy Test measures in the content of 15 of 21 te cy Test measures in the content of 15 of 21 te cy Test measures in the content of 15 of 21 te cy Test measures in the content of 15 of 21 te cy Test measures in the content of 15 of 21 te cy Test measures in the content of 15 of 21 te cy Test measures in the content of 15 of 21 te cy Test measures in the content of 15 of 21 te cy Test measures in the content of 15 of 21 te cy Test measures in the cy Test measures in	Limited Limited Limited ured Hoday in applying the extreme es Hodaya's xt of the se st items. Sh ures Hoday minute tim	her knowledge ely low range c s ability to undo ntence. Hodaya he had a standar ra's ability to que limit. Hoday	of phoneme g ompared to per erstand what shat put forth good rd score of less nickly read simulations a worked at a s	rapheme corresepo ers of the same age he reads. The items d effort by staying than 40, which pla	required Hodaya to focused as she made ces her in the extrementable to correctly ide	ning of any word. Hod entify 18 of 27 words. o read basic sentences de independent attempt emely limited range con is true and then circle entify 15 sentences for same age.	She has a and identify s at reading. mpared to Yes of No,
Out of 24 sente		a scaled score	Reading	ich places her i	n the extremely	/ limited range con	ipared to peers the	same age.	
Category:			Reading			~			
Assessment/Mor	nitoring Proces	s Used:		Johnson IV					
State/District As			Woodcock	Johnson 1 v					
			(inaluda et	udant atranath	atudant naad	s and impact of disa	shility on student n	aarfarmanaa):	
	d to her peers i	n the same a	ge. Student'					extremely low range for area are in the extreme	

s Angeles Unified School Distri Student COHEN HO	DAYA	Date of Birth 12-MAR-2012 Meeting Date 05-APR-202
Last	First	MI Section E: Present Level of Performance
ormance Area:	ELD	Section E. 1 resent Level of 1 error mance
egory:	English L	anguage Development
essment/Monitoring Process Used:	Teacher Re	eports, Observation
e/District Assessment Results:		
rent Performance/Assessment Sum	mary (include st	tudent strengths, student needs and impact of disability on student performance):
rengths: ccording to her teachers, Hodaya is	able to convers	e with other students on an instructional task during a designated time.
udents in order to gain understanding	g of the topic. It Il correctly use 3	s that call for a teacher-directed prompt or question. She should continue collaborating with other t would benefit Hodaya to listen entirely to the end of the direction from the teacher or peers to fully pronouns in a sentence. Hodaya will pose and respond to specific questions with elaboration and add level topic.
mpact of Disability: Hodaya's eligibility of Intellectual D rogress and involvement in the Engl	isability (ID) aff ish Language D	fects her ability to pose and respond to specific questions with elaboration and detail which impact her evelopment curriculum.
rformance Area:		
ategory:		•
sessment/Monitoring Process Used:		
ate/District Assessment Results:		tudent strengths, student needs and impact of disability on student performance):
ate/District Assessment Results:		tudent strengths, student needs and impact of disability on student performance):
te/District Assessment Results:		tudent strengths, student needs and impact of disability on student performance):
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tate/District Assessment Results:		tudent strengths, student needs and impact of disability on student performance):

I os Angolo	s Unified Scho	al District		Page 8 of INDIVIDUALIZED EDUCATION PROGRAM (IEP)
_	COHEN	HODAY	ζA	Date of Birth 12-MAR-2012 Meeting Date 05-APR-2024
~~~~	Last	Fir		MI
				Section E: Present Level of Performance
Performance	Area:		Writing	
Category:			Writing	<u> </u>
Assessment/	Monitoring Proc	ess Used:	Woodcock	k Johnson IV
State/District	t Assessment Res	sults:		
Current Perfe	ormance/Assessr	nent Summar	y (include st	student strengths, student needs and impact of disability on student performance):
Broad Writ Written Ex Spelling >- Writing Fh Writing Sa The Spellin 40 is in the The Writin include a gi wrote 0 cor The Writin to the quali credit for 6 Overall, Hher age who	Imited range for g Fluency measurers of three rect sentences in g Samples measurers of expression, sentences.	to Extremely Limited mely Limited mely Limited mely Limited mely Limited ability to write her age. The second of	e orally presonant to the given providing respondess than 40 ge Standard e same age.	onses to a variety of demands. Hodaya must produce written sentences that were evaluated with respect 0 is in the limited range for her age. She attempted 8 items, earning full credit for 2 sentences, and 0 d Score of less than 40 indicated that the academic skills in reading are in the extremely low range for student's Written Expression is less than 40 indicats that her skills in this area are in the extremely low
	er age when com	pared to her a	ge-level pee	ers.
Performance	Area:			
Category:				V
Assessment/	Monitoring Proc	ess Used:		
State/District	t Assessment Res	sults:		
Current Perfe	ormance/Assessr	nent Summar	y (include st	student strengths, student needs and impact of disability on student performance):

Landarda Haiffal Calad District	Page 9 of 3 INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Los Angeles Unified School District Student COHEN HODA	
	Sirst 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 Summa	ary (include student strengths, student needs and impact of disability on student performance):
presented with a series of simple probler limited range. The Calculation Test measured Hodaya' score of 47 is in the extremely limited ra The Applied Problems Test measured H extremely limited ranger for her age.	ed ted / Limited nited aya's ability to measured Hodaya's ability to solve addition, subtraction, and multiplication facts quickly. She was ems to complete in a 3 minute time limit. She earned a standard score of less than 40 which is in the extremely a's ability to perform mathematical computations. She as able to add and subtract single digit numbers. Her standard
of less than 40 which fell in the extreme Broad Mathematics is a comprehensive	
Performance Area:	
Category:	•
Assessment/Monitoring Process Used:	
State/District Assessment Results:	
Current Performance/Assessment Summa	ary (include student strengths, student needs and impact of disability on student performance):

	TI 10 10 1	15.		INDIVIDUALIZED EDU	CATION PROGRA	AM (IEP)	Page 10 of 36
	S Unified School	HODAY	7.4		Data of Biuth	12 MAD 2012	Mosting Date 05 APR 2024
Student	Last	Fir		MI	Date of Birth	12-MAR-2012	Meeting Date 05-APR-2024
				Section E: Present	Level of Perform	ance	
Performance	Area:		Language				
Category:			Language	,	~		
Assessment/I	Monitoring Proces	ss Used:	parent inte	rview, teacher interview, clir	ical observations, fo	ormal assessments	
State/District	Assessment Resu	ılts:	n/a				
Current Perfo	ormance/Assessm	ent Summar	y (include st	udent strengths, student need	ls and impact of disa	bility on student perforr	nance):
eligible for continue to and ESY (e. English Pro was more co Strengths: tense, partic identify pic Hodaya per	Language and Sp- address expressiv xtended school ye ficient). However omfortable compl On the Sentence F ciple phrase or pre- tures associated w formance was stro	eech support le language cear) for 120 r.; Hodaya has eting the test Expression as expositional plyith statement ong in this se	at her initia hallenges. I ninutes mor s not been re in English. ssessment, I nrase, and u ts (ex. Tell	Il IEP from October 2017 to a Hodaya is eligible to receive Inthly (once a week). Hodaya cassessed since 2018. Hodaya Classroom instruction is in Inthe Hodaya demonstrated the abilities past verb tense. On the Seme in which picture is: 'Although the provided visuals associal	address weaknesses Language and Speec does not receive any a was provided an as English and Hodaya ity to form simple an antence Comprehensionagh he did not get a ted with the images.	with expressive languagh services for 240 minute other services. Hodaya sessment in Hebrew, but has an ELD goal. Indicate the department of the services with the services of the services with the services with the services with the services with the services of the Pragmatics Asset On the Pragmatics Asset of the services with the ser	tes monthly (twice weekly) is classified as LEP (Limited t reported to clinician that she ith present progressive verb exhibited strong ability to hool'). It is possible that
Performance	Area:		Language				
Category:			Language	;	•		
Assessment/1	Monitoring Proces	ss Used:	parent inte	rview, teacher interview, clir	nical observations, for	ormal assessments	
State/District	Assessment Resu	ılts:	n/a				
Current Perfo	ormance/Assessm	ent Summar	y (include st	udent strengths, student need	ls and impact of disa	bility on student perforr	nance):
prepositional other prono (hurted vs. I she was una and explain On the Praginformation specific sett this area of	al phrases. During uns inappropriate hurt). Hodaya was able to denote a di her thoughts and gmatics Assessme via telephone, re- cings. Hodaya has need. Hodaya's p	g conversation to the conversation of the conv	nal speech, ney). Additi ecognize dif- ne meaning priately. It is was unable to ation from oserved to ston the Test of	Hodaya struggled with simple Hodaya is observed to have I onally, Hodaya appears unfar ferent sentence types on the soft the sentence. These weaks recommended that these need to evaluate non-verbal cues of a teacher, request information ruggle with social language of Narrative Language-2 demry of her own with appropria	imited understanding initiar with irregular Sentence Compreher esses affect Hodayards be addressed in the f sadness, express reform a teacher about during organic conventates that Hoday onstrates that Hoday	g of pronoun usage as sl past tense as she uses it ision assessment, as whi is ability to understand it the classroom as they are gret to a peer or adult, g ut an assignment, and id ersations with peers. A g a struggles to comprehe	ne uses 'them' in place of incorrectly intermittently en word order was changed, information presented to her academic concerns. Treet a grandparent, provide entify appropriate behavior in oal will be written to reflect and and remember stories
				alth Impairment is accompan nt and progress in the educati		nd expressive language	disorder that affects her

				INDIVIDIT	ALIZED EDUCATION	PROGR	AM (IFP)		Page
os Angeles	s Unified School I	District		INDIVIDU	ALIZED EDUCATION	IKOGK	AM (IEI)		
Student	COHEN	HODAYA	4		Date	of Birth	12-MAR-2012	Meeting Date	05-APR-2024
	Last	First	t	MI Section	n E: Present Level of	Parform	anca		
erformance	Area:		Sensorimo		ii E. i resent Level of	1 (1101111	ance		
ategory:			Sensorim	notor	~				
ssessment/N	Monitoring Process U	Used:	Standardiz	zed/informal te	ests, observations, interv	ews, work	samples, rec review		
tate/District	Assessment Results	s:	N/A						
urrent Perfo	ormance/Assessment	t Summary	(include s	student strength	s, student needs and imp	act of disa	ability on student perfo	rmance):	
spacing, line activities wi with a spont grasp, hook adequate fin	e adherence, and org ithout showing defic taneous left-hand sta grasp, and a lateral e motor dexterity, st ith both hands, and u	ganization of tits in visual abilizer on to pinch grasp trength, and	of writing of skills. Hother papers. on various of skill to m	on paper. She codaya demonst . She shows go us school-relate nanipulate zipp	e line and she can write an complete mazes, cop rates the use of a function od use of a refined pince d supplies. She is able t ers on her backpack and r left hand.	ying/drawi mal and ma er grasp, the o grasp sci	ing of basic and some of ature right-handed later aree-jaw chuck grasp, sp ssors and cut out shape	complex shapes, and so ral tripod grasp on her pherical grasp, cylindres appropriately. Lastly	rringing pencil ical y, she has
erformance	Area:		Sensorimo	otor (continued)				
Category:			Sensorin	notor	~				
ssessment/N	Monitoring Process I	Used:	Standardiz	zed/informal te	ests, observations, interv	ews, work	samples, rec review		
tate/District	Assessment Results	s: (N/A						
Current Perfo	ormance/Assessment	t Summary	(include s	student strength	s, student needs and imp	act of disa	ability on student perfo	rmance):	
her backpac	k or throughout her	classroom.	Hodaya is	s able to mainta	ntly when at school. She ain social relationships v e does not have any sens	ith her pe	ers, as she is friendly a	nd does not show defi-	cits in
in visual mo was able to	otor skills, which affo copy basic shapes st	ects a stude uch as a circ	ent's ability cle, square	y to copy text o	e range on the Fine Motor a diagram from a near langle, and overlapping r, when provided with do	point or fa circles with	ar-point model in class. h ease. Her score was h	. Despite her score, Ho neavily impacted by he	odaya r

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

Student COHEN	HODAYA	Date of Birth 12-MAR-2012	Ieeting Date 05-APR-2024
Last	First	MI S. C. F. P. A. J. C. P. C.	
rformance Area:	Gene	Section E: Present Level of Performance	
tegory:		ral Ability	
sessment/Monitoring Process		ative Assessment	
nte/District Assessment Results			
rrent Performance/Assessmen	t Summary (inclu	le student strengths, student needs and impact of disability on student performance):	
trengths: Personal strengths (s	cores in the below	average range) were noted in successive processing and in simultaneous processing	5.
Iodaya is functioning within the tention, executive functioning rocessing, phonological memorated as within well below averages all cognitive areas tested	ne significantly be with working mory, phonological rage range. Psych consistently in the	assuring intellectual ability, including review of data, interviews, observations, and sow average range. Relative weaknesses were noted in planning, working memory, emory, visual processing, basic oral language, auditory memory, listening compreher wareness, rapid symbolic naming, and in visual motor skills. Hodaya's visual and a ological processing disorders were not identified in any of the processing areas, as He below average and significantly below average. Intellectual Disability (ID) appears to impact her ability to successfully access grade-	executive functioning, asion, phonological aditory memory skills Iodaya's performance
· ·		CI 'II	
rformance Area:		ve Skills tive Behaviors	
tegory:		-3/Observations/Interviews	
sessment/Monitoring Process		-5/Ooset various/interviews	
nte/District Assessment Results	s: n/a		
erformance within the education	onal setting.	functional academics). Hodaya's self-help/adaptive behavior functioning does impact ntellectual Disability (ID) appears to affect her adaptive and overall self-help skills	
mpact her involvement and pro			

Student CC Performance Are Category: Assessment/Mon	Last	ct DAYA	
Performance Are Category: Assessment/Mon	Last	JAIA	Date of Divide 12 MAD 2012 Masting Date 05 ADD 2024
Category: Assessment/Mon		First	Date of Birth 12-MAR-2012 Meeting Date 05-APR-2024
Category: Assessment/Mon	a:		Section E: Present Level of Performance
Assessment/Mon		Social-Em	notional
		Social En	notional
State/District Ass	nitoring Process Used:	BASC-3/A	ADHDT-2/MASC-2/CDI-2/ASRS/Observations/Interviews
	sessment Results:	n/a	
Current Performa	ance/Assessment Sum	nary (include s	tudent strengths, student needs and impact of disability on student performance):
contact and soci her as a good at grows up she w socialize. Needs: Hodaya school was not	ially appropriate smile thlete who is also inter ould like to work as a has a number of chal observed really conne	s. The teachers ested in 'beauty' cashier. During lenges navigating etting with any o	et and social girl who want to do what is right. She greets others appropriate, presents with good eye describe Hodaya as a kind and respectful student who would ask for help. Hodaya's mother described '(i.e. nails, hair styles, etc.). Hodaya reports going to the gym nearly daily and stated that when she unstructured observations, Hodaya was observed making several attempts to join peers groups to ng social situations. She was reported to get along better with younger children outside of school and at of her peers. Hodaya's cognitive/processing deficits and her difficulty with using oral language in the on with others appear to be significantly impacting her ability to socialize with peers.
(Continues)	11 1		
Performance Are	a:	Social-Em	notional
Category:		Social En	notional •
<i>c</i> ,	nitoring Process Used:		ADHDT-2/MASC-2/CDI-2/ASRS/Observations/Interviews
	sessment Results:	n/a	
			tudent strengths, student needs and impact of disability on student performance):
areas of Learnir alienation, hosti unsuccessful in attention, may h Impact of the D	ng Problems, Study Sk ility, and dissatisfactio school, unable to achi nave challenges in inte Disability: Hodaya's eli	ills, and Function regarding schools eve one's goals, ractions with ot	ns, and Withdrawal. The teacher's responses also pointed to Hodaya presenting with difficulties in the onal Communication. Hodaya's responses on the rating scales suggest that she may have feelings of ool; may have feelings of resentment and dislike of teachers; may have perceptions of being and feel generally inadequate; might have a low self-esteem, may have difficulties with sustaining thers, and might be experiencing elevated levels of depression and anxiety. lectual Disability (ID) appears to affect her ability to socialize appropriately in the group setting; and participate in class activities which impact her involvement and progress in the educational

Last First MI Section E: Present Level of Performance erformance Area: Health lategory: Health lategory: Health lategory: Health Assessment/Parent interview tate/District Assessment Results: lurrent 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 erformance Area: ategory: ssessment/Monitoring Process Used: late/District Assessment Results:	Student COHEN	strict HODAYA	Date of Birth 12-MAR-2012 Meeting Date 05-APR-202
Performance Area: Health Category: Health Assessment/Monitoring Process Used: Health Assessment/Parent interview State/District Assessment Results: Current Performance/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 scrious 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:			MI
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Assessment/Monitoring Process Used: Health Assessment/ Parent interview 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:			•
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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: Category:	screening on 11/15/23. No history	of any serious or c	chronic illness, allergies, accident, injury, surgery, or hospitalization within last 3 years.
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Mira Lee RN 11/15/23 Performance Area: Category: Assessment/Monitoring Process Used: State/District Assessment Results:	Impact of disability: Health does	not impact the stud	lent's participation, performance, and access in the educational program.
11/15/23 Performance Area: Category: Assessment/Monitoring Process Used: State/District Assessment Results:	Accommodations/Modifications:	Preferential/flexibl	le seating in the classroom until seen by PMD for further assessment.
Sategory: Lassessment/Monitoring Process Used: Late/District Assessment Results:			
Assessment/Monitoring Process Used: tate/District Assessment Results:	erformance Area:		
tate/District Assessment Results:	ategory:		▼
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Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):	tate/District Assessment Results:		
	Current Performance/Assessment S	Summary (include s	student strengths, student needs and impact of disability on student performance):

	Page 15 of 36 INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Los Angeles Unified School District	Lagumant
Student COHEN HODA Last Fin	
	Section E: Present Level of Performance
Performance Area:	Functional Comm/ Transportation
Category:	Communication
Assessment/Monitoring Process Used:	data tracking, informal testing
State/District Assessment Results:	n/a
	ry (include student strengths, student needs and impact of disability on student performance):
strengths: Hodaya is able to understand t staff.	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
Needs: Hodaya needs to be able to ident	ify 10 safety signs when presented with pictorial functional safety signs
Impact of Disability: Hodava's intellectu	al disability impairs her ability in transportation to identify safety signs, which impacts her involvement and
progress in the general education curricu curriculum.	lum to such a degree that her instruction is based on alternate achievement standards using the alternate
Performance Area:	
Category:	•
Assessment/Monitoring Process Used:	
State/District Assessment Results:	
Current Performance/Assessment Summar	ry (include student strengths, student needs and impact of disability on student performance):

	COHEN	HODA	YA		Date of Birth	12-MAR-2012	Meeting Date	05-APR-2024
	Last	Fi	rst	MI			o o	
					Section F: Eligibility			
	areas discussed		-	-	lity: cial-emotional, motor skills, oral la	anguaga naraantual da	valonment, adaptiva ak	;11 ₀
carin and c	ievelopinent, gen	ciai ability,	academic	acinevement, soc	rai-cinotionai, motor skins, orai id	anguage, perceptuar uc	velopinent, adaptive sk	IIIS
or Initial IE	P, interventions a	ttempted pr	ior to deter	mining eligibilit	y:			
-	student with the	disability of						
ode:	ID		Intellect	rual Disability				
	Not Applicat	ole,	OBlind	or	OPartially Sighted			
dditional L	ow Incidence Eli	gibility (onl	y for VI, D	BL, DEA, HOH	, or severe OI):			
Code:								
	ONot Applicat	ole,	\bigcirc_{Blind}	or	OPartially Sighted			
Does not	meet eligibility c	riteria for S	necial Edu	cation Services (Initial IED)			
r	meet englomity e	Theria for 5	peciai Luu	cation betvices (illitiai iLi).			
	er Eligible for Sp	ecial Educa	ion Servic	es (Review IFP)				
_	er Eligible (Effect		lion servic	es (Review ILI)	•			
Date):	i Englete (Effect							
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						ctive Date.		
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Student COHEN	HODAYA		Date of Birth	12-MAR-201	2	Meeting Date	05-APR-2024
Last	First	MI					
		Section G: Annual G	oals and Object	tives			
ormance Area:	Cuncional Math #1	Category: Mat	th	~	Annual Goal	#: 3	
When given minimal verbal and recoreded by staff.	cues and counters, Hodaya w	ill add two numbers (with sun	ns up to 10) in 9 ou	ıt of 10 opportu	nities with 80	% accuracy as ob	sserved
	be reported to parents by con Report or Report Card period			vement from C	urrent IEP" f	form(s) which wi	ill be
\neg		Methods of					
State Assessments Observation Other	Norm I Portfol	Referenced io	✓ Criterion l ✓ Work Sam	Referenced aples		✓ Curriculu ✓ Informal	m Based
Incremental objective #1 r	elated to the goal:		Incremental o	biective #2 rel	ated to the g	oal:	
	oal cues and counters, Hoday t of 10 opportunities with 609			n 9 out of 10 op			l add two numbers (v y as observed and
		MOVP					MOVD
Date to be achieved:	April • 2024	MO/YR RT OF PROGRESS AND A	Date to be achi CHIEVEMENT		8	₹ 2024	₩ MO/YR
Date to be achieved:		RT OF PROGRESS AND A	CHIEVEMENT			2024	₩ MO/YR
Date to be achieved: 4 GOAL MET OR EXCEEDED		RT OF PROGRESS AND A EXPLANATION	CHIEVEMENT ON OF MARKS		RENT IEP		₩ MO/YR
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	to talk to teacher/Classroom A	8 7					
-week period as measured	l by daily collection.						
	be reported to parents by con Report or Report Card period	ds.	-	ement from Curre	ent IEP" for	rm(s) which wil	ll be
State Assessments	Norm	Referenced	Evaluation Criterion Re	ferenced	ſ	Curricului	m Raced
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⊃ Otner ncremental objective #1 :	1.4.14.41		Incremental obj		1.4.1		
•	d to talk to teacher/Classroom n of an assignment, in 60% of by daily collection.			ompletion of an a	assignment,		stant when she nee ortunities across a 2
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Student COHEN	HODAYA		Date of Birth 12-MAR-2	012	Meeting Date 05-	APR-2024
Last	First	MI Section G: Annual G	Saals and Ohioativas			
ormance Area:	Functional Reading C		ading V	Annual Goal	#: 1	
		· .	ces using known sight words, H			
by tracking each word with	her finger as she reads in 8 ou	it of 10 opportunities as measu	ared by teacher charterd observa	ations.		
	be reported to parents by con Report or Report Card period	s.	Progress and Achievement from	n Current IEP"	form(s) which will be	
		Methods of				,
State Assessments		Referenced	Criterion Referenced		Curriculum Ba	ased
Observation	U Portfol	10	✓ Work Samples		Informal	
Other						
sight words, Hodaya will re	a short passage containing fi ead the text maximum promp s in 6 out of 10 opportunities	ts by tracking each word	Incremental objective #2 Given picture supports and sight words, Hodaya will reher finger as she reads in 7 observations.	a short passage ad the text mod	e containing five senter lerate prompts by track	king each word
Date to be achieved:	April 2024 IEP REPOI		Date to be achieved:	August RRENT IEP	2024	▼ MO/YR
		EXPLANATION	ON OF MARKS			
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROG	FRESS (50-99% of goal	2 PARTIAL PROGRESS (1-49% of goal	met) 1 NO	O PROGRESS
1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Sec	ondary	Goal Achievement	
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Student COHEN	HODAYA		Date of Birth	12-MAR-2012	Meeting Date	e (05-APR-2024
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· A	F	Section G: Annual G			1.#.	
		2 ,	ting	✓ Annual Go		
-		picture, a visual word bank, a complete the sentence, with 80		-	-	*
	be reported to parents by cor Report or Report Card period			ement from Current IEF	o" form(s) which v	vill be
¬		Methods of				
State Assessments		Referenced	☐ Criterion R✓ Work Samr			um Based
Observation	Portfol	lio	✓ Work Samp	oles	Informal	
☐ Other Incremental objective #1 1				jective #2 related to th		
the-blank sentences using l order to write the missing v	when given a picture, a visual known sight words, Hodaya v word to complete the sentenc leasured by student work sam	will read each sentence in e, with 60% accuracy, in 4	blank sentences write the missin	prompts, when given a pusing known sight word gword to complete the smeasured by student wo	s, Hodaya will read sentence, with 70%	d each sentence in ord
Date to be achieved:	April • 2024	MO/YR RT OF PROGRESS AND A	Date to be achie		2024	₩ MO/YR
		EXPLANATION	ON OF MARKS			
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			2 PARTIAL PR	OGRESS (1-49% of go	al met) Goal Achieven	
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Student C		ool District HODAYA			Date of Rirth	12-MAR-2012	1	Meeting Date	05-APR	2024
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				on G: Annual G	oals and Object	ives				
rmance Area:	E	LD	Category:	Eng	glish Language De	vel 🗸 Annu	ıal Goal #:	: 5		
		ve discussions, COHE or issue under discuss								
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Observation Other			Portfolio		Work Sam			Informal	III Based	
icremental ob	iective #1 re	elated to the goal:			Incremental of	jective #2 related	to the go:	al:		
contribute to the	e topic, text	s with elaboration and, , or issue under discus k samples in 4 out of	ssion with maxim	um prompting	contribute to th	cific questions with one topic, text, or issued to the topic, text, or issued to the topic work samples and the topic work samples are to the topic with the topic work samples are to the topic with the topic work samples are to the topic work samples are to the topic work with the topic work work samples are to the topic work work samples are to the topic work work work work with the topic work work work work work work work work	ue under di	iscussion with n	noderate p	rompting
ate to be achie	ved:	April •	2024 V	MO/YR OGRESS AND A	Date to be achie	eved: Aug		2024	~	MO/YI
		11.7 1	Eroni or in		ON OF MARKS	I NOW CONTENT	· LLI			
4 GOAL ME EXCEEDED		<i>3 SUBSTANTIAL</i> met)	PROGRESS (50-			ROGRESS (1-49%	of goal me	et)	I NO PRO	GRESS
1st Reporting	Period	2nd Reporting Per	iod 3rd Rep	orting Period		Period (Secondary	G	oal Achieveme	ent	
Date:		Date:	Date:		Only) Date:					
		Progress Mark:	Progress	Mark:	Progress Mark:			Objective 1 Me		
Progress Mark:								O Yes O 1	N _o	
Progress Mark:	J						J	- 100	INO	
Progress Mark: Is progress suffmeet annual go		Is progress sufficien meet annual goal?		ess sufficient to nual goal?	Is progress suffi	cient to meet annua	ıl	Objective 2 Me	et:	
Is progress suff	al?		meet ann				ıl		et: No	
Is progress suff	al? No	meet annual goal?	meet ann	nual goal?	goal?	0	ıl	Objective 2 Mo	et: No	

Student COHEN	ool District HODAYA		Date of Birth	12-MAR-201	2	Meeting Date	05-APR-2024
Last	First	MI	Date Of DIFTH	12-WAK-201	4	Meeting Date	VJ-AFK-2024
Last	11131	Section G: Annual G	Goals and Object	tives			
ormance Area:	Functional Math #2	Category: Ma			Annual Goal #	# : 6	
Given verbal minimal cues accuracy as observed and re	and counters, Hodaya will use ecorded by staff.	the counters to subtract number	bers (each number	less than 10) in	9 out of 10 op	portunities with	80%
	be reported to parents by con Report or Report Card period		-	evement from C	Current IEP" fo	orm(s) which wi	ill be
State Assessments	Norm I	Referenced		Referenced		Curriculu	m Rased
Observation Other	Portfol		Work Sam			✓ Informal	III Baseu
accuracy as observed and r	nber less than 10) in 9 out of ecorded by staff.	10 opportunities with 60%	as observed an			or to opportuni	ties with 70% accu
ate to be achieved:	April 🗸 2024	✓ MO/YR	Date to be achi	eved:	Amount 1	2024	✓ MO/YI
				eved.	August	2021	
	IEP REPOI	RT OF PROGRESS AND A	CHIEVEMENT			2021	
4 GOAL MET OR EXCEEDED	IEP REPOI	EXPLANATI	CHIEVEMENT ON OF MARKS		RENT IEP		1 NO PROGRESS
EXCEEDED	3 SUBSTANTIAL PROG	EXPLANATI PRESS (50-99% of goal	CHIEVEMENT ON OF MARKS 2 PARTIAL P	FROM CURI	RENT IEP		1 NO PROGRESS
EXCEEDED Ist Reporting Period	3 SUBSTANTIAL PROG met) 2nd Reporting Period	EXPLANATI FRESS (50-99% of goal 3rd Reporting Period	CHIEVEMENT ON OF MARKS	FROM CURI	RENT IEP	net)	1 NO PROGRESS
EXCEEDED Ist Reporting Period	3 SUBSTANTIAL PROG	EXPLANATI PRESS (50-99% of goal	CHIEVEMENT ON OF MARKS 2 PARTIAL P	FROM CURI	RENT IEP	net)	1 NO PROGRESS
EXCEEDED Ist Reporting Period Date:	3 SUBSTANTIAL PROG met) 2nd Reporting Period Date:	EXPLANATI FRESS (50-99% of goal 3rd Reporting Period Date:	CHIEVEMENT ON OF MARKS 2 PARTIAL P 4th Reporting Only) Date:	FROM CURI	RENT IEP	net) Goal Achieveme	1 NO PROGRESS
EXCEEDED Ist Reporting Period Date:	3 SUBSTANTIAL PROG met) 2nd Reporting Period	EXPLANATI FRESS (50-99% of goal 3rd Reporting Period	ON OF MARKS 2 PARTIAL P 4th Reporting Only)	FROM CURI	RENT IEP	Goal Achieveme	1 NO PROGRESS ent et:
EXCEEDED Ist Reporting Period Date:	3 SUBSTANTIAL PROG met) 2nd Reporting Period Date:	EXPLANATI FRESS (50-99% of goal 3rd Reporting Period Date:	CHIEVEMENT ON OF MARKS 2 PARTIAL P 4th Reporting Only) Date:	FROM CURI	RENT IEP	net) Goal Achieveme	1 NO PROGRESS ent et:
Ast Reporting Period Date: Progress Mark:	3 SUBSTANTIAL PROG met) 2nd Reporting Period Date:	EXPLANATI FRESS (50-99% of goal 3rd Reporting Period Date:	CHIEVEMENT ON OF MARKS 2 PARTIAL P 4th Reporting Only) Date:	FROM CURI ROGRESS (1-4 Period (Secon	RENT IEP 49% of goal m dary	Goal Achieveme	I NO PROGRESS ent et: No et:
EXCEEDED Ist Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	3 SUBSTANTIAL PROGmet) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to	EXPLANATI TRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to	ACHIEVEMENT ON OF MARKS 2 PARTIAL P 4th Reporting Only) Date: Progress Mark: Is progress suffi	FROM CURI ROGRESS (1-4 Period (Secon	RENT IEP 49% of goal m dary	Objective 1 Monopolity Objective 2 Monopolity	I NO PROGRESS ent et: No et:
EXCEEDED Ist Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No	3 SUBSTANTIAL PROG met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	EXPLANATI PRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	ACHIEVEMENT ON OF MARKS 2 PARTIAL P 4th Reporting Only) Date: Progress Mark: Is progress suffigoal?	FROM CURI ROGRESS (1-4 Period (Secon	RENT IEP 49% of goal m dary	Objective 1 Mo	I NO PROGRESS ent et: No et:
EXCEEDED Ist Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No	3 SUBSTANTIAL PROGmet) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No	EXPLANATI PRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No	ACHIEVEMENT ON OF MARKS 2 PARTIAL P 4th Reporting Only) Date: Progress Mark: Is progress suffigoal? Yes N	FROM CURI ROGRESS (1 Period (Secon icient to meet a	RENT IEP 49% of goal m dary	Objective 1 Monopolity Objective 2 Monopolity	I NO PROGRESS ent et: No et:
EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess	3 SUBSTANTIAL PROGmet) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess	EXPLANATI PRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess	ACHIEVEMENT ON OF MARKS 2 PARTIAL P 4th Reporting Only) Date: Progress Mark: Is progress suffigoal? Yes N If "No" please of the progress	FROM CURI ROGRESS (1 Period (Secon icient to meet a	RENT IEP 49% of goal m dary	Objective 1 Monopolity Objective 2 Monopolity	I NO PROGRESS ent et: No et:
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Progress Mark: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	3 SUBSTANTIAL PROG met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	EXPLANATI TRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	ACHIEVEMENT ON OF MARKS 2 PARTIAL P 4th Reporting Only) Date: Progress Mark: Is progress suffigoal? Yes N If "No" please of the progress Abs Assignmen Need to rev	FROM CURI ROGRESS (1 Period (Secon icient to meet a lo comment: e Time sence/Tardy ts Not Comple	RENT IEP 49% of goal m dary innual	Objective 1 Monopolity Objective 2 Monopolity	I NO PROGRESS ent et: No et:
EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	3 SUBSTANTIAL PROG met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	EXPLANATI PRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	ACHIEVEMENT ON OF MARKS 2 PARTIAL P 4th Reporting Only) Date: Progress Mark: Is progress suffigoal? Yes N If "No" please of the progress Abs Assignmen Need to rev	FROM CURI ROGRESS (1 Period (Secon icient to meet a to comment: e Time sence/Tardy ts Not Comple	RENT IEP 49% of goal m dary innual	Objective 1 Monopolity Objective 2 Monopolity	I NO PROGRESS ent et: No et:

Student COHEN	HODAYA		Date of Birth 12-MAR-2012	Meeting Date 05-APR-2024
Student COHEN Last	First	MI	Date of Diftii 12-MAK-2012	wieeting Date US-APK-2024
24.50	11.00	Section G: Annual C	Goals and Objectives	
formance Area:	Language-Expressive	Category: Lar	nguage – Expressive 💙 Ann	nual Goal #: 7
when) and including all nece		(beginning, middle, end) in 4/	periences using components of a WH-/5 opportunities with minimal (1-2) ve	
Progress on annual goals to provided at either Progress I	be reported to parents by co Report or Report Card perior	ds.	Progress and Achievement from Curr	ent IEP" form(s) which will be
			Evaluation	
State Assessments		Referenced	Criterion Referenced	Curriculum Based
✓ Observation ✓ Other	Portfo		Work Samples	Informal
Incremental objective #1 r	documenta	tion	Incremental objective #2 related	
when) and including all ned in 4/5 opportunities with m	e detail when expressing the components of a WH-form cessary components of a stor aximal (5-6) verbal prompti documented by clinician rep	at (who, what, where, why, ry (beginning, middle, end) ng and a visual cue, across	experiences using components of including all necessary componer	Il when expressing thoughts-ideas and/ or retel a WH-format (who, what, where, why, when) ats of a story (beginning, middle, end) in 4/5 overbal prompting and a visual cue, across 3 atted by clinician report.
Date to be achieved:	February V 2024		Date to be achieved: Jun ACHIEVEMENT FROM CURREN	
			ON OF MARKS	
4 GOAL MET OR EXCEEDED	met)	GRESS (50-99% of goal	2 PARTIAL PROGRESS (1-49%	of goal met) 1 NO PROGRESS
1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary	Goal Achievement
Date: 10-JAN-2024	Date: 19-MAR-2024	Date:	Only) Date:	
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:
3	3			O Yes O No
Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annu goal?	Objective 2 Met: Yes No
• Yes • No	⊙ Yes ○ No	O Yes O No	○ Yes ○ No	If "No" please explain:
If "No" please comment:	If "No" please comment:	If "No" please comment:	If "No" please comment:	
Needs More Time Excess Absence/Tardy Assignments Not Completed	Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other	

Student COHEN	ool District HODAYA		Date of Birth 12-MAR-2012	Meeting Date 05-APR-2024
Last	First	MI		
		Section G: Annual G	Goals and Objectives	
rmance Area:	Language-Pragmatic	Category: Lar	nguage – Pragmatics 🗸 Annua	al Goal #: 8
			hension of conversation by asking releva ecutive sessions, as documented by clinic	
	be reported to parents by co Report or Report Card perio	ods.	Progress and Achievement from Current	t IEP" form(s) which will be
7 a		Methods of		
State Assessments		Referenced	Criterion Referenced	Curriculum Based
Observation Other	Portfe		Work Samples	✓ Informal
Other	document	ation		
ncremental objective #1 r	related to the goal: ersations for 2+ conversation	1, 1, ,,	Incremental objective #2 related to	o the goal: for 2+ conversational turns, demonstrating
comments in 80% of oppor	ation by asking relevant foll tunities with maximal (5-6) cumented by clinician repo	verbal prompting, across 3		sking relevant follow-up questions/follow-u vith moderate (3-4) verbal prompting, across d by clinician report.
ate to be achieved:	February V 202		Date to be achieved: June CHIEVEMENT FROM CURRENT	∨ 2024 ∨ MO/YF
		EXPLANATI	ON OF MARKS	
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PRO met)	GRESS (50-99% of goal	2 PARTIAL PROGRESS (1-49% o	f goal met) 1 NO PROGRESS
1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary	Goal Achievement
Date: 10-JAN-2024	Date: 19-MAR-2024	Date:	Only) Date:	
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:
3	3			O Yes O No
Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Objective 2 Met: Yes No
Yes O No	O Yes O No	O Yes O No	O Yes O No	If "No" please explain:
If "No" please comment:	If "No" please comment:	If "No" please comment:	If "No" please comment:	
Needs More Time Excess	Needs More Time Excess Absence/Tardy Assignments Not	Needs More Time Excess Absence/Tardy Assignments Not	Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	

Student COHEN	ool District HODAYA		Date of Birth 12	MAD 2012	Meeting Date	05 ADD 2024
	First	MI	Date of Birth 12	z-MAK-2012	Meeting Date	J5-APK-2024
Last	rirst	Section G: Annual G	oals and Objective	•		
ormance Area:	Social-Emot/ERICS (ial Emotional	✓ Annual Go	oal #: 9	
		Category: Socialking to a friend or trusted add				
	-	erate (2-3 prompts) adult supp				be
	Report or Report Card period		-		,	
State Assessments	Norm	Referenced	Criterion Refe	erenced	Curriculum	Based
Observation	Portfo		Work Sample		Informal	Dasca
Other	roruo	IIO .	_ work sample	o	_ IIIOIIIIai	
Other ncremental objective #1 r			_	ctive #2 related to the	_	
trusted adult, considering v upsetting emotions in 2 out	ategies to reduce stress (e.g., what led to these feelings, phy tof 4 trials per week with masservations and review of reco	ysical exercise) to deal with aximum (4-5 prompts) adult	adult, considering emotions in 3 out	ement strategies to redu what led to these feeli of 4 trials per week wi rvations and review of	ngs, physical exercise th maximum (4-5 pro) to deal with upset
ate to be achieved:	March ✓ 2024	MO/YR RT OF PROGRESS AND A	Date to be achieve		2024	→ MO/YR
		EXPLANATION	ON OF MARKS			
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROC met)			GRESS (1-49% of goz	al met) 1	NO PROGRESS
EXCEEDED			2 PARTIAL PRO	` -	al met) 1 Goal Achievemen	
EXCEEDED 1st Reporting Period	met)	GRESS (50-99% of goal	2 PARTIAL PRO	` -	· 	
EXCEEDED 1st Reporting Period	met) 2nd Reporting Period	GRESS (50-99% of goal 3rd Reporting Period	2 PARTIAL PRO	` -	· 	
EXCEEDED 1st Reporting Period Date:	met) 2nd Reporting Period Date:	3rd Reporting Period Date:	2 PARTIAL PRO 4th Reporting Per Only) Date:	` -	Goal Achievemen	t
EXCEEDED 1st Reporting Period Date:	met) 2nd Reporting Period	GRESS (50-99% of goal 3rd Reporting Period	2 PARTIAL PRO 4th Reporting Per Only)	` -	Goal Achievemen Objective 1 Met	t :
EXCEEDED 1st Reporting Period Date:	met) 2nd Reporting Period Date:	3rd Reporting Period Date:	2 PARTIAL PRO 4th Reporting Per Only) Date:	` -	Goal Achievemen	t :
EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to	met) 2nd Reporting Period Date:	3rd Reporting Period Date:	2 PARTIAL PRO 4th Reporting Per Only) Date:	iod (Secondary	Objective 1 Met Yes N Objective 2 Met	t : : : : : : : : : : : : : : : : : : :
EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	Progress Mark: Is progress sufficient to meet annual goal?	2 PARTIAL PRO 4th Reporting Per Only) Date: Progress Mark: Is progress sufficient goal?	iod (Secondary	Objective 1 Met Yes N Objective 2 Met Yes N	t :
EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No	met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to	3rd Reporting Period Date: Progress Mark: Is progress sufficient to	2 PARTIAL PRO 4th Reporting Per Only) Date: Progress Mark: Is progress sufficient	iod (Secondary	Objective 1 Met Yes N Objective 2 Met	t :
EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment:	Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment:	Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment:	2 PARTIAL PRO 4th Reporting Per Only) Date: Progress Mark: Is progress sufficient goal? Yes No If "No" please com	iod (Secondary nt to meet annual ment:	Objective 1 Met Yes N Objective 2 Met Yes N	t :
EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	2 PARTIAL PRO 4th Reporting Per Only) Date: Progress Mark: Is progress sufficient goal? Yes No If "No" please com Needs More To	iod (Secondary nt to meet annual ment:	Objective 1 Met Yes N Objective 2 Met Yes N	t :
EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess	Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment:	Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment:	2 PARTIAL PRO 4th Reporting Per Only) Date: Progress Mark: Is progress sufficient goal? Yes No If "No" please com Needs More Till Excess Absence	iod (Secondary nt to meet annual ment: me e/Tardy	Objective 1 Met Yes N Objective 2 Met Yes N	t :
EXCEEDED 1st Reporting Period Date: Progress Mark: Progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	2 PARTIAL PRO 4th Reporting Per Only) Date: Progress Mark: Is progress sufficient goal? Yes No If "No" please com Needs More To	iod (Secondary Int to meet annual Imment: Imme e/Tardy Iot Completed	Objective 1 Met Yes N Objective 2 Met Yes N	t :
EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	2 PARTIAL PRO 4th Reporting Per Only) Date: Progress Mark: Is progress sufficient goal? Yes No If "No" please com Needs More Ti Excess Absence Assignments N	iod (Secondary Int to meet annual Imment: Imme e/Tardy Iot Completed	Objective 1 Met Yes N Objective 2 Met Yes N	t :
EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	2 PARTIAL PRO 4th Reporting Per Only) Date: Progress Mark: Is progress sufficient goal? Yes No If "No" please com Needs More Ti Excess Absence Assignments No Need to review	iod (Secondary Int to meet annual Imment: Imme e/Tardy Iot Completed	Objective 1 Met Yes N Objective 2 Met Yes N	t :
EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Progress Mark: Progress Mark:	Progress Mark: Progress Mark: Is progress sufficient to meet annual goal? Yes	2 PARTIAL PRO 4th Reporting Per Only) Date: Progress Mark: Is progress sufficient goal? Yes No If "No" please com Needs More Ti Excess Absence Assignments No Need to review	iod (Secondary Int to meet annual Imment: Imme e/Tardy Iot Completed	Objective 1 Met Yes N Objective 2 Met Yes N	t :
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	nool District		D (27)	10.14:5.55	12	3.6 (1 5	05 4 PD 2024
Student COHEN	HODAYA	MI	Date of Birth	12-MAR-20	12	Meeting Date	05-APR-2024
Last	First	MI Section G: Annual G	Coals and Object	tives			
armanaa Araas	Funct Comm/Transpar (mmunication		Annual Goal	#: 10	
	Funct. Comm/Transpor Cety signs when presented with						
rogress on annual goals to rovided at either Progress	be reported to parents by cor Report or Report Card period	ls.	-	evement from (Current IEP" f	form(s) which will	ll be
7		Methods of					
State Assessments		Referenced		Referenced		Curricului	m Based
Observation	Portfol			ples		Informal	
Other	data trackin	ng					
	related to the goal: ety signs when presented with % accuracy as measured by da			lentify 7 safety	signs when pr		orial functional safe robes.
ate to be achieved:	August V 2024	✓ MO/YR	Date to be achi	eved:	December	2 024	✓ MO/YF
ate to be achieved:		MO/YR RT OF PROGRESS AND A				2024	₩O/YR
4 GOAL MET OR	IEP REPOI	RT OF PROGRESS AND A EXPLANATI	CHIEVEMENT ON OF MARKS		RENT IEP		₩ MO/YR
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROG	RT OF PROGRESS AND A EXPLANATI FRESS (50-99% of goal	CHIEVEMENT ON OF MARKS 2 PARTIAL P	FROM CUR	RENT IEP 49% of goal r	net) .	1 NO PROGRESS
4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROGmet) 2nd Reporting Period	RT OF PROGRESS AND A EXPLANATI FRESS (50-99% of goal 3rd Reporting Period	CHIEVEMENT ON OF MARKS 2 PARTIAL P	FROM CUR	RENT IEP 49% of goal r		1 NO PROGRESS
4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROG	RT OF PROGRESS AND A EXPLANATI FRESS (50-99% of goal	CHIEVEMENT ON OF MARKS 2 PARTIAL P 4th Reporting Only)	FROM CUR	RENT IEP 49% of goal r	net) .	1 NO PROGRESS
4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROGmet) 2nd Reporting Period	RT OF PROGRESS AND A EXPLANATI FRESS (50-99% of goal 3rd Reporting Period	CHIEVEMENT ON OF MARKS 2 PARTIAL P	FROM CUR	RENT IEP 49% of goal r	net) .	1 NO PROGRESS
4 GOAL MET OR EXCEEDED 1st Reporting Period Date:	3 SUBSTANTIAL PROGmet) 2nd Reporting Period	RT OF PROGRESS AND A EXPLANATI FRESS (50-99% of goal 3rd Reporting Period	CHIEVEMENT ON OF MARKS 2 PARTIAL P 4th Reporting Only)	FROM CUR	RENT IEP 49% of goal r	net) .	1 NO PROGRESS
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4 GOAL MET OR EXCEEDED Ist Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	3 SUBSTANTIAL PROGmet) 2nd Reporting Period Date: Progress Mark:	RT OF PROGRESS AND A EXPLANATI FRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to	ACHIEVEMENT ON OF MARKS 2 PARTIAL P 4th Reporting Only) Date: Progress Mark: Is progress suffigoal?	FROM CUR ROGRESS (1- Period (Secondicient to meet)	49% of goal r	Objective 1 Mo	I NO PROGRESS ent et: No et:
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4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No	JEP REPORT STANFIAL PROGRAMMEN 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No	RT OF PROGRESS AND A EXPLANATI GRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No	ACHIEVEMENT ON OF MARKS 2 PARTIAL P 4th Reporting Only) Date: Progress Mark: Is progress suffigoal? Yes N	FROM CUR ROGRESS (1- Period (Secondicient to meet) Rocomment:	49% of goal r	Objective 1 Mo	I NO PROGRESS ent et: No et:
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess	JEP REPORT 3 SUBSTANTIAL PROGRAMET) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess	RT OF PROGRESS AND A EXPLANATI GRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess	ACHIEVEMENT ON OF MARKS 2 PARTIAL P 4th Reporting Only) Date: Progress Mark: Is progress suffigoal? Yes On If "No" please of Needs Mor	FROM CUR ROGRESS (1- Period (Secondicient to meet) Rocomment:	49% of goal r	Objective 1 Mo	I NO PROGRESS ent et: No et:
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	JEP REPORT 3 SUBSTANTIAL PROGRAME 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	RT OF PROGRESS AND A EXPLANATI GRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	ACHIEVEMENT ON OF MARKS 2 PARTIAL P 4th Reporting Only) Date: Progress Mark: Is progress suffigoal? Yes N If "No" please of the progress	FROM CUR ROGRESS (1- Period (Secondicient to meet) icient to meet; icient to meet; icient to meet;	49% of goal r	Objective 1 Mo	I NO PROGRESS ent et: No et:
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	JEP REPORT 3 SUBSTANTIAL PROGRAMET) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	RT OF PROGRESS AND A EXPLANATI GRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	ACHIEVEMENT ON OF MARKS 2 PARTIAL P 4th Reporting Only) Date: Progress Mark: Is progress suffigoal? Yes On If "No" please of Excess Abs Assignmen	FROM CUR ROGRESS (1- Period (Secondary) icient to meet and to be comment: the Time tence/Tardy	Asy annual	Objective 1 Mo	I NO PROGRESS ent et: No et:
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INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District
Student COHEN HODA

COHEN HODAYA

Last First

11 and Science in grades 5, 8, and once in high school.

Date of Birth 12-MAR-2012

Meeting Date 05-APR-2024

ELA/Math and Science

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.	Alternate ELPAC Subject
(Designated Supports and/or Accommodations identified below are applicable)	Reading
Student will participate in Regular State and District Assessments. (Designated Supports and/or Accommodations identified below are applicable)	Alternate ELPAC Subject Speaking
	1
Student will participate in Regular State and District Assessments. (Designated Supports and/or Accommodations identified below are applicable)	Alternate ELPAC Subject Writing
Student will participate in Regular State and District Assessments.	Alternate ELPAC Subject
(Designated Supports and/or Accommodations identified below are applicable)	Listening
Student will participate in California Alternate Assessment in English Language Arts and Math in grades 3-8 and	CAA Subject

A Parent's Guide to Special Education Service The IEP Team Meeting Introductory Statements The parent/guardian was informed of his/her rig the parent/guardian requesting computer generate Select Preferred Language:	were read aloud at the beging that to a written translation of ed translation?* Yes	nning of the IEP Team meeting.	Meeting Date	05-APR-2024 her primary language.
Last First Sec A Parent's Guide to Special Education Service The IEP Team Meeting Introductory Statements The parent/guardian was informed of his/her rig the parent/guardian requesting computer generate Select Preferred Language:	tion N: Procedural Safegures including Procedural R were read aloud at the begin that to a written translation of the ded translation?* Yes	ards and Follow-up Actions ights & Safeguards was provided ning of the IEP Team meeting.	Date	her primary language.
A Parent's Guide to Special Education Service The IEP Team Meeting Introductory Statements The parent/guardian was informed of his/her rig the parent/guardian requesting computer generate Select Preferred Language:	were read aloud at the beging that to a written translation of ed translation?* Yes	ights & Safeguards was provided nating of the IEP Team meeting.	d to the parent in his/	her primary language.
A Parent's Guide to Special Education Service The IEP Team Meeting Introductory Statements The parent/guardian was informed of his/her rig the parent/guardian requesting computer generate Select Preferred Language:	were read aloud at the beging that to a written translation of ed translation?* Yes	ights & Safeguards was provided nating of the IEP Team meeting.	d to the parent in his/	her primary language.
The IEP Team Meeting Introductory Statements The parent/guardian was informed of his/her rig the parent/guardian requesting computer generate Select Preferred Language: Computer generated translation provides access to an immedia Inslation IEP documentation should not be considered an office	were read aloud at the begin that to a written translation of ed translation?* Yes	nning of the IEP Team meeting.	·	1 7 8 8
The parent/guardian was informed of his/her rig the parent/guardian requesting computer generate Select Preferred Language: computer generated translation provides access to an immedianslation IEP documentation should not be considered an office	tht to a written translation of ed translation?* Yes	the IEP.		
the parent/guardian requesting computer generated Select Preferred Language: Computer generated translation provides access to an immedian solution IEP documentation should not be considered an office	ed translation?* Yes (
Select Preferred Language: Computer generated translation provides access to an immedia inslation IEP documentation should not be considered an office		3 1.0		
d/or a formal translation of the IEP at any time. Only formal t	ial IEP document. While this servious inslator. Parents/Guardians who ele	te is offered and available to assist parents of access to computer generated written IE	guardians to participate in	n IEP development, it is not
the parent/guardian requesting official translation	n? O Yes O No Se	lect Preferred Language: Hebrew	v	~
Specify the Individual Pages to be translated:				
PLP, Goals				
Special Requests:				
For students who are 17 years old, the student a student at 18 years of age, unless the court has of		re been informed that the education	nal decision-making	rights will transfer to
		ompensatory and/or Recoupme	nt Services	
ompensatory Education Consideration:	-8	Recoupment Services Conside		
The IEP team has reviewed and discussed whet	her compensatory	✓ The IEP team has reviewed	and discussed studer	nt's progress/achievem
education is required due to the COVID-19 pan determined:	demic. The IEP team has	and considered factors that the school facility closures a		
Student received all of their special education	and related aids and	IEP team has determined:	as a result of the CO	VID-19 pandenne. The
services required by their IEP. Compensatory		Student has made expecte	d progress toward IE	P goals and/or
required.		progress is in alignment w		
 Student did not receive all of their special edu and services required by their IEP. Compensa 		achievement. No recoupm Student experienced learn		
details are documented in FAPE 2- Summary	The state of the s	closures caused by the CC	OVID-19 pandemic a	nd recoupment
Student did not receive all of the special educ		services are necessary. The to address past learning lo		
and services required by their IEP. However, education was warranted for the reasons docu		included in FAPE Part 2, 1	-	
team in FAPE Part 2 Part 4.	anomous sy une 121	service grid, as necessary)		-
 Compensatory education consideration was d 	ocumented on IEP dated	Recoupment services cons		
01-JUN-2022 (Inactive) Review - Annual	~	01-JUN-2022 (Inactive) R	eview - Annual	•

	INDIVIDUALIZED EDUC	CATION PROGRAM (IEP)		Page 29 of 36
Los Angeles Unified School District Student COHEN HODAYA	OCU	Date of Birth 12-MAR	> +	te 05-APR-2024
Last First	MI Section Q: Parent Part	isination and Consent		
D. (D.C.)	Section Q. Parent Part	icipation and Consent	D 4 NT 400 40	
Parent Participation Parent/Student (18-21) has participated in the IEP Parent/Student (18-21) indicated before the meeting to attend. Parent/Student (18-21) was notified 3 times of the	ng that they would not be able meeting time and place.	Method Phone	Parent Notification Whom A Downes	When 05-APR-2024
Parent/Student (18-21) did not respond to any of the m meeting was held without the Parent/Student (18-21) p Parent/Student (18-21) did not attend and gave per them if they did not attend.	oresent rmission to proceed without		at the IEP meeting was reschedu nt initials here ONLY if the PAR	
Parent/Stu	udent (18-21) Agreement t	, , , , , , , , , , , , , , , , , , , ,	roposed IEP	
A Parent/Student (18-21) may agree to all or som implement those portions of the IEP to which the				
O Parent/Student (18-21) AGREES to all component	nts of the IEP.			
Parent/Student (18-21) AGREES to all compone Assessment Specify	ents of the proposed IEP WITH T	THE SPECIFIC EXCEPTION	ON(S) stated below:	
Eligibility Specify				
Instructional Setting Specify				
Services Specify				
The Parent/Student (18-21) DOES NOT AGREE A Parent/Student (18-21) is not required to initiat a parent/student (18-21) does wish to initiate a for dispute resolution processes in the District's public	e any form of dispute resolution rm of dispute resolution as to	on as to components of the the components of the proj	posed IEP, the parent can find	l information on
dispute resolution processes in the District's publi	Parent Concerns		(Including I rocedural Rights	ana sajeguaras).
Signature(s)			Date	
Parent Guardian Stud years	ent age 18-21 years age 18-21	O Surrogate Parent	O Emancipated Minor	Foster Parent
Did the school district facilitate parent involvement as I certify that I have received a copy of the Parcan be done at anytime after the IEP meeting	• •	•	•	
Signature(s)			Date 5-AP	R-2024



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.



os Angeles Unifi						Reconvened Meeting Date	
Student COH		HODAYA	3.57	Date of Birth	12-MAR-20	12 Meeting	Date 05-APR-2024
I	Last	First	MI				
			Section R	: Names and Signatures (Signature	res on File)		
	Tea	am Member		Print Name		Sig	nature
Parent/Guardian				Hila Cohen			
Parent/Guardian							
Student Age 18 - 2	1 years						
Student Under Age	18 years						
Surrogate Parent							
Foster Parent							
Family Foster Hon	ne Provide	r					
Administrator							
Administrative De	signee			Lynda Hirsch		Z#	
Special Education	Teacher			John Gundry		DA	
General Education	Teacher			Tina Ballabio		TP	
School Psychologi	st			Diana Gorelik		Deanh Goodik	
School Nurse				Hayley Golshan			
Related Service Sta	aff LAS			Liana Keivanfar		Liana Keiva	ınfar
Related Service Sta	aff OT			Raquel Agmon		Raquel Agi	non
Related Service Sta	aff						
nterpreter							
Sign Language Into	erpreter						
Agency Representa	ative						
Agency Representa	ative						
Agency Representa	ative						
Other	6th C	Grade Counselor		Carry Mezhvinsky			
Other							
Other							
Other							

s Angeles Unified School l			Reconvened Meeting Date	
Student COHEN	HODAYA	Date of Birth 12-MAR	Meeting Date 05-APR-	2024
Last	First MI			
		R: Names and Signatures (Signatures on File	e)	
Tean	n Member	Print Name	Signature	
nrent/Guardian				
arent/Guardian				
udent Age 18 - 21 years				
udent Under Age 18 years		Hodaya Cohen (in class)		
urrogate Parent				
oster Parent				
nmily Foster Home Provider				
dministrator		Norma Grimaldo Ramirez		
dministrative Designee		Anne Downes	(A	
pecial Education Teacher		Jenny Peterson		
eneral Education Teacher		Tommy Maher		
chool Psychologist				
chool Nurse				
elated Service Staff				
elated Service Staff				
elated Service Staff				
terpreter				
gn Language Interpreter				
gency Representative				
gency Representative				
gency Representative				
ther EL Rep	resentative	Gabriela Goldstein		
ther Student	Teacher	Heather Costales		
ther				
ther				

Los Angeles Student	Unified School Distric	INDIVIDUALIZED EDUCA	ATION PROGRAM (IEP) Date of Birth 12-MAR-2012	Page 32 of 36 Meeting 05-APR-2024
Student		First MI	Date of Birtin 12-MARC2012	Date 05-Ai R-2024
		LEAST RESTRICTIVE EN	VIRONMENT ANALYSIS	
		To Be Completed By the IEP To	eam at the IEP Team Meeting	
		Student's Current 1	Placement Type:	
O General	Education Class/Gener	al Education Site	Special Day Program/General Edu	acation Site
O Special 1	Day Program/Special E	ducation Center	O Nonpublic School	
O Home/H	ospital or Residential C	Care Facility		
DIRECTION		nation below as part of the IEP team discus indicates YES. After reaching the Step that		
in a more reuse of supplaccommoda	strictive setting should ementary aids and servi tions and modifications	ducation Act (IDEA) requires that students only occur if the nature or severity of the st ices cannot be achieved satisfactorily. The less not the sole justification for placement is LRE, consideration is given to any potential	udent's disability is such that placemen ack of current availability of a student's n a more restrictive setting, unless there	t in a less restrictive setting with the s required supports, services, e is a compelling reason why they
Step A.	Can the supports, ser classroom/setting?	rvices, accommodations and/or modificatio	ns in the student's IEP be made availab	le in a general education
	O Yes O No	If the answer is YES, then a general educ the question below.	ation classroom/setting is the appropria	ate placement. If the answer is NO, go to
	Yes No	If not currently available, can the require in a general education classroom/setting? must be provided within a reasonable tim Step B.	If YES, all required supports, services	, accommodations and/or modifications
	Hodaya needs a more	restrictive environment, alternative curriculum	, higher level of accommodations to achie	ve academic success.
Step B.		rvices, accommodations and/or modificatio	ns in the student's IEP be made availab	le on a general education site in a
	special day program	If the answer is YES, then a special day p is NO, go to the question below.	orogram on a general education site is the	he appropriate placement. If the answer
	○ Yes ○ No	If not currently available, can the required in a special day program on a general edumodifications must be provided within a below. Then go to Step C.	acation site? If YES, all required support	rts, services, accommodations and/or

			INDIVIDUAI	IZED EDUCATION PROGRA	AM (IEP)		
Los Angeles	Unified Scho	ool District					
Student	COHEN	HODAYA		Date of Birth	12-MAR-2012	Meeting	05-APR-2024
	Last	First	MI			Date	
	A	ANNUAL LEAST	RESTRIC	ΓΙVE ENVIRONMEN'	T ANALYSIS	(Continued)	

		ANNUA	AL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)
			To Be Completed By the IEP Team at the IEP Team Meeting
Step C.	Can the	supports, se	rvices, accommodations and/or modifications in the student's IEP be made available in a special school setting?
	O Yes	O 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.
	O 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, se	rvices, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting?
	O 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.
	O 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, se	rvices, accommodations and/or modifications in the student's IEP be made available in a residential care facility?
	O Yes	O No	If not currently available, articulate in the IEP what supports, accommodations and/or modifications are required for the student in this setting.

Student	COHEN	HODAYA		Date of Birth 12-MAR-2012	inteeting	APR-2024
	Last	First	MI		Date	
	A	NNUAL LEAS	ST RESTRICTIV	E ENVIRONMENT ANALYSIS	(Continued)	
			To Be Completed By t	the IEP Team at the IEP Team Meeting		
Step F.			in the contents of this luding (check all that a	IEP, and the placement being considered by the pply):	ne IEP team, outweigh an	y potential
			ess to the full range of			
				aught by highly qualified staff		
			tudent may earn credits	· ·		
	✓		inity for social interact			
	✓		inities for age-appropri	•		
			alization opportunities	71 1		
			to peers in student's ho			
		-	re to appropriate behav	vioral models from peers		
		Other:				

		INDIVIDUALIZED EDUCATION PROGRAM (IE	Page 33 (
Los Angeles Unified S Student COHEN Last			PE Part 1 - Eligibility, Placements and Supports
		Effective With this IEP	Future Changes Related to this IEP
	As of Date:	LOCULIO	
Cligibility: from Page 4)	Final IEP Reason Final IEP Effective Date:	Eligible (ID)	
Curriculum		Alternate Curriculum	
lacement	Type of School	District Resident School	
	Name of School	MADISON MS	
nstructional Setting	Setting	Special Education	
	Program	IDM	
	Special Day Minutes/Wk	1125	
	Addresses Goals	3(Funcional 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	Yes	
	Parent Counseling and Training (PCT)	• Yes 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 econd Annual Review EP Meeting, the team must discuss and locument the decision to	Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary?	Yes No	
conduct or not conduct a chree-year comprehensive reassessment.)			

Low Incidence Equipment	
Assistive Technology Equipment	
Participation in General Education	Student will be enrolled in ELD class and General Ed PE.

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INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

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

Last Fir	st MI		
	Modi	Effective With This IEP	Future Changes Related To This IEP
Service 1	Start Date:	Effective on Signature Date	
80	End Date:		
Psychological Services (ERICS)	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals:	Interval:	Monthly	
9(Social-Emot/ERICS)	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	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 eligibility 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.

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INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student COHEN HODAYA

Last First

A MI

IEP FAPE Part 2 - Summary of Services

Date of Birth 12-MAR-2012

Meeting Date 05-APR-2024

FAPE Summary Grid

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Program	gram: IDM		Setting:		Speci	Special Education				
Eligibility:		Eligible (ID)			Curriculum:		Alten	Alternate Curriculum		
Transpor	ransportation: N	None			Low Incide	nt Support:	None	None		
	trict Received									
Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)	No Consent	
10	Language/Spee	Effective on Signature Date	Regular	Yearly	10-40	School- Based	900	Language-Expressive, Language-Pragmatic		
80	Psychologica Services (ERIC		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	~		✓	~	~	✓	
Extended School Year Services		✓					
Supplementary Aids and Services (provided in general education classes and other general ed environments)			✓		✓		

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

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

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.