

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Identification Number 200081X243 SSID 7565106622

Eligible (AUT)

Student AZAR LIEL S MI Date of Birth: 01-JAN-2010

Section A: Meeting Information

Pertinent Dates	Type of Meeting
Date of Initial IEP Team Meeting: 01-FEB-2017	<input type="radio"/> Initial <input type="radio"/> Amendment of IEP dated <input checked="" type="radio"/> Annual Review <input type="radio"/> Early Start Transition <input type="radio"/> Three Year Review <input type="radio"/> Expulsion Analysis <input type="radio"/> Other <input type="radio"/> Individual Transition Plan
Date of Present Meeting: 25-APR-2024	
Annual Review to be conducted by: 25-APR-2025	
Next Three Year Review will be conducted by: 05-OCT-2024	
Three Year Review or Evaluation was conducted on: 06-OCT-2021	
Transition to Kindergarten to be conducted by:	
Location of Meeting: PORTOLA CM	District Name: Los Angeles Unified School Distri

Section B: Student Information

Date of Birth: 01-JAN-2010 Age: 14 Grade: 8

Gender: Male Female Ethnic Code: White

Location of the Psych Folder: REGION NORTH Student has no Psych Folder:

Location of the Cum Folder: PORTOLA CM Student has no Cum Folder:

Home Language: English Student Language: English Alternate Mode of Communication:

Home Address of Student: 5150 YARMOUTH AVE APT 302

City: ENCINO CA ZIP Code: 91316

Home Telephone: (310) 993-7944 Daytime Telephone: Emergency Telephone:

School of Attendance: Portola Cm Location Code: 8107

School of Residence: Portola Cm Location Code: 8107

Name of Parent/Guardian: Telephone:

Address: City: CA ZIP Code:

Surogate Parent: Telephone:

Attends **CURRENT SCHOOL** as a result of one of the following: Attends School of Residence

Is the student living in a Family Foster Home (FFH)? No Yes FFH#:

Is FFH Provider related to student? No Yes Relationship:

Licensed Children's Institution No Yes LCI Name:

Out of the home placement made by Regional Center Department of Mental Health Department of Children's Services

Superior Court Other:

Child's family living within LAUSD's boundaries? No Yes

If the student is 18 years old or older or is an emancipated minor, does he/she have educational decision-making rights? No Yes

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Date of Birth

Last First

MI

Section C: Language Acquisition

Language Classification: Start Date:

Withdrawal by Parent Request: Yes No Reclassification Date:

ELPAC Performance Level and Performance Descriptor: Test Date:

Alternate ELPAC Performance Level and Performance Descriptor: Test Date:

Section D: Goal Achievement from Current IEP

		Achieved		
Goal for: (example - Reading)		Yes	No	If No, explain the reason the goal/objective was not achieved
1	<input type="text" value="Written Language"/>	<input type="radio"/>	<input checked="" type="radio"/>	In progress; less than 3 months since last IEP.
Category	<input type="text" value="Writing"/>			
	Objective 1 met	<input type="radio"/>	<input checked="" type="radio"/>	<input type="text" value="In progress; less than 3 months since last IEP."/>
	Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	<input type="text" value="In progress; less than 3 months since last IEP."/>
2	<input type="text" value="Reading"/>	<input type="radio"/>	<input checked="" type="radio"/>	In progress; less than 3 months since last IEP.
Category	<input type="text" value="Reading"/>			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	<input type="text" value="In progress; less than 3 months since last IEP."/>
3	<input type="text" value="Vocational Education"/>	<input type="radio"/>	<input checked="" type="radio"/>	In progress; less than 3 months since last IEP.
Category	<input type="text" value="Vocational Education"/>			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	<input type="text" value="In progress; less than 3 months since last IEP."/>
4	<input type="text" value="Mathematics"/>	<input type="radio"/>	<input checked="" type="radio"/>	In progress; less than 3 months since last IEP.
Category	<input type="text" value="Math"/>			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	<input type="text" value="In progress; less than 3 months since last IEP."/>
5	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category	<input type="text"/>			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
6	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category	<input type="text"/>			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
7	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category	<input type="text"/>			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
8	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category	<input type="text"/>			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
9	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category	<input type="text"/>			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
10	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category	<input type="text"/>			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Last: AZAR, First: LIEL, MI: S, Date of Birth: 01-JAN-2010, Meeting Date: 25-APR-2024

Section E: Present Level of Performance

Performance Area: Social-Emotional
Category: Social Emotional
Assessment/Monitoring Process Used: BASC-3/CDI-2/MASC-2/Observations/Interviews/Review of Records
State/District Assessment Results: n/a

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

Strengths: Liel presented as a friendly, kind, and polite student. She takes pride in being on the Honor Roll and enjoys her Robotics class. In the test setting she was able to easily engage in a reciprocal conversation, shared information about self, and responded appropriately to humor. Math/Science teacher described Liel as a hard-working student who respects others and shows appropriate peer interactions. Per teacher, Liel always follows directions, participates in class activities and discussions, completes her assignments, and uses class time efficiently. English/History teacher described Liel as a motivated student who wants to do well, and who completes and submits most of her classwork and homework. P.E. teacher described Liel as a confident and polite student who is respectful of others, participates, and shows appropriate peer interactions. Mother described Liel as a kind, empathetic, patient, helpful, determined, and hard-working child who enjoys robotics, Lego building, Math, and gardening. Mother was asked to list Liel's social-emotional strengths and she reported that that Liel is 'well-behaved, disciplined and respectful. She is kind, patient and considerate of others, very helpful. She shows ambition towards her future plans; takes school work serious. She expressed perseverance and determination in difficult times/situations. She doesn't cave into peer-pressure.'

Needs: At the same time, Liel has a history of struggling to build and maintain meaningful relationships with peers. Mother stated that outside of school, in the past, social activities were attempted, but no friendships emerged.

(Continued...)

Performance Area: Social-Emotional
Category: Social Emotional
Assessment/Monitoring Process Used: BASC-3/CDI-2/MASC-2/Observations/Interviews/Review of Records
State/District Assessment Results: n/a

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

(.... Continues)

Needs: On the behavior rating scale Withdrawal was rated as clinically significant by mother indicating the tendency to evade others to avoid social contact. Although Liel was observed to interact with a peer during the unstructured observation and appears to be highly interested in developing a meaningful friendship with a peer, she appears to struggle with navigation of and fluid adjustment to a variety of social situations. Both mother's and Liel's responses on the rating scales suggest that there is a high probability that Liel may present with one or more anxiety disorder. Additionally, both mother's and Liel's responses on the broad band rating scale yielded clinically significant scores in the area of depression, suggesting that Liel might be experiencing feelings of unhappiness, sadness, and stress that may result in an inability to carry out everyday activities. Furthermore, mother's responses on the depression rating scale (narrow band) yielded score in the high average range, suggesting that Liel may present with slightly greater number of depressive symptoms than majority of her peers. During student interview, Liel endorsed occasional depressive feelings.

Impact of the Disability: Liel's eligibility of Autism (AUT) appears to affect her ability to socialize appropriately and with ease in a variety of social settings which impacts her involvement and progress in the general education curriculum.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Date of Birth Meeting Date

Last First MI

Section E: Present Level of Performance

Performance Area:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Strengths: Current iReady results indicate that Liel is decoding accurately. She can recognize synonyms and antonyms, sort words into categories, define words by category, and identify real-life connections between words. She can also use common, grade-appropriate prefixes (such as, but not limited to, in-, im-, en-, em-, non-, mid-, mis-, dis-); suffixes (such as, but not limited to, -ful, -less, -ness, -ment, -able, -ible, -ous); word roots (such as, but not limited to, bio, geo); and base words to determine the meaning of words and phrases. She reads aloud in class when asked by her teacher. She also completes and submits assignments when present in class.

Needs: iReady vocabulary score suggests that substantial gaps in word knowledge are making it hard for Liel to read for meaning. She struggles with grade-level-appropriate general academic and domain-specific vocabulary. She also has difficulty in determining the theme in a grade level text and with making inferences. Liel struggles to analyze a case in which two or more texts provide conflicting information on the same topic. In addition, Liel struggles to evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient.

IMPACT STATEMENT: Liel's Autism impacts her ability to evaluate the argument and specific claims in a text, which impacts her participation and involvement in the general education reading curriculum.

Performance Area:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Strengths: Liel's last IEP was less than 3 months ago. Science teacher reports Liel can write a scientific response when provided with sentence starters or model which presents a scientific argument with a claim, evidence, and reasoning. English teacher reports that Liel participates in teacher guided writing assignments and advocates for herself when in need of repetition or clarification. When provided with sentence starters/frames, Liel is able to complete and submit most tasks in her History class.

Needs: Science and English teachers report that Liel continues to struggle with writing complex writing responses in class. She writes simple sentences independently, but requires prompting to write scientific responses with claim, evidence, and/or reasoning. In her English class, she needs modeling and prompts to complete extended writing assignments, including well organized paragraphs. She struggles to write a multi-paragraph narrative using effective techniques, relevant descriptive details, and well-structured event sequences.

IMPACT STATEMENT: Liel's Autism impacts her ability to write a multi-paragraph narrative using relevant and descriptive details, which impacts her participation and involvement in the general education writing curriculum.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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Student Date of Birth Meeting Date

Last First MI

Section E: Present Level of Performance

Performance Area:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Strength: Math teacher reports Liel completes all of her work assigned to her. She participates in all class lessons and demonstrates independency to attempt math problems when provided to her. With prompting and accommodations especially a calculator, Liel demonstrates the ability to understand the process to solve grade level standards. Throughout this school year, Liel demonstrated the ability to identify transformations and some scaling. She demonstrated the ability to identify proportional and nonproportional relationships and graph those relationships with prompting. With supports and reinforcement, Liel was able to solve multiple step variable equations with included the distributive property, variables on both sides, combining like terms, and inverse operations. She can multiply (add), divide (subtract), and powers (multiply) exponents properties and other exponent applications with prompting and support.

Need: Math teacher reports Liel does struggle with retention of math standards needing prompting to recall past learned standards. During the first semester, Liel continued to miss direct instruct but completes missing assignments. Liel struggles with standards that require multiple steps to solve which include operations within algebraic equations with one unknown variable needing clarification at times with the distributive property, variables on both sides, combining like terms, and using inverse operations; slope and intercepts of proportional/nonproportional relationships; and finding missing angles to lines and triangles. Liel requires prompting and clarification but demonstrates inconsistencies to retaining the standards where she becomes frustrated with math standards due the retention. Liel needs to improve her ability to identify the steps required to solve equations and other mathematical standards with at least one variable to increase math ability and academic success.

IMPACT STATEMENT: Liel's Autism impacts her ability to solve math equations and expressions which impacts her participation and involvement in the general education math curriculum.

Performance Area:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Strength: Math and Science teacher reports though Liel is out of class a lot, she does make up her assignments. She will ask for supports when she does not understand tasks and assignments. When in class, she participates and completes tasks and assignments successfully. English teacher reports when Liel is present in class, she participates in activities, and completes and submits assignments. She also has positive interactions with her peers inside and out of the classroom.

Per current attendance record: Total School Days: 148; Days Present: 130; Days Absent: 18; Total Periods Tardy: 77; Total Periods Absent: 180.

Needs: Liel's last IEP was less than 3 months ago. Teachers were concerned with Liel's inconsistent attendance and tardiness throughout the first semester. Liel's inconsistent attendance were due to medical reasons and have been cleared. Liel continues to miss homeroom and is tardy to the first period of the day. Though she is accommodated with extra time and extra supports to make up missing work, she can struggle to make up all of her missing assignments within a more specified time frame. She also demonstrates limited understanding/comprehension of materials/standards presented in class during her absences. At times she gets impatient or overwhelmed when she has to 'catch-up' on missing work or has missed standards. Liel struggles to independently monitor her missed assignments in all her academic courses using the school's learning management system (Schoology), and needs adult reminders and support to check for them, and successfully complete and submit them.

IMPACT STATEMENT: Liel's Autism impacts her ability to independently monitor missing assignments which impacts her participation and involvement in the general education curriculum.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student AZAR LIEL S MI

Date of Birth 01-JAN-2010

Meeting Date 25-APR-2024

Section F: Eligibility

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

[Empty text box for disability discussion]

For Initial IEP, interventions attempted prior to determining eligibility:

[Empty text box for interventions]

Eligible as a student with the disability of:

Code: AUT Autism
[Radio buttons: Not Applicable, Blind or, Partially Sighted]

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

Code: [Radio buttons: Not Applicable, Blind or, Partially Sighted]

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

or

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

No Longer Eligible (Effective Date): [Text box]

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

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

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
 Last First MI

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

Liel will identify and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning with teacher modeling and minimal visual and/or verbal prompts, as measured by student verbal and/or written responses in 4 out of 5 trials with 80% accuracy.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

Liel will identify and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning with teacher modeling and maximum visual and/or verbal prompts, as measured by student verbal and/or written responses in 4 out of 5 trials with 70% accuracy.

Incremental objective #2 related to the goal:

Liel will identify and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning with teacher modeling and moderate visual and/or verbal prompts, as measured by student verbal and/or written responses in 4 out of 5 trials with 75% accuracy.

Date to be achieved: MO/YR

Date to be achieved: MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR EXCEEDED

3 SUBSTANTIAL PROGRESS (50-99% of goal met)

2 PARTIAL PROGRESS (1-49% of goal met)

1 NO PROGRESS

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
 Last First MI

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

Liel will write a five-paragraph narrative composition that develops real or imagined situations by establishing a context and point of view with a narrator and/or characters in which a well-structured sequence of events unfolds and provides a conclusion, and uses a variety of transitional words, phrases, and clauses to convey sequence, signal shifts from one time frame/setting to another, or show relationships among experiences and events with minimal visual and verbal supports as measured by student work samples in 3 out of 4 trials with 80% accuracy.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

Liel will write a three-paragraph narrative composition that develops real or imagined situations by establishing a context and point of view with a narrator and/or characters in which a well-structured sequence of events unfolds and provides a conclusion, and uses a variety of transitional words, phrases, and clauses to convey sequence, signal shifts from one time frame/setting to another, or show relationships among experiences and events with maximum visual and verbal supports (e.g graphic organizers, sentence starters/frames) as measured by student work samples in 3 out of 4 trials with 70% accuracy.

Incremental objective #2 related to the goal:

Liel will write a four-paragraph narrative composition that develops real or imagined situations by establishing a context and point of view with a narrator and/or characters in which a well-structured sequence of events unfolds and provides a conclusion, and uses a variety of transitional words, phrases, and clauses to convey sequence, signal shifts from one time frame/setting to another, or show relationships among experiences and events with moderate visual and verbal supports as measured by student work samples in 3 out of 4 trials with 75%

Date to be achieved: MO/YR

Date to be achieved: MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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 Last First MI

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

AZAR LIEL will explain each step in solving a simple equation or construct a viable argument to justify a solution method or combination of both orally, in writing, and/or through a combination of words and drawings with minimal prompting and supports as measured by work samples in 4 out of 5 trials with 80% accuracy.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

AZAR LIEL will explain each step in solving a simple equation or construct a viable argument to justify a solution method or combination of both orally, in writing, and/or through a combination of words and drawings with moderate prompting and supports as measured by work samples in 2 out of 3 trials with 80% accuracy.

Incremental objective #2 related to the goal:

AZAR LIEL will explain each step in solving a simple equation or construct a viable argument to justify a solution method or combination of both orally, in writing, and/or through a combination of words and drawings with minimal prompting and supports as measured by work samples in 3 out of 4 trials with 80% accuracy.

Date to be achieved: MO/YR

Date to be achieved: MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
 Last First MI

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

Liel will independently monitor missing assignments by checking the school learning management system to complete missing tasks and assignments in the allotted time frame with minimal prompting in 4 out of 5 trials with at least 80% accuracy.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

Liel will independently monitor missing assignments by checking the school learning management system to complete missing tasks and assignments in the allotted time frame with moderate prompting in 2 out of 3 trials with at least 80% accuracy.

Incremental objective #2 related to the goal:

Liel will independently monitor missing assignments by checking the school learning management system to complete missing tasks and assignments in the allotted time frame with minimal prompting in 3 out of 4 trials with at least 80% accuracy.

Date to be achieved: MO/YR

Date to be achieved: MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student AZAR LIEL S Last First MI

Date of Birth 01-JAN-2010

Meeting Date 25-APR-2024

Section G: Annual Goals and Objectives

Performance Area: Social Emot/ERICS Category: Social Emotional Annual Goal #: 5

Liel will describe and use the steps in a 'Think, Feel, Do' model and discuss how changing one's thinking/view point changes one's decision making process in 3 out of 4 opportunities/scenarios per session with minimal adult support as measured by provider's observations.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

Liel will describe and use the steps in a 'Think, Feel, Do' model and discuss how changing one's thinking/view point changes one's decision making process in 2 out of 3 opportunities/scenarios per session with moderate as measured by provider's observations.

Incremental objective #2 related to the goal:

Liel will describe and use the steps in a 'Think, Feel, Do' model and discuss how changing one's thinking/view point changes one's decision making process in 3 out of 4 opportunities/scenarios per session with moderate adult support as measured by provider's observations.

Date to be achieved: September 2024 MO/YR

Date to be achieved: January 2025 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

Table with 5 columns: 4 GOAL MET OR EXCEEDED, 3 SUBSTANTIAL PROGRESS (50-99% of goal met), 2 PARTIAL PROGRESS (1-49% of goal met), 1 NO PROGRESS, Goal Achievement. Rows include reporting periods, progress marks, and achievement status.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student AZAR LIEL S MI Last First MI

Date of Birth 01-JAN-2010

Meeting Date 25-APR-2024

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.

District Assessments

How will the student participate in District Assessments?

Form with checkboxes for Full Participation, Partial Exemption, and Accommodations, including fields for Exempt and Replacement Assessments.

Student will participate in Regular State and District Assessments. (Designated Supports and/or Accommodations identified below are applicable) CAASPP Subject ELA and Math

- Designated Supports: - Simplified or paraphrased test directions (non-embedded designated support) - Test in a separate/smaller setting - Text-to-speech software enabled (for math items and ELA items except for reading passages)

- Accommodations: - 100s Number Table (paper-based; not allowed for Grade 3; non-embedded accommodation) - Multiplication table for single digits 1-9 (paper-based; not allowed for Grade 3; non-embedded accommodation)

Student will participate in Regular State and District Assessments. (Designated Supports and/or Accommodations identified below are applicable) CAST Subject Science

- Designated Supports: - Multiplication Table (non-embedded support) - Test in a separate/smaller setting (non-embedded support) - Simplified Test Directions (non-embedded support) - Text-to-Speech (embedded support)

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student AZAR LIEL S MI Last First MI

Date of Birth 01-JAN-2010

Meeting Date 25-APR-2024

Section N: Procedural Safeguards and Follow-up Actions

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

Is the parent/guardian requesting computer generated translation?* Yes No

Select Preferred Language:

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

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

Specify the Individual Pages to be translated:

all

Special Requests:

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

Pandemic Learning Loss Consideration of Compensatory and/or Recoupment Services

Compensatory Education Consideration:

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

10-NOV-2022 (Inactive) Amendment

Recoupment Services Consideration:

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

10-NOV-2022 (Inactive) Amendment

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

THIS SPACE DELIBERATELY LEFT BLANK.

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student Last: AZAR, First: LIEL, MI: S

Date of Birth: 01-JAN-2010

Meeting Date: 25-APR-2024

Section Q: Parent Participation and Consent

Parent Participation

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

Parent Notification

Table with 3 columns: Method (Email), Whom (G MORAN), When (10-APR-2024)

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

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

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

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

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

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

Parent Concerns and Comments

SEE ATTACHED

Signature(s)

Signature(s)

Date: 06-MAY-2024

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

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

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

Signature(s)

Signature(s)

Date: 25-APR-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 tómesese un momento para completar la siguiente encuesta escaneando el código QR con la cámara de su teléfono inteligente. También puede realizar la encuesta en este enlace:

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

Please ask your school staff if in need of assistance.

En caso que necesite asistencia, por favor solicitesela al personal de la escuela.



INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Reconvened Meeting Date

Student
 Last First MI

Date of Birth

Meeting Date

Section R: Names and Signatures (Signatures on File)

Team Member	Print Name	Signature
Parent/Guardian	<input type="text" value="Shereen Azar"/>	<input type="text"/>
Parent/Guardian	<input type="text"/>	<input type="text"/>
Student Age 18 - 21 years	<input type="text"/>	<input type="text"/>
Student Under Age 18 years	<input type="text"/>	<input type="text"/>
Surrogate Parent	<input type="text"/>	<input type="text"/>
Foster Parent	<input type="text"/>	<input type="text"/>
Family Foster Home Provider	<input type="text"/>	<input type="text"/>
Administrator	<input type="text"/>	<input type="text"/>
Administrative Designee	<input type="text" value="Lynda Hirsch"/>	<input type="text"/>
Special Education Teacher	<input type="text" value="Don Rinos"/>	<input type="text"/>
General Education Teacher	<input type="text" value="Deena Fisk"/>	<input type="text"/>
School Psychologist	<input type="text"/>	<input type="text"/>
School Nurse	<input type="text"/>	<input type="text"/>
Related Service Staff <input type="text" value="Psychologist"/>	<input type="text" value="Diana Gorelik"/>	<input type="text"/>
Related Service Staff <input type="text"/>	<input type="text"/>	<input type="text"/>
Related Service Staff <input type="text"/>	<input type="text"/>	<input type="text"/>
Interpreter	<input type="text"/>	<input type="text"/>
Sign Language Interpreter	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student AZAR LIEL S MI Last First MI

Date of Birth 01-JAN-2010

Meeting Date 25-APR-2024

LEAST RESTRICTIVE ENVIRONMENT ANALYSIS

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

Student's Current Placement Type:

Form with radio buttons for placement options: General Education Class, Special Day Program, Home/Hospital, etc.

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

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

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
 Last First MI

Date of Birth

Meeting
 Date

ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)

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

Step C.	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a special school setting?	
	<input type="radio"/> Yes <input type="radio"/> 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.
	<input type="radio"/> Yes <input type="radio"/> No	If not currently available, can the required supports, services, accommodations and/or modifications be made available in a special 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.
<div style="border: 1px solid black; height: 80px; width: 100%;"></div>		

Step D.	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting?	
	<input type="radio"/> Yes <input type="radio"/> 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.
	<input type="radio"/> Yes <input type="radio"/> No	If not currently available, can the required supports, services, accommodations and/or modifications be made available in a 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.
<div style="border: 1px solid black; height: 80px; width: 100%;"></div>		

Step E.	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a residential care facility?	
	<input type="radio"/> Yes <input type="radio"/> No	If not currently available, articulate in the IEP what supports, accommodations and/or modifications are required for the student in this setting.
	<div style="border: 1px solid black; height: 80px; width: 100%;"></div>	

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Last AZAR

First LIEL

MI S

Date of Birth 01-JAN-2010

Meeting Date 25-APR-2024

Last

First

MI

Date

ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 1 - Eligibility, Placements and Supports

Student
 Last First MI

Date of Birth Meeting Date

	Effective With this IEP	Future Changes Related to this IEP
	As of Date: <input type="text" value="06-MAY-2024"/>	<input type="text" value="01-JUL-2024"/>
Eligibility: (from Page 4)	Eligible (AUT)	
	<i>Final IEP Reason</i>	
	<i>Final IEP Effective Date:</i>	
Curriculum	<input type="text" value="General Education"/>	<input type="text" value="General Education"/>
Placement	Type of School <input type="text" value="District Resident School"/>	<input type="text" value="District Non-Resident School"/>
	Name of School <input type="text" value="PORTOLA CM"/>	<input type="text" value="VALLEY ACAD ARTS/SCI"/>
Instructional Setting	Setting <input type="text" value="Special Education"/>	<input type="text" value="Special Education"/>
	Program <input type="text" value="SLD"/>	<input type="text" value="SLD"/>
	Special Day Minutes/Wk <input type="text" value="950"/>	<input type="text" value="630"/>
	Addresses Goals <input type="text" value="2(Written Language),3(Mathematics),1(Reading),4(Vocational Education),5(Social Emot/ERIC S)"/>	<input type="text" value="2(Written Language),3(Mathematics),1(Reading),4(Vocational Education),5(Social Emot/ERIC S)"/>
Additional Factors	Low Incident Support <input type="text" value="None"/>	<input type="text" value="None"/>
	Assistive Technology Support <input type="text" value="No"/>	<input type="text" value="No"/>
	Transportation <input type="text" value="None"/>	<input type="text" value="None"/>
	Extended School Year/Intersession <input checked="" type="radio"/> Yes <input type="radio"/> No	
Parent Counseling and Training (PCT)	<input checked="" type="radio"/> Yes <input type="radio"/> No	
	ESY Transportation <input type="text" value="No"/>	
Accommodation, Modifications, Supports	Instructional Accommodations <input type="text" value="preferred seating, visual cues, prompting, re-direct to task, graphic organizers, break lengthy assignments into chunks, clear expectations on directions for assignments, extra time for assessments and assignments as needed not to exceed one extra class period, shorten assignments as needed but must show mastery at teacher discretion , allow student to use ruler or line marker when reading/writing, Allow student to have a break when using computer for more than 20 min., Larger font/print when available, Allow student to use prism glasses as she needs, text to speech (as appropriate) , Print out large assignments that require reading on the computer, written student response (rather than on computer including worksheets as needed , paper copy of multiplication chart that is 1-20 to use as appropriate at teacher discretion, History Assignments printed as needed, non distracting toy to be supplied by parent to use in class, noise cancelling head phones to be supplied by parent to use in classroom as needed,"/>	<input type="text" value="preferred seating, visual cues, prompting, re-direct to task, graphic organizers, break lengthy assignments into chunks, clear expectations on directions for assignments, extra time for assessments and assignments as needed not to exceed one extra class period, shorten assignments as needed but must show mastery at teacher discretion , allow student to use ruler or line marker when reading/writing, Allow student to have a break when using computer for more than 20 min., Larger font/print when available, Allow student to use prism glasses as she needs, text to speech (as appropriate) , Print out large assignments that require reading on the computer, written student response (rather than on computer including worksheets as needed , paper copy of multiplication chart that is 1-20 to use as appropriate at teacher discretion, History Assignments printed as needed, non distracting toy to be supplied by parent to use in class, noise cancelling head phones to be supplied by parent to use in classroom as needed,"/>
	Instructional Modifications	
	Other Supports, including Non-Academic and Extra-curricular Activities	
Preparation for Three Year Review IEP (At the second Annual Review IEP Meeting, the team must discuss and document the decision to	Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary? <input type="radio"/> Yes <input checked="" type="radio"/> No	

conduct or not conduct a three-year comprehensive reassessment.)	If the Parent does not agree, specify the area(s) to be reassessed.	psycho-educational academic assessment	
Comments, as appropriate			
Low Incidence Equipment			
Assistive Technology Equipment			
Participation in General Education	8th Grade: PE and Elective Beginning Fall 2024: Elective and PE will be in the General Education setting		

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student AZAR LIEL S
Last First MI

Date of Birth 01-JAN-2010 Meeting Date 25-APR-2024

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	54	

Part 4 - Compensatory Education/Recoupment Services Discussion

Part 4 - Additional IEP Team Considerations & Parental Input

Meeting held in person. Parent submitted letter of acceptance to Valley Academy of Arts and Sciences for Fall 2024 (refer to attached documents). Student met criteria for ERICS, refer to service grid for service min during regular school year and ESY.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student
 Last First MI

Date of Birth Meeting Date

FAPE Summary Grid

Program:	SLD	Setting:	Special Education						
Eligibility:	Eligible (AUT)	Curriculum:	General Education						
Transportation:	None	Low Incident Support:	None						
Date District Received	06-May-2024								
Parent Signature:									
Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)	No Consent
80	Psychological Services (ERICS)	Effective on Signature Date	Regular	Weekly	1	~	30	Social Emot/ERICS	--
80	Psychological Services (ERICS)	Effective on Signature Date	ESY	Weekly	1	~	30	Social Emot/ERICS	--

Alternative Remote/Distance Learning Services During Emergency Conditions

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

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

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

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

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

For IEP Team Information

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

(ITP, pg. 1 of 3)

Student Last: AZAR, First: LIEL, MI: S

Date of Birth: 01-JAN-2010

Meeting Date: 25-APR-2024

INDIVIDUAL TRANSITION PLAN (ITP)

- Student was invited to IEP meeting: Yes
Student received mentoring: Yes
Student referred and placed in an outside agency: No
If yes, name of agency:
Student participated in Work Experience Education: Yes
Student received college awareness preparation: Yes
Student received career awareness: Yes

Achievement of Transition Activities from Current ITP (not if first ITP)

Table with 3 columns: Area, Completed, If no, indicate reason. Rows include Education/Training Activity, Employment Activity, and Independent Living Skills Activity.

Section 1: Education/Training

Table with 3 columns: Assessment (at least one assessment must be completed in this area), Date, Assessment Name and Results: Indicate interests/abilities and area(s) of need (if applicable). Includes assessment details for Transition Surveys, Checklists, or Informal Questionnaires.

Education/Training Postsecondary Goal

Upon completion of high school, the student will: enroll in and attend 2 or 4 year college. Includes 'If other?' field.

Table with 3 columns: Education/Training Activity to Support Goal, Timeline, Person/Agency Responsible. Includes activity 'develop a personal career / education plan' with timeline '25-APR-2025' and responsible parties 'Student' and 'Special Education Teacher'.

Student AZAR

LIEL

S

Date of Birth 01-JAN-2010

Meeting Date 25-APR-2024

Last

First

MI

Date

INDIVIDUAL TRANSITION PLAN (IEP)

Course of study: A multi-year description of student's coursework from current year to anticipated exit year, in order to enable the student to meet their postsecondary goal.

A course of study (or IGP) was reviewed with parent and student in relation to:

- Courses completed: Yes No
Courses currently enrolled in: Yes No
Courses still needed: Yes No

IGP or course of study was provided to the parent or student over age 18 as required: Yes

Student is working towards: Certificate of Completion Diploma

Additional courses/activities discussed that may support post secondary goals (e.g. SLC participation, electives or instruction related to postsecondary goals, community experiences, participation in other school clubs or organizations, etc.) NOTE: these are suggestions and contingent to availability:

Liel is enrolled in a course of study that will prepare her to graduate with a diploma and attend a community or 4 year college, vocational school or enter the workforce directly after completion of high school if she should choose to do so. Courses taken will include the required LAUSD A-G requirements. See IGP for more information.

Future Agency Involvement:

Are there agencies currently or prospectively providing or paying for transition services? Yes No

Do you give permission to the District to invite these agencies to the next IEP in which transition services will be reviewed? Yes No

- Agency Name:
Agency Name:
Agency Name:

- 1. Does the student's IEP include appropriate measurable postsecondary goals that cover education/training, employment and, as needed, independent living? info 1. Yes
2. Are the postsecondary goals updated annually? info 2. Yes
3. Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessment? info 3. Yes
4. Are there transition services that will reasonably enable the student to meet their postsecondary goals? info 4. Yes
5. Do the transition services include a course of study that is a multi-year description of coursework from the student's current year to anticipated exit year and that is designed to help the student achieve the identified postsecondary goals? info 5. Yes
6. Is (are) there annual IEP goal(s) related to the student's transition services needs? info 6. Yes
7. Is there evidence that the student was invited to the IEP team meeting where transition services were discussed? info 7. Yes
8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student who has reached the age of majority? info 8. N/A