

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Identification Number 200007X314 SSID 5482569868

Eligible (AUT)

Student SHARONI EMMA S
Last First MI

Date of Birth: 16-DEC-2014

Section A: Meeting Information

Pertinent Dates	Type of Meeting
Date of Initial IEP Team Meeting: 06-MAY-2020	<input type="radio"/> Initial <input type="radio"/> Amendment of IEP dated <input type="radio"/> Annual Review <input type="radio"/> Early Start Transition <input type="radio"/> Three Year Review <input type="radio"/> Expulsion Analysis <input checked="" type="radio"/> Other <input type="radio"/> Individual Transition Plan Re-evaluation
Date of Present Meeting: 03-MAY-2024	
Annual Review to be conducted by: 03-MAY-2025	
Next Three Year Review will be conducted by: 03-MAY-2027	
Three Year Review or Evaluation was conducted on: 03-MAY-2024	
Transition to Kindergarten to be conducted by:	
Location of Meeting: WOODLAKE ECC	District Name: Los Angeles Unified School Distri

Section B: Student Information

Date of Birth: 16-DEC-2014	Age: 9	Grade: 3
Gender: <input type="radio"/> Male <input checked="" type="radio"/> Female	Ethnic Code: White	
Location of the Psych Folder: SPED SVC CTR-NORT	Student has no Psych Folder: <input type="checkbox"/>	
Location of the Cum Folder:	Student has no Cum Folder: <input checked="" type="checkbox"/>	
Home Language:	Student Language:	Alternate Mode of Communication:
Home Address of Student: 23320 Aetna St		
City: Woodland Hills CA	ZIP Code: 91367	
Home Telephone: (818) 805-7112	Daytime Telephone:	Emergency Telephone:
School of Attendance: Private School Office (1)	Location Code: 1536	
School of Residence: Woodlake Ecc	Location Code: 7877	
Name of Parent/Guardian: Juliana Sharoni	Telephone:	
Address: same as student		
City:	ZIP Code:	
Surogate Parent:	Telephone:	
Attends CURRENT SCHOOL as a result of one of the following: Private School Enrollment		
Private School: Out of District/Out of State		
Is the student living in a Family Foster Home (FFH)? <input checked="" type="radio"/> No <input type="radio"/> Yes	FFH#:	
Is FFH Provider related to student? <input type="radio"/> No <input type="radio"/> Yes	Relationship:	
Licensed Children's Institution <input checked="" type="radio"/> No <input type="radio"/> Yes	LCI Name:	
	LCI#:	
Out of the home placement made by: <input type="radio"/> Regional Center <input type="radio"/> Superior Court	<input type="radio"/> Department of Mental Health <input type="radio"/> Department of Children's Services	
Child's family living within LAUSD's boundaries? <input type="radio"/> No <input checked="" type="radio"/> Yes	<input type="radio"/> Other	
If the student is 18 years old or older or is an emancipated minor, does he/she have educational decision-making rights?		<input type="radio"/> No <input type="radio"/> Yes

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Date of Birth

Last First MI

Section C: Language Acquisition

Language Classification: Start Date:

Withdrawal by Parent Request: Yes No Reclassification Date:

ELPAC Performance Level and Performance Descriptor: Test Date:

Alternate ELPAC Performance Level and Performance Descriptor: Test Date:

Section D: Goal Achievement from Current IEP

		Achieved		
Goal for: (example - Reading)		Yes	No	If No, explain the reason the goal/objective was not achieved
1	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	Progress toward goals cannot be measured as IEP
Category	<input type="text"/>			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	was not implemented due to enrollment in a
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	private school by parent.
2	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category	<input type="text"/>			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
3	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category	<input type="text"/>			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
4	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category	<input type="text"/>			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
5	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category	<input type="text"/>			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
6	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category	<input type="text"/>			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
7	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category	<input type="text"/>			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
8	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category	<input type="text"/>			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
9	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category	<input type="text"/>			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
10	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category	<input type="text"/>			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student 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):

HEALTH SUMMARY: Emma is a 9 year and 4-month-old private school student in the 3rd grade. Emma has a medical diagnosis of hypotonia. Hypotonia is described as a decrease in muscle tone and can result in decreased strength, difficulties with movement and coordination, and an overall reduced physical activity. Emma also has a diagnosis of Autism and Sensory Integration Disorder. Emma does not take routine or as needed medications. Emma has no known allergies and has had no injuries, accidents, surgeries, or overnight hospital stays in the past year. Mom stated that Emma is not independent with activities of daily living (ADL's) and requires assistance with eating and carrying things.

STRENGTH: Emma is ambulatory and is in good general health. Emma passed LAUSD's vision screening on March 20, 2024. Emma had a hearing screen completed with private physician and passed on 4/15/2024.

AREA OF NEED: Health is an area of need

IMPACT TO DISABILITY: Emma's physical health diagnosis and related health needs affects the student's ability to independently perform activities of daily living related to self-care deficits as well as pain and fatigue to legs related to hypotonia diagnosis which can impact their involvement and progress in their educational program.

ACCOMMODATIONS: Trained personnel to remind student in toileting hygiene as needed. Trained personnel to accompany Emma to the health office when pain in legs persists.

Laura Duclos, BSN, RN
 Credentialed School Nurse
 4/30/2024

Laura Duclos, BSN, RN
 Credentialed School Nurse
 4/30/2024

Performance Area:

Category: ▼

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student 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: Results of the current assessment indicate Emma is functioning within the Low Average to Average range of cognitive ability based upon alternative assessment procedures. Emma demonstrated personal strength on Visual Processing tasks and earned an Average score when asked to discriminate dominant features of objects, perceive the position of objects in relation to other objects, recognize one stimulus item after a brief interval, find one design among others on the page, remember visual symbols as presented in a sequence, identify a whole figure when only fragments are presented, and identify an object from a complex background or surrounding objects. Emma earned a Low Average score on Simultaneous Processing tasks, which required her to relate pieces of information to a whole. She demonstrated Low Average Successive Processing when asked to process and remember information presented orally and in a specific order. She earned a Low Average score on Phonological Memory tasks; however, this overall score should be interpreted with caution due to variability in performance across tasks. Specifically, Emma earned an Average score on Non-Word Repetition tasks and a Well Below Average score when asked to remember and repeat sequences of numbers. On measures of academic language, Emma demonstrated Average Listening abilities. In the area of Speaking, Emma demonstrated Average Picture Vocabulary skills. While Emma demonstrated Well Below Average skills on the Oral Language Expression subtest, this score is likely not an accurate representation of skills, as she struggled to follow directions on the subtest, often creating a whole story with many sentences, rather than a single, complete sentence.

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):

Needs: Emma demonstrated Below Average skills on Visual Motor Integration tasks when asked to copy increasingly complex figures at near point. She demonstrated Well Below Average Phonological Processing skills when asked to delete sounds from words, blend sounds into words, and identify sounds within words. For Planning tasks, Emma was asked to create, use, and modify a plan under timed conditions. She earned a Below Average score on the Planned Codes task but was unable to complete Planned Connections due to lack of letter knowledge, as well as Planned Number matching due to lack of number knowledge and task refusal. Attention tasks measure one's ability to sustain attention while ignoring distracting information under timed conditions. Emma earned an Average score on Number Detection tasks; however, Expressive Attention and Receptive Attention subtests were discontinued due to reading ability and lack of letter knowledge. Rapid Symbolic Naming is a measure of how efficiently one can retrieve phonological information from long-term memory. Emma earned a Below Average score on Rapid Digit Naming; however, Rapid Letter Naming was discontinued due to lack of letter knowledge.

Impact of Disability: Emma's disability of Autism (AUT) and challenges in manipulating sounds and copying information impacts her ability to read unfamiliar words and write, which adversely impacts her involvement and progress in the educational curriculum. Due to discontinued subtests, it is not clear if other processing areas impact Emma's involvement and progress at this time.

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: Some of Emma's strengths are that she is kind, thoughtful, and talkative. She has a good vocabulary and enjoys talking to adults. Emma has good relationships with her parents and follows rules and routines at home well. At home, she listens well, and she can express her wants and needs effectively. Emma's teachers shared that she does a good job of asking for help. Emma reported that she is very honest and loves animals. She seeks to connect with others. On rating scales, Emma did not report any social emotional concerns.

Needs: Emma's mother reported that she requires support to complete all activities of daily living at home, and she experiences fear about going to school. At school, Emma may dominate conversations and struggle to wait her turn. She is self-directed and does not participate in activities that do not interest her. Emma becomes frustrated when things do not go her way, which can lead to tantrums. This may look like banging, kicking, or throwing things, as well as acting aggressively towards adults and her behavioral aide. On a broad social emotional rating scale (BASC-3), Emma's mother and teachers reported At-Risk to Clinically Significant challenges in the following areas: Hyperactivity, Overall Internalizing Problems including Anxiety and Depression, Attention Problems, Learning Problems, Withdrawal, and overall Adaptive skills including Adaptability, Social Skills, Leadership, Study Skills, and Activities of Daily Living. Emma's mother and resource teacher also noted At-Risk to Clinically Significant Overall Externalizing Problems, Atypicality and Functional Communication skills. At school, Emma's resource teacher also endorsed At-Risk challenges with Aggression and Clinically Significant Conduct Problems.

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):

Needs (cont.): On a measure of characteristics of ADHD (Conners-3), Emma's mother and teachers were consistent in their responses reflecting that Emma many behavioral characteristics associated with ADHD including Inattention, Hyperactivity/Impulsivity, Executive Functioning, Learning Problems, Defiance/Aggression, and Peer Relations. On the Autism Spectrum Rating Scale (ASRS), Emma's mother and teachers were consistent in their responses reflecting that Emma evidences many Autistic-like behaviors. Across settings, Emma's mother and teachers reported Elevated to Very Elevated challenges in the following areas: overall Unusual Behaviors, overall Self-Regulation, Peer Socialization, Stereotypy, Behavioral Rigidity, Sensory Sensitivity, and Attention. Raters indicated concerns ranging from Slightly Elevated to Very Elevated in the area of Social/Emotional Reciprocity. Further, Emma's mother indicated Very Elevated overall Social/Communication concerns and Atypical Language, while her resource teacher reported Slightly Elevated concerns. On a measure of characteristics of depression (CDI-2), Emma's mother and teachers' raters reflect that Emma does exhibit behaviors consistent with depression (e.g. sadness, loneliness, irritability, withdrawal, etc.). Emma's mother and two teachers reported a Very Elevated Total Score, with Very Elevated Functional Problems. Her general education teacher also reported Elevated Emotional Problems. Emma completed the RCMAS-2 due to concerns with anxiety. While self ratings indicated no concerns, it is important to note that Emma's Defensiveness scale was in the Moderately Problematic range, suggesting that she may have chosen socially desirable responses on the RCMAS-2.

Impact of Disability: Emma's disability of Autism (AUT) affects her ability to interact effectively with peers, sustain attention, regulate emotions and behaviors, as well as participate in non-preferred activities. These challenges impact 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):

Student's areas of strengths: Emma is a 9yrs 3months old young girl who enjoys arts and crafts and hands on tasks. Emma has functional strength, range of motion, balance and coordination to be able to navigate the classroom and school environment. She is adequately able to transition from seated, standing, on floor positions without loss of balance. Emma is able to visually track and scan objects in a busy environment. Emma has adequate visual discrimination and visual perceptual skills to sort and classify colours and objects and find patterns in visually busy background. Emma has adequate prehension and dexterity skills to be able to pick up and grasp small beads, cubes, coins with a fine pincer grasp. Emma has adequate bilateral coordination skills to use 2 hands to stabilize paper while cutting or writing, open and close containers, thread beads, lace string, cap and uncap markers. Emma is able to don scissors correctly, rotate and manipulate paper with her non-dominant hand to cut circular shapes and corners appropriately. Emma is R handed and uses a functional tripod grasp on writing tools. She was able to copy 3 words of a sentence far point to her paper. Emma was able to adequately colour within boundaries, use appropriate pressure and fill in all the white space in the shapes completely. Emma was able to verbally sequence an activity, follow simple 3 step pictorial directions and perform multi-step novel tasks. Emma is Independent with self help skills at school with occasional support for opening containers as reported by teacher. Emma is very articulate and is able to carry a 1:1 conversation with adults. Per teacher reports, Emma is friendly when she chooses to interact with peers.

Student's areas of needs: Emma has difficulty regulating and modulating sensory input especially proprioceptive and tactile input which affects her participation in classroom based tasks.

Impact of Disability :

Performance Area:

Category: ▼

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student SHARONI EMMA S Date of Birth 16-DEC-2014 Meeting Date 03-MAY-2024
Last First MI

Section E: Present Level of Performance

Performance Area: Reading
Category: Reading
Assessment/Monitoring Process Used: Woodcock-Johnson IV, teacher input
State/District Assessment Results:

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

Basic Reading Skills <40 VERY LOW
Reading Fluency UNABLE TO ASSESS
Letter-Word Identification <40 VERY LOW
Passage Comprehension <40 VERY LOW
Sentence Reading Fluency <40 VERY LOW
Word Attack <40 VERY LOW
Oral Reading Fluency UNABLE TO ASSESS
Strengths: Emma was able to recognize and name 'A, B,C, E,F, I, N, R, S, M, T' in Uppercase alphabet and 'f, s, t, l, m, e, c, b, a' in the Lower case alphabet. Classroom teacher reports Emma is not near or at grade level in reading. At kinder level in reading. Emma needs strong support for reading. when given sounds she can blend. She can identify the beginning consonant sounds of a word for (b,d,f)
Area of Need: Emma isn't able to apply grade-level phonics (requires direct instruction in phonemic awareness, including short and long vowel sounds and sight words along with needing word analysis skills in decoding words both in isolation and in text. Emma is not able to independently identify the consonant digraphs, CH, CK, NG, PH, QU, SH, TH, WH.
Impact of Disability: Emma's disability of Autism (AUT) and challenges in manipulating sounds, impacts her ability to read unfamiliar words , which adversely impacts her involvement and progress in the reading educational curriculum.

Performance Area: Writing
Category: Writing
Assessment/Monitoring Process Used: Woodcock Johnson IV, Teacher Input
State/District Assessment Results:

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

Broad Written Language <40 Very Low
Spelling 49 Very Low
Writing Samples <40 Very Low
Sentence Writing Fluency <40 Very Low
Strengths: Emma can copy letters or a word, but lacks focus to copy from books and the board.
Areas of Need: Classroom teacher reports that Emma lacks literacy skills which impacts her ability to express herself in writing. Emma has difficulty writing one or two simple sentences (e.g., 'I went to the park') independently.
Impact of Disability: Emma's disability of Autism (AUT) and challenges in writing expression impacts her ability to write unfamiliar words , which adversely impacts her involvement and progress in the writing educational curriculum.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student SHARONI

EMMA

S

Date of Birth 16-DEC-2014

Meeting Date 03-MAY-2024

Last

First

MI

Section E: Present Level of Performance

Performance Area: Adaptive Behaviors

Category: Adaptive Behaviors

Assessment/Monitoring Process Used: APEASII/TGMD/Parent Interview

State/District Assessment Results: student is eligible for APE services

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

Strengths: Perceptual Motor Function: Emma is able to imitate body postures as an indication of bilateral control and motor planning. Emma is able to independently balance on her left foot and right foot.

Object Control: Emma is able to overhand throw a ball in the direction of a target. Emma throws with an emerging pattern. Emma is able to consistently catch a ball. Emma is able to kick a stationary and rolling ball in the direction of a target with a functional pattern and form. Locomotor Skills: Emma is able to perform locomotor skill(s) with functional strengths. Emma is able to run, jump, hop, gallop, and skip. Physical Fitness: Emma is able to hold a plank/push-up position as a measure of upper body strength.

Needs: Physical Fitness: Emma attempted, but is not able to demonstrate a push-up as a measure of upper body strength. Adaptive Behaviors: Emma has a difficult time participating and engaging in PE games and activities.

Emma's most significant need is in the area of Adaptive Behaviors. Emma needs to improve her participation during PE games and activities.

Impact of Disability: Emma's eligibility of AUT impacts her ability to successfully participate in the general PE program and curriculum.

Submitted By: Shawn Genut APE Specialist

Performance Area:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Empty text box for current performance/assessment summary.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student SHARONI

EMMA

S

Date of Birth 16-DEC-2014

Meeting Date 03-MAY-2024

Last

First

MI

Section E: Present Level of Performance

Performance Area:

Mathematics

Category:

Math

Assessment/Monitoring Process Used:

Woodcock-Johnson IV

State/District Assessment Results:

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

Broad Mathematics 58 Very low
Applied Problems 68 Very low
Calculation 55 Very low
Math Facts Fluency 65 Very low

Strengths: Classroom teacher reports Emma is performing at a Kinder level in math. Emma is able to solve addition math facts to 10 in her head. Emma was able to identify the month and she knows her birthday (not the year)

Area of Need: Emma has difficulty solving addition and subtraction word problems, and add and subtract within 20, e.g., by using objects or drawings to represent the problem.

Impact of Disability: Emma's disability of Autism (AUT) and challenges in math impacts her ability to complete math problems, which adversely impacts her involvement and progress in the math educational curriculum.

Performance Area:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student SHARONI EMMA S Date of Birth 16-DEC-2014 Meeting Date 03-MAY-2024
Last First MI

Section E: Present Level of Performance

Performance Area: Articulation
Category: Articulation/Phonological Processes
Assessment/Monitoring Process Used: Arizona-4, Informal observations & speech samples, teacher/parent report
State/District Assessment Results: N/A

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

Background: This is a re-evaluation in speech and language for Emma Sharoni. She is a third grade student enrolled at Ilan Ramon Day School. The purpose of this assessment is to determine if there is continued need for school-based Language and Speech (LAS) support. Parent reported articulation and pragmatic language to be the main areas of concern for communication. Emma resides in a bilingual household with exposure to English and Hebrew. Per parent report and observation, English is her dominant language at this time.

Strengths: Emma produced all English speech sounds precisely at the word and sentence level on a test of articulation, except for an interdental /s/ and /z/. She was stimuable (able to imitate a precise model) for both sounds. An interpretation value on this test determined that 'sound errors are absent or minimally noticed in continuous speech', suggesting there is no significant impact on speech intelligibility. This finding was also consistent with a connected speech sample. Finally, Emma's classroom teacher reported that her speech is readily understood in the classroom and there is no significant concern in this area. Informally, voice and speech fluency are appropriate for accessing the curriculum.

Needs: None at this time.

Impact of Disability: Emma's disability of autism does not impact their progress and involvement in the general education curriculum for this performance area.

Lara Johnson, M.S. CCC-SLP
Speech-Language Pathologist
5/2/24

Performance Area:
Category:
Assessment/Monitoring Process Used:
State/District Assessment Results:

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

Empty text box for current performance/assessment summary.

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):

Background: This is a re-evaluation in speech and language for Emma Sharoni. She is a third grade student enrolled at Ilan Ramon Day School. The purpose of this assessment is to determine if there is continued need for school-based Language and Speech (LAS) support. Parent reported articulation and pragmatic language to be the main areas of concern for communication. Emma resides in a bilingual household with exposure to English and Hebrew. Per parent report and observation, English is her dominant language at this time.

Strengths: Emma performed in the average range on a comprehensive standardized measure of receptive and expressive language. She performed in the average range for nonliteral language, and the above average range for pragmatic language and inference. An informal language sample indicated consistent abilities in skills such as vocabulary and grammatical structures. Classroom teacher reports no concerns regarding receptive and expressive language. Per informal observation, Emma demonstrated a combination of pragmatic language skills that are considered characteristic of a neurotypical communication style as well as a neurodivergent communication style.

Needs: To increase more functional and meaningful connections with peers, Emma may need pragmatic language support in a small group with opportunity to role-play and focus on identifying and discussing effective communication responses in common social situations. While standardized measures revealed that Emma's knowledge of pragmatic language skills is in the above average range for her age, informal reports from parent and teacher suggest that she regularly has difficulty effectively engaging and relating with peers in actual social situations- specifically with conversational skills (e.g., initiating or joining in, turn-taking) and maintaining appropriate personal space (e.g., she may inappropriately lick or sit in someone's lap, etc.) It should be noted that personal space issues may be secondary to sensory/self-regulation difficulties. (Continued below)

Performance Area:

Category: ▼

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Per teacher report, she generally speaks and engages more during high-interest activities and one-on-one and does not sufficiently participate in small & whole group activities.

Impact of Disability: Emma's disability of autism is accompanied by pragmatic language difficulties that may impact her involvement and progress in her educational curriculum.

Lara Johnson, M.S. CCC-SLP
Speech-Language Pathologist
5/3/24

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: When regulated, Emma is a sweet, funny, social girl who enjoys talking about her interests and ideas.

The following information is a summary of Emma's treatment plan obtained via phone interview on 4/30/2024 with Ms. Lovely Tapuro, M.A., BCBA, clinical director at the Enrichment Intervention Family (EIF) Center. This center provides Applied Behavioral Analysis (ABA) services for Emma. According to Ms. Tapuro, her team assessed Emma in January 2024 and started providing services in the community (school) starting in early March 2024. The examiner requested a copy of Emma's behavioral assessment via email on 4/30/24 from parent; however, it is not available at the time of this report. Ms. Tapuro noted that the center also offered services in the home, but parent has not accessed these at this time.

Needs: Emma may verbally protest, ignore a directive, or attempt to redirect others' attention (i.e. change topic, say that aide is not helping her, etc.) when she is given a task. She may occasionally escalate to throwing items, attempting to hit or kick, or elopement from an area. According to Ms. Tapuro, the primary function of Emma's behavior is to escape or avoid non-preferred tasks or academic tasks that are too difficult for her current academic skill set. If Emma's behavior escalates to throwing, kicking, hitting, etc., the function of this behavior is attention. Emma is most likely to verbally protest or attempt to redirect others' attention when she is given a task that she perceives to be too difficult. She struggles to regulate her behaviors when she experiences unexpected changes to her schedule or environment.

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):

Needs continued: Ms. Tapuro reported that Emma sometimes appears upset (i.e. verbally protesting) when she arrives at school. Based on data collected through observations and interviews, Emma ignores directives, verbal protests, or attempts to redirect attention away from a task throughout the day during all academic subjects. Her behavior has escalated to kicking, hitting, or throwing objects once or twice at school since the center has started working with Emma. Ms. Tapuro recommended that that Emma work to communicate how she is feeling and how to ask for help on academic tasks when she needs it and to verbalize if she would like to make a compromise, such as doing a smaller piece of the task, doing the task later, or taking a break from the task.

Impact of disability: Emma's disability of Autism (AUT) affects her ability to interact effectively with peers, sustain attention, regulate emotions and behaviors, as well as participate in non-preferred activities. These challenges impact her involvement and progress in the general education curriculum.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student SHARONI EMMA S Last First MI

Date of Birth 16-DEC-2014

Meeting Date 03-MAY-2024

Section F: Eligibility

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

Specific Learning Disability (SLD), Other Health Impairment (OHI) due to characteristics of ADHD, Autism (AUT), Emotional Disturbance (ED)

For Initial IEP, interventions attempted prior to determining eligibility:

Eligible as a student with the disability of:

Code: AUT Autism
Not Applicable, Blind or Partially Sighted

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

Code: Not Applicable, Blind or Partially Sighted

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

or

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

No Longer Eligible (Effective Date):

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

Final IEP Reason: Final IEP Effective Date:

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student SHARONI EMMA S Last First MI

Date of Birth 16-DEC-2014

Meeting Date 03-MAY-2024

Section G: Annual Goals and Objectives

Performance Area: Reading Category: Reading Annual Goal #: 1

Emma will identify the spelling sound correspondences for 4 consonant digraphs and will decode regularly spelled one-syllable words when reading words in isolation and in text with one cue provided by teacher as measured by teacher observation in 3 out of 4 trials with 85% 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, reading logs, Criterion Referenced, Work Samples, Curriculum Based, Informal

Incremental objective #1 related to the goal:

Emma will identify the spelling sound correspondences for 1 consonant digraphs and will decode regularly spelled one-syllable words when reading words in isolation and in text, with teacher providing 3-4 prompts and support, as measured by teacher observation in 3 out of 4 trials with 65% accuracy.

Incremental objective #2 related to the goal:

Emma will identify the spelling sound correspondences for 2 consonant digraphs and will decode regularly spelled one-syllable words when reading words in isolation and in text, with teacher providing 2-3 prompts and support as measured by teacher observation in 3 out of 4 trials with 75% accuracy.

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

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student SHARONI EMMA S Last First MI

Date of Birth 16-DEC-2014

Meeting Date 03-MAY-2024

Section G: Annual Goals and Objectives

Performance Area: Behavioral Support Category: Behavior Intervention Annual Goal #: 2

When given a high demand task, Emma will request her needs and /or express her feelings when frustrated with 85% accuracy over 5 consecutive days with 1-2 cues (prompts).

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

When given a high demand task, Emma will request her needs and /or express her feelings when frustrated with 65% accuracy over 5 consecutive days with 5-6 prompts.

Incremental objective #2 related to the goal:

When given a high demand task, Emma will request her needs and /or express her feelings when frustrated with 75% accuracy over 5 consecutive days with 3-4 prompts.

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

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student SHARONI EMMA S Last First MI

Date of Birth 16-DEC-2014

Meeting Date 03-MAY-2024

Section G: Annual Goals and Objectives

Performance Area: Writing Category: Writing Annual Goal #: 3

Emma will be able two simple sentences (e.g., 'I went to the park') with 80% accuracy using a sentence starter and will be able to draw a picture related to the sentence with one to two prompts from the teacher in 3 out of 4 trials

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:

Emma will be able to write one sentence (e.g., 'I went to the park') with 70% accuracy using a sentence starter and draw a picture related to the sentence with maximum 4-5 teacher prompts in 3 out of 4 trials.

Incremental objective #2 related to the goal:

Emma will be able to write two simple sentences (e.g., 'I went to the park') with 75% accuracy using a sentence starter and draw a picture related to the sentence with moderate 3-4 teacher prompts in 3 out of 4 trials.

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

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student SHARONI EMMA S Last First MI

Date of Birth 16-DEC-2014

Meeting Date 03-MAY-2024

Section G: Annual Goals and Objectives

Performance Area: Social Emotional Category: Social Emotional Annual Goal #: 4

Emma will practice self calming techniques (e.g., deep breathing, self-talk, visualization, mindfulness, taking a short movement break) for managing feelings of frustration (i.e. feeling misunderstood, academic frustrations, challenges with boundaries are set, coping with disappointment) and use an 'I statement' to express those feelings in 3 out of 4 trials per counseling session with moderate adult support (1-2 prompts, visual menu of strategies, modeling) as measured by counselor observation over 3 consecutive sessions.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

Emma will identify and demonstrate self calming techniques (e.g., deep breathing, self-talk, visualization, mindfulness) for managing feelings of frustration (i.e. feeling misunderstood, academic frustrations, challenges with boundaries are set, coping with disappointment) in 2 out of 4 trials per counseling session with moderate adult support (3-4 prompts, visual menu of strategies, modeling) as measured by counselor observation over 3 consecutive sessions.

Incremental objective #2 related to the goal:

Emma will demonstrate self calming techniques (e.g., deep breathing, self-talk, visualization, mindfulness, taking a short movement break) for managing feelings of frustration (i.e. feeling misunderstood, academic frustrations, challenges with boundaries are set, coping with disappointment) and use an 'I statement' to express those feelings in 2 out of 4 trials per counseling session with moderate adult support (3-4 prompts, visual menu of strategies, modeling) as measured by counselor observation over 3 consecutive sessions.

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, and Goal Achievement. Includes reporting periods, progress marks, and evaluation criteria.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student SHARONI EMMA S Last First MI

Date of Birth 16-DEC-2014

Meeting Date 03-MAY-2024

Section G: Annual Goals and Objectives

Performance Area: Adaptive Behaviors Category: Adaptive Behaviors Annual Goal #: 5

Standard 2.8: Emma will be able to engage/participate in Group PE games and activities 3/5 times within 5 minutes with minimal- 1-2 prompts.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

Emma will be able to engage/participate in Group PE games and activities 2/5 times within 5 minutes with maximum- 5-6 prompts.

Incremental objective #2 related to the goal:

Emma will be able to engage/participate in Group PE games and activities 3/5 times within 5 minutes with moderate-3-4 prompts.

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, and Goal Achievement. Rows include reporting periods, progress marks, and achievement status.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student SHARONI EMMA S Last First MI

Date of Birth 16-DEC-2014

Meeting Date 03-MAY-2024

Section G: Annual Goals and Objectives

Performance Area: Mathematics Category: Math Annual Goal #: 6

Emma will be able to solve addition and subtraction word problems to 20 by using objects or drawings to represent the problem with 1-2 teacher prompts 90% of the time in 3 out of 4 trials.

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:

Emma will be able to solve addition and subtraction word problems to 10 by using objects or drawings to represent the problem with maximum 5-6 teacher prompts 70% of the time in 3 out of 4 trials.

Incremental objective #2 related to the goal:

Emma will be able to solve addition and subtraction word problems to 10 by using objects or drawings to represent the problem with moderate 3-4 teacher prompts 80% of the time in 3 out of 4 trials.

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, and Goal Achievement. Rows include reporting periods, progress marks, and achievement status.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student SHARONI EMMA S Last First MI

Date of Birth 16-DEC-2014

Meeting Date 03-MAY-2024

Section G: Annual Goals and Objectives

Performance Area: Pragmatic Language Category: Language - Pragmatics Annual Goal #: 7

Emma will identify and execute communication repair strategies during role play activities depicting various social scenarios with familiar and/or comfortable peers in 4 out of 5 of opportunities with minimal (1-2) prompts/cues and modeling, measured over three consecutive sessions.

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:

Emma will identify and execute communication repair strategies during role play activities depicting various social scenarios with familiar and/or comfortable peers in 3 out of 5 opportunities with maximal (5-6) prompts/cues and modeling, measured over three consecutive sessions.

Incremental objective #2 related to the goal:

Emma will identify and execute communication repair strategies during role play activities depicting various social scenarios with familiar and/or comfortable peers in 3 out of 5 opportunities with moderate (3-4) prompts/cues and modeling, measured over three consecutive sessions.

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 SHARONI EMMA S Last First MI

Date of Birth 16-DEC-2014

Meeting Date 03-MAY-2024

Section G: Annual Goals and Objectives

Performance Area: Mathematics Category: Math Annual Goal #: 8

Emma will be able to solve addition and subtraction problems to 100 by using objects or drawings to represent the problem with 1-2 teacher prompts 90% of the time in 3 out of 4 trials.

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:

Emma will be able to solve addition and subtraction problems to 40 by using objects or drawings to represent the problem with 1-2 teacher prompts 75% of the time in 3 out of 4 trials.

Incremental objective #2 related to the goal:

Emma will be able to solve addition and subtraction problems to 80 by using objects or drawings to represent the problem with 1-2 teacher prompts 85% of the time in 3 out of 4 trials.

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, and Goal Achievement. Rows include reporting periods, progress marks, and achievement status.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student SHARONI EMMA S Last First MI

Date of Birth 16-DEC-2014

Meeting Date 03-MAY-2024

Section G: Annual Goals and Objectives

Performance Area: Sensory Modulation Category: Sensory Processing Annual Goal #: 9

To develop improved self regulation skills, Emma will identify her regulation level using the Zones of Regulation or similar program and use sensory strategies (weighted vest, chair/table/wall pushups, tactile fidgets, animal walks, yoga, bounce ball against wall, take a drink of water or snack etc) from a visual/ verbal list of strategies with 1-2 prompts in 3/5 trials for 3 consecutive sessions.

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

Methods of Evaluation

- State Assessments, Observation, Other, Norm Referenced, Portfolio, data collected from teacher, BII, Criterion Referenced, Work Samples, Curriculum Based, Informal

Incremental objective #1 related to the goal:

To develop improved self regulation skills, Emma will identify her regulation level using the Zones of Regulation or similar program and use sensory strategies (weighted vest, tactile fidgets, animal walks, yoga, bounce ball against wall, take a drink of water or snack etc) from a visual/ verbal list of strategies with 4-5 prompts in 2/5 trials for 2 consecutive sessions.

Incremental objective #2 related to the goal:

To develop improved self regulation skills, Emma will identify her regulation level using the Zones of Regulation or similar program and use sensory strategies (weighted vest, tactile fidgets, animal walks, yoga, bounce ball against wall, take a drink of water or snack etc) from a visual/ verbal list of strategies with 3-4 prompts 3/5 trials for 2 consecutive sessions.

Date to be achieved: October 2024 MO/YR

Date to be achieved: February 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, and Goal Achievement. Rows include reporting periods, progress marks, and achievement status.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student SHARONI EMMA S Last First MI

Date of Birth 16-DEC-2014

Meeting Date 03-MAY-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?
[Full Participation checked]
[Partial Exemption from specific assessment(s) unchecked]
Exempt Assessment: [dropdown] Replacement Assessment: [text box]
Accommodations: [checked]
speech to text as available, noise buffer, separate quiet environment (testing room)

Table with 2 columns: Student will participate in Regular State and District Assessments. (Designated Supports and/or Accommodations identified below are applicable) and CAASPP Subject ELA and Math. Content includes Designated Supports and Accommodations lists.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student SHARONI EMMA S MI Last First MI

Date of Birth 16-DEC-2014

Meeting Date 03-MAY-2024

Section N: Procedural Safeguards and Follow-up Actions

- Checkboxes for procedural safeguards: A Parent's Guide to Special Education Services... The IEP Team Meeting Introductory Statements... 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: [dropdown]

*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 [dropdown]

Specify the Individual Pages to be translated: [text box]

Special Requests: [text box]

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:

- Checkboxes for compensatory education: The IEP team has reviewed and discussed whether compensatory education is required due to the COVID-19 pandemic. Student received all of their special education... Student did not receive all of their special education... Student did not receive all of the special education... Compensatory education consideration was documented on IEP dated

03-MAY-2024 (Pending) Review - Re-evaluation [dropdown]

Recoupment Services Consideration:

- Checkboxes for recoupment services: 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. Student has made expected progress toward IEP goals... Student experienced learning loss as a result of the school facility closures... Recoupment services consideration was documented on IEP dated

03-MAY-2024 (Pending) Review - Re-evaluation [dropdown]

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

THIS SPACE DELIBERATELY LEFT BLANK.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student SHARONI EMMA S Last First MI

Date of Birth 16-DEC-2014

Meeting Date 03-MAY-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, Whom, When. Row 1: Email, J Ljubicic, 22-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

Large empty text box for parent concerns and comments.

Signature(s) Date

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

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

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

Signature(s) Date 3-MAY-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.



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="Juliana Sharoni (via Zoom)"/>	<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" value="Julie Ljubicic"/>	<input type="text" value="Julie Ljubicic"/>
Administrative Designee	<input type="text"/>	<input type="text"/>
Special Education Teacher	<input type="text" value="Georgette Montes de Oca"/>	<input type="text" value="Georgette Montes De Oca"/>
General Education Teacher	<input type="text" value="Michelle Ogden"/>	<input type="text" value="Michelle Ogden"/>
School Psychologist	<input type="text" value="Rachel Boyd"/>	<input type="text" value="Rachel Boyd"/>
School Nurse	<input type="text" value="Laura Duclos, BSN, RN"/>	<input type="text" value="Laura Duclos"/>
Related Service Staff <input type="text" value="Adapted PE"/>	<input type="text" value="Shawn Genut"/>	<input type="text" value="Shawn Genut"/>
Related Service Staff <input type="text" value="Occupational Therapist"/>	<input type="text" value="Jameela Lavangia"/>	<input type="text" value="Jameela Lavangia"/>
Related Service Staff <input type="text" value="Language and Speech (LAS)"/>	<input type="text" value="Lara Johnson"/>	<input type="text" value="Lara Johnson"/>
Interpreter	<input type="text"/>	<input type="text"/>
Sign Language Interpreter	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Other <input type="text" value="advocate"/>	<input type="text" value="Luciana Chemelniker (via Zoom)"/>	<input type="text"/>
Other <input type="text" value="private school representative"/>	<input type="text" value="Amy Dunn (via Zoom)"/>	<input type="text"/>
Other <input type="text" value="private school representative"/>	<input type="text" value="Joanna Cooper (via Zoom)"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District




Reconvened Meeting Date 09-MAY-2024

Student SHARONI EMMA S Last First MI

Date of Birth 16-DEC-2014

Meeting Date 03-MAY-2024

Section R: Names and Signatures (Signatures on File)

Team Member	Print Name	Signature
Parent/Guardian	Juliana Sharoni (via Zoom)	
Parent/Guardian		
Student Age 18 - 21 years		
Student Under Age 18 years		
Surrogate Parent		
Foster Parent		
Family Foster Home Provider		
Administrator	Julie Ljubicic	Julie Ljubicic
Administrative Designee		
Special Education Teacher	Georgette Montes de Oca	Georgette Montes De Oca
General Education Teacher	Michelle Ogden	
School Psychologist	Rachel Boyd	Rachel Boyd
School Nurse		
Related Service Staff LAS	Lara Johnson	
Related Service Staff OT	Jameela Lavangnia	
Related Service Staff		
Interpreter		
Sign Language Interpreter		
Agency Representative		
Agency Representative		
Agency Representative		
Other advocate	Luciana Chemelniker (via Zoom)	
Other private school representative	Amy Dunn (via Zoom)	
Other private school representative	Joanna Cooper (via Zoom)	
Other private school representative	Linda Elliott (via Zoom)	

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Reconvened Meeting Date 23-MAY-2024

Student SHARONI EMMA S Last First MI

Date of Birth 16-DEC-2014

Meeting Date 03-MAY-2024

Section R: Names and Signatures (Signatures on File)

Team Member	Print Name	Signature
Parent/Guardian	Juliana Sharoni (via Zoom)	
Parent/Guardian		
Student Age 18 - 21 years		
Student Under Age 18 years		
Surrogate Parent		
Foster Parent		
Family Foster Home Provider		
Administrator	Julie Ljubicic	Julie Ljubicic
Administrative Designee		
Special Education Teacher	Georgette Montes de Oca	GM
General Education Teacher	Stacey Boiles	
School Psychologist	Rachel Boyd	
School Nurse		
Related Service Staff LAS	Lara Johnson	
Related Service Staff OT	Jameela Lavangnia	
Related Service Staff		
Interpreter		
Sign Language Interpreter		
Agency Representative		
Agency Representative		
Agency Representative		
Other advocate	Luciana Chemelniker (via Zoom)	
Other		
Other		
Other		

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student SHARONI EMMA S Last First MI

Date of Birth 16-DEC-2014

Meeting Date 03-MAY-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 types: General Education Class/General Education Site, Special Day Program/General Education Site, Special Day Program/Special Education Center, Nonpublic School, Home/Hospital or Residential Care Facility.

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

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

Step A. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a general education classroom/setting? Includes radio buttons for Yes/No 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 radio buttons for Yes/No 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.
<input style="width: 100%; height: 80px;" type="text"/>		

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.
<input style="width: 100%; height: 80px;" type="text"/>		

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.
	<input style="width: 100%; height: 80px;" type="text"/>	

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Last SHARONI

EMMA

S

Date of Birth 16-DEC-2014

Meeting Date 03-MAY-2024

Last

First

MI

ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)

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

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

Date of Birth 16-DEC-2014

Meeting Date 03-MAY-2024

	Effective With this IEP	Future Changes Related to this IEP
	As of Date: <input type="text"/>	<input type="text"/>
Eligibility: (from Page 4)	Eligible (AUT)	
	<i>Final IEP Reason</i> <i>Final IEP Effective Date:</i>	
Curriculum	General Education	
Placement	Type of School District Non-Resident School	
	Name of School HART ST EL	
Instructional Setting	Setting Special Education	
	Program SLD	
	Special Day Minutes/Wk 1500	
	Addresses Goals	1(Reading),4(Adaptive Behaviors),3(Social Emotional),2(Writing),5(Mathematics),6(Pragmatic Language),8(Sensory Modulation),7(Mathematics),4(Behavioral Support)
Additional Factors	Low Incident Support None	
	Assistive Technology Support No	
	Transportation School to School	
	Extended School Year/Intersession <input type="radio"/> Yes <input checked="" type="radio"/> No	
	Parent Counseling and Training (PCT) <input checked="" type="radio"/> Yes <input type="radio"/> No	
	ESY Transportation	
Accommodation, Modifications, Supports	Instructional Accommodations	Simplify and repeat directions as needed. Chunking assignments, allow extra time for classwork, testing and homework with repeated instruction and clarify for understanding, praise student, visual schedule, graphic organizers, use of multiplication table, cue for transition, use of timer, Add visual supports and cues (charts, pictures, color coding) Sequence learning tasks from simple to complex. Give repeated opportunities to practice skills. Provide immediate, positive, descriptive feedback. preferential seating, access to tactile fidgets, movement breaks as needed, sensory tools available as needed, extra time to eat snack and lunch, Prime and brief on content of upcoming tasks/activities.
	Instructional Modifications	
	Other Supports, including Non-Academic and Extra-curricular Activities	Trained personnel to assist in toileting hygiene as needed. Trained personnel to accompany Emma to the health office when pain in legs persists.
Preparation for Three Year Review IEP (At the second Annual Review IEP Meeting, the team must discuss and document the decision to conduct or not conduct a three-year	Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary?	<input type="radio"/> Yes <input checked="" type="radio"/> No
	If the Parent does not agree, specify the area(s)	

comprehensive reassessment.)	to be reassessed.	health, psych, academics, LAS, OT	
Comments, as appropriate			
Low Incidence Equipment			
Assistive Technology Equipment			
Participation in General Education	Emma will participate in general education for recess, lunch, assemblies, field trips, library, and other activities as appropriate.		

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student
Last First MI

Date of Birth Meeting Date

		Effective With This IEP	Future Changes Related To This IEP
Service 1	Start Date:	Effective on Signature Date	
09	End Date:		
Adapted PE	Service applies to:	Regular	
	Frequency:	1-10	
This service addresses the following goals:	Interval:	Monthly	
<input type="text" value="5(Adaptive Behaviors)"/>	Minutes/Interval:	60	
	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	Direct Service (Co-teaching)*	
	Responsible Personnel:	Licensed/Credentialed Provider	
Service 2	Start Date:	Effective on Signature Date	
04	End Date:		
Counseling and Guidance	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals:	Interval:	Monthly	

*

4(Social Emotional)	Minutes/Interval:	120	
	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	Direct Service (By a Single Provider)*	
	Responsible Personnel:	District Assigned Qualified Provider	

*

Service 3	Start Date:	Effective on Signature Date	
33	End Date:		
Behavior Intervention Development (BID)	Service applies to:	Regular	
	Frequency:	1-10	
This service addresses the following goals :	Interval:	Monthly	

2(Behavioral Support)	Minutes/Interval:	360	
	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	Collaborative Behavioral Services*	
	Responsible Personnel:	District Assigned Qualified Provider	

*

Service 4	Start Date:	Effective on Signature Date	
16	End Date:		
Occupational Therapy	Service applies to:	Regular	
	Frequency:	1-10	

This service addresses the following goals:	Interval:	Yearly	
9(Sensory Modulation)	Minutes/Interval:	900	
	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	Direct Service (Collaborative)*	
	Responsible Personnel:	Licensed/Credentialed Provider	
		Special Education Teacher	
	*		
Service 5	Start Date:	Effective on Signature Date	
32	End Date:		
Behavior Intervention Implementation (BII)	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals:	Interval:	Weekly	
2(Behavioral Support)	Minutes/Interval:	1800	
	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	Collaborative Behavioral Services*	
	Responsible Personnel:	District Assigned Qualified Provider	
	*		
Service 6	Start Date:	Effective on Signature Date	
10	End Date:		
Language/Speech	Service applies to:	Regular	
	Frequency:	10-40	

This service addresses the following goals: 7(Pragmatic Language)	Interval:	Yearly	
	Minutes/Interval:	900	
	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	Direct Service (Collaborative)*	
	Area:	School-Based	
	Responsible Personnel:	Licensed/Credentialed Provider	
		Special Education Teacher	

*

Notes:

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

Part 3 - Percentage of Time Outside of General Education

	Effective With this IEP	Future Changes Related to this IEP
% of Time per Week outside of General Education	<input type="text" value="94"/>	

Part 4 - Compensatory Education/Recoupment Services Discussion

The IEP team discussed and considered Emma's receipt of FAPE during the Pandemic Period. The IEP team determined that there was not a loss of FAPE as she was not enrolled in an LAUSD school during the Pandemic Period. The IEP team believes that compensatory education is not warranted. The IEP team believes that recoupment services are not warranted.

Part 4 - Additional IEP Team Considerations & Parental Input

This is a re-evaluation IEP for Emma. She is currently enrolled in a private school. Her Initial IEP was on March 6, 2020. She did not enroll in LAUSD, moved overseas, and returned in October 2023. Emma is currently enrolled at Ilan Ramon Day School in Agoura Hills. Parent participated via Zoom with an advocate. Two representatives from the private school attended via Zoom. Introductory statements were read and team introductions made. The nurse presented her report and left the meeting at 10:50 with parent permission. The APE assessor presented his report, reviewed a proposed goal and service recommendation, and left the meeting at 11:22 with parent permission. School psychologist presented her assessment report. The private school representative reported on her observations of Emma related to behavior, sensory needs, and academics. The Resource teacher reported on the academic assessment. The speech pathologist reported on the LAS assessment. The occupational therapist reported on the OT assessment. Parent and advocate asked questions and commented on Emma's skills during each of the assessment areas. Advocate disagreed with the speech report. Eligibility was established. The team agreed to recess and discuss goals, services, and placement when the meeting reconvenes.

5/10/24 The meeting reconvened. The speech therapist revisited the speech report. Goals were discussed. The team discussed the least restrictive environment and agreed that the LRE for Emma is in a special day class for students with specific learning disabilities. Parent discussed that Emma has experienced a lot of trauma and feel that she should not have further changes. The school psychologist noted that Emma appears to form strong relationships with adults and responds well to priming, which could support her with any transitions. The meeting recessed.

5/23/24 The meeting reconvened. The team revisited the Behavior Intervention Plan, behavior PLP, and developed a behavior goal. The team discussed instructional, testing accommodations, and ESY. The team revisited the LRE discussion and made an offer of FAPE of an SLD SDC at Hart St. Elementary with OT, LAS, APE, BIL, and BID services.

Per parent/advocate request, the IEP team agreed to related services (LAS, Counseling, APE) as shown in the above service grids, to be provided on a small group pull-out model. OT may be provided on a small group and/or individual pull-out model.

Parent and advocate report that Emma experienced trauma related to the October 7 attacks in Israel (lost her home, left everything behind). Emma needed time to adjust to a new country, home, belongings, friends, language. After speaking with Reconnect trauma center in Malibu and psychiatrist Dr. Stacey Cohen/Mallory Degray at The Moment clinic, it was highly recommended to not have any transition/changes in Emma's routine which will place the family under extreme stress. Parent will provide letters from these providers. At this point, Emma is adjusting to the new school at Ilan Ramon which also provides her with a small classroom setting (14 students max). She has attended this school since the end of November 2023. The family is continuing to work to provide a secure and safe environment for Emma. She continues to cry and request to go back home to Israel every day. She recently reunited with her cat and dog which had been left behind in Israel. She makes frequent comments and asks questions related to the future and her uncertainty of it.

Parent was advised that the district of location (DOL), where Emma attends private school, is responsible for the development of an Individual Services Plan (ISP).

FAPE has been offered and will be implemented upon enrollment in a public school. Parent has not made a decision yet whether to enroll their child in a public school or to continue to place their child in a private school.

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:	School to School	Low Incident Support:	None					
Date District Received								
Parent Signature:								
Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)
09	Adapted PE	Effective on Signature Date	Regular	Monthly	1-10	~	60	Adaptive Behaviors
33	Behavior Intervention Development (BID)	Effective on Signature Date	Regular	Monthly	1-10	~	360	Behavioral Support
32	Behavior Intervention Implementation (BII)	Effective on Signature Date	Regular	Weekly	1-5	~	1800	Behavioral Support
04	Counseling and Guidance	Effective on Signature Date	Regular	Monthly	1-5	~	120	Social Emotional
10	Language/Speech	Effective on Signature Date	Regular	Yearly	10-40	School-Based	900	Pragmatic Language
16	Occupational Therapy	Effective on Signature Date	Regular	Yearly	1-10	~	900	Sensory Modulation

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"/>
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 Behavior Intervention Plan

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

Los Angeles Unified School District

(Behavior Intervention Plan, pg. 1 of 3)

Student **SHARONI** **EMMA** **S** Date of Birth **16-DEC-2014** Meeting Date **03-MAY-2024**

Last **MI** First **MI**

1 The behavior impeding learning is: Describe what it looks like:
other ignoring directive, attempting to redirect attention, verbal protest

2 It impedes learning because: lack of work production disrupts other students requires instruction to stop
instructional time is lost negative interaction with peers

other _____

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

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

3 Reported by and/or observed by

PREVENTION

PART I

ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

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

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

Other Describe: _____

Observation Analysis

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

Present in the environment: Classroom seating arrangement Noise levels Interactions (adult and/or peers)

Missing in the environment: Peer status gained for misbehavior Inappropriate materials (age-appropriate) Conflict resolution skills

Transition skills Schedule Effective communication with parent

Re-teaching Task structuring Consequences not clear to student Communications system

Social skills instruction Choices

Other (Missing/Present): _____

REMOVE STUDENT'S NEED TO USE THE PROBLEM BEHAVIOR

Intervention 7

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

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

Other _____

Who will establish? Who will monitor? Frequency

INDIVIDUALIZED EDUCATION PROGRAM Behavior Intervention Plan

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

Los Angeles Unified School District

(Behavior Intervention Plan, pg. 2 of 3)

Student **SHARONI** **EMMA** **S** **MI** Date of Birth **16-DEC-2014** Meeting Date **03-MAY-2024**

Last First MI

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

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

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

To Avoid: Tangible (desired item) Tangible (desired activity) Attention (peer) Attention (staff)

Sensory input Task (too easy) Task (too difficult) Task (too long)

Describe: _____

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

1. Emma will use I statement such as, ' I need a break.' or 'I don't understand'

2. Use calming techniques

3. Use proper voice

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

Better communication skills Anger management Communication system Self-management systems

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

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

Other _____

Who will establish? **Teacher and BII** Who will monitor? **Teacher and BID** Frequency: **daily**

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

Physical: High-fives Smiles Handshake

Pat on the back

Verbal: Use specific praises Recognition of student's str... Peer recognition

Contingent Access: Time on the computer Free time Listen to music

Preferred activity

Positive phone calls or notes to home Describe: **tablet device /moi** Other _____

Tangibles Certificate sent home Seating Location

Tokens and Points: Tokens Points

Privileges: Exempt assignment Extra test points

Other ideas: _____

Selection of reinforcer based on: **student preference/parent input**

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

By whom? **Teacher/BII/Staff** Frequency **daily**

EFFECTIVE REACTION PART III REACTIVE STRATEGIES

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

1. Provide First/Then strategy 2. Provide visual schedule and timer 3. create an agreement 4. Positive reinforcement

Personnel?
Teacher/BII

INDIVIDUALIZED EDUCATION PROGRAM
Behavior Intervention Plan

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

Los Angeles Unified School District

(Behavior Intervention Plan, pg. 3 of 3)

Student SHARONI EMMA S
Last First MI

Date of Birth 16-DEC-2014

Meeting Date 03-MAY-2024

OUTCOMES

PART IV

BEHAVIORAL GOALS

13 Behavioral Goal: Goal #: 2

When given a high demand task, Emma will request her needs and /or express her feelings when frustrated with 85% accuracy over 5 consecutive days with 1-2 cues (prompts).

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

Observation and Analysis Conclusion

Are curriculum accommodations or modifications also necessary? Where described?

Fape 1

Yes No

Are environmental supports/changes necessary?

Yes No

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

Yes No

Are both teaching of new replacement behavior AND reinforcement needed?

Yes No

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

Yes No

Person responsible for contact between agencies.

COMMUNICATION

PART V

COMMUNICATION PROVISIONS

14 Manner and content of communication:

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

Between? Teacher, BID, Parent Frequency? weekly

INDIVIDUALIZED EDUCATION PROGRAM
LANGUAGE AND SPEECH SERVICES CERTIFICATION (LAS CERTIFICATION)

Los Angeles Unified School District

Attachment B

Student: EMMA S. SHARONI

Date of Birth: 16-DEC-2014

Meeting Date: 03-MAY-2024

This page is to be completed for students with Special Education eligibility other than SLI when determining the need for LAS services to support the provision of FAPE.

Complete Step 1a or 1b

Step 1a. General Education Interventions - Check items as completed

- Intervention strategies implemented, including English Language Instruction or RtI2 prevention support (including but not limited to school staff development regarding language standards in the curriculum and referral for Special Education, consultation between the classroom teacher and school speech therapist for appropriate classroom accommodations, consultation with the SSPT that includes an EL expert if student is identified as an English Learner).
- Intervention support monitored over several weeks, and modified interventions as necessary based on student response.
- Interventions were not successful, student referred for special education assessment .
- Screening by a speech therapist or a Student Success Team meeting (including a speech therapist) with the focus being speech and language concerns OR an approved screening instrument for non-LAUSD enrolled preschoolers.

Step 1b. Interventions Not Applicable

- Interventions not applicable for non-LAUSD enrolled preschoolers or when determined unnecessary by the speech therapist.

Step 2. Review of Pre-referral Information - Check items as applicable

- The speech or language delay does not appear to be due to unfamiliarity with English.
- The delay does not appear to be due to a lack of instruction in English, dialectical factors or limited language experience.
- The delay does not appear to be due to environmental factors.
- The delay does not appear to be due to economic factors.
- The delay does not appear to be due to social or cultural factors.

Step 3. Assessment - Check either A or B, and complete the remaining items

- A. Student has received an assessment by a school psychologist that gives an indication of where the student's general ability lies. (if a language impairment is suspected)
- OR
- B. A Psychological Assessment is not required if the suspected area of disability is voice, fluency or articulation.
- Student has received a health assessment that rules out whether an inability to communicate effectively is a result of a health or sensory condition.
- A credentialed or licensed speech therapist has conducted a comprehensive evaluation, including assessment in the student's primary language, that consists of multiple measures of assessment, including but not limited to standardized test instruments (or alternate forms of assessment if necessary), formal speech/language sample, parent interview or checklist, teacher interview or checklist, and observation in various communication settings.

Step 4. Determination of the Need for LAS Service (for students with Special Education eligibility *other than SLI*):

- The IEP team has determined that speech and language related services and support are necessary for the student to benefit from Special Education. Speech and Language Services are necessary due to the results of a formal assessment, which indicates that the student demonstrates difficulty understanding or using spoken language to such an extent that it adversely affects his/her educational performance and cannot be corrected without speech and language related services.
 - The presenting need for LAS service is not due to: social maladjustment, health factors, poor school attendance, environmental, economic, or social disadvantage, or lack of instruction or the unfamiliarity with the English language.
- If the above is so, identify the area(s) of difficulty:
- Language disorder
 - Articulation disorder
 - Fluency disorder
 - Voice disorder

If the student is eligible, the IEP Team must consider service delivery models based on the student's identified needs and appropriate placement in the least restrictive environment. The IEP team should also include teacher and parent participation in the implementation of goals and supports and accommodations to ensure achievement of goals and objectives in a time-efficient manner and carry-over to multiple communication contexts.