

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Identification Number 200247X466 SSID 8639974765

**Eligible (AUT)**

Student Last GOLDBERG First SHAYELL MI I Date of Birth: 30-OCT-2017

Section A: Meeting Information

Pertinent Dates	Type of Meeting
Date of Initial IEP Team Meeting: 02-JUN-2022	<input type="radio"/> Initial
Date of Present Meeting: 30-MAY-2024	<input type="radio"/> Amendment of IEP dated
Annual Review to be conducted by: 30-MAY-2025	<input checked="" type="radio"/> Annual Review
Next Three Year Review will be conducted by: 01-JUN-2026	<input type="radio"/> Early Start Transition
Three Year Review or Evaluation was conducted on: 02-JUN-2023	<input type="radio"/> Expulsion Analysis
Transition to Kindergarten to be conducted by:	<input type="radio"/> Individual Transition Plan
Location of Meeting: CALVERT CES	District Name: Los Angeles Unified School Distri

Section B: Student Information

Date of Birth: 30-OCT-2017	Age: 6	Grade: 0
Gender: <input checked="" type="radio"/> Male <input 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: 5514 MASON AVE		
City: WOODLAND HILI CA	ZIP Code: 91367	
Home Telephone: (310) 925-6257	Daytime Telephone:	Emergency Telephone:
School of Attendance: Private School Office (1)	Location Code: 1536	
School of Residence: Calvert Ces	Location Code: 2712	
Name of Parent/Guardian: Orly/Doran Goldberg	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: Kadima Day School		
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	

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Los Angeles Unified School District

Student     Date of Birth   
 Last First MI

Section C: Language Acquisition

Language Classification:  Start Date:   
 Withdrawal by Parent Request:  Yes  No Reclassification Date:   
 ELPAC Performance Level and Performance Descriptor:  Test Date:   
 Alternate ELPAC Performance Level and Performance Descriptor:  Test Date:

Section D: Goal Achievement from Current IEP

		Achieved		
Goal for: (example - Reading)		Yes	No	If No, explain the reason the goal/objective was not achieved
1	<input type="text" value="COGNITIVE DEVELOPMENT"/>	<input type="radio"/>	<input checked="" type="radio"/>	Does not stay involved in teacher-selected activity
Category	<input type="text" value="Cognitive Development"/>			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	Not meeting with moderate supports
2	<input type="text" value="SOCIAL EMOTIONAL 1"/>	<input type="radio"/>	<input checked="" type="radio"/>	Not compliant to non-preferred tasks with minimal supports for 5 minutes
Category	<input type="text" value="Social Emotional"/>			
	Objective 1 met	<input type="radio"/>	<input checked="" type="radio"/>	Inconsistent with maximum supports for 3 minutes
	Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	Not meeting with moderate supports for 4 minutes
3	<input type="text" value="SOCIAL EMOTIONAL 2"/>	<input type="radio"/>	<input checked="" type="radio"/>	Does not practice safety rules with minimal supports 80% of the time
Category	<input type="text" value="Social Emotional"/>			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	Not meeting w/mod prompts 70% of the time
4	<input type="text" value="SOCIAL EMOTIONAL 3"/>	<input type="radio"/>	<input checked="" type="radio"/>	Does not play cooperatively with peer for 5 minutes
Category	<input type="text" value="Social Emotional"/>			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	Not meeting 4 minutes with moderate supports
5	<input type="text" value="Sensory Processing"/>	<input type="radio"/>	<input checked="" type="radio"/>	Needs cues to stay on task
Category	<input type="text" value="Sensory Processing"/>			
	Objective 1 met	<input type="radio"/>	<input checked="" type="radio"/>	Needs cues to stay on task
	Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	Needs cues to stay on task
6	<input type="text" value="Visual Motor"/>	<input type="radio"/>	<input checked="" type="radio"/>	Made partial progress
Category	<input type="text" value="Visual Motor"/>			
	Objective 1 met	<input type="radio"/>	<input checked="" type="radio"/>	Made partial progress
	Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	Made partial progress
7	<input type="text" value="Pragmatic Language"/>	<input type="radio"/>	<input checked="" type="radio"/>	Student did not access services.
Category	<input type="text" value="Language – Pragmatics"/>			
	Objective 1 met	<input type="radio"/>	<input checked="" type="radio"/>	Student did not access services.
	Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	Student did not access services.
8	<input type="text" value="Pragmatic Language 2"/>	<input type="radio"/>	<input checked="" type="radio"/>	Student did not access services.
Category	<input type="text" value="Language – Pragmatics"/>			
	Objective 1 met	<input type="radio"/>	<input checked="" type="radio"/>	Student did not access services.
	Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	Student did not access services.
9	<input type="text" value="Expressive Language"/>	<input type="radio"/>	<input checked="" type="radio"/>	Student did not access services.
Category	<input type="text" value="Language – Expressive"/>			
	Objective 1 met	<input type="radio"/>	<input checked="" type="radio"/>	Student did not access services.
	Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	Student did not access services.
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 GOLDBERG

SHAYELL

I

Date of Birth 30-OCT-2017

Meeting Date 30-MAY-2024

Last

First

MI

Section E: Present Level of Performance

Performance Area: READING

Category: Reading

Assessment/Monitoring Process Used: PARENT and TEACHER INPUT

State/District Assessment Results: N/A

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

**STRENGTHS:** According to his mother, Shayel is able to read 2-3 word sentences. According to information provided by his current teacher, Shayel likes listening to stories, can recognize letters of the alphabet and some sight words, and will participate in language arts lessons with support. She noted that he enjoyed being in the library to share books with peers.

**NEEDS:** According to his mother, Shayel needs help with maintaining focus during reading and to know he is doing a good job. According to information provided by his current teacher, Shayel is in the 'just beginning' stage in the language arts areas of their report card standards, including the ability to listen attentively, and read grade-appropriate words with accuracy and fluency. She indicated that Shayel lacks phonics and phonological awareness skills. It was noted that Shayell has poor retention and comprehension of subject matter.

**IMPACT OF DISABILITY:** Shayel's eligibility of autism may affect his ability to attend to teacher-directed instruction and maintain focus during reading tasks, impacting his access to the general education reading curriculum.

Performance Area: MATH

Category: Math

Assessment/Monitoring Process Used: PARENT INPUT, TEACHER INPUT

State/District Assessment Results: N/A

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

**STRENGTHS:** According to his mom, Shayel is good at math. According to information provided by his current teacher, Shayel enjoys participating in hand-on math activities with support, and he can recognize basic shapes and numbers.

**NEEDS:** Shayel's mom did not indicate any needs in the area of math. According to information provided by his current teacher, Shayel is at the approaching expectations' stage of the standard of their report card in being able to compute accurately and efficiently an in the 'just beginning' stage of the standard of their report card in the areas of understanding and applying concepts, and applying problem solving strategies.

**IMPACT OF DISABILITY:** Shayel's eligibility of autism may affect his ability to attend to teacher-directed instruction and maintain focus during math tasks, impacting his access to the general education math curriculum.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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Date of Birth

Meeting Date

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: Shayel's mom did not indicate any strengths in the area of writing.  
According to information provided by his current teacher, Shayel participated in language arts activities with support.

NEEDS: According to his mother, Shayel needs hand over hand support for writing tasks.  
According to information provided by his current teacher, Shayel is in the 'approaching expectations' standard in being able to form letters correctly when writing. and it was indicated that he has poor handwriting. Written language was indicated as an area of need.

IMPACT OF DISABILITY: Shayel's eligibility of autism may affect his ability to attend during teacher instruction and maintain focus during writing tasks, impacting his access to the general education writing curriculum.

Performance Area:

Category:  ▼

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

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Section E: Present Level of Performance

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

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

BACKGROUND: Shayel is a 6-year 6-month old child currently attending kindergarten in a private school. Per parent report, Shayel's primary language is Hebrew. Currently, Shayel receives speech and language services two times a week through private insurance. Parent and private speech therapist report that Shayel has an adult 'shadow' when at school and speech sessions due to safety concerns regarding eloping. He has been working on the following goal: XXXX

STRENGTHS: Shayel is kind and sweet child. In the area of expressive language, he predominantly uses words to communicate his wants and needs, to request, and to refuse. He labels objects and actions, colors, and body parts (e.g., eyes, nose) spontaneously and when asked a question (e.g., What's this? What doing? What color?). He can answer simple wh- questions but infrequently asks questions. Shayel's responses to verbal prompts and questions depends on his level of motivation and engagement in the activity. His private speech therapist reported that he is typically engaged during speech sessions. She reported that Shayel can answer personal questions with familiar people. He has made good progress in his language. His spontaneous verbalizations are typically 1-2 words but he can produce utterances of 4-5 words with some prompting. In terms of receptive language, Shayel demonstrates some non-verbal turn-taking, knowledge of cause and effect, goal directed behavior, and knowledge of object function. Shayel follows simple one-step directions with repetitions, locates objects in response to 'where' questions, and gives toys on verbal request often supported by prompts and redirection. He identifies common objects in the environment and in pictures (e.g. show me the ball, show me the bird). In the area of pragmatic use of language, Shayel demonstrates some functional play (e.g. feeding baby dolls, building with blocks). Shayel displays mostly solitary play. His private speech clinician reported that he enjoys books.

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: Shayel's functional language continues to be limited and he typically uses 1-2 word utterances in his spontaneous output. Additionally, the number of communicative functions for which he uses verbal language is limited. At this time Shayel produces verbalizations mostly to greet and bid farewell to familiar people when prompted, to request, and to refuse (e.g., 'no!') an object or action. Review of records indicate that Shayel displays difficulties with use of appropriate nonverbal language (eye contact, etc.), joint attention, non-verbal turn-taking, and engaging in conversations. Shayel may display self-directed behavior and often engages in self-directed play. Shayel has been working on turn taking, asking questions, initiating interactions, symbolic and pretend play, and self-advocacy (it's my turn, don't take it).

IMPACT ON EDUCATION: Shayel's disability of Autism is accompanied by a language disorder that affects his ability to communicate which impacts his involvement and progress in the general education curriculum.

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Student GOLDBERG

SHAYELL

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Date of Birth 30-OCT-2017

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Section E: Present Level of Performance

Performance Area: BEHAVIOR

Category: Behavior Intervention

Assessment/Monitoring Process Used: PARENT INPUT and TEACHER INPUT

State/District Assessment Results:

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

STRENGTHS: According to his mother, Shayel is calm, polite, and warm. When he is able to focus and understands, he will answer what is asked. She described Shayel as empathetic, and helpful and indicated that he works best one-on-one with a teacher or in a small group, likes music and learns best through watching it modeled or through opportunities to build and create. Shayel's mother also indicated that Shayel responds to music, deep breathing, positive talk, exercise/outdoor play, and hugs from a trusted adult to help him cope and regulate. He participates in sports, music lessons and culinary classes outside of the school day.

According to information provided by his current teacher, Shayel is cooperative, sweet, gentle caring, compassionate and he likes hugs. It was noted that he comes to class prepared.

Shayel's teacher indicated that he has met his first objectives, demonstrating the ability to stay involved in a teacher-selected activity with maximum support for at least 3 occasions, is able to practice classroom safety rules with maximum teacher guidance, and he will play cooperatively with one other child for at least 3 minutes with maximum teacher guidance.

Performance Area: cont.

Category: Behavior Intervention

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: According to Shayel's mother, he requires breaks, movement and help to maintain focus. She described him as having difficulty making friends, expressing himself, following directions, transitioning between tasks, and completing work. Shayel's mother also shared that he can be messy and has toileting accidents, avoids social situation and struggles with sleep.

According to information provided by his current teacher, Shayel has difficulty staying in task, difficulty transitioning and exhibits poor peer relations with little empathy/concern for others. According to his teacher, Shayel has not yet met his goal or objectives in transitioning and maintaining attention to a non-preferred task, absent of verbal and physical protest. Shayel has also not yet met the second objectives or annual goals to remain involved in teacher selected activities with moderate to no adult support, or to play cooperatively with one other peer for 4-5 minutes with moderate to no teacher guidance. Shayel also continues to need at least a moderate level of teacher prompting and guidance to practice classroom safety rules, refraining from elopement, responding to his name to stop, refraining from mouthing non-food items and using classroom tools appropriately.

It was shared during the meeting that Shayel is currently in a very small setting with a teacher, classroom aide and a aide assigned to him. It was shared that Shayel has an extremely limited attention and focus and his behavior, specifically elopement when faced with non-preferred activities and task demands pose a significant safety concern and that is addressed in the current private school setting by aide that is assigned to him. The family stressed their concern for Shayel's safety in both the home and school setting without adequate supervision due to his elopement behavior.

IMPACT OF DISABILITY: Shayel's eligibility of autism may affect his access to the general education curriculum.

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Date of Birth

Meeting Date

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Section E: Present Level of Performance

Performance Area:

Category:  ▼

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Areas of Strength: Shayell works very hard during his OT sessions. He enjoys his routine, and requests to start each session the same way, singing two familiar songs with movement (Slippery Fish and 5 Green and Speckled Frogs). Shayell is able to participate in the movements for these songs independently, although he benefits from prompts to sustain engagement in the movement for the duration of each verse, or to improve the quality of his movements. Shayell tends to want to rush through activities, and focus on what is coming next, rather than what he is working on in the moment. Therefore, he will often move through songs and their actions quickly, but responds well to cues to slow down. Shayell demonstrates good attention for preferred activities - these include his preferred songs (including a few others than those mentioned above); making 'pizza' with playdoh; or using specific toys he requests.

Areas of Need: Shayell's attention for non-preferred tasks can fluctuate. These include visual motor tasks such as coloring, drawing, writing, and cutting. During these tasks, he at times responds well to positive reinforcement to redirect and sustain his attention for several minutes to complete portions independently. At other times, he demonstrates increased distractibility and avoidance, with difficulty being redirected, including when provided sensory breaks prior to the task. With regard to multi-step tasks, Shayell can complete a simple 2-4 step obstacle course for several repetitions, with minimal verbal cues. However, he does have difficulty generalizing this ability to more complex tasks such as completing a multi-step arts and crafts activity, without maximal support and assistance. Shayell's fine motor and visual motor integration skills have improved over the last several months. When coloring, drawing, or writing, Shayell is able to use a quadrupod grasp on a crayon. He does at times revert to a fistful grasp, but can easily be redirected to use a more mature grasp.

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):

With moderate to maximal cues to attend, Shayell is able to make a good effort to color on a specific target on a picture. However, his movements are typically large and static, with poor control to use smaller, more dynamic movements. This challenge is also noted when practicing writing his name. Shayell understands and is able to demonstrate the correct movement patterns to write the uppercase letters of his name. However, due to poor fine motor control, his letters are typically large and have no clear start or stop point. He does respond well to visual and physical cues. These include providing him boxes with dots for start points to write each letter in, as well as stabilizing his hand and wrist to help provide him more control when practicing writing. These challenges are also noted when imitating strokes or drawing in a path. When using scissors, Shayell does require minimal assistance to don the scissors correctly. He is able to open and close them independently, but requires maximal assistance to control his movements and stabilize the paper with his left hand, in order to cut on a line.

Impact of disability on academic and overall performance: Shayell's disability of Autism impairs his fine motor, visual motor and sensory processing skills which impacts his involvement and progress in the general education curriculum.

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Student GOLDBERG SHAYELL I  
Last First MI

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Meeting Date 30-MAY-2024

Section F: Eligibility

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

[Empty text box for disability discussion]

For Initial IEP, interventions attempted prior to determining eligibility:

[Empty text box for interventions]

Eligible as a student with the disability of:

Code: AUT Autism  
 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:

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



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Student **GOLDBERG** **SHAYELL** **I**  
 Last First MI

Date of Birth **30-OCT-2017**

Meeting Date **30-MAY-2024**

Section G: Annual Goals and Objectives

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

With redirection and prompts, Shayel will attend to teacher-read grade-level material in order to accurately retell 3 key details text in 3 out of 5 trials with 80 % accuracy as measured by observations and informal assessments.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

With redirection and prompts, Shayel will attend to teacher-read grade-level material in order to accurately retell 1 key detail from the text in 3 out of 5 trials with as measured by observations and informal assessments.

Incremental objective #2 related to the goal:

With redirection and prompts, Shayel will attend to teacher-read grade-level material in order to accurately retell 2 key details text in 3 out of 5 trials as measured by observations and informal assessments.

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

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

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Student GOLDBERG SHAYELL I Date of Birth 30-OCT-2017 Meeting Date 30-MAY-2024
Last First MI

Section G: Annual Goals and Objectives

Performance Area: Behavioral Support Category: Behavior Intervention Annual Goal #: 4

With the support of visual reminders and social stories reinforcing school safety, Shayel will practice school and classroom safety rules/expectations related to remaining in a designated classroom/spaces, responding to his name, responding to verbal directives such as 'stop' or other safety related directives, etc. across all school environments in 9 out of 10 occurrences for three consecutive school weeks as measured by observations.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

With the support of visual reminders and social stories reinforcing school safety, Shayel will practice school and classroom safety rules/expectations related to remaining in a designated classroom/spaces, responding to his name, responding to verbal directives such as 'stop' or other safety related directives, etc. across all school environments in 7 out of 10 occurrences for three consecutive school weeks as measured by observations.

Incremental objective #2 related to the goal:

With the support of visual reminders and social stories reinforcing school safety, Shayel will practice school and classroom safety rules/expectations related to remaining in a designated classroom/spaces, responding to his name, responding to verbal directives such as 'stop' or other safety related directives, etc. across all school environments in 8 out of 10 occurrences for three consecutive school weeks as measured by observations.

Date to be achieved: September 2024 MO/YR Date to be achieved: January 2025 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

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Meeting Date **30-MAY-2024**

Section G: Annual Goals and Objectives

Performance Area: **MATH** Category: **Math** Annual Goal #: **2**

When problems are read aloud and strategies are modeled, Shayel will apply math concepts in addition and subtraction within 20 to solve word problems, using objects, drawings, or number sentences/equations with a symbol for the unknown number as measured by work samples, informal assessments and observations in 3 out of 5 trials with 65% accuracy

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

When problems are read aloud and strategies are modeled, Shayel will apply math concepts in addition and subtraction within 5 to solve word problems, using objects, drawings, or number sentences/equations with a symbol for the unknown number as measured by work samples, informal assessments and observations in 3 out of 5 trials with 65% accuracy

Incremental objective #2 related to the goal:

When problems are read aloud and strategies are modeled, Shayel will apply math concepts in addition and subtraction within 10 to solve word problems, using objects, drawings, or number sentences/equations with a symbol for the unknown number as measured by work samples, informal assessments and observations in 3 out of 5 trials with 65% 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			
1st Reporting Period		2nd Reporting Period		3rd Reporting Period		4th Reporting Period (Secondary Only)		Goal Achievement							
Date: <input type="text"/>		Date: <input type="text"/>		Date: <input type="text"/>		Date: <input type="text"/>									
Progress Mark: <input type="text"/>		Progress Mark: <input type="text"/>		Progress Mark: <input type="text"/>		Progress Mark: <input type="text"/>		Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No							
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No		Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No		Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No		Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No		Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No							
If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other		If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other		If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other		If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other		If "No" please explain: <input type="text"/>							

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student GOLDBERG SHAYELL I Last First MI

Date of Birth 30-OCT-2017

Meeting Date 30-MAY-2024

Section G: Annual Goals and Objectives

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

Provided a close-point model, Shayel will print letters of the alphabet in upper- and lowercase, independently, without hand over hand guidance, in 3 out of 5 trials with an average of 90% accuracy as measured by work samples, observation and informal assessment.

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:

Shayel will trace letters of the alphabet in upper- and lowercase, independently, without hand over hand guidance, in 3 out of 5 trials with an average of 75% accuracy as measured by work samples, observation and informal assessment.

Incremental objective #2 related to the goal:

Provided a close-point model, Shayel will print letters of the alphabet in upper- and lowercase, independently, without hand over hand guidance, in 3 out of 5 trials with an average of 75% accuracy as measured by work samples, observation and informal assessment.

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, sufficiency questions, and comment boxes.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student GOLDBERG SHAYELL I Last First MI

Date of Birth 30-OCT-2017

Meeting Date 30-MAY-2024

Section G: Annual Goals and Objectives

Performance Area: Pragmatic Language Category: Language - Pragmatics Annual Goal #: 5

Shayel will engage in conversational exchanges for 2-3 turns in 2/3 opportunities given minimal (1-2) verbal prompts, cues, and models.

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:

Shayel will engage in conversational exchanges for 2 turns in 2/3 opportunities given moderate (3-4) verbal prompts, cues, and models.

Incremental objective #2 related to the goal:

Shayel will engage in conversational exchanges for 2 turns in 2/3 opportunities given minimal to moderate (1-4) verbal prompts, cues, and models.

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 questions, and 'No' comment boxes.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student GOLDBERG SHAYELL I Last First MI

Date of Birth 30-OCT-2017

Meeting Date 30-MAY-2024

Section G: Annual Goals and Objectives

Performance Area: Expressive Language Category: Language - Expressive Annual Goal #: 6

Shayel will use 3-5 word utterances during structured speech activities for a variety of pragmatic functions (requesting, gaining attention, refusing, asking/answering questions, describing, etc.) in 4/5 opportunities given minimal (1-2) verbal prompts, cues, and models.

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:

Shayel will use 3-5 word utterances during structured speech activities for a variety of pragmatic functions (requesting, gaining attention, refusing, asking/answering questions, describing, etc.) in 3/5 opportunities given moderate (3-4) verbal prompts, cues, and models.

Incremental objective #2 related to the goal:

Shayel will use 3-5 word utterances during structured speech activities for a variety of pragmatic functions (requesting, gaining attention, refusing, asking/answering questions, describing, etc.) in 4/5 opportunities given moderate (3-4) verbal prompts, cues, and models.

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 achievement status.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student GOLDBERG SHAYELL I Last First MI

Date of Birth 30-OCT-2017

Meeting Date 30-MAY-2024

Section G: Annual Goals and Objectives

Performance Area: BEHAVIOR-attention Category: Behavior Intervention Annual Goal #: 7

With movement breaks and the use of self-regulation strategies (i.e. deep breathing, use of a fidget tool, use of a cushion etc.) Shayell will demonstrate the ability to attend to a teacher-selected or academic task, demonstrated by facing the teacher, speaker or activity for an average 70% of a 20 minute period for 3 out of 5 days for 3 consecutive weeks with no more than 2 additional adult prompts or redirection as measured by observations.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

With movement breaks and the use of self-regulation strategies (i.e. deep breathing, use of a fidget tool, use of a cushion, etc.) Shayell will demonstrate the ability to attend to a teacher-selected or academic tasks demonstrated by facing the teacher for an average 50% of a 20 minute period for 3 out of 5 days for 3 consecutive weeks, with no more than 2 additional adult prompts or redirection as measured by observations.

Incremental objective #2 related to the goal:

With movement breaks and the use of self-regulation strategies (i.e. deep breathing, use of a fidget tool, use of a cushion etc.) Shayell will demonstrate the ability to attend to a teacher-selected or academic task demonstrated by facing the teacher for an average 60% of a 20 minute period for 3 out of 5 days for 3 consecutive weeks with no more than 2 additional adult prompts or redirection as measured by observations.

Date to be achieved: September 2024 MO/YR

Date to be achieved: January 2025 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student GOLDBERG SHAYELL I Last First MI

Date of Birth 30-OCT-2017

Meeting Date 30-MAY-2024

Section G: Annual Goals and Objectives

Performance Area: Sensory Processing Category: Sensory Processing Annual Goal #: 8

To demonstrate improved sensory processing skills, Shayell will achieve and maintain an appropriate level of arousal with the use of sensory strategies as needed, to be able to participate in a teacher-directed tabletop task 70% of the time, in 3 out of 5 opportunities.

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:

To demonstrate improved sensory processing skills, Shayell will achieve and maintain an appropriate level of arousal with the use of sensory strategies as needed, to be able to participate in a teacher-directed tabletop task 50% of the time, in 3 out of 5 opportunities.

Incremental objective #2 related to the goal:

To demonstrate improved sensory processing skills, Shayell will achieve and maintain an appropriate level of arousal with the use of sensory strategies as needed, to be able to participate in a teacher-directed tabletop task 60% of the time, in 3 out of 5 opportunities.

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. Includes reporting periods, progress marks, and achievement status.



INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student GOLDBERG SHAYELL I Last First MI

Date of Birth 30-OCT-2017

Meeting Date 30-MAY-2024

Section G: Annual Goals and Objectives

Performance Area: Fine Motor Category: Fine Motor Annual Goal #: 9

To demonstrate improved fine motor skills, Shayell will hold scissors functionally with preferred hand and paper in the opposite, to cut a 3-inch triangle with minimal verbal/visual/tactile cues, in 3 out of 5 opportunities.

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:

To demonstrate improved fine motor skills, Shayell will hold scissors functionally with preferred hand and paper in the opposite, to cut a 6-inch paper in half with moderate verbal/visual/tactile cues, in 3 out of 5 opportunities.

Incremental objective #2 related to the goal:

To demonstrate improved fine motor skills, Shayell will hold scissors functionally with preferred hand and paper in the opposite, to cut a 3-inch circle with moderate verbal/visual/tactile cues, in 3 out of 5 opportunities.

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     
 Last First MI

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area:  Category:  Annual Goal #:

To demonstrate improved visual motor skills, Shayell will be able to write his first name with 75% accuracy for letter formation and line adherence, with minimal verbal/visual cues, in 3 out of 5 opportunities.

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:

To demonstrate improved visual motor skills, Shayell will be able to copy his first name with 70% accuracy for letter formation and line adherence, with moderate verbal/visual cues, in 3 out of 5 opportunities.

Incremental objective #2 related to the goal:

To demonstrate improved visual motor skills, Shayell will be able to copy his first name with 70% accuracy for letter formation and line adherence, with minimal verbal/visual cues, in 3 out of 5 opportunities.

Date to be achieved:   MO/YR

Date to be achieved:   MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student GOLDBERG SHAYELL I Last First MI

Date of Birth 30-OCT-2017

Meeting Date 30-MAY-2024

Section G: Annual Goals and Objectives

Performance Area: Pragmatic Language 2 Category: Language - Pragmatics Annual Goal #: 11

Shayel will initiate social interaction with peers by verbally inviting one or more peers to play (Do you want to play with me?) or by suggesting a game/activity (Do you want to slide with me?) at least twice per day on 4/5 days given minimal (1-2) verbal and gestural prompts and cues.

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:

Shayel will initiate social interaction with peers by verbally inviting one or more peers to play (Do you want to play with me?) or by suggesting a game/activity (Do you want to slide with me?) at least once per day on 3/5 days given moderate (3-4) verbal and gestural prompts and cues.

Incremental objective #2 related to the goal:

Shayel will initiate social interaction with peers by verbally inviting one or more peers to play (Do you want to play with me?) or by suggesting a game/activity (Do you want to slide with me?) at least once per day on 4/5 days given minimal (1-2) verbal and gestural prompts and cues.

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. Includes reporting periods, progress marks, and achievement status.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student GOLDBERG SHAYELL I Last First MI

Date of Birth 30-OCT-2017

Meeting Date 30-MAY-2024

Section G: Annual Goals and Objectives

Performance Area: Expressive Lang. 2 Category: Language - Expressive Annual Goal #: 12

Shayel will formulate sentences using targeted grammatical elements (pronouns, plurals, possessives) to describe a picture or object in 4/5 opportunities given little to no (0-1) verbal and visual prompts and cues across 3 sessions as measured by collected data.

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:

Shayel will formulate sentences using targeted grammatical elements (pronouns, plurals, possessives) to describe a picture or object in 4/5 opportunities given moderate (3-4) verbal and visual prompts, cues, and models across 3 sessions as measured by collected data.

Incremental objective #2 related to the goal:

Shayel will formulate sentences using targeted grammatical elements (pronouns, plurals, possessives) to describe a picture or object in 4/5 opportunities given minimal (1-2) verbal and visual prompts and cues across 3 sessions as measured by collected data.

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 GOLDBERG SHAYELL I Last First MI

Date of Birth 30-OCT-2017

Meeting Date 30-MAY-2024

Section G: Annual Goals and Objectives

Performance Area: READING-Phonologica Category: Reading Annual Goal #: 13

When patterns are reviewed/modeled, Shayell will orally produce 5 single-syllable, v-c (vowel-consonant) c-v-c, (consonant-vowel-consonant) cc-v-c (consonant-consonant-vowel-consonant) and c-v-cc consonant-vowel-consonant-consonant) words by blending sounds (phonemes) as measured by observations and informal assessment in 3 out of 5 trials with 65% accuracy.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

When patterns are reviewed/modeled, Shayell will orally produce 5 single-syllable, v-c (vowel-consonant) words by blending sounds (phonemes) as measured by observations and informal assessment in 3 out of 5 trials with 65% accuracy.

Incremental objective #2 related to the goal:

When patterns are reviewed/modeled, Shayell will orally produce 5 single-syllable, v-c (vowel-consonant) and c-v-c (consonant-vowel-consonant) words by blending sounds (phonemes) as measured by observations and informal assessment in 3 out of 5 trials with 65% 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

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 **GOLDBERG**  
Last

**SHAYELL**  
First

**I**  
MI

Date of Birth **30-OCT-2017**

Meeting Date **30-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

Partial Exemption from specific assessment(s). Indicate the exempt assessment **and** an appropriate replacement assessment below:

**Exempt Assessment**

**Replacement Assessment**

▼

Accommodations:

iReady Accommodations

Clarification of directions, extra time, opportunity to take over multiple sessions, opportunity to take in a small group setting, questions read aloud on request, i-Ready use of 'universal audio support' as available by grade/domain (Mathematics: Grades K-5 items, Phonics: Grades K-3 items), assess to math charts/number lines, multiplication charts

**No assessment tests found.**

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student GOLDBERG SHAYELL I MI  
Last First MI

Date of Birth 30-OCT-2017

Meeting Date 30-MAY-2024

Section N: Procedural Safeguards and Follow-up Actions

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

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

Select Preferred Language:

\*Computer generated translation provides access to an immediate written translation of the IEP but translated content has not been fully vetted by a District translator. Any computer generated translation IEP documentation should not be considered an official IEP document. While this service is offered and available to assist parents/guardians to participate in IEP development, it is not a substitute for formal written translation services by a District translator. Parents/Guardians who elect access to computer generated written IEP translation are still able to receive oral interpretation and/or a formal translation of the IEP at any time. Only formal translations will be considered official IEP documentation.

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

Specify the Individual Pages to be translated:

Special Requests:

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

**Pandemic Learning Loss Consideration of Compensatory and/or Recoupment Services**

**Compensatory Education Consideration:**

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

02-JUN-2023 (Inactive) Review - Three Year Evaluation

**Recoupment Services Consideration:**

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

02-JUN-2023 (Inactive) Review - Three Year Evaluation

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

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INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Last GOLDBERG First SHAYELL MI I

Date of Birth 30-OCT-2017

Meeting Date 30-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, Administrator, 15-MAY-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 30-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="ORLY GOLDBERG"/>	<input type="text" value="Orly Goldberg"/>
Parent/Guardian	<input type="text" value="DORON GOLDBERG"/>	<input type="text" value="Doron Goldberg"/>
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="ALINE MILLAN"/>	<input type="text" value="Aline Millan"/>
Administrative Designee	<input type="text"/>	<input type="text"/>
Special Education Teacher	<input type="text" value="NICOLE COURNOYER"/>	<input type="text" value="Nicole Cournoyer"/>
General Education Teacher	<input type="text" value="Rashanda Zakem"/>	<input type="text" value="Rashanda Zakem"/>
School Psychologist	<input type="text"/>	<input type="text"/>
School Nurse	<input type="text"/>	<input type="text"/>
Related Service Staff <input type="text" value="LAS"/>	<input type="text" value="DANIELLE RICHMOND"/>	<input type="text" value="Danielle Richmond"/>
Related Service Staff <input type="text" value="OT"/>	<input type="text" value="LORNA DAVID"/>	<input type="text" value="Lorna David"/>
Related Service Staff <input type="text"/>	<input type="text"/>	<input type="text"/>
Interpreter	<input type="text"/>	<input type="text"/>
Sign Language Interpreter	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Other <input type="text" value="Attorney"/>	<input type="text" value="Sarit Ariam Benmoshe (via zoom)"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Last GOLDBERG First SHAYELL MI

Date of Birth 30-OCT-2017

Meeting Date 30-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, Special Day Program, Home/Hospital, etc.

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

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

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student

Date of Birth

Meeting

Last

First

MI

Date

ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)

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

<b>Step C.</b>	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a special school setting?	
	<input type="radio"/> Yes <input type="radio"/> No	If the answer is YES, then a special school setting is the appropriate placement. If the answer is NO, go to the question below.
	<input type="radio"/> Yes <input type="radio"/> No	If not currently available, can the required supports, services, accommodations and/or modifications be made available in a special school setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step D.
<div style="border: 1px solid black; height: 80px;"></div>		

<b>Step D.</b>	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting?	
	<input type="radio"/> Yes <input type="radio"/> No	If the answer is YES, then a home/hospital setting is the appropriate placement. If the answer is NO, go to the question below.
	<input type="radio"/> Yes <input type="radio"/> No	If not currently available, can the required supports, services, accommodations and/or modifications be made available in a home/hospital setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step E.
<div style="border: 1px solid black; height: 80px;"></div>		

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Last GOLDBERG

SHAYELL

I

Date of Birth 30-OCT-2017

Meeting

Date 30-MAY-2024

MI

MI

MI

MI

ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 1 - Eligibility, Placements and Supports

Student     
 Last First MI

Date of Birth

Meeting Date

	Effective With this IEP	Future Changes Related to this IEP
	As of Date: <input type="text"/>	<input type="text"/>
Eligibility: (from Page 4)	<b>Eligible (AUT)</b>	
	<i>Final IEP Reason</i> <i>Final IEP Effective Date:</i>	
Curriculum	<input type="text" value="General Education"/>	
Placement	Type of School <input type="text" value="District Resident School"/>	
	Name of School <input type="text" value="CALVERT CES"/>	
Instructional Setting	Setting <input type="text" value="Special Education"/>	
	Program <input type="text" value="AUT"/>	
	Special Day Minutes/Wk <input type="text" value="1250"/>	
	Addresses Goals <input type="text" value="13(READING-Phonological),3(WRITING),2(MATH),1(READING),5(Pragmatic Language),6(Expressive Language),10(Visual Motor),7(BEHAVIOR-attention),4(Behavioral Support),12(Expressive Lang. 2 ),8(Sensory Processing),11(Pragmatic Language 2),9(Fine Motor)"/>	
Additional Factors	Low Incident Support <input type="text" value="None"/>	
	Assistive Technology Support <input type="text" value="No"/>	
	Transportation <input type="text" value="None"/>	
	Extended School Year/Intersession <input checked="" type="radio"/> Yes <input type="radio"/> No	
Parent Counseling and Training (PCT)	<input type="radio"/> Yes <input checked="" type="radio"/> No	
	ESY Transportation <input type="text" value="School to School"/>	
Accommodation, Modifications, Supports	Instructional Accommodations <input type="text" value="-Consistent redirection to support attention and focus&lt;br/&gt;-Visual and verbal prompts and modeling&lt;br/&gt;-Checks for understanding before and during activities/tasks&lt;br/&gt;-Communication models/scripts&lt;br/&gt;-Facilitation for peer interactions&lt;br/&gt;-Task broken down into smaller parts and shortened as needed&lt;br/&gt;-Breaks as needed&lt;br/&gt;-Movement/sensory breaks&lt;br/&gt;-Access to appropriate fidgets, sensory cushion to support focus&lt;br/&gt;-Flexible seating that with close-proximity to instruction to support focus and attention&lt;br/&gt;-Peer models&lt;br/&gt;-Extra time and shortened assignments&lt;br/&gt;-Use of social stories to support understanding of safety"/>	
	Instructional Modifications <input type="text" value="n/a"/>	
	Other Supports, including Non-Academic and Extra-curricular Activities <input type="text"/>	
Preparation for Three Year Review IEP (At the second Annual Review IEP Meeting, the team	Do the Parent and the District (local educational agency) agree that a <input type="radio"/> Yes <input checked="" type="radio"/> No	

<p><b>must discuss and document the decision to conduct or not conduct a three-year comprehensive reassessment.)</b></p>	<p><b>reassessment is unnecessary?</b></p> <p><b>If the Parent does not agree, specify the area(s) to be reassessed.</b></p>	<p>An assessment plan is currently signed and is in process</p>	
<p><b>Comments, as appropriate</b></p>			
<p><b>Low Incidence Equipment</b></p>			
<p><b>Assistive Technology Equipment</b></p>			
<p><b>Participation in General Education</b></p>	<p>Extracurricular activities, library and recess, lunch</p>		

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

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="82"/>	

Part 4 - Compensatory Education/Recoupment Services Discussion

No recoupment supports/accommodations/services are recommended. Compensatory education is not required.

Part 4 - Additional IEP Team Considerations & Parental Input

OT, Ms. David presented on the information she received from the occupational therapist providing current services to Shayel. Ms. David reported that the OT (Ms. Jessica) did not know that Shayel had an IEP and had proposed goals. Ms. David stated that Shayel did make progress on his last two goals, however still needs behavioral strategies to participate for longer periods of time. For the second goal, of writing his name, his grasp pattern has improved, however the accuracy level has not been met. OT, Ms. Jessica suggested that a cutting goal be added. Attorney Sarit Benmoshe added that everything that Shayel was able to do was done with one-to-one support and he elopes, especially when demands are placed on him and needs constant redirection. Benmoshe requested an increase in OT minutes. LAS, Ms. Baker presented on updated goals and progress per information gathered from private speech therapist Sivan Revivo Mulaz. Ms. Baker noted that his expressive language is an area of need. Parent inquired if services may be increased at a later time if needed. APEIS, informed parents that an amendment may be opened and minutes be added if needed. Benmoshe re-iterated of safety-concerns as Shayel elopes and has a person with him at all times to monitor him. RST, Ms. Cournoyer presented on academic progress taken from Shayel's teacher. Shayel's teacher stated that he has extremely limited attention and focus. He elopes when faced with non-preferred activities and task demands and poses a significant safety concern. It has been addressed at the current private school setting by an aide that is assigned to him. The family stressed their concern in both the home and school setting without adequate supervision due to his elopement behavior. A discussion was had about placement. RST read accommodations. ESY was offered.



**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student **GOLDBERG** **SHAYELL** **I**  
 Last First MI

Date of Birth **30-OCT-2017** Meeting Date **30-MAY-2024**

**FAPE Summary Grid**

<b>Program:</b>	AUT		<b>Setting:</b>	Special Education				
<b>Eligibility:</b>	Eligible (AUT)		<b>Curriculum:</b>	General Education				
<b>Transportation:</b>	None		<b>Low Incident Support:</b>	None				
<b>Date District Received</b>								
<b>Parent Signature:</b>								
Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)
47	Behavior Intervention Consultation (BIC)	Effective on Signature Date	Regular	Yearly	1-10	~	300	~
10	Language/Speech	Effective on Signature Date	Regular	Weekly	1-5	School-Based	30	Pragmatic Language, Expressive Language, Expressive Lang. 2 , Pragmatic Language 2
10	Language/Speech	Effective on Signature Date	ESY	Yearly	1-5	School-Based	80	Pragmatic Language, Expressive Language, Expressive Lang. 2 , Pragmatic Language 2
16	Occupational Therapy	Effective on Signature Date	Regular	Weekly	1-5	~	30	Visual Motor, Sensory Processing, Fine Motor
16	Occupational Therapy	Effective on Signature Date	ESY	Weekly	1-5	~	30	Visual Motor, Sensory Processing, Fine Motor

**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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extended School Year Services	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supplementary Aids and Services (provided in general education classes and other general ed environments)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

**For IEP Team Information**

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

# INDIVIDUALIZED EDUCATION PROGRAM Behavior Intervention Plan

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

Los Angeles Unified School District

(Behavior Intervention Plan, pg. 1 of 3)

Student **GOLDBERG SHAYELL I** Date of Birth **30-OCT-2017** Meeting Date **30-MAY-2024**

Last **I** First **SHAYELL** MI **GOLDBERG**

1 The behavior impeding learning is: Describe what it looks like:  
other lack of safety awareness, elopement, non-responsive to redirectiv

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  safety

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)

Reported by teacher 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 type="checkbox"/> Disruption in routines	<input type="checkbox"/> Work level higher than student's ability	<input checked="" type="checkbox"/> Verbal directives	<input type="checkbox"/> Lack of predictability
<input 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 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:	<input type="checkbox"/> Classroom seating arrangement	<input type="checkbox"/> Noise levels	<input type="checkbox"/> Interactions (adult and/or peers)
Missing in the environment:	<input type="checkbox"/> Peer status gained for misbehavior	<input type="checkbox"/> Inappropriate materials (age-appropriate)	<input type="checkbox"/> Conflict resolution skills
	<input checked="" type="checkbox"/> Transition skills	<input type="checkbox"/> Schedule	<input type="checkbox"/> Effective communication with parent
	<input type="checkbox"/> Re-teaching	<input checked="" type="checkbox"/> Task structuring	<input type="checkbox"/> Communications system
	<input type="checkbox"/> Social skills instruction	<input checked="" type="checkbox"/> Consequences not clear to student	
	<input type="checkbox"/> 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 type="checkbox"/> Give more time on tasks	<input type="checkbox"/> Allow completion in parts	<input 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 type="checkbox"/> Preferred seating	<input type="checkbox"/> Different work areas	<input type="checkbox"/> Study carrels
Interaction:	<input type="checkbox"/> Personal space	<input type="checkbox"/> Hands-on learning	<input type="checkbox"/> Tasks organized
	<input checked="" type="checkbox"/> Accommodated work	<input 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 type="checkbox"/> Model
	<input checked="" type="checkbox"/> Use specific supportive words	<input checked="" type="checkbox"/> Praise successes	<input type="checkbox"/> Peer Models
	<input checked="" type="checkbox"/> Verbally praise student	<input checked="" type="checkbox"/> Use calm, de-escalating language	
	<input type="checkbox"/> Use specific support communications		

Other redirection and check ins

Who will establish? **Teacher, RST** Who will monitor? **Teachers, RST, staff** Frequency **daily**

## 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 **GOLDBERG SHAYELL I** Date of Birth **30-OCT-2017** Meeting Date **30-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 (staff)

Sensory input  Attention (peer)  Task (too long)

Task (too difficult)  Task (too easy)

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?)

Observation Analysis

Shayell will refer to safety reminders/visual supports

Shayell will request a break

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

Better communication skills  Anger management  Communication system  Self-management systems

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

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

Other \_\_\_\_\_

Who will establish? \_\_\_\_\_ Who will monitor? \_\_\_\_\_ Frequency: \_\_\_\_\_

teachers, RST Teachers, RST, staff daily

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

Intervention

Physical:  High-fives  Smiles  Handshake

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

Verbal:  Use specific praises  Free time  Listen to music

Contingent Access:  Time on the computer  Describe: student directed  Other \_\_\_\_\_

Preferred activity  Certificate sent home  Seating Location

Tangibles  Positive phone calls or notes to home  Points  Extra test points

Tokens and Points:  Tokens  Exempt assignment

Privileges: \_\_\_\_\_

Other ideas: \_\_\_\_\_

Selection of reinforcer based on:  student response

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

By whom? \_\_\_\_\_ Frequency \_\_\_\_\_

teacher, RST, staff 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) Refer to visual reminders 2) Re-read social stories reinforcing safety 3) Prompts to utilize replacement behaviors 4)Redirection with visual and verbal prompts 5) Praise and reinforcement for following safety rules.

Personnel?  
teachers, RST, staff,

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     
Last First MI

Date of Birth  Meeting Date

OUTCOMES

PART IV

BEHAVIORAL GOALS

13 Behavioral Goal: Goal #:

With the support of visual reminders and social stories reinforcing school safety, Shayel will practice school and classroom safety rules/expectations related to remaining in a designated classroom/spaces, responding to his name, responding to verbal directives such as 'stop' or other safety related directives, etc. across all school environments in 9 out of 10 occurrences for three consecutive school weeks as measured by observations.

- 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?

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?  Frequency?