			INDIVIDUALI	ZED EDUG	CATION PROGRA	M (IEP)		Page 1
Los Angeles Unified S Student Identificati Number		ict 200374X283	SS	SID 376	8936434		Elig	ible (OHI)
Student KUBI	YA	RDEN				Date of Birth:	20	-APR-2015
Last		First	MI	on A. Moo	ing Information			
	Pertir	ent Dates	Secu	on A: Mee	ing Information	Type of	Meeting	
						Type of	wieeting	
Date of Initial IEP Team	U	28-MAY-2024			🔘 Initial		Amendm	ent of IEP dated
Date of Present Meeting		28-MAY-2024						
Annual Review to be co	2	28-MAY-202			O Annual Revie	w	CEarly Sta	rt Transition
Next Three Year Review conducted by	will be	28-MAY-2027			O Three Year Re	eview	O Expulsio	
Three Year Review or E vas conducted on		28-MAY-2024	4		Other			al Transition Plan
Fransition to Kindergart conducted by	en to be							
location of Meeting				)	District Name	Los Ange	les Unified Sc	hool Distri
				on B: Stud	ent Information			
Date of Birth	20-APR-20		Age		9	Grade		3
Gender			Ethnic Code		White			
Location of the Psych Folder		CTR-NORT	Student has n Folder	o Psych				
location of the Cum Folder	SHERMAN	OAKS EL (	Student has n Folder	o Cum				
Home Language	English		Student Lang	uage	English	Alternate N Communic		
Iome Address of Student	15246 GRE	ENLEAF ST					ution	
City	SHERMAN	OAKS CA	ZIP Code		91403			
Iome Telephone	(310) 999-2	2005	Daytime Tele	phone		Emergency	Telephone	
chool of Attendance	Sherman O	aks El Cs	Location Cod	le	6699			
chool of Residence	Sherman O	aks El Cs	Location Cod	le	6699			
Jame of	Tzachi & L	iran Kubi	Telephone		310-999-2005			
arent/Guardian	1524C CDE							
Address		ENLEAF ST	7ID Code		01402			
City Surogate Parent	Sherman O	aks CA	ZIP Code Telephone		91403			
Surogate Parent Attends CURRENT SC		sult of one	Attends School	of Residen		✓		
of the following		Suit of olic	Aucido School		~			
herman Oaks El Cs								
s the student living in a Iome (FFH)?	Family Foster		$O \cap Yes$		FFH#			
s FFH Provider related	to student?		$O \cap Yes$		Relationship			
icensed Children's Inst	itution	🔘 No	$O \cap Yes$		LCI Name			
					LCI#			
Out of the home placem	ent made by	-	egional Center		O Department of I	Mental Health	ODepartme	ent of Children's Services
			perior Court		O Other			]
Child's family living wit ooundaries?	hin LAUSD's	() No	y 💽 Yes					0 0
f the student is 18 years	old or older o	r is an emancipa	ted minor, does he	e/she have e	lucational decision-	making rights?		$\bigcirc$ No $\bigcirc$ Yes

os Angolo	s Unified School District	IND	IVIDU	ALIZED EDUC	ATION PROGRAM (IEP)		Page 2 of
Student					Date of Birth 20-APR-	2015	
Student	Last First	1	MI Se	 ection C: Lang	age Acquisition		
anguage Cla	assification:			English Only	lage Acquisition	Start Date:	08-JAN-2024
	by Parent Request:			Yes O No	)	Reclassification Date:	
				∫ Yes ∪ No		Test Date:	
	ormance Level and Performance Descri	-			✓		
lternate EL.	PAC Performance Level and Performan	nce			•	Test Date:	
					ement from Current IEP		
C1 f (				Achieved No	ICN	1 1/.1:	1
	xample - Reading)		Yes			he goal/objective was not achi	eved
1			$\bigcirc$	0	Initial IEP		
Category		▶	$\frown$	$\frown$			
	Objective 1 met		0	0			
^	Objective 2 met		0	0			
2			$\bigcirc$	0			
Category		~	$\sim$	~			
	Objective 1 met		0	0			
	Objective 2 met		0	0			
3			$\bigcirc$	$\bigcirc$			
Category		~	_				
	Objective 1 met		0	0			
	Objective 2 met		$\bigcirc$	0			
4			$\bigcirc$	$\bigcirc$			
Category		~					
	Objective 1 met		$\bigcirc$	$\bigcirc$			
	Objective 2 met		$\bigcirc$	$\bigcirc$			
5			$\bigcirc$	$\bigcirc$			
Category		~					
	Objective 1 met		$\bigcirc$	$\bigcirc$			
	Objective 2 met		$\bigcirc$	$\bigcirc$			
6			$\bigcirc$	$\bigcirc$			
Category		♥					
	Objective 1 met		$\bigcirc$	$\bigcirc$			
	Objective 2 met		$\bigcirc$	$\bigcirc$			
7			$\bigcirc$	$\bigcirc$			
Category		♥					
	Objective 1 met		$\bigcirc$	0			
	Objective 2 met		$\bigcirc$	$\bigcirc$			
8			$\bigcirc$	$\bigcirc$			
Category		♥					
	Objective 1 met		$\bigcirc$	$\bigcirc$			
	Objective 2 met		$\bigcirc$	$\bigcirc$			
9			$\bigcirc$	$\bigcirc$			
Category		♥					
	Objective 1 met		$\bigcirc$	$\bigcirc$			
	Objective 2 met		$\bigcirc$	0			
10			$\bigcirc$	$\bigcirc$			
Category		♥					
	Objective 1 met		$\bigcirc$	0			
	Objective 2 met		$\bigcirc$	0			

Student K		ol District		INDIVIDUA					
		YARD	EN			Date of Birth	20-APR-2015	Meeting Date	28-MAY-2024
	Last	Fi	rst	MI Section	E: Present Le	vel of Perform	ance		
Performance Ar	ea:		Health	, controll	211105011020				
Category:			Health		~	•			
Assessment/Mo	nitoring Proc	ess Used:	Parent co	nference, record	review, student o	observation			
tate/District A	ssessment Res	sults:							
Current Perform	nance/Assessr	nent Summa	ry (include s	student strengths,	, student needs a	nd impact of disa	bility on student perf	ormance):	
parent/guardia Yarden is an 9 pounds 7 ounc limits. Student exam was 11/2 Yarden's progr has no history There are no k Strengths: Stu wants. Passed and no assistan Area of Need:	n telephone c ) year 1 month tes, and was d t was toilet tra 2023; per fath ression. In 06/ of serious or nown allergie ident is in goot LAUSD vision nee needed with Student requ	onference. n old, student ischarged ho ined at 2.5 ye er, pediatricia 2023, studen chronic illne: s to food or n od general he: on screening - th mobility ires administ	in 3rd grad me with mo ears old. Stu in noted stu t lacerated t ss, surgeries nedications. alth. Yarden 4/10/24 and ration of da	e attending Shen ther. Mother exp ident has a diagn dent is measuring heir chin while ri , or hospitalizatio appears physica passed LAUSD ily ADHD manag	man Oaks Eleme erienced uneven osis of attention- g in the lower pe iding a bike; Yar ons. Student take lly well and coop audio screening gement medicatio	ntary School. Ya tful pregnancy an deficit/hyperactir crentile for heigl den received stit s daily medication perative during a 4/30/24. Student on during school	nd all developmental in vity disorder (ADHD at and weight. Pediatri ches for injury with no ons at home and at sel ssessment. Student is is independent with a	ginal delivery, weighin, nilestones were within ). The last reported phy cian will continue to n o further complications loool for ADHD manage able to communicate n ctivities of daily living	normal vsical nonitor s. Student ement. eed and
erformance Ar	ea:		Health						
Category:			Health		~	•			
Assessment/Mo	onitoring Proc	ess Used:	Parent co	nference, record	review, student o	observation			
State/District A	ssessment Res	sults:							
Current Perform	nance/Assessr	nent Summa	ry (include s	student strengths,	, student needs a	nd impact of disa	bility on student perf	ormance):	
Accommodate Kayla Cruz E Credentialed S 04/22/2024	sposto, RN B		l personnel	to administer dai	Iy ADHD manag	gement medicatio	on during school hours	s.	

Student       WBE       WARDEN       Date of Birth       20-APR-2015       Meeting Date       28-MAY-2024         Last       Fix       MI       Sector E: Present Level of Performance         Performance Area:       English Language Arts-Reading         Category:       Reading       Image: Category:       Reading         Assessment/Monitoring Process Used:       Work samples, curriculum based standards, teacher reports         StateDistrict Assessment Results:       Woodoock Jelmson IV Tests of Achievement: Winter 2023-24 i Ready (442)         Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):         Cluster/Test Classification Standard Score       BROAD REANDS Low Average 89         Pasage Comprehension Low 78       Semence Reading Planenty Law Average 89         Areas of Stenethy Yadora (hows with big letter and letter sounds. He is able to read high-frequency words and multi-syllable words. He can need and identify descriptive nous, slow able to file, but with comprehension of word meeding assesses of words and werked to read a series of entences and determine whether they were true of false, he was able to identify 29 statements correctly out of 30 atternet. He was able to rely on visual euse but an one difficulty with test based on a minage. During Lendinfy understand activity and a correct word is apply to the missing portion of a sentence. It is alphaped difficulty with the comprehension of word meeting and stories.         Impact of Disability: Yandens eligibity of MII affects his ability	Los Angele	s Unified Schoo	ol District		INDIVIDUAI	LIZED EDUCA	ATION PROGR	AM (IEP)		Paş
Section E: Present Level of Performance   Performance Area:   English Language Arts- Reading   Category: Reading   Assessment/Monitoring Process Usei: Work samples, curriculum based standards, teacher reports   State/District Assessment Reaults: Woodcock Johnson IV Tests of Achievement; Winter 2023-24 i-Ready (422)   Current Performance/Assessment Rummur; (include student strengths, student necels and impact of disability on student performance):   Cluster/Test Chasification Standard Score   BROAD READING Low Average 89   Pasage Comprehension Low 78   Sentence Reading Fluency Low Average 89   Arreas of Strength: Yarden knows his letters and letter sounds. He is able to read high-frequency words and multi-syllable words. He can decode words such a distance, imagine, veteram, and patere. On his reading assessment, he could identify 50 out of 61 letters and words correctly. He can read and identify descriptive nouns (usch as blue freg) by connecting the writen word to an image. During a reading fluency activity, vitent was able to read on a series of scienters words defension whether they were two or disclatify 29 statements correctly out of 50 attempted.   Arreas of Nech: Yarden shows sone difficulty with comprehension of test read. When asked to identify missing words in sentence, he was able to read on a series or evert word to apply to the missing portion of a sentence. He displayed difficulty with the tensed charge states:   Mariae of Disability: Yardens kispibility of OHI affects his ability to read with fluency, identify contextual clues, and demontfring a science with a general education reading unriculuus.   Current Performance/Assessment Rummur; (Include student strengths, student necels and impact of disability on stud	8			EN		)	Date of Birth	20-APR-2015	Meeting Date	28-MAY-2024
writeriormance Area:       English Language Arts- Reading         Category:       Reading         Suscessment/Monitoring Process Used:       Woodcock Johnson IV Tests of Achievement; Winter 2023-24 i Keady (442)         Urrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):         Cluster/Test Classification Standard Score         BROAD READING Low Average 89         Letter-Word ID Average 50         Areas of Strength: Yarden knows his letters and letter sounds. He is able to read high-frequency words and multi-syllable words. He can adcode words such as distance, imagine, veteran, and phere. On his reading assessments does 100 to an image. During a reading fluency Low Yarden was asked to read a series of sentences: He didentify with comprehension of text read. When asked to identify 50 out of 61 letters and words somecly. He can need and identify descriptive nous (such as blue foig) by connecting the writen word to an image. During a reading fluency activy. Yarden was asked to read a series of seriences: He didentify with comprehension of text read. When asked to identify missing words in sentences, he was able to rely on visual cues but had more difficulty with text based context lues, solving 13 out of 24 correctly. He read passages slowly and had difficulty with text based context lues, solving 13 out of 24 correctly. He read passages divel with a distribution in text, which innects his involvement and progress in the general education reading curriculum.         verter Writing Theory Low Correct word word sassment Summary (include student strengths, student needs and impact of disability on student performance):         Cluster/Test Classificati		Last	Fir	st		F• Present Le	vel of Perform	ance		
wintersolution       work samples, curriculum based standards, teacher reports         wiscessment/Monitoring Process Used:       word samples, curriculum based standards, teacher reports         witch 201strict Assessment Results:       Woodcock Johnson IV Tests of Achievement; Winter 2023-24 i-Ready (442)         Cluster/Test Classification Standard Score       BROAD READING Low Average 80         Pasage Comprehension Low 78       Sentence Reading Fluency Low Average 89         Areas of Strength: Yarden knows his letters and letter sounds. He is able to read high-frequency words and multi-syllable words. He can decode words such as distance, imagine, vetera, and appere. On his reading assessment, he could identify 50 out of 61 letters and words correctly. He can read and identify descriptive nouns (such as blue frog) by connecting the written word to an image. During a reading fluency activity, Yarden was askel to read as series of sentences and determine whether they were true or false; he was able to identify 29 statements correctly out of 30 attempted.         Areas of Need: Yarden shows some difficulty with comprehension of text read. When asked to identify missing words in sentences, he was able to rely on visual cases but had more difficulty with comprehension of text read. When asked to identify contextual clues, and demonstrate comprehension of text, which impacts his involvement and progress in the general education reading curriculum.         Verformance Area:       English Language Arts- Written Language         Cluster/Test Classification Standard Score       Brodo Reading Standard, steacher reports         Stater District Assessment Summary (include student strengths, studen	Performance	Area:		English I				unce		
Assessment/Monitoring Process Used: work samples, curriculum based standards, teacher reports iatae/District Assessment Results: Woodcock Johnson IV Tests of Achievement; Winter 2023-24 i-Ready (442) Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Cluster/Test Classification Standard Score BROAD READING Low Average 89 Areas of Strength: Yarden Knows his letters and letter sounds. He is able to read high-frequency words and multi-syllable words. He can decode words such as distance, imagine, veterar, and sphere. On his reading assessment, he could identify 50 out of 61 letters and words correctly. He can read and identify descriptive nouns (such as blue freg) by connecting the written word to an image. During a reading fluency activity, Yarden was asked to read a series of sentences and determine whether they were true or false; he was able to identify 29 statements correctly fly missing words in sentences, he was able to rely on visual cues but had more difficulty with comprehension of text read. When asked to identify for noticity missing words in sentences, he was able to rely on visual cues but had more difficulty with comprehension of text read. When asked to identify on the comprehension of word meaning and stories. Impact of Disability: Yarden shows some difficulty with comprehension of text read. When asked to identify writing words in sentence. He displayed difficulty with the comprehension of word meaning and stories. Impact of Disability: Yarden slipibility of OHI affects his ability to read with fluency, identify contextual clues, and demonstrate comprehension of text, which impacts his involvement and progress in the general clucation reading curriculum. Performance Area: English Language Arts- Written Language Ategory: Writing Worden Koreage 90 Spelling Low 79 Writing Samples Average 103 Sentence Writing Fluency Average 92 Areas of Strength: Yarden knows how to shape and size his letters appropria	Category:			Reading	(	<u>ر</u>	•			
urrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):         Cluster/Test Classification Standard Score BROAD READING Low Average 89         Letter-Word ID Average 96         Passage Comprehension Low 78         Sentence Reading Fluency Low Average 89         Areas of Strength: Yarden knows his letters and letter sounds. He is able to read high-frequency words and multi-syllable words. He can decode words such as distance, imagine, veteran, and sphere. On his reading assessment, he could identify 50 out of 61 letters and words correctly. He can read and identify descriptive nounce (such as blue frog) by connecting the written word to an image. During a reading fluency activity, Yarden was aked to read a series of sentences and determine whether they were true or false; he was able to identify 02 statements correctly out of 30 attempted.         Areas of Need: Yarden shows some difficulty with comprehension of text read. When asked to identify missing words in sentences, he was able to rely on visual cues but had more difficulty with text based context clues, solving 13 out 02 42 correctly. He read passages slowly and had difficulty identifying a correct word to apply to the missing portion of a sentence. He displayed difficulty with the comprehension of word meaning and stories.         Impact of Disability: Yardens eligibility of OHI affects his ability to read with fluency, identify contextual clues, and demonstrate comprehension of text, which impacts his involvement and progress in the general education reading curriculum.         userory:       English Language Arts- Written Language         water/Monitoring Process Used:       Words and fluency, identi	ssessment/l	Monitoring Proce	ss Used:	work san	nples, curriculum	based standards	, teacher reports			
Cluster/Test Classification Standard Score BROAD READING Low Average 89 Areas of Strength: Yarden knows his letters and letter sounds. He is able to read high-frequency words and multi-syllable words. He can decode words such as distance, imagine, veteran, and sphere. On his reading assessment, he could identify 50 out of 61 letters and words correctly. He can read and identify descriptive nounds (such as blue frog) by connecting the written word to an image. During a reading fluency activity, Yarden was asked to read a series of sentences and determine whether they were true or false; he was able to identify 29 statements correctly out of 30 attempted. Areas of Need: Yarden shows some difficulty with comprehension of text read. When asked to identify missing words in sentences, he was able to rely on visual cues but had more difficulty with text based context clues, solving 13 out of 24 correctly. He read passages showly and had difficulty identifying a correct word to apply to the missing portion of a sentence. He displayed difficulty with the comprehension of word meaning and stories. Impact of Disability: Yardens eligibility of OHI affects his ability to read with fluency, identify contextual clues, and demonstrate comprehension of text, which impacts his involvement and progress in the general education reading curriculum. erformance Area: English Language Arts- Written Language ategory: Writing Voidocck Johnson IV Tests of Achievement; EOY Spring 2023-24 i-Ready (435) urrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Cluster/Test Classification Standard Score BROAD WRITTEN LANGUAGE Average 90 Spelling Low 79 Writing Samples Average 103 Areas of Strength: Yarden knows how to shape and size his letters appropriately and uses spaces between his words. He will end his sentences with a period. He can use conjunctions to connect two independent clauses. He can share his ideas or opinions in writing. Areas of Strength: Yarden knows h	tate/District	t Assessment Rest	ults:	Woodcoc	ck Johnson IV Tes	ts of Achieveme	ent; Winter 2023-	24 i-Ready (442)		
BROAD READING Low Average 89         Letter-Word ID Average 96         Passage Comprehension Low 78         Sentence Reading Fluency Low Average 89         Areas of Strengh: Yarden knows his letters and letter sounds. He is able to read high-frequency words and multi-syllable words. He can decode words such as distance, imagine, veteran, and sphere. On his reading assessment, he could identify 50 out of 61 letters and words correctly. He can read and identify descriptive nouns (such as blue frog) by connecting the written word to an image. During a reading fluency activity, Yarden was asked to identify 29 statements correctly out of 30 attempted.         Areas of Need: Yarden shows some difficulty with comprehension of text read. When asked to identify missing words in sentences, he was able to identify 29 statements correctly out of 30 attempted.         Areas of Need: Yarden scignibility of OHI affects his ability to read with fluency, identify contextual clues, and demonstrate comprehension of text, which impacts his involvement and progress in the general education reading curriculum.         verformance Area:       English Language Arts-Written Language         'ategory:       Writing         words such as disability on read with strengths, student needs and impact of disability on student performance):         ClusterTest Classification Standard Score         BROAD WRITEN LANGUAGE Average 90         Speling Low 79         Writing Fluency Average 9103         Sentence Writing Fluency Average 92         Areas of Strength: Yarden has difficulty with grapheme-phoneme corresprond	Current Perfo	ormance/Assessm	nent Summar	y (include	student strengths,	student needs a	nd impact of disa	bility on student perfe	ormance):	
which impacts his involvement and progress in the general education reading curriculum. Performance Area: English Language Arts- Written Language Category: Writing Writing Sasessment/Monitoring Process Used: Work samples, curriculum based standards, teacher reports State/District Assessment Results: Woodcock Johnson IV Tests of Achievement; EOY Spring 2023-24 i-Ready (435) Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Cluster/Test Classification Standard Score BROAD WRITTEN LANGUAGE Average 90 Spelling Low 79 Writing Samples Average 103 Sentence Writing Fluency Average 92 Areas of Strength: Yarden knows how to shape and size his letters appropriately and uses spaces between his words. He will end his sentences with a period. He can use conjunctions to connect two independent clauses. He can share his ideas or opinions in writing. Areas of Need: Yarden has difficulty with encoding with grapheme-phoneme correspondence, for example writing whith vs with, whnce vs once, or wacte vs walked. He does not consistently capitalize at the start of his sentences. He places periods throughout his sentences, as well as in place of a comma. He uses awkward sentence structures that make it difficult to interpret his meaning. He generally writes using simple sentence structures with little detail or expression. Impact of Disability: Yarden's eligibility of OHI affects his ability to write with fluency, use appropriate sentence structures, expand on details, and develop	BROAD R Letter-Wor Passage Cc Sentence R Areas of St as distance, descriptive sentences an Areas of N visual cues	EADING Low Av d ID Average 96 omprehension Lov teading Fluency L trength: Yarden kr imagine, veteran nouns (such as bl nd determine whe eed: Yarden show but had more diff	verage 89 w 78 Low Average nows his lette , and sphere. ue frog) by c ther they we /s some diffic ficulty with to	89 On his rea connecting re true or f culty with o ext based c	ading assessment, the written word t false; he was able comprehension of context clues, solv	he could identif to an image. Du to identify 29 st text read. When ing 13 out of 24	y 50 out of 61 let ring a reading flu atements correct a asked to identif correctly. He rea	tters and words correct ency activity, Yarden by out of 30 attempted by missing words in se and passages slowly an	tly. He can read and id was asked to read a se ntences, he was able to d had difficulty identif	lentify ries of o rely on
Category: Writing Writing Writing Writing Writing Work samples, curriculum based standards, teacher reports Assessment/Monitoring Process Used: Woodcock Johnson IV Tests of Achievement; EOY Spring 2023-24 i-Ready (435) Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Cluster/Test Classification Standard Score BROAD WRITTEN LANGUAGE Average 90 Spelling Low 79 Writing Samples Average 103 Sentence Writing Fluency Average 92 Areas of Strength: Yarden knows how to shape and size his letters appropriately and uses spaces between his words. He will end his sentences with a period. He can use conjunctions to connect two independent clauses. He can share his ideas or opinions in writing. Areas of Need: Yarden has difficulty with encoding with grapheme-phoneme correspondence, for example writing whith vs with, whnce vs once, or wacte vs walked. He does not consistently capitalize at the start of his sentences. He places periods throughout his sentences, as well as in place of a comma. He uses awkward sentence structures that make it difficult to interpret his meaning. He generally writes using simple sentence structures with little detail or expression. Impact of Disability: Yarden's eligibility of OHI affects his ability to write with fluency, use appropriate sentence structures, expand on details, and develop								ctual clues, and demor	nstrate comprehension	of text,
Assessment/Monitoring Process Used: work samples, curriculum based standards, teacher reports itate/District Assessment Results: Woodcock Johnson IV Tests of Achievement; EOY Spring 2023-24 i-Ready (435) Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Cluster/Test Classification Standard Score BROAD WRITTEN LANGUAGE Average 90 Spelling Low 79 Writing Samples Average 103 Sentence Writing Fluency Average 92 Areas of Strength: Yarden knows how to shape and size his letters appropriately and uses spaces between his words. He will end his sentences with a period. He can use conjunctions to connect two independent clauses. He can share his ideas or opinions in writing. Areas of Need: Yarden has difficulty with encoding with grapheme-phoneme correspondence, for example writing whith vs with, whnce vs once, or wacter vs walked. He does not consistently capitalize at the start of his sentences. He places periods throughout his sentences, as well as in place of a comma. He uses awkward sentence structures that make it difficult to interpret his meaning. He generally writes using simple sentence structures with little detail or expression. Impact of Disability: Yarden's eligibility of OHI affects his ability to write with fluency, use appropriate sentence structures, expand on details, and develop	erformance	Area:		English I	Language Arts- W	ritten Language	:			
tate/District Assessment Results: Woodcock Johnson IV Tests of Achievement; EOY Spring 2023-24 i-Ready (435) Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Cluster/Test Classification Standard Score BROAD WRITTEN LANGUAGE Average 90 Spelling Low 79 Writing Samples Average 103 Sentence Writing Fluency Average 92 Areas of Strength: Yarden knows how to shape and size his letters appropriately and uses spaces between his words. He will end his sentences with a period. He can use conjunctions to connect two independent clauses. He can share his ideas or opinions in writing. Areas of Need: Yarden has difficulty with encoding with grapheme-phoneme correspondence, for example writing whith vs with, whnce vs once, or wacter vs walked. He does not consistently capitalize at the start of his sentences. He places periods throughout his sentences, as well as in place of a comma. He uses awkward sentence structures that make it difficult to interpret his meaning. He generally writes using simple sentence structures with little detail or expression. Impact of Disability: Yarden's eligibility of OHI affects his ability to write with fluency, use appropriate sentence structures, expand on details, and develop	ategory:			Writing		•	•			
Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Cluster/Test Classification Standard Score BROAD WRITTEN LANGUAGE Average 90 Spelling Low 79 Writing Samples Average 103 Sentence Writing Fluency Average 92 Areas of Strength: Yarden knows how to shape and size his letters appropriately and uses spaces between his words. He will end his sentences with a period. He can use conjunctions to connect two independent clauses. He can share his ideas or opinions in writing. Areas of Need: Yarden has difficulty with encoding with grapheme-phoneme correspondence, for example writing whith vs with, whnce vs once, or wacter vs walked. He does not consistently capitalize at the start of his sentences. He places periods throughout his sentences, as well as in place of a comma. He uses awkward sentence structures that make it difficult to interpret his meaning. He generally writes using simple sentence structures with little detail or expression. Impact of Disability: Yarden's eligibility of OHI affects his ability to write with fluency, use appropriate sentence structures, expand on details, and develop	ssessment/l	Monitoring Proce	ss Used:	work san	nples, curriculum	based standards	, teacher reports			
Cluster/Test Classification Standard Score BROAD WRITTEN LANGUAGE Average 90 Spelling Low 79 Writing Samples Average 103 Sentence Writing Fluency Average 92 Areas of Strength: Yarden knows how to shape and size his letters appropriately and uses spaces between his words. He will end his sentences with a period. He can use conjunctions to connect two independent clauses. He can share his ideas or opinions in writing. Areas of Need: Yarden has difficulty with encoding with grapheme-phoneme correspondence, for example writing whith vs with, whnce vs once, or wacte vs walked. He does not consistently capitalize at the start of his sentences. He places periods throughout his sentences, as well as in place of a comma. He uses awkward sentence structures that make it difficult to interpret his meaning. He generally writes using simple sentence structures with little detail or expression. Impact of Disability: Yarden's eligibility of OHI affects his ability to write with fluency, use appropriate sentence structures, expand on details, and develop	tate/District	t Assessment Rest	ults:	Woodcoc	ek Johnson IV Tes	ts of Achievem	ent; EOY Spring	2023-24 i-Ready (435	j)	
	BROAD W Spelling Lo Writing Sa Sentence V Areas of St period. He of Areas of N vs walked. I uses awkwa expression. Impact of I	VRITTEN LANG ow 79 mples Average 10 Vriting Fluency A trength: Yarden kr can use conjunctio eed: Yarden has d He does not consi ard sentence struc Disability: Yarden	UAGE Avera )3 verage 92 nows how to ons to conned lifficulty with istently capit. tures that ma v's eligibility	shape and ct two inde n encoding alize at the ke it diffic of OHI aff	ependent clauses. I with grapheme-pe start of his senter sult to interpret his fects his ability to	He can share his honeme corresp nces. He places s meaning. He g write with fluen	s ideas or opinion ondence, for exa periods througho enerally writes us ocy, use appropria	s in writing. mple writing whith vs ut his sentences, as we sing simple sentence s	with, whnce vs once, ell as in place of a com tructures with little de	or wacte ima. He tail or

Student       KUBI       YARDEN       Date of Birth       20-APR-2015       Meeting Date       28-MAY-2024         Last       First       MI       Section E: Present Level of Performance         formance Area:       Mathematics       Section F: Present Level of Performance         tegory:       Math       No         sessment/Monitoring Process Used:       Work samples, curriculum based standards, teacher reports       Section E: Present Level of Achievement; EOY Spring 2023-24 i-Ready (412)         rrent Performance/Assessment Results:       Woodcock Johnson IV Test of Achievement; EOY Spring 2023-24 i-Ready (412)       Image: Comparison of the	os Angele	s Unified Schoo	l District		INDIVIDUALI	IZED EDUCA	TION PROGR	AM (IEP)		Page
Section E: Present Level of Performance           formance Area:         Mathematics           tegory:         Math            sessment/Monitoring Process Used:         work samples, curriculum based standards, teacher reports            ted/District Assessment Results:         Woodcock Johnson IV Test of Achievement; EOY Spring 2023-24 i-Ready (412)            rent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):            Huster/Test Classification Standard Score         Standard Score         Standard Score           RDAD MATHEMATICS Average 95         Standard diction and subtract multidigit numbers with regrouping. He can multiply single digits. He can identify the hour of an analog look. He can work with addition and subtract multidigit numbers with simple decimal problems, such as monetary units (1.00, .50). He can solve simple word roblems with mixed operations that the could solve as an equation.            varea of Need: Yarden does not demonstrate an ability to divide or work with fractions. He appears to make calculations slowly and may make small errors rushed, such as on a time dassessment. He has difficulty identifying more complex vocabulary in multi-step ond problems. He gets frustrated casily hen he get stuck on a problem. He performs better in a small group and shows difficulty with elassroom assessments.            maget of Disbility: Yarden's eligibility of Mult affects his ability to acluate with functory, and demonstrate understanding of fractions and division, hich impacts his involvement				EN )			Date of Birth	20-APR-2015	Meeting Date	28-MAY-2024
formance Area: Mathematics tegory: Math  tegory: Math  work samples, curriculum based standards, teacher reports work samples, curriculum based standards, teacher reports tel/District Assessment Results: Woodcock Johnson IV Test of Achievement; EOY Spring 2023-24 i-Ready (412) rerent Performance/Assessment Results: Woodcock Johnson IV Test of Achievement; EOY Spring 2023-24 i-Ready (412) rerent Performance/Assessment Results: Woodcock Johnson IV Test of Achievement; EOY Spring 2023-24 i-Ready (412) rerent Performance/Assessment Results: Woodcock Johnson IV Test of Achievement; EOY Spring 2023-24 i-Ready (412) rerent Performance/Assessment Rummary (include student strengths, student needs and impact of disability on student performance): https://teachi.com/acmeg.96 Hath Facts Fluency Average 93 Lacluation Average 93 Lacluation Average 93 Lacluation Average 93 reads of Strength: Yarden can add and subtraction problems with simple decimal problems, such as monetary units (1.00, .50). He can solve simple word roblems with mixed operations that he could solve as an equation. Areas of Need: Yarden does not demonstrate an ability to divide or work with fractions. He appears to make calculations slowly and may make small errors rushed, such as on a timed assessment. He has ability to calculate with fluency, and demonstrate understanding of fractions and division, hich impacts his involvement and progress in the general education math curriculum.  formance Area: Behavioral elseptive destruction review in the general education math curriculum.  formance/Assessment Results:  rrent Performance/Assessment Rusmary (include student strengths, student needs and impact of disability on student performance): reas of Strength: Yarden can be kind to his teacher input te/District Assessment Rusmary (include student strengths, student needs and impact of disability on student performance): reas of Need: Yarden needs to work on his impulse control. He may blurt out response during lessons, kicks desk or peers (significantly reduced s		Last	Fir	st		: Present Lev	el of Perform	ance		
work samples, curriculum based standards, teacher reports         work samples, curriculum based standards, teacher reports         ted District Assessment Results:       Woodcock Johnson IV Test of Achievement; EOY Spring 2023-24 i-Ready (412)         rrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):         luster/Test Classification Standard Score         ROAD MATHEMATICS Average 95         alculation Average 96         dath Facts Fluency Average 97         vreas of Strength: Yarden can add and subtraction problems with regrouping. He can multiply single digits. He can identify the hour of an analog look. He can work with addition and subtraction problems with simple decimal problems, such as monetary units (1.00, .50). He can solve simple word roblems with mixed operations that he could solve as an equation.         vreas of Need: Yarden does not demonstrate an ability to divid or work with fractions. He appears to make calculations slowly and may make small errors rashed, such as on a tined assessment. He has difficulty identifying more complex vocabulary in multi-step word problems. He gets frustrated easily hen he get stuck on a problem. He performs better in a small group and shows difficulty with classroom assessments.         mpact of Disability: Yarden's eligibility of OHI affects his ability to calculate with fluency, and demonstrate understanding of fractions and division, hich impacts his involvement and progress in the general education math curriculum.         reformance Area:       Behavior Intervention       Importent fluencon         rereation fluency<	erformance	Area:		Mathemat						
te/District Assessment Results: Woodcock Johnson IV Test of Achievement; EOY Spring 2023-24 i-Ready (412) rrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): luster/Test Classification Standard Score BROAD MATHEMATICS Average 95 yalculation Average 96 dath Facts Fluency Average 97 veas of Strength: Yarden can add and subtract multidigit numbers with regrouping. He can multiply single digits. He can identify the hour of an analog look. He can work with addition and subtract multidigit numbers with regrouping. He can multiply single digits. He can identify the hour of an analog look. He can work with addition and subtract multidigit numbers with regrouping. He can multiply single digits. He can identify the hour of an analog look. He can work with addition and subtract multidigit numbers with regrouping. He can multiply single digits. He can identify the hour of an analog look. He can work with addition and subtract multidigit numbers with regrouping. He can multiply single digits. He can identify the hour of an analog look. He can work with addition and subtract multidigit numbers with regrouping. He can multiply single digits. He can identify the hour of an analog look. He can work with addition and subtract multidigit numbers with regrouping. He can multiply single digits. He can identify the hour of an analog look. He can work with addition and subtract multidigit numbers with regrouping and shows difficulty with classroom assessments. mpact of Disability: Yarden's eligibility of HI affects his ability to calculate with fluency, and demonstrate understanding of fractions and division, hich impacts his involvement and progress in the general education math curriculum. formance Area: Behavioral tegroy: Behaviorat strengths, student needs and impact of disability on st	ategory:			Math		~	·			
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Inster/Test Classification Standard Score RROAD MATHEMATICS Average 95 Vapiled Problems Average 95 Calculation Average 95 Calculation Average 97 Average 98 Average 97 Average 90 Average 97 Average 90 Average 97 Average 90 Average 97 Average 90 Average 90	ate/Distric	t Assessment Rest	ults:	Woodcock	k Johnson IV Test	of Achievemen	t; EOY Spring 2	2023-24 i-Ready (41	12)	
BROAD MATHEMATICS Average 95         Applied Problems Average 93         Jaculation Average 97         vreas of Strength: Yarden can add and subtraction problems with regrouping. He can multiply single digits. He can identify the hour of an analog look, He can work with addition and subtraction problems with simple decimal problems, such as monetary units (1.00, .50). He can solve simple word roblems with mixed operations that he could solve as an equation.         vreas of Need: Yarden does not demonstrate an ability to divide or work with fractions. He appears to make calculations slowly and may make small errors rushed, such as on a timed assessment. He has difficulty identifying more complex vocabulary in multi-step word problems. He gets frustrated easily then he gets stuck on a problem. He performs better in a small group and shows difficulty with classroom assessments.         mpact of Disability: Yarden's eligibility of OHI affects his ability to calculate with fluency, and demonstrate understanding of fractions and division, thich impacts his involvement and progress in the general education math curriculum.         formance Area:       Behavioral         terrol	urrent Perf	ormance/Assessm	ent Summar	y (include s	tudent strengths, s	tudent needs an	d impact of disa	ability on student pe	erformance):	
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tegory: Behavior Intervention  Behavior Intervention Behavior Interventin Behavior Intervention Behavior Inter	Areas of N f rushed, so when he ge Impact of I	eed: Yarden does uch as on a timed ts stuck on a prob Disability: Yarden	not demonst assessment. lem. He perf	rate an abili He has diffi òrms better of OHI affe	ity to divide or wor iculty identifying r in a small group a ects his ability to ca	more complex wand shows diffice alculate with flu	vocabulary in mu culty with classr uency, and demo	ulti-step word probl oom assessments.	ems. He gets frustrated e	easily
sessment/Monitoring Process Used: observations, teacher input tet/District Assessment Results: rrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): rreas of Strength: Yarden can be kind to his teachers and peers. He is open to feed back in the classroom. He earned 'most improved' certificate because of nprovements to his in-class behaviors. He likes to help out with classroom jobs/tasks. Areas of Need: Yarden needs to work on his impulse control. He may blurt out response during lessons, kicks desk or peers (significantly reduced since the art of the year), go off task and ignore instructions (passively inattentive), and not complete assignments. He is often not lined up after the bell from recess r lunch, and may become difficult to locate.	rformance	Area:		Behaviora	al					
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rrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): reas of Strength: Yarden can be kind to his teachers and peers. He is open to feed back in the classroom. He earned 'most improved' certificate because of nprovements to his in-class behaviors. He likes to help out with classroom jobs/tasks. Areas of Need: Yarden needs to work on his impulse control. He may blurt out response during lessons, kicks desk or peers (significantly reduced since the art of the year), go off task and ignore instructions (passively inattentive), and not complete assignments. He is often not lined up after the bell from recess r lunch, and may become difficult to locate. mpact of Disability: Yardens eligibility of OHI affects his ability to stay on task, regulate internal state, complete assignments, and follow school routines,	sessment/	Monitoring Proce	ss Used:	observatio	ons, teacher input					
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nprovements to his in-class behaviors. He likes to help out with classroom jobs/tasks. Areas of Need: Yarden needs to work on his impulse control. He may blurt out response during lessons, kicks desk or peers (significantly reduced since the art of the year), go off task and ignore instructions (passively inattentive), and not complete assignments. He is often not lined up after the bell from recess r lunch, and may become difficult to locate. mpact of Disability: Yardens eligibility of OHI affects his ability to stay on task, regulate internal state, complete assignments, and follow school routines,	urrent Perf	ormance/Assessm	ent Summar	y (include s	tudent strengths, s	tudent needs an	d impact of disa	ability on student pe	erformance):	
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			INDIVIDUALI	ZED EDUCA	TION PROGR	AM (IEP)		Page 6 of
Los Angeles Unified School						20 ADD 2015	MCD	29 1413/ 2024
Student KUBI Last	YARDI		MI			20-APR-2015	Meeting Date	28-MAY-2024
				Present Lev	el of Perform	ance		
Performance Area:			ility/Processing					
Category:		General At		~				
Assessment/Monitoring Process		Psycho-Edu	cational Assessm	nent				
State/District Assessment Result			•					
Current Performance/Assessmen	nt Summar	y (include stu	dent strengths, st	udent needs an	id impact of disa	bility on student perfor	mance):	
General Ability/Strengths:								
Areas of Need:								
Impact:								
Performance Area:		Social Emo	tional					
Category:		Social Emo	otional	~				
Assessment/Monitoring Process	Used:	Psycho-Edu	cational Assessm	nent				
State/District Assessment Result	is:							
Current Performance/Assessmen	nt Summar	y (include stu	dent strengths, st	udent needs an	d impact of disa	bility on student perfor	mance):	
General Ability/Strengths:								
A								
Areas of Need:								
Impact:								

Stauent	KUBI	ol District	EN	Date of Rirth	20-APR-2015	Meeting Data	28-MAY-2024
	Last	Fir		Date of Difth	20-AI K-2015	Meeting Date	20-WIA1-2024
				Section F: Eligibility			
		related to dis	ability or suspected disabi	lity:			
SLD, OHI, A	AUT						
			or to determining eligibilit	y: per private school records), small g	round/one on one toach	or gunnorta	
Ed Therapy	(Private), School	i based suppo	orts in reading and math (j	per private school records), small g	roups/one on one teach	er supports	
ligible as a	student with the	disability of					
ode:	OHI		Other Health Impairmen	ıt			
	Not Applical	hla	OBlind or	OPartially Sighted			
dditional L			of for VI, DBL, DEA, HOH				
Code:		giointy (only					
	Not Applical	hla	OBlind or	OPartially Sighted			
_							
Does not	meet eligibility c	riteria for Sp	pecial Education Services (	(Initial IEP).			
r							
-			ion Services (Review IEP)				
No Longe	r Eligible (Effec	tive					
Date):							
_							
This is a l		dent remains	eligible for Special Educa	ation Services until the Effective D			
This is a l		dent remains	eligible for Special Educa	ation Services until the Effective D Final IEP Effect			)
This is a linal IEP Rea	ason:				ctive Date:		)
This is a linal IEP Rea	ason:		s that the educational ne	Final IEP Effect reds of the student are not primar apporary Physical Disability	ctive Date:	k of instruction in rea	ding
This is a linal IEP Rea he IEP Tea	ason: <b>m has considere</b>	ed and agree	s that the educational ne	Final IEP Effected soft he student are not primar	ctive Date: ily due to: Lac	k of instruction in rea	•
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☐ This is a I Final IEP Rea The IEP Tea ✓ Social	ason: <b>m has considere</b> Maladjustment	ed and agree	s that the educational ne	Final IEP Effect reds of the student are not primar apporary Physical Disability	ctive Date: ily due to: Lac		•
This is a linal IEP Reacher The IEP Tea	ason: <b>m has considere</b> Maladjustment	ed and agree	s that the educational ne	Final IEP Effect reds of the student are not primar apporary Physical Disability	ctive Date: ily due to: Lac		•
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Student KUBI	YARDEN		Date of Birth 20-APR-2015	Meeting Date 28-MAY-2024
Last	First	MI		
(	)	Section G: Annual G		
rmance Area:	Reading	Category: Rea	ading   Annual G	oal #: 1
	opportunities, as measured by		xt says, Yarden will draw inferences, referri	
rogress on annual goals to rovided at either Progress	b be reported to parents by co Report or Report Card period	ds.	Progress and Achievement from Current IE	P" form(s) which will be
	$\Box$	Methods of	$\square$	
J State Assessments	$\Box$	Referenced	Criterion Referenced	Curriculum Based
<ul> <li>J Observation</li> <li>Q Other</li> </ul>	Portfo		Work Samples	Informal
Other	teacher inp	but	Incremental objective #2 related to the	
	draw inferences, referring to oportunities, as measured by s	-	text says, Yarden will draw inferences, 1 with 80% in 3 of 5 opportunities, as me	referring to details and examples in the text asured by student work samples.
ate to be achieved:	November V 2024	)	Date to be achieved: February	
			ON OF MARKS	•
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROC met)	GRESS (50-99% of goal	2 PARTIAL PROGRESS (1-49% of go	bal met) <i>1 NO PROGRESS</i>
1st Reporting Period	2nd Reporting Period	<b>3rd Reporting Period</b>	4th Reporting Period (Secondary	Goal Achievement
Date: 16-OCT-2024	Date: 11-DEC-2024	Date: 12-MAR-2025	Only) Date:	
				Objective 1 Met:
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	-
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	$\bigcirc$ Yes $\bigcirc$ No
s progress sufficient to	Progress Mark: Is progress sufficient to meet annual goal?	Progress Mark: Is progress sufficient to meet annual goal?	Progress Mark:  Is progress sufficient to meet annual goal?	
is progress sufficient to neet annual goal?	Is progress sufficient to	Is progress sufficient to	Is progress sufficient to meet annual	○ Yes ○ No Objective 2 Met:
is progress sufficient to meet annual goal? Yes No	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	<ul> <li>Yes ○ No</li> <li>Objective 2 Met:</li> <li>Yes ○ No</li> </ul>
Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	<ul> <li>Yes ○ No</li> <li>Objective 2 Met:</li> <li>Yes ○ No</li> </ul>
Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	<ul> <li>Yes ○ No</li> <li>Objective 2 Met:</li> <li>Yes ○ No</li> </ul>
Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	<ul> <li>Yes ○ No</li> <li>Objective 2 Met:</li> <li>Yes ○ No</li> </ul>
$\frown$	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	<ul> <li>Yes ○ No</li> <li>Objective 2 Met:</li> <li>Yes ○ No</li> </ul>
Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	<ul> <li>Yes ○ No</li> <li>Objective 2 Met:</li> <li>Yes ○ No</li> </ul>
Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	<ul> <li>Yes ○ No</li> <li>Objective 2 Met:</li> <li>Yes ○ No</li> </ul>

Last	YARDEN		Date of Birth 20-APR-2015	Meeting Date 28-MAY-2024
Last	First	MI Section Co. America I C		
	1 10 10	Section G: Annual G	-	
		5,	Annual C Annual C or 80% of intervals, with the use of an appr	
ccommodation, and one adu	ult reminder, across 4 of 5 obs	servations, as measured by dat	a collection.	
	be reported to parents by con Report or Report Card period	s.	rogress and Achievement from Current II	EP" form(s) which will be
]		Methods of	$\square$	
State Assessments         Observation         Other	Norm I     Portfol	Referenced io	<ul> <li>Criterion Referenced</li> <li>Work Samples</li> </ul>	Curriculum Based Informal
•	e intervals, with the use of a one adult reminder, across 3		for 75% of 60 minute intervals, with th accommodation, and one adult reminded data collection.	e use of an appropriate fidget or other er, across 3 of 5 observations, as measured b
ate to be achieved:	November 🗙 2024	✓ MO/YR	Date to be achieved: February	∕ ♥ 2025 ♥ MO/YR
	IEP REPOI	RT OF PROGRESS AND A	CHIEVEMENT FROM CURRENT IE	P
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROG met)		ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g	oal met) 1 NO PROGRESS
1st Reporting Period	2nd Reporting Period	<b>3rd Reporting Period</b>	4th Reporting Period (Secondary	Goal Achievement
Date: 16-OCT-2024	Date: 11-DEC-2024	Date: 12-MAR-2025	Only) Date:	
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:
				O Yes O No
ls progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Objective 2 Met:
⊖ Yes ⊖ No	$\bigcirc$ Yes $\bigcirc$ No	$\bigcirc$ Yes $\bigcirc$ No	$\bigcirc$ Yes $\bigcirc$ No	If "No" please explain:
If "No" please comment:	If "No" please comment:	If "No" please comment:	If "No" please comment:	
Needs More Time Excess Absence/Tardy Assignments Not	<ul> <li>Needs More Time</li> <li>Excess</li> <li>Absence/Tardy</li> <li>Assignments Not</li> <li>Completed</li> </ul>	Needs More Time     Excess     Absence/Tardy     Assignments Not     Completed     Need to	<ul> <li>Needs More Time</li> <li>Excess Absence/Tardy</li> <li>Assignments Not Completed</li> <li>Need to review/revise Goal</li> <li>Other</li> </ul>	

	YARDEN		Date of Birth 20-APR-2015	Meeting Date 28-MAY-2024
Last	First	MI Section C: Annual C	a ala and Objectives	
rmance Area:	Social Emotional C	Section G: Annual G	-	col #. 2
	)	8.	o one's family, friends, education, and scho	
	al adult support as measured b			
ogress on annual goals to ovided at either Progress	be reported to parents by cor Report or Report Card period	s.	rogress and Achievement from Current IE	P" form(s) which will be
л., .	$\Box$	Methods of	$\square$	
State Assessments		Referenced	Criterion Referenced	Curriculum Based
Observation	Portfol	10	U Work Samples	Informal
J Other ■			Incremental objective #2 related to tl	
	tify elements of responsibility and school community in 1 o measured by observation.		regard to one's family, friends, educatio	plan to demonstrate responsibility with n, and school community in 1 out of 2 tria s measured by observation and teacher rep
ate to be achieved:	November 🖌 2024	✓ MO/YR	Date to be achieved: February	<ul> <li>✓ 2025</li> <li>✓ MO/YR</li> </ul>
	IEP REPO	RT OF PROGRESS AND A	CHIEVEMENT FROM CURRENT IE	Р
	IEP REPO		CHIEVEMENT FROM CURRENT IE DN OF MARKS	Р
4 GOAL MET OR EXCEEDED	IEP REPORT	EXPLANATIO		
	3 SUBSTANTIAL PROG	EXPLANATIO	ON OF MARKS	
EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROG met)	EXPLANATION EXPLANATIATICATIAN	ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go	pal met) <i>1 NO PROGRESS</i>
EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROG met) 2nd Reporting Period	EXPLANATIO	ON OF MARKS <i>2 PARTIAL PROGRESS</i> (1-49% of go <b>4th Reporting Period</b> (Secondary	pal met) <i>1 NO PROGRESS</i>
EXCEEDED  Ist Reporting Period Date:	3 SUBSTANTIAL PROG met) 2nd Reporting Period Date:	EXPLANATION EXPLAN	DN OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date:	aal met) <i>1 NO PROGRESS</i> Goal Achievement
EXCEEDED  Ist Reporting Period Date:	3 SUBSTANTIAL PROG met) 2nd Reporting Period	EXPLANATIO	ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only)	Deal met)     1 NO PROGRESS       Goal Achievement       Objective 1 Met:
EXCEEDED  Ist Reporting Period Date:	3 SUBSTANTIAL PROG met) 2nd Reporting Period Date:	EXPLANATION EXPLAN	DN OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date:	aal met) <i>1 NO PROGRESS</i> Goal Achievement
EXCEEDED Ist Reporting Period Date: Progress Mark: Is progress sufficient to	3 SUBSTANTIAL PROG met) 2nd Reporting Period Date:	EXPLANATION EXPLAN	DN OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date:	Deal met)     1 NO PROGRESS       Goal Achievement       Objective 1 Met:
EXCEEDED Ist Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	3 SUBSTANTIAL PROG met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	EXPLANATION	<b>DN OF MARKS</b> 2 PARTIAL PROGRESS (1-49% of get of	Deal met)     1 NO PROGRESS       Goal Achievement       Objective 1 Met:       Yes     No       Objective 2 Met:       Yes     No
EXCEEDED	3 SUBSTANTIAL PROG met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to	EXPLANATION ERESS (50-99% of goal 3rd Reporting Period Date:	DN OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual	aul met)     1 NO PROGRESS       Goal Achievement       Objective 1 Met:       Yes     No       Objective 2 Met:
EXCEEDED Ist Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes O No	3 SUBSTANTIAL PROG met)         2nd Reporting Period         Date:         Progress Mark:         Is progress sufficient to meet annual goal?         Yes       No	EXPLANATIONERESS (50-99% of goal  3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes O No	<b>DN OF MARKS</b> 2 PARTIAL PROGRESS (1-49% of get of	INO PROGRESS       Goal Achievement       Objective 1 Met:       Yes     No       Objective 2 Met:       Yes     No
EXCEEDED         1st Reporting Period         Date:         Progress Mark:         Is progress Mark:         Is progress sufficient to meet annual goal?         Yes       No         If "No" please comment:         Needs More Time         Excess	3 SUBSTANTIAL PROG met)         2nd Reporting Period         Date:         Progress Mark:         Is progress Mark:         Substantiation         Is progress sufficient to meet annual goal?         Yes       No         If "No" please comment:         Needs More Time         Excess	EXPLANATIONERESS (50-99% of goal  Grade Strain Stra	<b>DN OF MARKS</b> 2 PARTIAL PROGRESS (1-49% of get of	INO PROGRESS       Goal Achievement       Objective 1 Met:       Yes     No       Objective 2 Met:       Yes     No
EXCEEDED         Ist Reporting Period         Date:         Progress Mark:         Is progress Mark:         Is progress sufficient to meet annual goal?         Yes       No         If "No" please comment:         Needs More Time         Excess         Absence/Tardy	3 SUBSTANTIAL PROG met)         2nd Reporting Period         Date:         Progress Mark:         Is progress Mark:         Substrain Strain         Is progress sufficient to meet annual goal?         Yes       No         If "No" please comment:         Needs More Time         Excess         Absence/Tardy	EXPLANATIONERESS (50-99% of goal  3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	<b>DN OF MARKS</b> 2 PARTIAL PROGRESS (1-49% of get of	INO PROGRESS       Goal Achievement       Objective 1 Met:       Yes     No       Objective 2 Met:       Yes     No
EXCEEDED Ist Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	3 SUBSTANTIAL PROG met)         2nd Reporting Period         Date:         Progress Mark:         Is progress Mark:         Is progress sufficient to meet annual goal?         Yes       No         If "No" please comment:         Needs More Time         Excess         Absence/Tardy         Assignments Not	EXPLANATION RESS (50-99% of goal 3rd Reporting Period Date: Progress Mark:  Is progress sufficient to meet annual goal?  Yes O No If "No" please comment:  Needs More Time  Excess Absence/Tardy  Assignments Not	<b>DN OF MARKS</b> 2 PARTIAL PROGRESS (1-49% of get of	INO PROGRESS       Goal Achievement       Objective 1 Met:       Yes     No       Objective 2 Met:       Yes     No
EXCEEDED         1st Reporting Period         Date:         Progress Mark:         Is progress Mark:         Is progress sufficient to meet annual goal?         Yes       No         If "No" please comment:         Needs More Time         Excess         Absence/Tardy         Assignments Not         Completed	3 SUBSTANTIAL PROG met)         2nd Reporting Period         Date:         Progress Mark:         Is progress Mark:         Is progress sufficient to meet annual goal?         Yes       No         If "No" please comment:         Needs More Time         Excess         Absence/Tardy         Assignments Not         Completed	EXPLANATION	DN OF MARKS         2 PARTIAL PROGRESS (1-49% of get of g	INO PROGRESS       Goal Achievement       Objective 1 Met:       Yes     No       Objective 2 Met:       Yes     No
EXCEEDED  Ist Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	3 SUBSTANTIAL PROG met)         2nd Reporting Period         Date:         Progress Mark:         Is progress Mark:         Is progress sufficient to meet annual goal?         Yes       No         If "No" please comment:         Needs More Time         Excess         Absence/Tardy         Assignments Not	EXPLANATION	DN OF MARKS         2 PARTIAL PROGRESS (1-49% of get of g	INO PROGRESS       Goal Achievement       Objective 1 Met:       Yes     No       Objective 2 Met:       Yes     No
EXCEEDED         1st Reporting Period         Date:         Progress Mark:         Is progress Mark:         Is progress sufficient to meet annual goal?         Yes       No         If "No" please comment:         Needs More Time         Excess         Absence/Tardy         Assignments Not         Completed	3 SUBSTANTIAL PROG met)         2nd Reporting Period         Date:         Progress Mark:         Is progress Mark:         Is progress sufficient to meet annual goal?         Yes       No         If "No" please comment:         Needs More Time         Excess         Absence/Tardy         Assignments Not         Completed         Need to	EXPLANATION	DN OF MARKS         2 PARTIAL PROGRESS (1-49% of get of g	INO PROGRESS       Goal Achievement       Objective 1 Met:       Yes     No       Objective 2 Met:       Yes     No

Student KUBI	YARDEN		Date of Birth 20-APR-2015	Meeting Date 28-MAY-2024
Last	First			
		Section G: Annual G	-	
mance Area:	Writing	Category: Wr	ting   Annual Ge	oal #: 4
	y in 3 of 4 opportunities, as m	-	e organization and development is appropria les.	
	be reported to parents by cor Report or Report Card period	s.	Progress and Achievement from Current IE	P" form(s) which will be
r	$\Box$	Methods of	$\square$	
State Assessments	$\Box$	Referenced	Criterion Referenced	Curriculum Based
☐ Observation	Portfol		Vork Samples	Informal
Other ocremental objective #1 r	teacher inpu	ut	Incremental objective #2 related to th	
which the organization and	student will produce clear ar development is appropriate t by in 2 of 4 opportunities, as i	to the task, purpose and	the organization and development is app	produce clear and coherent writing in whi propriate to the task, purpose and audience es, as measured by student work samples.
ate to be achieved:	November V 2024	✓ MO/YR RT OF PROGRESS AND A	Date to be achieved: February CHIEVEMENT FROM CURRENT IEI	▼ 2025 ▼ MO/YR
			ON OF MARKS	- 
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROG met)		2 PARTIAL PROGRESS (1-49% of go	al met) 1 NO PROGRESS
lst Reporting Period	2nd Reporting Period	<b>3rd Reporting Period</b>	4th Reporting Period (Secondary	Goal Achievement
Date: 16-OCT-2024	Date: 11-DEC-2024	Date: 12-MAR-2025	Only)	
			Date:	
ha ana a Maulu	Duo outros Maulti	Duo outore Maulti	Due guese Merily	Objective 1 Met:
rogress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	
				$\bigcirc$ Yes $\bigcirc$ No
s progress sufficient to neet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Objective 2 Met:
⊃ <sub>Yes</sub> ○ <sub>No</sub>	O Yes O No	$\bigcirc$ Yes $\bigcirc$ No	$\bigcirc$ Yes $\bigcirc$ No	If "No" please explain:
f "No" please comment:	If "No" please comment:	If "No" please comment:	If "No" please comment:	
☐ Needs More Time	Needs More Time	Needs More Time	Needs More Time	
Excess	Excess	Excess	Excess Absence/Tardy	
Absence/Tardy	Absence/Tardy	Absence/Tardy	Assignments Not Completed	
Assignments Not	Assignments Not	Assignments Not	Need to review/revise Goal	
Completed	Completed	Completed	Other	
_ Need to review/revise Goal	└── Need to review/revise Goal	└── Need to review/revise Goal		)
CALCHART CALSE CIDAL				
	U Uther	Uner		
Other	Other	Other		

Student KUBI	YARDEN		Date of Birth	20-APR-2015	N	leeting Date	28-MAY-2024
Last	First	MI Section G: Annual G	oals and Ohioo	ives			
rmance Area:	Aathematics 0	Category: Mat			ual Goal #:	5	
	be reported to parents by cor Report or Report Card period	mpleting the "IEP Report of P ls. <b>Methods of</b>	-	vement from Curro	ent IEP" for	m(s) which wil	ll be
State Assessments	Norm	Referenced	_	Referenced		Curriculur	n Based
Observation	Dertfol		Work Sam	ples		/ Informal	
Other	teacher inp	ut					
cremental objective #1 r	elated to the goal:		Incremental o	bjective #2 related	l to the goa	l:	
te to be achieved:	November 🗸 2024	₩O/YR	Date to be achi	eved: Feb	ruary 🗸	2025	► MO/YF
	IEP REPO	RT OF PROGRESS AND A EXPLANATION	CHIEVEMENT ON OF MARKS	FROM CURREN	T IEP		
ate to be achieved: 4 GOAL MET OR EXCEEDED		RT OF PROGRESS AND A EXPLANATION	CHIEVEMENT ON OF MARKS		T IEP		✓ MO/YR
4 GOAL MET OR EXCEEDED	IEP REPO	RT OF PROGRESS AND A EXPLANATION	CHIEVEMENT ON OF MARKS 2 PARTIAL P 4th Reporting	FROM CURREN	T IEP of goal me		I NO PROGRESS
4 GOAL MET OR EXCEEDED st Reporting Period	IEP REPO 3 SUBSTANTIAL PROC met)	RT OF PROGRESS AND A EXPLANATIO	CHIEVEMENT ON OF MARKS 2 PARTIAL P 4th Reporting Only)	FROM CURREN	T IEP of goal me	i)	I NO PROGRESS
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4 GOAL MET OR EXCEEDED st Reporting Period Date: 16-OCT-2024	IEP REPO 3 SUBSTANTIAL PROC met) 2nd Reporting Period	RT OF PROGRESS AND A EXPLANATIO GRESS (50-99% of goal 3rd Reporting Period	CHIEVEMENT ON OF MARKS 2 PARTIAL P 4th Reporting Only)	FROM CURREN	T IEP of goal met	i)	I NO PROGRESS
4 GOAL MET OR EXCEEDED st Reporting Period Date: 16-OCT-2024	IEP REPO 3 SUBSTANTIAL PROC met) 2nd Reporting Period Date: 11-DEC-2024	RT OF PROGRESS AND A EXPLANATIO GRESS (50-99% of goal 3rd Reporting Period Date: 12-MAR-2025	CHIEVEMENT ON OF MARKS 2 PARTIAL P 4th Reporting Only) Date:	FROM CURREN	of goal met	t) pal Achieveme	I NO PROGRESS nt et:
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4 GOAL MET OR EXCEEDED Ist Reporting Period Date: 16-OCT-2024 Progress Mark:	IEP REPO 3 SUBSTANTIAL PROC met) 2nd Reporting Period Date: 11-DEC-2024 Progress Mark: Is progress sufficient to	RT OF PROGRESS AND A EXPLANATION SRESS (50-99% of goal 3rd Reporting Period Date: 12-MAR-2025 Progress Mark:	CHIEVEMENT ON OF MARKS 2 PARTIAL P 4th Reporting Only) Date: Progress Mark: Is progress suff	FROM CURREN ROGRESS (1-49% Period (Secondary	T IEP of goal met GG al	al Achieveme Objective 1 Me Yes 1 Me Objective 2 Me	I NO PROGRESS nt et: No et: No
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4 GOAL MET OR EXCEEDED         Ist Reporting Period         Date:       16-OCT-2024         Progress Mark:         Is progress sufficient to meet annual goal?         Yes       No         If "No" please comment:	IEP REPO	RT OF PROGRESS AND A EXPLANATION EXPLANATION EXPLANATION EXPLANATION EXPLANATION Is progress Mark: Is progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment:	CHIEVEMENT ON OF MARKS 2 PARTIAL P 4th Reporting Only) Date: Progress Mark: Is progress suff goal? Yes O N If "No" please of	FROM CURREN ROGRESS (1-49% Period (Secondary iccient to meet annu	T IEP of goal met GG al	al Achieveme Objective 1 Me Yes 1 Me Objective 2 Me	I NO PROGRESS nt et: No et: No
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4 GOAL MET OR EXCEEDED         Ist Reporting Period         Date:       16-OCT-2024         Progress Mark:         Is progress Mark:         Is progress sufficient to meet annual goal?         Yes       No         If "No" please comment:         Needs More Time         Excess         Absence/Tardy	IEP REPO	RT OF PROGRESS AND A EXPLANATIO EXPLANATIO EXPLANATIO EXESS (50-99% of goal GRESS (50-99	CHIEVEMENT ON OF MARKS 2 PARTIAL P  4th Reporting Only) Date: Progress Mark: Is progress suff goal? Yes N If "No" please of Needs Mor Excess Abs Assignmen	FROM CURREN ROGRESS (1-49% Period (Secondary icient to meet annu to comment: e Time ence/Tardy ts Not Completed	T IEP of goal met GG al	al Achieveme Objective 1 Me Yes 1 Me Objective 2 Me	I NO PROGRESS nt et: No et: No
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4 GOAL MET OR EXCEEDED  Ist Reporting Period  Date: 16-OCT-2024  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	IEP REPO	RT OF PROGRESS AND A         EXPLANATION         GRESS (50-99% of goal         3rd Reporting Period         Date:       12-MAR-2025         Progress Mark:       Is progress Sufficient to meet annual goal?         Yes       No         If "No" please comment:       Needs More Time         Excess       Absence/Tardy         Assignments Not       Completed         Need to       Need to	CHIEVEMENT ON OF MARKS 2 PARTIAL P  4th Reporting Only) Date: Progress Mark: Is progress suff goal? Yes N If "No" please of Needs Mor Excess Abs Assignmen	FROM CURREN ROGRESS (1-49% Period (Secondary icient to meet annu to comment: e Time ence/Tardy ts Not Completed	T IEP of goal met GG al	al Achieveme Objective 1 Me Yes 1 Me Objective 2 Me	I NO PROGRESS nt et: No et: No
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Los Aggeles Unified School District Student [KUB] YARDEN	<b>T</b> A		T C. 1 G. 1		INDIVIDUALI	ZED EDUCATION PROGRAM (IEP)		Page 13 of 2.
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?         Image: Participation       Image: Participation form specific assessment(s). Indicate the exempt assessment and an appropriate replacement assessment below:         Exempt Assessment       Replacement Assessment         Image: Accommodations:       Image: Accommodations:         Image: Colspan="2">CAASPP Subject         Exempt Subject in Regular State and District Assessments.         (Designated Supports:       Image: Colspan="2">CAASPP Subject         Exempt Supports:       Image: Colspan="2">CAASPP Subject         ELA and Math       Designated Supports:       Image: Colspan="2">CAASPP Subject         ELA and Math       Designated Supports:       Image: Colspan="2">CAASPP Subject         Image: The separate/smaller setting       Image: The Supports       Image: The Supports         Image: The separate/smaller setting       Image: The Super Supports       Image: The Supports			KUBI	YARDEN		Date of Birth 20-APR-2015	Meeting Date	e 28-MAY-2024
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?         Partial Exemption from specific assessment(s). Indicate the exempt assessment <u>and</u> an appropriate replacement assessment below:         Exempt Assessment         Replacement Assessment         Accommodations:         Accommodations:         Designated Supports and/or Accommodations identified below are applicable)         Designated Supports:         Test in a separate/smaller setting         Masking			Last			tion in State and District wide Assessmen	te	
How will the student participate in District Assessments?         Image: Partial Exemption from specific assessment(s). Indicate the exempt assessment <u>and</u> an appropriate replacement assessment below:         Exempt Assessment       Replacement Assessment         Image: Accommodations:         Image: CAASPP Subject ELA and District Assessments.         Coesignated Supports:         Test in a separate/smaller setting         Masking	Assess	sments	administered wi			for each grade by the California Department of		Angeles Unified School
Full Participation         Partial Exemption from specific assessment(s). Indicate the exempt assessment and an appropriate replacement assessment below:         Exempt Assessment         Replacement Assessment         Accommodations:         Accommodations:         Chasper State and District Assessments.         (Designated Supports and/or Accommodations identified below are applicable)         Designated Supports:         Test in a separate/smaller setting         Masking						District Assessments		
Partial Exemption from specific assessment(s). Indicate the exempt assessment and an appropriate replacement assessment below:         Exempt Assessment       Replacement Assessment         Accommodations:       Image: Commodation in the image: Commodation image: Commodati	How	v will t	he student part	icipate in District As	sessments?			
Exempt Assessment       Replacement Assessment <ul> <li>Accommodations:</li> <li>Accommodations:</li> <li>CAASPP Subject ELA and Math</li> </ul> Student will participate in Regular State and District Assessments. (Designated Supports and/or Accommodations identified below are applicable)       CAASPP Subject ELA and Math         Designated Supports: <ul> <li>Test in a separate/smaller setting</li> <li>Masking</li> </ul>		Full P	articipation					
Accommodations:         Accommodations:         Student will participate in Regular State and District Assessments.         (Designated Supports and/or Accommodations identified below are applicable)         Designated Supports:         • Test in a separate/smaller setting         • Masking		Partia	l Exemption fr	om specific assessme	ent(s). Indicate the e	exempt assessment <u>and</u> an appropriate repla	acement assessment belo	w:
Accommodations:         Student will participate in Regular State and District Assessments.         (Designated Supports and/or Accommodations identified below are applicable)         Designated Supports:         Test in a separate/smaller setting         Masking			Exempt	Assessment		Replacement Asses	ssment	
Student will participate in Regular State and District Assessments.       CAASPP Subject         [Designated Supports and/or Accommodations identified below are applicable]       ELA and Math         Designated Supports:       - Test in a separate/smaller setting         - Masking       - Masking	-			•	•			
(Designated Supports and/or Accommodations identified below are applicable)       ELA and Math         Designated Supports:       - Test in a separate/smaller setting         - Masking       - Masking		Accor	nmodations:					
(Designated Supports and/or Accommodations identified below are applicable)       ELA and Math         Designated Supports:       -         - Test in a separate/smaller setting       -         - Masking       -								
(Designated Supports and/or Accommodations identified below are applicable)       ELA and Math         Designated Supports:       -         - Test in a separate/smaller setting       -         - Masking       -								
(Designated Supports and/or Accommodations identified below are applicable)       ELA and Math         Designated Supports:       -         - Test in a separate/smaller setting       -         - Masking       -								
(Designated Supports and/or Accommodations identified below are applicable)       ELA and Math         Designated Supports:       -         - Test in a separate/smaller setting       -         - Masking       -	G( 1		n <i>/</i> ·· / ·		10.4.4.4			CAACED C. L. A
<ul><li>Test in a separate/smaller setting</li><li>Masking</li></ul>								
- Masking				aller setting				
- Text-to-speech software enabled (for math items and ELA items except for reading passages)	- 1	Maskir	ng					
	- 1	Text-to	-speech softwa	are enabled (for math	items and ELA iter	ms except for reading passages)		

		INDIVIDUALIZED EDU	CATION	PROGRAM (IEP)		Page 14 of 23
Los Angeles Unified School Dis	strict					
	YARDEN		Date	of Birth 20-APR-2015	Meeting	28-MAY-2024
Last	First	MI			Date	
_	Se	ection N: Procedural Safe	guards a	nd Follow-up Actions		
A Parent's Guide to Special	Education Servi	ices including Procedural	Rights &	& Safeguards was provided to	the parent in his/l	her primary language.
✓ The IEP Team Meeting Intro	ductory Statement	ts were read aloud at the be	ginning o	of the IEP Team meeting.		
✓ The parent/guardian was info		•				
Is the parent/guardian requesting	g computer genera	ted translation?* O Yes	🔘 No			
Select Preferred Language: *Computer generated translation provide translation IEP documentation should no substitute for formal written translation s and/or a formal translation of the IEP at	t be considered an off services by a District t	icial IEP document. While this ser ranslator. Parents/Guardians who	vice is offe elect access	red and available to assist parents/gua to computer generated written IEP tr	ardians to participate in	IEP development, it is not a
Is the parent/guardian requesting	g official translatio	on? 🔘 Yes 🔿 No	Select Pr	eferred Language: Hebrew		~
Specify the Individual Pages	to be translated:					
Special Requests:						
For students who are 17 year student at 18 years of age, ur			ave been	informed that the educational	decision-making	rights will transfer to the
<u>]</u>	Pandemic Learni	ing Loss Consideration of	Comper	satory and/or Recoupment	Services	
Compensatory Education Con				oupment Services Consideration		
<ul> <li>The IEP team has reviewed a education is required due to determined:</li> <li>Student received all of their</li> </ul>	the COVID-19 pa	ndemic. The IEP team has	a t	The IEP team has reviewed and nd considered factors that may he school facility closures as a EP team has determined:	y have impacted st	udent's learning during
services required by their I required. O Student did not receive all	EP. Compensator	y education is not	٢	Student has made expected p progress is in alignment with achievement. No recoupmen	expectations of p	rogress/goal
and services required by the details are documented in 1	eir IEP. Compens FAPE 2- Summar	atory education offer y of Services.	С	Student experienced learning closures caused by the COVI services are necessary. The II	loss as a result of D-19 pandemic a	the school facility the recoupment
and services required by the education was warranted for team in FAPE Part 2 Part 4	neir IEP. However, or the reasons doc	, no compensatory		to address past learning loss. included in FAPE Part 2, Par service grid, as necessary).	Recoupment serv	ices offer details are
Compensatory education c		documented on IEP dated	С	Recoupment services conside	eration was docum	nented on IEP dated
_					~	
	~					
O Preschool Only Consideration	on (Transition IEP	)				
○ 30-Day IEP Consideration (0	Out-of-District)					
O Student attends private schoo	ol within district b	oundaries and resides outsi	de of dis	trict boundaries (Eligibility De	etermination Only	)
	TI	HIS SPACE DELIBE	RATEL	Y LEFT BLANK.		

	INDIVIDUALIZED EDU	CATION PROCE	AM (IFP)		Page 15 of 23
Los Angeles Unified School District					
Student     KUBI     YARDEN       Last     First	MI	Date of Birth	20-APR-2015	Meeting Date	e 28-MAY-2024
	Section Q: Parent Par	ticipation and C	Consent		
Parent Participation				Notification	
		Method		/hom	When
<ul> <li>Parent/Student (18-21) has participated in the IEP n</li> <li>Parent/Student (18-21) indicated before the meeting to attend.</li> <li>Parent/Student (18-21) was notified 3 times of the parent/Student (18-21) did not respond to any of the meeting was held without the Parent/Student (18-21) pr</li> <li>Parent/Student (18-21) did not attend and gave per</li> </ul>	g that they would not be able meeting time and place. eeting notifications and the resent	Email	Frances	sca rochetti	19-APR-2024
them if they did not attend.	mission to proceed without	I (PARENT) acknow request. meeting be resched			led to this date at my ENT requested that the IEP
Parent/Stu	dent (18-21) Agreement		· · · · · · · · · · · · · · · · · · ·	Р	
A Parent/Student (18-21) may agree to all or some implement those portions of the IEP to which the				and services.	
Parent/Student (18-21) AGREES to all component			· · · · · · · · · · · · · · · · · · ·		
<ul> <li>Parent/Student (18-21) AGREES to all component</li> </ul>		THE SPECIFIC E	XCEPTION(S) stated b	below:	
Assessment Specify	* *				
Eligibility Specify					
Instructional Setting Specify					
Services Specify					
The Parent/Student (18-21) <b>DOES NOT AGREE</b> A Parent/Student (18-21) is not required to initiate a parent/student (18-21) does wish to initiate a for	any form of dispute resolution	ion as to compone			
dispute resolution processes in the District's public	cation, A Parent's Guide to S	pecial Education	Services (Including Pr	ocedural Rights o	and Safeguards).
	Parent Concern	s and Comment	s		
Signature(s)				Date	
Parent O Guardian     O Stude     years	nt age 18-21 years age 18-21	O Surrogate Pa	rent O Emanci	pated Minor	Foster Parent
Did the school district facilitate parent involvement as	a means of improving services	and results for your	child? 🔍 Yes 🔿 No	O No Response	
✓ I certify that I have received a copy of the Par- can be done at anytime after the IEP meeting	ent Input Survey regarding t	he IEP process. I u	inderstand that my cor	npletion of the fo	orm is voluntary and
Signature(s)				Date 27-MA	AY-2024
3				Date 27 m	



## 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.



						econvened Meeting ate	
Student KUE		YARDEN	M	Date of Birth			ate 28-MAY-2024
	Last	First	MI				
			Section R: Na	ames and Signatures (Signatur	es on File)		
	Те	eam Member		Print Name		Signa	ature
arent/Guardian				Tzachi Kubi via Zoom			
arent/Guardian				Liran Kubi via Zoom			
tudent Age 18 - 2	21 years						
tudent Under Ag	e 18 years						
Surrogate Parent							
oster Parent							
amily Foster Ho	me Provid	er					
Administrator				Francesca Rochetti		Kar	
Administrative Do	esignee						
pecial Education	Teacher			Sami Mzali		Sami Mzali	
General Education	n Teacher			Robyn Arnold			
school Psycholog	ist			Laurie Bernhard			
school Nurse				Kayla Cruz Esposto			
Related Service S	taff						
Related Service S	taff						
Related Service S	taff						
nterpreter							
ign Language In	terpreter						
Agency Represen	tative						
Agency Represen	tative						
Agency Represen	tative						
Other	Frie	nd/Translator		Maya Castrejon via Zoom			
Other							
Other							
ther							

				INDIVIDUALIZED	EDUCATION PROGRAM (IEP)		Page 17 of	
Los Angeles Student		YAI	ct RDEN First	MI	Date of Birth 20-APR-2015	Meeting Date	28-MAY-2024	
			LEAS	T RESTRICTIV	E ENVIRONMENT ANALYSIS			
			Т		e IEP Team at the IEP Team Meeting			
				Student's C	Current Placement Type:			
🖲 General	Education	Class/Gener	al Education	Site	O Special Day Program/General I	Education Site		
O Special	Day Program	m/Special E	ducation Cer	nter	O Nonpublic School			
⊖ Home/H	lospital or R	esidential (	Care Facility					
IRECTIO					n discussion regarding placement from the b Step that indicates YES, it is also required to		A until the team reaches	
n a more re use of suppl accommoda cannot be pr needs.	strictive set ementary ai tions and m rovided. In s	ting should ds and serv odifications selecting the	only occur if ices cannot b s is not the so e LRE, consid	the nature or severity of e achieved satisfactoril le justification for place deration is given to any	tudents with disabilities be educated in the l of the student's disability is such that placen ly. The lack of current availability of a stude ement in a more restrictive setting, unless the potential harmful effect on the child or on the difications in the student's IEP be made avail	nent in a less restri nt's required suppo lere is a compellin he quality of servi	ctive setting with the orts, services, g reason why they ces that he or she	
Step A.		m/setting?						
	Yes	🔿 No	If the answ the question		ral education classroom/setting is the approp	oriate placement. I	f the answer is NO, go	
	○ Yes	() No	in a genera	I education classroom/	required supports, services, accommodation setting? If YES, all required supports, servic able timeline. If the answer is NO, please ar	es, accommodatio	ons and/or modification	
Step B.		supports, se ay program		nmodations and/or mod	lifications in the student's IEP be made avai	lable on a general o	education site in a	
	() Yes	○ No		ver is YES, then a speci to the question below.	al day program on a general education site i	s the appropriate p	lacement. If the answer	
	() Yes	() No	If not currently available, can the required supports, services, accommodations and/or modifications be made availa in a special day program on a general education site? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step C.					

Step D.       Can the 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.         Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting?         Yes       No         If not currently available, can the 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.         Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting?         Yes       No         If not currently available, can the required supports, services, accommodations and/or modifications be made available in a home/hospital setting?         Yes       No         If not currently available, can the required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step E.         Step E.       Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a residential care facility?	Student       KUBI       YARDEN       MI       Date of Birth 20-APR-2013       Meeting Date       28-MAY-2024         ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued) To Be Completed By the IEP Team at the IEP Team Meeting       Step C.       Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a special school setting?       Yes       No       If the answer is YES, then a special school setting is the appropriate placement. If the answer is NO, go to the quest below.         Yes       No       If not currently available, can the 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         Step D.       Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting?         Yes       No       If the answer is NO, go to the questing below.         If the answer is NO, go to the questing below.       If the answer is NO, go to the questing below.         Yes       No       If the answer is NO, go to the questing below.         If the answer is NO, go to the questing below.       If the answer is NO, go to the questing below.         If the answer is NO, go to the questing below.       If the answer is NO, go to the questing below.         If the answer is NO, go to the questing below.       If the answer is NO, go to the questing below.         If the answer is NO, go the q	Student       KUBI       YARDEN       MI       Date of Birth 20-APR-2015       Meeting       28-MAY-2024         ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)       To Be Completed By the IEP Team at the IEP Team Meeting       Step C.       Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a special school setting?       Yes       No       If the answer is YES, then a special school setting is the appropriate placement. If the answer is NO, go to the quest below.         Yes       No       If not currently available, can the 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         Step D.       Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting?         Yes       No       If the answer is YES, then a home/hospital setting is the appropriate placement. If the answer is NO, go to the queston below.         Step D.       Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting?         Yes       No       If the answer is YES, then a home/hospital setting is the appropriate placement. If the answer is NO, go to the queston below.         If the answer is NO, go to the queston below.       If the answer is NO, go to the queston below.       If the answer is NO, go to the queston below.         Yes       No       If t	os Angeles	Unified S	chool Distri	2t	INDIVIDUALIZED	DEDUCATION PROGRAM (IEP)			
ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued).         To Be Completed By the IEP Team at the IEP Team Meeting.         Step C.         Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a special school setting?         Yes       No         If the answer is YES, then a special school setting?         Yes       No         If the answer is YES, then a special school setting?         Yes       No         If not currently available, can the 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         Step D.       Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting?         Yes       No       If the answer is YES, then a home/hospital setting is the appropriate placement. If the answer is NO, go to the question below.         Yes       No       If the answer is YES, then a home/hospital setting is the appropriate placement. If the answer is NO, go to the question below.         Yes       No       If the answer is 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 provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step provided within a reasonable tim	Step D.       Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting?         Yes       No       If the answer is YES, then a special school setting is the appropriate placement. If the answer is NO, go to the quest below.         Yes       No       If not currently available, can the 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         Step D.       Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting?         Yes       No       If the answer is YES, then a home/hospital setting is the appropriate placement. If the answer is NO, go to the quest of the answer is NO, please articulate why in the box below. Then go to Step         Step D.       Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting?         Yes       No       If the answer is NO, go to the question below.         If not currently available, can the 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         Ves       No       If the answer is NO, go to the question below.         If not currently available, can the required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulat	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? If the answer is YES, then a special school setting is the appropriate placement. If the answer is NO, go to the quest below.         Yes       No       If not currently available, can the 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         Step D.       Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting?         Yes       No       If the answer is YES, then a home/hospital setting is the appropriate placement. If the answer is NO, go to the question below.         Step D.       Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting?         Yes       No       If the answer is YC, go to the question below.         If not currently available, can the 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         Yes       No       If not currently available, can the required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please ar	-					Date of Birth 20-APR-2	2015	Meeting	28-MAY-2024
Step D.       Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a special school setting?         Yes       No       If the answer is YES, then a special school setting is the appropriate placement. If the answer is NO, go to the que below.         Yes       No       If not currently available, can the required supports, services, accommodations and/or modifications be made available in a special school setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step D.         Step D.       Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting?         Yes       No       If the answer is YES, then a home/hospital setting is the appropriate placement. If the answer is NO, go to the question below.         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Yes       No       If not currently available, can the required supports, services, accommodations and/or modifications be made avail in a home/hospital setting?         Yes       No       If not currently available, can the 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         Step E.       Can the supports, services, accommodations and/or modifications and/or modifications	Yes       No       If the answer is YES, then a special school setting is the appropriate placement. If the answer is NO, go to the quest below.         Yes       No       If not currently available, can the required supports, services, accommodations and/or modifications be made avail in a special school setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. 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Yes       No       If not currently available, can the required supports, services, accommodations and/or modifications be made avail in a home/hospital setting?         Yes       No       If not currently available, can the required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If t			ANNUA					Continued)	
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Yes       No       If not currently available, articulate in the IEP what supports, accommodations and/or modifications are required for the su	Step C.	Can the	supports, se	rvices, accom	nmodations and/or mo	difications in the student's IEP be	made availab	ole in a special sc	hool setting?
Step D.       Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting?         Yes       No         If not currently available, can the 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.         Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting?         Yes       No         If not currently available, can the 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.         Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting?         Yes       No         If not currently available, can the 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.         Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a residential care facility?         Yes       No         If not currently available, articulate in the IEP what supports, accommodations and/or modifications are required for the supports, accommodations and/or modifications are required for the supports.	Step D.       Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting?	Step D.       Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting?         Yes       No         If the answer is NO, go to the question below.         If the answer is NO, go to the question below.         If the answer is NO, go to the question below.         If the answer is NO, go to the question below.         If the answer is NO, go to the question below.         If not currently available, can the required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, go to the question below.         Yes       No         If not currently available, can the required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step         Step E.       Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a residential care facility?         Yes       No         If not currently available, anticrulate in the student's IEP be made available in a residential care facility?         Yes       No         If not currently available, articulate in the IEP what supports, accommodations and/or modifications are required for Yes		○ Yes	🔿 No		er is YES, then a spec	ial school setting is the appropriate	e placement.	If the answer is	NO, go to the ques
Step E.       Can the supports, services, accommodations and/or modifications and/or modificati	Step E.       Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a residential care facility?         Yes       No	Step E.       Can the supports, services, accommodations and/or modifications and/or modificati		() Yes	○ No	in a special	school setting? If YE	S, all required supports, services,	accommodat	ions and/or modi	fications must be
Yes       No       If the answer is YES, then a home/hospital setting is the appropriate placement. If the answer is NO, go to the question below.         Yes       No       If not currently available, can the required supports, services, accommodations and/or modifications be made availing 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.         Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a residential care facility?         Yes       No         If not currently available, articulate in the IEP what supports, accommodations and/or modifications are required for the supports, accommodations and/or modifications are required for the supports.	Yes       No       If the answer is YES, then a home/hospital setting is the appropriate placement. If the answer is NO, go to the question below.         Yes       No       If not currently available, can the required supports, services, accommodations and/or modifications be made avail 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         Step E.       Can the supports, services, accommodations and/or modifications and/or modif	Yes       No       If the answer is YES, then a home/hospital setting is the appropriate placement. If the answer is NO, go to the question below.         Yes       No       If not currently available, can the required supports, services, accommodations and/or modifications be made avail 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         Step E.       Can the supports, services, accommodations and/or modifications and/or modifications and/or modifications and/or modifications in the student's IEP be made available in a residential care facility?         Yes       No         If not currently available, articulate in the IEP what supports, accommodations and/or modifications are required for the intervent of the									
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Step E.       Can the supports, services, accommodations and/or modifications and/or modificati	Step E.       Can the supports, services, accommodations and/or modifications and/or modifications and/or modifications and/or modifications and/or modifications must be         Step E.       Can the supports, services, accommodations in the student's IEP be made available in a residential care facility?         Yes       No	Step E.       Can the supports, services, accommodations and/or modifications and/or modifications and/or modifications and/or modifications and/or modifications must be         Step E.       Can the supports, services, accommodations in the student's IEP be made available in a residential care facility?         Step K.       If not currently available, articulate in the IEP what supports, accommodations and/or modifications are required for the supports accommodations and/or modifications are required for the supports accommodations and/or modifications are required for the supports accom		○ Yes	🔿 No				e placement.		
$\bigcirc$ Yes $\bigcirc$ No If not currently available, articulate in the IEP what supports, accommodations and/or modifications are required f	$\bigcirc$ Yes $\bigcirc$ No If not currently available, articulate in the IEP what supports, accommodations and/or modifications are required for	$\bigcirc$ Yes $\bigcirc$ No If not currently available, articulate in the IEP what supports, accommodations and/or modifications are required for		○ Yes	○ No	If not curre in a home/l	ently available, can the hospital setting? If YE	e required supports, services, accor S, all required supports, services,	accommodat	ions and/or mod	fications must be
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student in this setting.	student in this setting.		Step E.			If not curre	ently available, articula				-
						student in t	ins setting.				

Student	KUBI Last	YARDEN First	MI	Date of Birth 20-APR-2015	Meeting Date	28-MAY-2024
	Al	NNUAL LEA		E ENVIRONMENT ANALYSIS the IEP Team at the IEP Team Meeting	(Continued)	
Step F.			ed in the contents of this acluding (check all that a	IEP, and the placement being considered by t pply):	the IEP team, outw	eigh any potential
		Missed genera Rate at which Lack of oppor Lack of oppor	ccess to the full range of al education instruction t student may earn credit rtunity for social interact rtunities for age-appropr cialization opportunities	aught by highly qualified staff s for graduation ion iate peer role models		

Los Angeles Unified S Student KUBI	YARDEN	IEP FAF Date of Birth 20-API	
Last	First	MI	K-2015 Mieeting Date 28-MAT-2024
Last	1 H St		
		Effective With this IEP	Future Changes Related to this IEP
	As of Date:	03-JUN-2024	
Eligibility:		Eligible (OHI)	
from Page 4)	Final IEP Reason	5 - ( - )	
	Final IEP Effective Date:		
Curriculum			
		General Education	
Placement	Type of School	District Resident School	
	Name of School	SHERMAN OAKS EL CS	
Instructional Setting	Satting	General Education	
B	Setting		
	Program	GE	
	Special Day Minutes/Wk		
	Addresses Goals	1(Reading),2(Social	
		Emotional),3(Writing),4(Mathematics)	
Additional Factors			
Auditional Pactors	Low Incident Support	None	
	Assistive Technology	No	
	Support		
	Transportation	None	
	Extended School Year/Intersession	● Yes ○ No	
	Parent Counseling and Training (PCT)	• Yes O No	
	ESY Transportation	Home to School	
Accommodation, Modifications, Supports	Instructional Accommodations Instructional Modifications	<ul> <li>Flexible seating away from distractions and in close proximity to instruction <ul> <li>Chunking assignments into smaller parts to be completed over extra time if needed, not to exceed 2 days</li> <li>Homework: may have choice (extra time to complete homework assignment, up to 1 extra day, or given a smaller number of problems to complete if can show understanding/mastery of skill)</li> <li>Check for understanding</li> <li>Repeat/rephrase directions</li> <li>Redirect as needed (verbal or physical reminders to remain on task)</li> <li>May take a 'brain break' up to 5 minutes to self-regulate or redirect</li> </ul> </li> </ul>	
	Other Supports, including Non-Academic and Extra-curricular Activities	None	
Preparation for Three Year Review IEP (At the second Annual Review IEP Meeting, the team must discuss and document the decision to	Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary?	🔿 Yes 💿 No	
conduct or not conduct a three-year comprehensive reassessment.)		Occupational Therapy	

Low Incidence Equipment	N/A	
Assistive Technology Equipment		
Participation in General Education	Yarden will participate in the General Education program with RSP support in English Language Arts and mathematics.	

os Angeles Unified School Distr udent KUBI YARD		IEP FAPE Part 2 - Summary of Date of Birth 20-APR-2015	Meeting Date 28-MAY-2024
	rst MI		Meeting Date 20-MAT-2024
		Effective With This IEP	Future Changes Related To This IEP
Service 1	Start Date:	Effective with Future Changes 03-JUN-2024	11-AUG-2024
04	End Date:		
Counseling and Guidance	Service applies to:		Regular
	Frequency:		1-5
This service addresses the following <b>goals:</b>	Interval:		Monthly
3(Social Emotional)	Minutes/Interval:		120
	Minutes/Interval (Pullout from Gen Ed):		120
	Service Delivery Model:		Direct Service (By a Single Provider)**
	Responsible Personnel:		Licensed/Credentialed Provider
	**		
Service 2	Start Date:	Effective on Signature Date 03-JUN-2024	
RSP	End Date:		
RSP	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following <b>goals:</b>	Interval:	Weekly	

	1		
1(Reading)	Minutes/Interval:	30	
4(Writing)	Minutes/Interval (Pullout from Gen Ed):	0	
2(Behavioral Support)	Service Delivery Model:	RSP: Collaborative Teaching and Planning*	
	RSP Area:	Literacy/I	ELA/ELD
	Responsible Personnel:	General Education Teacher	
		Resource Specialist Teacher	
		Other Provider(s)	
Service 3	Start Date:	Effective on Signature Date 03-JUN-2024	
RSP	End Date:		
RSP	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following <b>goals:</b>	Interval:	Weekly	
5(Mathematics)	Minutes/Interval:	30	
2(Behavioral Support)	Minutes/Interval (Pullout from Gen Ed):	30	
	Service Delivery Model:	RSP: Collaborative Teaching and Planning*	
	RSP Area:	Ma	ath
	Responsible Personnel:	General Education Teacher	
		Resource Specialist Teacher	
		Other Provider(s)	
Service 4	Start Date:	Other Provider(s) Effective on Signature Date 03-JUN-2024	
Service 4 RSP	Start Date: End Date:	Effective on Signature Date	

	Frequency:	1-5	
This service addresses the following <b>goals:</b>	Interval:	Weekly	
1(Reading)	Minutes/Interval:	30	
4(Writing)	Minutes/Interval (Pullout from Gen Ed):	30	
2(Behavioral Support)	Service Delivery Model:	RSP: Collaborative Teaching and Planning*	
	RSP Area:	Literacy/	ELA/ELD
	Responsible Personnel:	General Education Teacher	
		Resource Specialist Teacher	
		Other Provider(s)	
Service 5	Start Date:	Effective on Signature Date 03-JUN-2024	
RSP	End Date:		
RSP	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following <b>goals:</b>	Interval:	Weekly	
5(Mathematics)	Minutes/Interval:	30	
2(Behavioral Support)	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	RSP: Collaborative Teaching and Planning*	
	RSP Area:	М	ath
	Responsible Personnel:	General Education Teacher	
		Resource Specialist Teacher	
		Other Provider(s)	

**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 o	f General Education	
	Effective With this IEP	Future Changes Related to this IEP
% of Time per Week outside of General Education	4	
Part 4 - Compensatory Education/Rec	oupment Services Discu	ssion
Per LAUSD district policy, updated May 2022 'IEP and Section 504 ter to determine if Compensatory Education services are required to remece evaluations or services to which they were entitled during the COVID- instruction from March 17, 2020 until the end of the 2021-2022 school	ly any educational or other deficits that resul 19 pandemic related remote learning instruc	lted from a student with a disability not receiving the
Part 4 - Additional IEP Team Conside	rations & Parental Input	
This is an initial IEP for Yarden Kubi, a 3rd grade student in the general participants were introduced. Parents and translator participated via Zo needs to be taken during school hours. The school psychologist present student with Other Health Impairment. The Resource Specialist and Ge benefit from RSP support within the general education program as well	om. The school nurse shared an updated hea ted summary of assessment findings and fou eneral Education teacher shared academic as	Ith summary and summarized that daily medication nd Yarden eligible for Special Education services as a sessments findings. It was discussed that Yarden would

The parent/guardian is offered to attend Parent Counseling and Training (PCT) workshops. PCT workshops are offered weekly via zoom: https://lausd.zoom.us/j/83914397029. Parents may register for the online platform at https://parentportalapp.lausd.net/parentaccess/. All workshops will be provided in both English and Spanish.

os Ange	eles Unified Schoo	al District	INDIVID	UALIZED	<b>EDUC</b>		ON PROGRAM (IEP) P FAPE Part 2 - Sumi		rvices	Page
tudent		YARDEN First	MI				te of Birth 20-APR-20		Meeting Date 28	3-MAY-2024
				FAI	PE Sum	mary	Grid			
Program: GE		GE		Setting:			General Education			
Eligibili	ity:	Eligible (OHI) Curriculum:			riculum:	General Education				
Transpo	ortation:	None				Low	Incident Support:	None		
	strict Received Signature:		03-Jun-20	24						
Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequ	ency	Area	Total Minutes	Addresses Goal(s)	No Consent
04	Counseling and Guidance	Effective with Future Changes 11-Aug-2024	Regular	Monthly	1-5	5	~	120	Social Emotional	
RSP	RSP	Effective on Signature Date	Regular	Weekly	1-5	5	RSP- Literacy/ELA/ELD	30	Reading, Writing, Behavioral Suppor	
RSP	RSP	Effective on Signature Date	Regular	Weekly	1-5	5	RSP-Math	30	Mathematics, Behavioral Suppor	
RSP	RSP	Effective on Signature Date	Regular	Weekly	1-5	5	RSP- Literacy/ELA/ELD	30	Reading, Writing, Behavioral Suppor	
RSP	RSP	Effective on Signature Date	Regular	Weekly	1-5	5	RSP-Math	30	Mathematics, Behavioral Suppor	

Alternative Remote/Distance Learning Services During Emergency Conditions

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

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

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

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

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

## **For IEP Team Information**

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

				ZED EDUCATION P	PROCEAM		Page 21 of 2
				or Intervention Pla			
		For Behc		udent's Learning or the Le			
	Los	Angeles Unified School		_		Behavior Intervo	ention Plan, pg. 1 of
Student	KUBI	YARDEN		Date of Birth	20-APR-2015	Meeting Date	28-MAY-2024
	Last	First impeding learning is:	MI	Describe what it looks	a like:		
1	off task beh				lents, difficulty w/ impulse of	control, avoids as	
			of work production 📈	disrupts other students			
2	instructional	-	ve interaction with peers			·	
	other 🗌		^				
	The need for	r a Behavior Intervention Pla	an: () early stage inte	rvention () moderate (	) serious () extreme		
3	The need for	a Denavior intervention i a		Ivention of moderate (	) senous () extreme		
	Frequency of	r intensity or duration of bel	navior: Frequency (x)	Period Intensit	y Duration (min)		
4	5			daily V low	▼ 5		
	Reported	1 by teacher	)		ved by teacher		
	_	teucher					
PREVEN	ITION		PART 1		ENVIRONMENTAL FACT		
	5	What are the predictors	s for the behavior? (Situ	ations in which the behavi	ior is likely to occur: people,	time, place, subject,	etc).
	0	<b>D</b> isruption in routi		k level higher than	Verbal directives	🗹 Lac	k of predictability
		Time of day	student's	s ability mal physical/emotional	Peer conflict		r stimulation
			state	nai physical/emotional	Room conditions		cific room arrangement
		Events from previo environments		of freedom, choice,			
			$\frown$	e activities, friends er stimulation			
		Other Describe:		51 Stillulation			
				behavior? (What is missing	g in the environment/curricul	um or what is in the	environment/curriculur
Observati		that needs changing?)					
Analysis	Present in	the environment:	Classroom seati	ng arrangement	Noise levels	V Interact	ions (adult and/or peers)
	Missing ir	n the environment:	Peer status gain	ed for $\Box$	nappropriate materials (age-a	ppropriz Size,flite	t.) esolution skills
	Withoung II	r the environment.	misbehavior	s	Schedule	Effectiv	e communication with
			☐ Transition skills ☐ Re-teaching		Fask structuring	parent	nications system
			Social skills inst	truction (	Consequences not clear to stu	dent 💛 Commu	inications system
			Choices				
	Other	r (Missing/Present):					
		REMO	VE STUDENT	'S NEED TO USE	THE PROBLEM	BEHAVIOR	
		-			E THE PROBLEM		ges in
Interventi	ion 7	What environmental ch	hanges, structure and su		ve the student's need to use th		ges in
Interventi	ion 7	What environmental cl Time/Space/Materials/	hanges, structure and su Interactions to remove t	pports are needed to remove the likelihood of behavior)	ve the student's need to use th	is behavior? (Chan	-
Interventi	ion 7	What environmental cl Time/Space/Materials/ Time Changes:	hanges, structure and su Interactions to remove t	pports are needed to remove the likelihood of behavior) we more time on tasks	ve the student's need to use th	is behavior? (Chang parts ZTea	ch a closure system
Interventi	ion 7	What environmental cl Time/Space/Materials/	hanges, structure and su Interactions to remove t	pports are needed to remove the likelihood of behavior) we more time on tasks and transition	ve the student's need to use th	is behavior? (Chang parts C Giv	-
Interventi	ion 7	What environmental cl Time/Space/Materials/ Time Changes:	hanges, structure and su Interactions to remove t Giv Sig Pre	pports are needed to remove the likelihood of behavior) we more time on tasks	Allow completion in Provide a break	is behavior? (Chang parts	ch a closure system re less time on tasks
Interventi	ion 7	What environmental cl Time/Space/Materials/ Time Changes: Space Changes:	hanges, structure and su Interactions to remove t Giv Sig Pre Per Acc	pports are needed to remove the likelihood of behavior) we more time on tasks gnal transition afterred seating resonal space commodated work	<ul> <li>Allow completion in</li> <li>Provide a break</li> <li>Different work areas</li> <li>Hands-on learning</li> <li>Notebook organizer</li> </ul>	is behavior? (Chang parts	ch a closure system re less time on tasks dy carrels ks organized arged print size books
Interventi	ion 7	What environmental cl Time/Space/Materials/ Time Changes: Space Changes: Material Changes:	hanges, structure and su Interactions to remove t Giv Sig Pre Per Acc V Hig	pports are needed to remov the likelihood of behavior) we more time on tasks gnal transition eferred seating csonal space commodated work gh interest materials	<ul> <li>Allow completion in</li> <li>Provide a break</li> <li>Different work areas</li> <li>Hands-on learning</li> <li>Notebook organizer</li> <li>Cue the student</li> </ul>	is behavior? (Chang parts Giv Stu Tas Enl Mo	ch a closure system e less time on tasks dy carrels ks organized arged print size books del
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Interventi	ion 7	What environmental cl Time/Space/Materials/ Time Changes: Space Changes: Material Changes: Interaction:	hanges, structure and su Interactions to remove t Giv Sig Pre Acc Vin Hig Uss words Ver	pports are needed to remov the likelihood of behavior) we more time on tasks gnal transition eferred seating cronal space commodated work gh interest materials e specific supportive rbally praise student	<ul> <li>Allow completion in</li> <li>Provide a break</li> <li>Different work areas</li> <li>Hands-on learning</li> <li>Notebook organizer</li> <li>Cue the student</li> <li>Praise successes</li> <li>Use calm, de-escalati</li> </ul>	is behavior? (Chang parts	ch a closure system e less time on tasks dy carrels ks organized arged print size books del
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Interventi	ion <b>7</b> Who will IEP team	What environmental cl Time/Space/Materials/ Time Changes: Space Changes: Material Changes: Interaction:	hanges, structure and su Interactions to remove t Giv Sig Pre Acc Acc Hig Uss words Ver Uss commu	pports are needed to remov the likelihood of behavior) we more time on tasks anal transition offerred seating csonal space commodated work gh interest materials e specific supportive rbally praise student e specific support	<ul> <li>Allow completion in</li> <li>Provide a break</li> <li>Different work areas</li> <li>Hands-on learning</li> <li>Notebook organizer</li> <li>Cue the student</li> <li>Praise successes</li> <li>Use calm, de-escalati</li> </ul>	is behavior? (Chan, parts	ch a closure system e less time on tasks dy carrels ks organized arged print size books del

		INDIV	IDUALIZED EDUCATION PR	ROGRAM		Page 22 of
			Behavior Intervention Plan			
	Los	For Behavior Interferi Angeles Unified School District	ing with Student's Learning or the Lear		Behavior Interv	ention Plan, pg. 2 o
Student	KUBI	YARDEN	Date of Birth	20-APR-2015	Meeting Date	28-MAY-2024
	Last	First MI				
ALTERNA	TIVE	PART II	FUNCTIONAL FACTORS AN			PPORT
	8	Team believes the behavior occurs b	because: (Function of behavior in terms	s of getting, protest or avoid	ling something)	
	U	To Get:	Sensory input	Attention (peer)	Atte	ention (staff)
		To Avoid:	Tangible (desired item)	Tangible (desired activ	· ~	
			Sensory input	Attention (peer)		ention (staff)
		Describe: Isialso magne off tools	Task (too difficult)	Task (too easy)	Tas!	k (too long)
		kicks peers, off-task,	avoids classroom time ould do INSTEAD of the problem beha	vior? (How should the stud	ent escape/protest/a	woid or get his/her nee
Observatio	n 9	met in an acceptable way?)	and do in the problem bend	vior. (110 v should the stud	ent escape, protest t	trona of get mayner net
Analysis	Fatablia	h expected positive behaviors with estab	bliched roward/non-roward based oon	acquanaca (quah ac comin	a fraa tima ar tana	ihla itam) allaw hraa
		ommunicated properly at an appropriate			g free time of tang	ible itelli), allow blea
	when ee	initialiteated property at an appropriate	time, opportunity to have choices ava	anaole.		
		W/I	Cuminulum (Mataniala ana mardada)			
	10	What teaching Strategies/Necessary	Curriculum/Materials are needed?			
		Better communication skills	Anger management	Communication syste	em 🞽 Sel	f-management system
		Following schedules & routines	Learning new social skills	Learning how to nego		arning structured choic
		Learning new scripts	Learning notebook organization	Learning to use confl resolution	ict Lea	arning to request break
		Other				
		Who will establish?	Who will monitor?	Frequency	:	
		IEP team	Teacher/Staff	As neede		
	11	What are reinforcement procedures t	to use for establishing, maintaining, and	d generalizing the replacem	ent behavior(s)?	
nterventic		Physical:	✓ High-fives	Smiles	🗌 Ha	ndshake
	11		Pat on the back	$\Box$		
		Verbal:	Use specific praises	Recognition of student's		er recognition ten to music
		Contingent Access:	Time on the computer	Free time		ten to music
			Preferred activity Positive phone calls or notes	Describe:	Otl	ner
		Tangibles	to home	Certificate sent home	Sea	ating Location
		Tokens and Points:	<b>V</b> Tokens	Points		
		Privileges:	Exempt assignment	Extra test points		
		Other ideas:		_		
		Selection of reinforcer based on: tea	other approved free time break			
			t behavior 🧹 reinforcer for general in	ncrease in positive behavior	rs	
		By whom?	Frequency	-		
		Teacher/Staff	As needed			
EFFECTIV	E REACTIO				STRATEGIES	
12		egies will be employed if the problem behavior if it occurs again, 3. Pos				
	1. Get Yard	en's attention				
		him of expected behavior				
		t follows appropriate behavior, acknowl	edge/praise/reward			
	Personnel?					
	Teachers/St	aff				

Stard	Los Angeles Unified Sc			
64		hool District		Behavior Intervention Plan, pg. 3 of
Student K	UBI YARDEN Last First	MI	Date of Birth 20-APR-2015	Meeting Date 28-MAY-2024
OUTCOME		PART IV	BEH	AVIORAL GOALS
13	Behavioral Goal: Goal #: 2			
		-	eral education setting for 80% of interva	ls, with the use of an appropriate fidget or of
	The above behavioral goal is to: Reduce frequency of probler		ent behavior and may also include: general skills that remove student's nee	d to use the problem behavior
	Analysis Conclusion			
Are curr FAPE 1	riculum accommodations or mo	difications also necessary? Wh	ere described?	
Yes	-			
Ŭ	ironmental supports/changes ne	cessary?		
Yie envi	-	eessary.		
-	preement of replacement behavi	or alone enough? (no new teac	hing is necessary)?	
◯ Yes	-	0	0 17	
Are both	n teaching of new replacement l	pehavior AND reinforcement n	eeded?	
🔘 Yes	🔘 No			
This BII	P to be coordinated with other a	gency's service plans? Agency	?	
	<u> </u>			
⊖ Yes	•			
Person r	responsible for contact between	agencies.		
COMMUNI	CATION	PART V	СОМ	MUNICATION PROVISIONS
14	Manner and content of comm	unication:		
	✓ Phone calls	C Email	Writt	en notes
	Daily reports	Daily charti		vioral logs
	Weekly reports	,		-
	✓ Other ParentSquare			
	Between? School and Home	Frequency? As needed		
	Sensor and Home	/ is needed	]	