

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Identification Number SSID

Eligible (OHI)

Student
Last First MI

Date of Birth:

Section A: Meeting Information

Pertinent Dates	Type of Meeting
Date of Initial IEP Team Meeting <input type="text" value="28-MAY-2024"/>	<input checked="" type="radio"/> Initial <input type="radio"/> Amendment of IEP dated <input type="text"/>
Date of Present Meeting <input type="text" value="28-MAY-2024"/>	<input type="radio"/> Annual Review <input type="radio"/> Early Start Transition
Annual Review to be conducted by <input type="text" value="28-MAY-2025"/>	<input type="radio"/> Three Year Review <input type="radio"/> Expulsion Analysis
Next Three Year Review will be conducted by <input type="text" value="28-MAY-2027"/>	<input type="radio"/> Other <input type="radio"/> Individual Transition Plan
Three Year Review or Evaluation was conducted on <input type="text" value="28-MAY-2024"/>	<input type="text"/>
Transition to Kindergarten to be conducted by <input type="text"/>	
Location of Meeting <input type="text"/>	District Name <input type="text" value="Los Angeles Unified School Distri"/>

Section B: Student Information

Date of Birth Age Grade

Gender Male Female Ethnic Code

Location of the Psych Folder Student has no Psych Folder

Location of the Cum Folder Student has no Cum Folder

Home Language Student Language Alternate Mode of Communication

Home Address of Student

City CA ZIP Code

Home Telephone Daytime Telephone Emergency Telephone

School of Attendance Location Code

School of Residence Location Code

Name of Parent/Guardian Telephone

Address

City CA ZIP Code

Surogate Parent Telephone

Attends **CURRENT SCHOOL** as a result of one of the following ▼

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

Is FFH Provider related to student? No Yes Relationship

Licensed Children's Institution No Yes LCI Name

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

Superior Court Other

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

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

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Los Angeles Unified School District

Student Date of Birth

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Section C: Language Acquisition

Language Classification: Start Date:

Withdrawal by Parent Request: Yes No Reclassification Date:

ELPAC Performance Level and Performance Descriptor: Test Date:

Alternate ELPAC Performance Level and Performance Descriptor: Test Date:

Section D: Goal Achievement from Current IEP

		Achieved		
Goal for: (example - Reading)		Yes	No	If No, explain the reason the goal/objective was not achieved
1	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	Initial IEP
Category	<input type="text" value="▼"/>			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
2	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category	<input type="text" value="▼"/>			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
3	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category	<input type="text" value="▼"/>			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
4	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category	<input type="text" value="▼"/>			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
5	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category	<input type="text" value="▼"/>			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
6	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category	<input type="text" value="▼"/>			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
7	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category	<input type="text" value="▼"/>			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
8	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category	<input type="text" value="▼"/>			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
9	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category	<input type="text" value="▼"/>			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
10	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category	<input type="text" value="▼"/>			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Date of Birth Meeting Date

Last First MI

Section E: Present Level of Performance

Performance Area:

Category: ▼

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Health Summary: Health assessment completed with health information obtained from review of school health records, student observation, and parent/guardian telephone conference.

Yarden is an 9 year 1 month old, student in 3rd grade attending Sherman Oaks Elementary School. Yarden was born via vaginal delivery, weighing 5 pounds 7 ounces, and was discharged home with mother. Mother experienced uneventful pregnancy and all developmental milestones were within normal limits. Student was toilet trained at 2.5 years old. Student has a diagnosis of attention-deficit/hyperactivity disorder (ADHD). The last reported physical exam was 11/2023; per father, pediatrician noted student is measuring in the lower percentile for height and weight. Pediatrician will continue to monitor Yarden's progression. In 06/2023, student lacerated their chin while riding a bike; Yarden received stitches for injury with no further complications. Student has no history of serious or chronic illness, surgeries, or hospitalizations. Student takes daily medications at home and at school for ADHD management. There are no known allergies to food or medications.

Strengths: Student is in good general health. Yarden appears physically well and cooperative during assessment. Student is able to communicate need and wants. Passed LAUSD vision screening 4/10/24 and passed LAUSD audio screening 4/30/24. Student is independent with activities of daily living (ADLs) and no assistance needed with mobility

Area of Need: Student requires administration of daily ADHD management medication during school hours.

Impact of Disability: Yarden's physical health does not impact their involvement and progress in their educational program.

Performance Area:

Category: ▼

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Accommodations/Modifications: Trained personnel to administer daily ADHD management medication during school hours.

Kayla Cruz Esposto, RN BSN
 Credentialed School Nurse
 04/22/2024

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Last First MI

Section E: Present Level of Performance

Performance Area:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

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 nouns (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 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: Yarden's 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.

Performance Area:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

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 expression, which impacts his involvement and progress in the general education writing curriculum.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student KUBI

YARDEN

MI

Date of Birth 20-APR-2015

Meeting Date 28-MAY-2024

Last

First

MI

Section E: Present Level of Performance

Performance Area: Mathematics

Category: Math

Assessment/Monitoring Process Used: work samples, curriculum based standards, teacher reports

State/District Assessment Results: Woodcock Johnson IV Test of Achievement; EOY Spring 2023-24 i-Ready (412)

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

Cluster/Test Classification Standard Score
BROAD MATHEMATICS Average 95
Applied Problems Average 93
Calculation Average 96
Math Facts Fluency Average 97

Areas of Strength: Yarden can add and subtract multidigit numbers with regrouping. He can multiply single digits. He can identify the hour of an analog clock. He can work with addition and subtraction problems with simple decimal problems, such as monetary units (1.00, .50). He can solve simple word problems 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 if rushed, such as on a timed assessment. He has difficulty identifying more complex vocabulary in multi-step word problems. He gets frustrated easily when he gets stuck on a problem. He performs better in a small group and shows difficulty with classroom assessments.

Impact of Disability: Yarden's eligibility of OHI affects his ability to calculate with fluency, and demonstrate understanding of fractions and division, which impacts his involvement and progress in the general education math curriculum.

Performance Area: Behavioral

Category: Behavior Intervention

Assessment/Monitoring Process Used: observations, teacher input

State/District Assessment Results:

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

Areas 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 improvements 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 start 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 or lunch, and may become difficult to locate.

Impact of Disability: Yarden's eligibility of OHI affects his ability to stay on task, regulate internal state, complete assignments, and follow school routines, which impacts his involvement and progress in the general education curriculum.

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Last First MI

Section E: Present Level of Performance

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

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

General Ability/Strengths:

Areas of Need:

Impact:

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

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

General Ability/Strengths:

Areas of Need:

Impact:

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Student KUBI YARDEN MI
Last First MI

Date of Birth 20-APR-2015

Meeting Date 28-MAY-2024

Section F: Eligibility

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

SLD, OHI, AUT

For Initial IEP, interventions attempted prior to determining eligibility:

Ed Therapy (Private), School Based supports in reading and math (per private school records), small groups/one on one teacher supports

Eligible as a student with the disability of:

Code: OHI Other Health Impairment
Not Applicable, Blind or Partially Sighted

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

Code: Not Applicable, Blind or Partially Sighted

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

or

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

No Longer Eligible (Effective Date):

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

Final IEP Reason: Final IEP Effective Date:

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
 Last First MI

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

When given a grade-level informational text and a verbal prompt to explain what the text says, Yarden will draw inferences, referring to details and examples in the text with 90% in 3 of 4 opportunities, as measured by student work samples.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

When given a grade-level informational text and a verbal prompt to explain what the text says, Yarden will draw inferences, referring to details and examples in the text with 70% in 2 of 4 opportunities, as measured by student work samples.

Incremental objective #2 related to the goal:

When given a grade-level informational text and a verbal prompt to explain what the text says, Yarden will draw inferences, referring to details and examples in the text with 80% in 3 of 5 opportunities, as measured by student work samples.

Date to be achieved: MO/YR

Date to be achieved: MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR EXCEEDED				3 SUBSTANTIAL PROGRESS (50-99% of goal met)				2 PARTIAL PROGRESS (1-49% of goal met)				1 NO PROGRESS			
1st Reporting Period		2nd Reporting Period		3rd Reporting Period		4th Reporting Period (Secondary Only)		Goal Achievement							
Date: <input type="text" value="16-OCT-2024"/>		Date: <input type="text" value="11-DEC-2024"/>		Date: <input type="text" value="12-MAR-2025"/>		Date: <input type="text"/>									
Progress Mark: <input type="text"/>		Progress Mark: <input type="text"/>		Progress Mark: <input type="text"/>		Progress Mark: <input type="text"/>		Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No							
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No		Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No		Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No		Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No		Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No							
If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>		If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>		If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>		If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>		If "No" please explain: <input type="text"/>							

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
 Last First MI

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

Yarden will demonstrate appropriate on-task behavior in the general education setting for 80% of intervals, with the use of an appropriate fidget or other accommodation, and one adult reminder, across 4 of 5 observations, as measured by data collection.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

Yarden will demonstrate appropriate on-task behavior in the general education setting for 70% of 60 minute intervals, with the use of an appropriate fidget or other accommodation, and one adult reminder, across 3 of 5 observations, as measured by data collection.

Incremental objective #2 related to the goal:

Yarden will demonstrate appropriate on-task behavior in the general education setting for 75% of 60 minute intervals, with the use of an appropriate fidget or other accommodation, and one adult reminder, across 3 of 5 observations, as measured by data collection.

Date to be achieved: MO/YR

Date to be achieved: MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR EXCEEDED				3 SUBSTANTIAL PROGRESS (50-99% of goal met)				2 PARTIAL PROGRESS (1-49% of goal met)				1 NO PROGRESS			
1st Reporting Period		2nd Reporting Period		3rd Reporting Period		4th Reporting Period (Secondary Only)		Goal Achievement							
Date: <input type="text" value="16-OCT-2024"/>		Date: <input type="text" value="11-DEC-2024"/>		Date: <input type="text" value="12-MAR-2025"/>		Date: <input type="text"/>									
Progress Mark: <input type="text"/>		Progress Mark: <input type="text"/>		Progress Mark: <input type="text"/>		Progress Mark: <input type="text"/>		Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No							
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No		Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No		Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No		Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No		Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No							
If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other		If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other		If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other		If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other		If "No" please explain: <input type="text"/>							

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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Student KUBI YARDEN MI Last First MI

Date of Birth 20-APR-2015

Meeting Date 28-MAY-2024

Section G: Annual Goals and Objectives

Performance Area: Social Emotional Category: Social Emotional Annual Goal #: 3

KUBI YARDEN will develop and use a plan to demonstrate responsibility with regard to one's family, friends, education, and school community in 3 out of 4 trials per week with minimal adult support as measured by observation and teacher report.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

KUBI YARDEN will identify elements of responsibility with regard to one's family, friends, education, and school community in 1 out of 2 trials per week with moderate adult support as measured by observation.

Incremental objective #2 related to the goal:

KUBI YARDEN will develop and use a plan to demonstrate responsibility with regard to one's family, friends, education, and school community in 1 out of 2 trials per month with minimal adult support as measured by observation and teacher report.

Date to be achieved: November 2024 MO/YR

Date to be achieved: February 2025 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

Table with 5 columns: 1st Reporting Period, 2nd Reporting Period, 3rd Reporting Period, 4th Reporting Period (Secondary Only), Goal Achievement. Includes progress marks, sufficient progress questions, and 'No' comments.

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Date of Birth 20-APR-2015

Meeting Date 28-MAY-2024

Section G: Annual Goals and Objectives

Performance Area: Writing Category: Writing Annual Goal #: 4

When given a writing task, student will produce clear and coherent writing in which the organization and development is appropriate to the task, purpose and audience with 85% accuracy in 3 of 4 opportunities, as measured by student work samples.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

When given a writing task, student will produce clear and coherent writing in which the organization and development is appropriate to the task, purpose and audience with 75% accuracy in 2 of 4 opportunities, as measured by student work samples.

Incremental objective #2 related to the goal:

When given a writing task, student will produce clear and coherent writing in which the organization and development is appropriate to the task, purpose and audience with 80% accuracy in 3 of 5 opportunities, as measured by student work samples.

Date to be achieved: November 2024 MO/YR

Date to be achieved: February 2025 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

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

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Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

Incremental objective #2 related to the goal:

Date to be achieved: MO/YR

Date to be achieved: MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

<i>4 GOAL MET OR EXCEEDED</i>	<i>3 SUBSTANTIAL PROGRESS (50-99% of goal met)</i>	<i>2 PARTIAL PROGRESS (1-49% of goal met)</i>	<i>1 NO PROGRESS</i>
1st Reporting Period Date: <input type="text" value="16-OCT-2024"/>	2nd Reporting Period Date: <input type="text" value="11-DEC-2024"/>	3rd Reporting Period Date: <input type="text" value="12-MAR-2025"/>	4th Reporting Period (Secondary Only) Date: <input type="text"/>
Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No
If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>
			Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No If "No" please explain: <div style="border: 1px solid black; height: 80px;"></div>

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Student KUBI YARDEN MI
Last First MI

Date of Birth 20-APR-2015

Meeting Date 28-MAY-2024

Section K: Participation in State and District-wide Assessments

Assessments administered will conform to those assessments determined for each grade by the California Department of Education and/or the Los Angeles Unified School District.

District Assessments

How will the student participate in District Assessments?

Full Participation

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

Exempt Assessment

Replacement Assessment

Dropdown menu for Exempt Assessment

Text input field for Replacement Assessment

Accommodations:

Large text area for Accommodations

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:

- Test in a separate/smaller setting
- Masking
- Text-to-speech software enabled (for math items and ELA items except for reading passages)

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student KUBI YARDEN MI Last First MI

Date of Birth 20-APR-2015

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Section N: Procedural Safeguards and Follow-up Actions

- Checkboxes for procedural safeguards: A Parent's Guide to Special Education Services... The IEP Team Meeting Introductory Statements... The parent/guardian was informed of his/her right to a written translation of the IEP.

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

Select Preferred Language: [dropdown]

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

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

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

Special Requests: [text box]

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

Pandemic Learning Loss Consideration of Compensatory and/or Recoupment Services

Compensatory Education Consideration:

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

Recoupment Services Consideration:

- Checkboxes for recoupment services: The IEP team has reviewed and discussed student's progress/achievement and considered factors that may have impacted student's learning during the school facility closures as a result of the COVID-19 pandemic. Student has made expected progress toward IEP goals and/or progress is in alignment with expectations of progress/goal achievement. Student experienced learning loss as a result of the school facility closures caused by the COVID-19 pandemic and recoupment services are necessary. Recoupment services consideration was documented on IEP dated [dropdown]

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

THIS SPACE DELIBERATELY LEFT BLANK.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student KUBI YARDEN MI Last First MI

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Section Q: Parent Participation and Consent

Parent Participation

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

Parent Notification

Table with 3 columns: Method, Whom, When. Row 1: Email, Francesca rochetti, 19-APR-2024

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

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

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

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

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

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

Parent Concerns and Comments

Large empty text box for parent concerns and comments.

Signature(s) Date

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

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

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

Signature(s) Date 27-MAY-2024



Parent IEP Experience Survey
Encuesta sobre la experiencia de los padres en el IEP.

Please take a moment to complete the survey below by scanning the QR code with your smart phone camera. You can also take the survey at this link:

Por favor tómese un momento para completar la siguiente encuesta escaneando el código QR con la cámara de su teléfono inteligente. También puede realizar la encuesta en este enlace:

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

Please ask your school staff if in need of assistance.

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



INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Reconvened Meeting Date

Student
 Last First MI

Date of Birth

Meeting Date

Section R: Names and Signatures (Signatures on File)

Team Member	Print Name	Signature
Parent/Guardian	<input type="text" value="Tzachi Kubi via Zoom"/>	<input type="text"/>
Parent/Guardian	<input type="text" value="Liran Kubi via Zoom"/>	<input type="text"/>
Student Age 18 - 21 years	<input type="text"/>	<input type="text"/>
Student Under Age 18 years	<input type="text"/>	<input type="text"/>
Surrogate Parent	<input type="text"/>	<input type="text"/>
Foster Parent	<input type="text"/>	<input type="text"/>
Family Foster Home Provider	<input type="text"/>	<input type="text"/>
Administrator	<input type="text" value="Francesca Rochetti"/>	<input type="text" value="FRANCESCA ROCHETTI"/>
Administrative Designee	<input type="text"/>	<input type="text"/>
Special Education Teacher	<input type="text" value="Sami Mzali"/>	<input type="text" value="Sami Mzali"/>
General Education Teacher	<input type="text" value="Robyn Arnold"/>	<input type="text"/>
School Psychologist	<input type="text" value="Laurie Bernhard"/>	<input type="text"/>
School Nurse	<input type="text" value="Kayla Cruz Esposito"/>	<input type="text"/>
Related Service Staff <input type="text"/>	<input type="text"/>	<input type="text"/>
Related Service Staff <input type="text"/>	<input type="text"/>	<input type="text"/>
Related Service Staff <input type="text"/>	<input type="text"/>	<input type="text"/>
Interpreter	<input type="text"/>	<input type="text"/>
Sign Language Interpreter	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Other <input type="text" value="Friend/Translator"/>	<input type="text" value="Maya Castrejon via Zoom"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student KUBI YARDEN MI
Last First MI

Date of Birth 20-APR-2015

Meeting Date 28-MAY-2024

LEAST RESTRICTIVE ENVIRONMENT ANALYSIS

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

Student's Current Placement Type:

<input checked="" type="radio"/> General Education Class/General Education Site	<input type="radio"/> Special Day Program/General Education Site
<input type="radio"/> Special Day Program/Special Education Center	<input type="radio"/> Nonpublic School
<input type="radio"/> Home/Hospital or Residential Care Facility	

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

The Individuals with Disabilities Education Act (IDEA) requires that students with disabilities be educated in the least restrictive environment. Placement in a more restrictive setting should only occur if the nature or severity of the student's disability is such that placement in a less restrictive setting with the use of supplementary aids and services cannot be achieved satisfactorily. The lack of current availability of a student's required supports, services, accommodations and modifications is not the sole justification for placement in a more restrictive setting, unless there is a compelling reason why they cannot be provided. In selecting the LRE, consideration is given to any potential harmful effect on the child or on the quality of services that he or she needs.

Step A.	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a general education classroom/setting?	
	<input checked="" type="radio"/> Yes <input type="radio"/> No	If the answer is YES, then a general education classroom/setting is the appropriate placement. If the answer is NO, go to the question below.
	<input type="radio"/> Yes <input type="radio"/> No	If not currently available, can the required supports, services, accommodations and/or modifications be made available in a general education classroom/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 B.
<div style="border: 1px solid black; height: 80px;"></div>		

Step B.	Can the supports, services, accommodations and/or modifications in the student's IEP be made available on a general education site in a special day program?	
	<input type="radio"/> Yes <input type="radio"/> No	If the answer is YES, then a special day program on a general education site is the appropriate placement. If the answer is NO, go to the question below.
	<input type="radio"/> Yes <input type="radio"/> No	If not currently available, can the required supports, services, accommodations and/or modifications be made available in a special 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.
<div style="border: 1px solid black; height: 80px;"></div>		

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
 Last First MI

Date of Birth

Meeting
 Date

ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)

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

Step C.	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a special school setting?	
	<input type="radio"/> Yes <input type="radio"/> No	If the answer is YES, then a special school setting is the appropriate placement. If the answer is NO, go to the question below.
	<input type="radio"/> Yes <input type="radio"/> No	If not currently available, can the required supports, services, accommodations and/or modifications be made available in a special school setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step D.
<input style="width: 100%; height: 80px;" type="text"/>		

Step D.	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting?	
	<input type="radio"/> Yes <input type="radio"/> No	If the answer is YES, then a home/hospital setting is the appropriate placement. If the answer is NO, go to the question below.
	<input type="radio"/> Yes <input type="radio"/> No	If not currently available, can the required supports, services, accommodations and/or modifications be made available in a home/hospital setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step E.
<input style="width: 100%; height: 80px;" type="text"/>		

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student

Date of Birth

Meeting

Last

First

MI

Date

ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)

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

Step F.	The student's needs as reflected in the contents of this IEP, and the placement being considered by the IEP team, outweigh any potential harmful effects at this time, including (check all that apply):	
	<input type="checkbox"/>	Diminished access to the full range of the curriculum
	<input type="checkbox"/>	Missed general education instruction taught by highly qualified staff
	<input type="checkbox"/>	Rate at which student may earn credits for graduation
	<input type="checkbox"/>	Lack of opportunity for social interaction
	<input type="checkbox"/>	Lack of opportunities for age-appropriate peer role models
	<input type="checkbox"/>	Amount of socialization opportunities with typical peers
	<input type="checkbox"/>	Limited access to peers in student's home community
	<input type="checkbox"/>	Lack of exposure to appropriate behavioral models from peers
	<input checked="" type="checkbox"/>	Other: <input type="text" value="none"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 1 - Eligibility, Placements and Supports

Student
 Last First MI

Date of Birth

Meeting Date

		Effective With this IEP	Future Changes Related to this IEP
		As of Date: <input type="text" value="03-JUN-2024"/>	<input type="text"/>
Eligibility: (from Page 4)		Eligible (OHI)	
	<i>Final IEP Reason</i> <i>Final IEP Effective Date:</i>		
Curriculum		<input type="text" value="General Education"/>	<input type="text"/>
Placement	Type of School	<input type="text" value="District Resident School"/>	<input type="text"/>
	Name of School	<input type="text" value="SHERMAN OAKS EL CS"/> <input type="text"/>	<input type="text"/> <input type="text"/>
Instructional Setting	Setting	<input type="text" value="General Education"/>	<input type="text"/>
	Program	<input type="text" value="GE"/>	<input type="text"/>
	Special Day Minutes/Wk	<input type="text"/>	<input type="text"/>
	Addresses Goals	<input type="text" value="1(Reading),2(Social Emotional),3(Writing),4(Mathematics)"/>	<input type="text"/>
Additional Factors	Low Incident Support	<input type="text" value="None"/>	<input type="text"/>
	Assistive Technology Support	<input type="text" value="No"/>	<input type="text"/>
	Transportation	<input type="text" value="None"/>	<input type="text"/>
	Extended School Year/Intersession	<input checked="" type="radio"/> Yes <input type="radio"/> No	
	Parent Counseling and Training (PCT)	<input checked="" type="radio"/> Yes <input type="radio"/> No	
	ESY Transportation	<input type="text" value="Home to School"/>	<input type="text"/>
Accommodation, Modifications, Supports	Instructional Accommodations	<input type="text" value="- Flexible seating away from distractions and in close proximity to instruction
- Chunking assignments into smaller parts to be completed over extra time if needed, not to exceed 2 days
- 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)
- Check for understanding
- Repeat/rephrase directions
- Redirect as needed (verbal or physical reminders to remain on task)
- May take a 'brain break' up to 5 minutes to self-regulate or redirect"/>	<input type="text"/>
	Instructional Modifications	<input type="text" value="None"/>	<input type="text"/>
	Other Supports, including Non-Academic and Extra-curricular Activities	<input type="text" value="None"/>	<input type="text"/>
Preparation for Three Year Review IEP (At the second Annual Review IEP Meeting, the team must discuss and document the decision to conduct or not conduct a three-year comprehensive reassessment.)	Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary?	<input type="radio"/> Yes <input checked="" type="radio"/> No	
	If the Parent does not agree, specify the area(s) to be reassessed.	<input type="text" value="Occupational Therapy"/>	<input type="text"/>
Comments, as appropriate			

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.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student
 Last First MI

Date of Birth Meeting Date

		Effective With This IEP	Future Changes Related To This IEP
Service 1	Start Date:	Effective 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 goals:	Interval:		Monthly
<input type="text" value="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 goals:	Interval:	Weekly	

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/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 goals:	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:	Math	
	Responsible Personnel:	General Education Teacher	
		Resource Specialist Teacher	
		Other Provider(s)	

*

Service 4	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 goals :	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 goals :	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:	Math	
	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 of General Education

	Effective With this IEP	Future Changes Related to this IEP
% of Time per Week outside of General Education	<input type="text" value="4"/>	

Part 4 - Compensatory Education/Recoupment Services Discussion

Per LAUSD district policy, updated May 2022 IEP and Section 504 teams are required to make an individualized compensatory education determination for every student to determine if Compensatory Education services are required to remedy any educational or other deficits that resulted from a student with a disability not receiving the evaluations or services to which they were entitled during the COVID-19 pandemic related remote learning instruction and/or hybrid in-person and remote learning instruction from March 17, 2020 until the end of the 2021-2022 school year (Pandemic Period).

Part 4 - Additional IEP Team Considerations & Parental Input

This is an initial IEP for Yarden Kubi, a 3rd grade student in the general education program at Sherman Oaks Elementary School. Introductory statements were read and all participants were introduced. Parents and translator participated via Zoom. The school nurse shared an updated health summary and summarized that daily medication needs to be taken during school hours. The school psychologist presented summary of assessment findings and found Yarden eligible for Special Education services as a student with Other Health Impairment. The Resource Specialist and General Education teacher shared academic assessments findings. It was discussed that Yarden would benefit from RSP support within the general education program as well as counseling services from the school psychologist.

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.

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

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

For IEP Team Information

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

INDIVIDUALIZED EDUCATION PROGRAM Behavior Intervention Plan

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

Los Angeles Unified School District

(Behavior Intervention Plan, pg. 1 of 3)

Student **KUBI** **YARDEN** **MI** Date of Birth **20-APR-2015** Meeting Date **28-MAY-2024**

The behavior impeding learning is: Describe what it looks like:
1 off task behavior aggressive with students, difficulty w/ impulse control, avoids as

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

other

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

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

4 5 daily low 5

Reported by teacher and/or observed by teacher

PREVENTION PART I ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

5 What are the predictors for the behavior? (Situations in which the behavior is likely to occur: people, time, place, subject, etc.)
 Disruption in routines Work level higher than student's ability Verbal directives Lack of predictability
 Time of day Internal physical/emotional state Peer conflict Over stimulation
 Unstructured time Room conditions Specific room arrangement
 Events from previous environments Lack of freedom, choice, desirable activities, friends
 Under stimulation
 Other Describe:

6 Observation Analysis What supports the student using the problem behavior? (What is missing in the environment/curriculum or what is in the environment/curriculum that needs changing?)
Present in the environment: Classroom seating arrangement Noise levels Interactions (adult and/or peers)
Missing in the environment: Peer status gained for misbehavior Inappropriate materials (age-appropriate) Conflict resolution skills
 Transition skills Schedule Effective communication with parent
 Re-teaching Task structuring Communications system
 Social skills instruction Consequences not clear to student
 Choices
 Other (Missing/Present):

REMOVE STUDENT'S NEED TO USE THE PROBLEM BEHAVIOR

7 Intervention What environmental changes, structure and supports are needed to remove the student's need to use this behavior? (Changes in Time/Space/Materials/Interactions to remove the likelihood of behavior)
Time Changes: Give more time on tasks Allow completion in parts Teach a closure system
Space Changes: Signal transition Provide a break Give less time on tasks
Material Changes: Preferred seating Different work areas Study carrels
 Personal space Hands-on learning Tasks organized
Interaction: Accommodated work Notebook organizer Enlarged print size books
 High interest materials Cue the student Model
 Use specific supportive words Praise successes Peer Models
 Verbally praise student Use calm, de-escalating language
 Use specific support communications
 Other
Who will establish? IEP team Who will monitor? teacher/ staff Frequency as needed

INDIVIDUALIZED EDUCATION PROGRAM
Behavior Intervention Plan

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

Los Angeles Unified School District

(Behavior Intervention Plan, pg. 2 of 3)

Student KUBI YARDEN MI Date of Birth 20-APR-2015 Meeting Date 28-MAY-2024

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

8 Team believes the behavior occurs because: (Function of behavior in terms of getting, protest or avoiding something)
To Get: [] Sensory input [x] Attention (peer) [] Attention (staff)
To Avoid: [] Tangible (desired item) [] Tangible (desired activity) [] Attention (staff)
Describe: [] Sensory input [] Attention (peer) [x] Task (too long)
[] Task (too difficult) [] Task (too easy)
kicks peers, off-task, avoids classroom time
9 What team believes the student should do INSTEAD of the problem behavior? (How should the student escape/protest/avoid or get his/her need met in an acceptable way?)
Establish expected positive behaviors with established reward/non-reward based consequences (such as earning free time or tangible item), allow breaks when communicated properly at an appropriate time, opportunity to have choices available.

10 What teaching Strategies/Necessary Curriculum/Materials are needed?
[x] Better communication skills [x] Anger management [x] Communication system [x] Self-management systems
[x] Following schedules & routines [x] Learning new social skills [x] Learning how to negotiate [x] Learning structured choice
[] Learning new scripts [] Learning notebook organization [] Learning to use conflict resolution [x] Learning to request breaks
[] Other
Who will establish? IEP team Who will monitor? Teacher/Staff Frequency: As needed

11 What are reinforcement procedures to use for establishing, maintaining, and generalizing the replacement behavior(s)?
Physical: [x] High-fives [x] Smiles [] Handshake
[] Pat on the back
Verbal: [x] Use specific praises [] Recognition of student's str... [x] Peer recognition
[] Time on the computer [] Free time [] Listen to music
Contingent Access: [x] Preferred activity Describe: [] Other
[] Positive phone calls or notes to home [] Certificate sent home [] Seating Location
Tangibles [x] Tokens [] Points
Tokens and Points: [] Exempt assignment [] Extra test points
Privileges:
Other ideas:
Selection of reinforcer based on: teacher approved free time break
[x] reinforcer for using replacement behavior [x] reinforcer for general increase in positive behaviors
By whom? Teacher/Staff Frequency: As needed

EFFECTIVE REACTION PART III REACTIVE STRATEGIES

12 What strategies will be employed if the problem behavior occurs again. (1. Prompt student to switch to the replacement behavior, 2. Describe how staff should handle the problem behavior if it occurs again, 3. Positive discussion with student after behavior ends, 4. Any necessary further classroom or school consequences)
1. Get Yarden's attention
2. Remind him of expected behavior
3. If student follows appropriate behavior, acknowledge/praise/reward
Personnel? Teachers/Staff

INDIVIDUALIZED EDUCATION PROGRAM
Behavior Intervention Plan

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

Los Angeles Unified School District

(Behavior Intervention Plan, pg. 3 of 3)

Student KUBI YARDEN MI
Last First MI

Date of Birth 20-APR-2015

Meeting Date 28-MAY-2024

OUTCOMES

PART IV

BEHAVIORAL GOALS

13 Behavioral Goal: Goal #: 2

Yarden will demonstrate appropriate on-task behavior in the general education setting for 80% of intervals, with the use of an appropriate fidget or other accommodation, and one adult reminder, across 4 of 5 observations, as measured by data collection.

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

Observation and Analysis Conclusion

Are curriculum accommodations or modifications also necessary? Where described?

FAPE 1

Yes No

Are environmental supports/changes necessary?

Yes No

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

Yes No

Are both teaching of new replacement behavior AND reinforcement needed?

Yes No

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

Yes No

Person responsible for contact between agencies.

COMMUNICATION

PART V

COMMUNICATION PROVISIONS

14 Manner and content of communication:

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

Between? School and Home Frequency? As needed