

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Identification Number 200116X315 SSID 3778831585

Eligible (SLD)

Student BEN SIMONE EDEN MI Last First MI

Date of Birth: 14-OCT-2013

Section A: Meeting Information

Table with 2 columns: Pertinent Dates and Type of Meeting. Includes fields for meeting dates and meeting types like Annual Review, Three Year Review, etc.

Location of Meeting: COLFAX EL(CHARTER) District Name: Los Angeles Unified School Distri

Section B: Student Information

Student Information form including Date of Birth, Gender, Ethnic Code, Home Address, City, Telephone, School of Attendance, etc.

Family and Placement Information form including questions about FFH, LCI, and home placement.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student **BEN SIMONE** **EDEN** Date of Birth **14-OCT-2013**

Last First MI

Section C: Language Acquisition

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

Section D: Goal Achievement from Current IEP

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student

Date of Birth

Meeting Date

Last

First

MI

Section E: Present Level of Performance

Performance Area:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

iready

Reading: Overall: (539)
 Phonics: Surpassed Level
 High Frequency: Surpassed Level
 Vocabulary: Early 5
 Comprehension:Literature: Grade 3
 Comprehension: Informational: Grade 3

Strengths: Eden surpassed her goal of being able to decode multisyllabic words in context and out of context by using knowledge of letter-sound correspondences and syllabication with minimal support. She is able to read multisyllabic words independently. She is able to decode at grade level fluently and accurately. She tested at early 5th grade level for vocabulary on iready. On iready she surpassed the phonic and high frequency tests. Eden is able to answer literal comprehension questions and some inferential questions about stories she has read.

Needs: Eden is inconsistent with answering inferential questions.

Impact of Disability: Eden's Specific Learning Disability and challenges with comprehending grade level text impacts her 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):

Strengths: Eden surpassed her goal of being able to produce clear and coherent writing of 3 or more paragraphs in which the organization is appropriate to the task, purpose, and/or audience with moderate support as measured in 3 out of 4 trials with 70% accuracy. Eden is able to express her thoughts and ideas in writing. She is able to generate ideas for a writing prompt. She is able to write a basic paragraph with minimal to no support including a topic sentence and supporting sentences. Eden is creative and enjoys writing stories.

Needs: Eden needs minimal support with organizing her ideas in to paragraphs in a multi-paragraph paper. She also needs some support with editing and tends to write with run on sentences and little punctuation.

Impact of Disability: Eden's Specific Learning Disability and challenges with sentence structure and text organization affects her ability to write a multi-paragraph paper which impacts her involvement and progress in the general education curriculum.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student

Date of Birth

Meeting Date

Last

First

MI

Section E: Present Level of Performance

Performance Area:

Category: ▼

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

iready: Overall: 455 (Grade 4)
 Number and Operations: Grade 4
 Algebra and Algebraic Thinking: Grade 3
 Measurement and Data: Grade 4
 Geometry: Grade 4

Strengths: Eden met her goal of being able to multiply a two-digit number by a one digit number using strategies based on place value such as equations, rectangular arrays or area models. Eden is able to add and subtract multi-digit numbers with and without regrouping. She is also able to add and subtract numbers with decimals. She is able to divide a two digit number by a one digit number. She is able to add and subtract fractions with like and unlike denominators.

Needs: Eden needs support with multiple step word problems.

Impact of Disability: Eden's Specific Learning Disability and challenges with problem solving affects her ability to solve multi-step problems which impacts her involvement and progress in the general education math curriculum.

Performance Area:

Category: ▼

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Strengths: Eden is a sweet and friendly girl. She likes to help peers. Eden is able to use her technology appropriately. She has friends at school and is well liked. She likes to participate in group lessons and discussions when she is feeling confident in her learning. She likes to volunteer to read aloud in a group setting. She writes in her agenda daily.

Needs: She can be inconsistent with completing assignments.

Impact of Disability: Eden's Specific Learning Disability and challenges with time management affects her ability to complete assignments.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Last: BEN SIMONE, First: EDEN, MI

Date of Birth: 14-OCT-2013

Meeting Date: 04-SEP-2024

Section F: Eligibility

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

[Empty text box for disability discussion]

For Initial IEP, interventions attempted prior to determining eligibility:

[Empty text box for interventions]

Eligible as a student with the disability of:

Code: SLD, Specific Learning Disability. Radio buttons: Not Applicable (selected), Blind or, Partially Sighted

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

Code: [Empty], [Empty]. Radio buttons: Not Applicable (selected), 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): [Empty]

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

Final IEP Reason: [Empty] Final IEP Effective Date: [Empty]

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student **BEN SIMONE** **EDEN**
 Last First MI

Date of Birth **14-OCT-2013**

Meeting Date **04-SEP-2024**

Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

Eden will quote accurately from a literary text when drawing inferences from the text with minimal support as measured in 3 out of 4 trials with 75% accuracy.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

Eden will quote accurately from a literary text when drawing inferences from the text with moderate support as measured in 3 out of 4 trials with 70% accuracy.

Incremental objective #2 related to the goal:

Eden will quote accurately from a literary text when drawing inferences from the text with minimal support as measured in 3 out of 4 trials with 70% accuracy.

Date to be achieved: MO/YR

Date to be achieved: MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR EXCEEDED

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

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

1 NO PROGRESS

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student **BEN SIMONE** **EDEN** **MI**

Date of Birth **14-OCT-2013**

Meeting Date **04-SEP-2024**

Section G: Annual Goals and Objectives

Performance Area: **Writing** Category: **Writing** Annual Goal #: **2**

Eden will produce clear and coherent writing 5 or more paragraphs in which the organization is appropriate to the task, purpose, and/or audience independently as measured <MEASURE> in 3 out of 4 trials with 75% accuracy.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

Eden will produce clear and coherent writing 5 or more paragraphs in which the organization is appropriate to the task, purpose, and/or audience with minimal support as measured <MEASURE> in 3 out of 4 trials with 70% accuracy.

Incremental objective #2 related to the goal:

Eden will produce clear and coherent writing 5 or more paragraphs in which the organization is appropriate to the task, purpose, and/or audience independently as measured in 3 out of 4 trials with 70% accuracy.

Date to be achieved: **January** **2025** MO/YR

Date to be achieved: **May** **2025** MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student **BEN SIMONE** **EDEN** **MI**

Date of Birth **14-OCT-2013**

Meeting Date **04-SEP-2024**

Section G: Annual Goals and Objectives

Performance Area: **Math** Category: **Math** Annual Goal #: **3**

When given a mixture of math problems requiring both single and multistep solutions, Eden will determine how and when to break a problem into simpler parts with minimal prompting in 3 out of 4 trials with 75% accuracy 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 mixture of math problems requiring both single and multistep solutions, Eden will determine how and when to break a problem into simpler parts with maximum prompting in 3 out of 4 trials with 70% accuracy as measured by student work samples.

Incremental objective #2 related to the goal:

When given a mixture of math problems requiring both single and multistep solutions, Eden will determine how and when to break a problem into simpler parts with moderate prompting in 3 out of 4 trials with 70% accuracy as measured by student work samples.

Date to be achieved: **January** **2025** MO/YR

Date to be achieved: **May** **2025** MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

Date of Birth **14-OCT-2013**

Meeting Date **04-SEP-2024**

Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

When given an assigned task, Eden will independently complete an assignment/task, or ask for assistance if needed in 4 out of 5 opportunities.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

When given an assigned task, Eden will independently complete an assignment/task, or ask for assistance if needed in 2 out of 5 opportunities.

Incremental objective #2 related to the goal:

When given an assigned task, Eden will independently complete an assignment/task, or ask for assistance if needed in 3 out of 5 opportunities.

Date to be achieved: MO/YR

Date to be achieved: MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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Date of Birth **14-OCT-2013**

Meeting Date **04-SEP-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?	
<input checked="" type="checkbox"/>	Full Participation
<input type="checkbox"/>	Partial Exemption from specific assessment(s). Indicate the exempt assessment and an appropriate replacement assessment below:
Exempt Assessment	Replacement Assessment
<input type="text" value=""/>	<input type="text" value=""/>
<input checked="" type="checkbox"/>	Accommodations:
shortened assessments as needed, multiple assessment opportunities, multiplication chart	

CAASPP - California Assessment of Student Performance and Progress

ELA

	Designated Support	Accommodations
Embedded	1. Streamline - Streamline provides a simplified format for test questions that are displayed vertically below the stimuli. 2. Text-to-speech - Text-to-speech allows text stimuli, items, and/or both to be read aloud to student. Within the testing interface, the student is able to control speed and volume. <ul style="list-style-type: none"> • Items (ELA) 	
Non-Embedded	1. Separate setting - Testing location, including time of assessment, lighting, acoustics, and furniture, may be altered. 2. Simplified test directions - Simplified or paraphrased test directions are provided to the student by the test administrator or examiner.	

Math

	Designated Support	Accommodations
Embedded	1. Streamline - Streamline provides a simplified format for test questions that are displayed vertically below the stimuli. 2. Text-to-speech - Text-to-speech allows text stimuli, items, and/or both to be read aloud to student. Within the testing interface, the student is able to control speed and volume. <ul style="list-style-type: none"> • Stimuli and Items (math) 	
Non-Embedded	1. Separate setting - Testing location, including time of assessment, lighting, acoustics, and furniture, may be altered. 2. Simplified test directions - Simplified or paraphrased test directions are provided to the student by the test administrator or examiner.	

Science

	Designated Support	Accommodations
Embedded	1. Streamline - Streamline provides a simplified format for test questions that are displayed vertically below the stimuli.	
Non-Embedded	1. Multiplication table - Multiplication table available at any tested grade level for reference. 2. Read aloud - Text can be read aloud to a student by a trained and qualified designee who follows the administration guidelines. 3. Separate setting - Testing location, including time of assessment, lighting, acoustics, and furniture, may be altered. 4. Simplified test directions - Simplified or paraphrased test directions are provided to the student by the test administrator or examiner.	

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Student Last: BEN SIMONE, First: EDEN, MI

Date of Birth: 14-OCT-2013

Meeting Date: 04-SEP-2024

Section N: Procedural Safeguards and Follow-up Actions

- Checkboxes for: 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.

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

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

03-NOV-2022 (Inactive) Amendment [dropdown]

Recoupment Services Consideration:

- Checkboxes for: The IEP team has reviewed and discussed student's progress/achievement and considered factors that may have impacted student's learning during the school facility closures as a result of the COVID-19 pandemic. Student has made expected progress toward IEP goals... Student experienced learning loss as a result of the school facility closures... Recoupment services consideration was documented on IEP dated

03-NOV-2022 (Inactive) Amendment [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)

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INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Last: BEN SIMONE, First: EDEN, MI

Date of Birth: 14-OCT-2013

Meeting Date: 04-SEP-2024

Section Q: Parent Participation and Consent

Parent Participation

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

Parent Notification

Table with 3 columns: Method, Whom, When. Row 1: Student, Linda Palacios, 21-AUG-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 box for Parent Concerns and Comments.

Signature(s)

Signature box

Date: 09-SEP-2024

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

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

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

Signature(s)

Signature box

Date: 4-SEP-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="RAN BEN SIMON"/>	<input type="text"/>
Parent/Guardian	<input type="text" value="ORTAL BEN SIMON"/>	<input type="text" value="ORTAL"/>
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="Tomia Mitchell-Haas"/>	<input type="text" value="T. Mitchell-Haas"/>
Administrative Designee	<input type="text"/>	<input type="text"/>
Special Education Teacher	<input type="text" value="Ashley Shapiro"/>	<input type="text" value="Ashley Shapiro"/>
General Education Teacher	<input type="text" value="Camille Martellaro"/>	<input type="text" value="Camille"/>
School Psychologist	<input type="text"/>	<input type="text"/>
School Nurse	<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"/>
Related Service Staff <input type="text"/>	<input type="text"/>	<input type="text"/>
Interpreter	<input type="text"/>	<input type="text"/>
Sign Language Interpreter	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
 Last First MI

Date of Birth

Meeting Date

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>		

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 1 - Eligibility, Placements and Supports

Student
 Last First MI

Date of Birth

Meeting Date

	Effective With this IEP	Future Changes Related to this IEP
	As of Date: <input type="text" value="09-SEP-2024"/>	<input type="text"/>
Eligibility: (from Page 4)	Eligible (SLD)	
	<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="COLFAX EL(CHARTER)"/> <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(Writing),3(Math),4(Prevocational)"/>	<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 type="radio"/> Yes <input checked="" type="radio"/> No	
	Parent Counseling and Training (PCT) <input type="radio"/> Yes <input checked="" type="radio"/> No	
	ESY Transportation <input type="text"/>	
Accommodation, Modifications, Supports	Instructional Accommodations <input type="text"/>	<input type="text"/>
	Instructional Modifications <input type="text" value="text read aloud as needed, chunking of assignments, extended time, graphic organizers, dictate to scribe or speech to text , shortened assignments, multiplication chart, breaks as needed"/>	<input type="text"/>
	Other Supports, including Non-Academic and Extra-curricular Activities <input type="text"/>	<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 checked="" type="radio"/> Yes <input type="radio"/> No	
	If the Parent does not agree, specify the area(s) to be reassessed. <input type="text"/>	<input type="text"/>
Comments, as appropriate		
Low Incidence Equipment	<input type="text"/>	
Assistive Technology Equipment	<input type="text"/>	

**Participation in
General Education**

Student will participate in a general education setting with resource support as indicated on the service grid.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student

Last First MI

Date of Birth Meeting Date

		Effective With This IEP	Future Changes Related To This IEP
Service 1	Start Date:	Effective on Signature Date 09-SEP-2024	
RSP	End Date:		
RSP	Service applies to:	Regular	
	Frequency:	4	
This service addresses the following goals :	Interval:	Weekly	
	Minutes/Interval:	120	
<input type="text" value="3(Math)"/>	Minutes/Interval (Pullout from Gen Ed):	0	
<input type="text" value="4(Prevocational)"/>	Service Delivery Model:	RSP: Direct Instruction Services*	
	RSP Area:	Math	
	Responsible Personnel:	General Education Teacher	
		Resource Specialist Teacher	

*

Service 2	Start Date:	Effective on Signature Date 09-SEP-2024	
RSP	End Date:		
RSP	Service applies to:	Regular	
	Frequency:	3	
This service addresses the following goals :	Interval:	Weekly	

1(Reading)	Minutes/Interval:	90	
2(Writing)	Minutes/Interval (Pullout from Gen Ed):	0	
4(Prevocational)	Service Delivery Model:	RSP: Direct Instruction Services*	
	RSP Area:	Literacy/ELA/ELD	
	Responsible Personnel:	General Education Teacher	
		Resource Specialist Teacher	

*

Notes:

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

Part 3 - Percentage of Time Outside of General Education

	Effective With this IEP	Future Changes Related to this IEP
% of Time per Week outside of General Education	<input type="text" value="0"/>	

Part 4 - Compensatory Education/Recoupment Services Discussion

Compensatory and Recoupment consideration was documented on IEP dated 11/03/2022.

Part 4 - Additional IEP Team Considerations & Parental Input

- The purpose of this IEP meeting is to hold an Annual IEP. During this meeting, we will review the student's present levels of performance, discuss prospective goals, services, accommodations, and modifications, and address any concerns that the parent has.
- The meeting was held in person with the following individuals in attendance: Parent, general education teacher, resource teacher, and APEIS.
- Introductory statements were read aloud at the beginning of the meeting. Parent noted that she understands the statements and did not need further clarification.
- Parent also acknowledged receipt of 'The IEP and You' and 'A Parent's Guide to Special Education Services' that were sent home prior to the IEP meeting with the meeting notification. Parent requested to record the meeting and was notified that she would have to give the team notice. Parent determined that she would like to continue the meeting without recording. Parent also expressed concern that her husband was not present and the team determined that we can reconvene at a later date if necessary. Team agreed that we would send home the IEP for both parents to review and we would also request a Hebrew copy.
- The team discussed Eden's progress. We reviewed previous goal achievement, present levels of performance (PLPs), and proposed new goals. Team discussed that Eden has demonstrated growth when self-advocating. Team also discussed that Eden likes to participate in lessons.
- Team determined that Eden is showing so much progress and suggested that we reduce Eden to 90 minutes/week for ELA and continue with 120 minutes/week for math. Mother stated that she feels that Eden is doing well in math and the resource teacher said she would like to keep the minutes at 120 in order to improve some skills that Eden struggles with at the beginning of the year.
- Compensatory and recoupment education considerations were documented on the IEP dated 11/03/22.
- Parent agrees with the accommodations, modifications, goals, and services/supports. When asked for further input, the general education teacher requested that the team add breaks to the accommodations. The parent stated that she does not have further comments or concerns about the education of Eden at this time in the area of academics.
- Upon completion of this IEP meeting, the team provided an offer of a Free Appropriate Public Education (FAPE). District staff were informed of the staff input survey, and the parent was informed of the parent survey.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student
 Last First MI

Date of Birth Meeting Date

FAPE Summary Grid

Program:	GE		Setting:	General Education					
Eligibility:	Eligible (SLD)		Curriculum:	General Education					
Transportation:	None		Low Incident Support:	None					
Date District Received	09-Sep-2024								
Parent Signature:									
Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)	No Consent
RSP	RSP	Effective on Signature Date	Regular	Weekly	3	RSP-Literacy/ELA/ELD	90	Reading, Writing, Prevocational	--
RSP	RSP	Effective on Signature Date	Regular	Weekly	4	RSP-Math	120	Math, Prevocational	--

Alternative Remote/Distance Learning Services During Emergency Conditions

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

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

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

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

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

For IEP Team Information

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