

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Identification
Number

090913M031

SSID

8670636213

Not Eligible for Spec Ed Services

Student

HARARI

NOAM

MI

Date of Birth:

09-SEP-2013

Last

First

Section A: Meeting Information

| Pertinent Dates | Type of Meeting |
|--|--|
| Date of Initial IEP Team Meeting | 14-FEB-2019 |
| Date of Present Meeting | 14-FEB-2019 |
| Annual Review to be conducted by | 14-FEB-2020 |
| Next Three Year Review will be conducted by | 14-FEB-2022 |
| Three Year Review or Evaluation was conducted on | 14-FEB-2019 |
| Transition to Kindergarten to be conducted by | |
| | <input checked="" type="radio"/> Initial <input type="radio"/> Annual Review <input type="radio"/> Three Year Review <input type="radio"/> Other |
| | <input type="radio"/> Amendment of IEP dated <input type="radio"/> Early Start Transition <input type="radio"/> Expulsion Analysis <input type="radio"/> Individual Transition Plan |
| Location of Meeting | Wilbur |
| District Name | Los Angeles Unified School Distr |

Section B: Student Information

| | | | | | |
|--|---|--|---|---------------------------------|-------|
| Date of Birth | 09-SEP-2013 | Age | 5 | Grade | 18 |
| Gender | <input checked="" type="radio"/> Male <input type="radio"/> Female | Limited English Proficient Student | <input type="radio"/> Yes <input type="radio"/> No | Ethnic Code | White |
| Location of the Psych Folder | SUPPORT UNIT NORI | Student has no Psych Folder | <input type="checkbox"/> | | |
| Location of the Cum Folder | WILBUR CEA | Student has no Cum Folder | <input type="checkbox"/> | | |
| Home Language | Hebrew | Student Language | Hebrew | Alternate Mode of Communication | |
| Home Address of Student | 7727 CALLE MARIA | | | | |
| City | WINNETKA CA | ZIP Code | 91306 | | |
| Home Telephone | (818) 644-2201 | Daytime Telephone | | Emergency Telephone | |
| School of Attendance | Wilbur Cea | Location Code | 7774 | | |
| School of Residence | Melvin Ave El | Location Code | 5233 | | |
| Name of Parent/Guardian | Yaakov/Netta Harari | Telephone | | | |
| Address | | | | | |
| City | | CA | ZIP Code | | |
| Surogate Parent | | Telephone | | | |
| Attends CURRENT SCHOOL as a result of one of the following | Open Enrollment Program ▼ | | | | |
| Is the student living in a Family Foster Home (FFH)? | <input checked="" type="radio"/> No <input type="radio"/> Yes | FFH# | | | |
| Is FFH Provider related to student? | <input type="radio"/> No <input type="radio"/> Yes | Relationship | | | |
| Licensed Children's Institution | <input type="radio"/> No <input type="radio"/> Yes | LCI Name | | | |
| | | LCI# | | | |
| Out of the home placement made by | <input type="radio"/> Regional Center <input type="radio"/> Superior Court | <input type="radio"/> Department of Mental Health <input type="radio"/> Other | <input type="radio"/> Department of Children's Services | | |
| Child's family living within LAUSD's boundaries? | <input type="radio"/> No <input checked="" type="radio"/> Yes | | | | |
| If the student is 18 years old or older or is an emancipated minor, does he/she have educational decision-making rights? | <input type="radio"/> No <input type="radio"/> Yes | | | | |

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Section C: Language Acquisition

Language Classification:

Limited English Proficient

Start Date:

28-AUG-2018

Parent Waiver:



Yes



No

Reclassification Date:

Elementary English Language Development Level:

Start Date:

Secondary English Language Development Level:

Start Date:

Communication Observation Matrix Level:

Start Date:

Section D: Goal Achievement from Current IEP

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

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Section E: Present Level of Performance

Performance Area:

HEALTH

Assessment/Monitoring Process Used:

Initial Health Assessment, Parent Interview, Review of School Health Records

State/District Assessment Results:

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

HEALTH SUMMARY: LAUSD School Nurse Initial Health Assessment for Noam Harari was completed on 2-12-19, with information provided by mother Netta Harari and a review of school health records by Credentialed School Nurse. Student is a 5 year and 4 month old currently enrolled at Wilbur. Mother reports uneventful pregnancy, born full term via C-section and went home with mother. There were no prenatal, birth or newborn complications per mother. Mother recalled his developmental milestones as follows: sat alone at 7 months, crawled at 6 months walked at 12 months, toilet trained at almost 4 years old and the rest were reported to be within normal limits. Last physical exam on August 2018 and no remarkable medical information reported. Per mother, Noam is receiving behavioral services 1x/week from outside services. Per mother Noam is under the Autism spectrum at the Regional Center. Per mother, Noam eats by himself but a picky eater and is independent with mobility. Per mother, there was no serious/chronic illness, allergies, injury, accident, surgery, hospitalization, counselling or psychiatric care. No routine medication at home or at school.

STRENGTHS: Passed LAUSD vision screening without correction using hand chart on 2/5/19 and passed LAUSD audio screen on 12/08/18.

AREA OF NEED: Student needs assist with cleaning after toilet use.

IMPACT OF DISABILITY: Health does not impact the student's participation, performance, and access in the educational program.

ACCOMMODATIONS/MODIFICATIONS: Trained personnel to assist with toileting.

Completed by: Russel Rodriguez RN
School Nurse
2/13/19

Performance Area:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

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Section E: Present Level of Performance

Performance Area:

Reading

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Areas of Strength: Noam is able to recognize and name all of the letters of the alphabet, upper and lowercase. He is aware of sounds that make up spoken words. Noam understands that letters stand for sounds. He can blend vowel-consonant sounds, read simple one syllable words/sight words and identify words in basic categories.

Noam was administered the Woodcock Johnson III Test of Achievement. The Letter- Word Identification Test measured Noam's ability to identify letters and words. Noam scored 87, which falls in the low average range. The Passage Comprehension Test measured Noam's ability to understand what he reads. He scored 99, which falls in the average range. The Reading Fluency Test measured Noam's ability to quickly read simple sentences, decide if the statement is true then circle Yes or No. During this test, Noam scored 90, which falls in the average range. Overall, Noam's Reading score was a 92, which falls in the average range.

Areas of Need: No needs identified at this time.

Impact of Disability: N/A

Performance Area:

Writing

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Areas of Strength: Noam is able to use letters and words to spell phonetically to write about experiences, stories, people or events. He can write by moving from left to right and top to bottom. Noam can write using uppercase and lowercase letters. He can also spell words by using the sounds of the alphabet and knowledge of letter names.

Noam was administered the Woodcock Johnson III Test of Achievement. The Spelling Test measured Noam's ability to write orally presented words correctly. His score was 103, which is in the average range. The Writing Fluency Test measured Noam's skill in formulating and writing simple sentences quickly. Noam's score was 82, which is in the low average range. The Writing Samples Test measure Noam's skill in writing responses to a variety of demands. His score was 114, which is in the average range. Overall, Noam's Written Language score was 109, which is in the average range.

Areas of Need: No needs identified at this time.

Impact of Disability: N/A

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Section E: Present Level of Performance

Performance Area: Mathematics

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Areas of Strength: Noam can compare two or more sets of objects, which are $=$, $>$, $<$. He can count recognize and put in order objects to 30. Noam can also identify, sort, and classify objects by common characteristics. He has the skills of naming the days of the week and use grade appropriate math strategies.

Noam was administered the Woodcock Johnson III Test of Achievement. The Calculation Test measured Noam's ability to perform mathematical computations. His score was 113, falling in the high average range. The Math Fluency Test measured Noam's ability to solve simple addition and subtraction facts quickly. Noam solved problems slowly, his score was 98, falling in the average range. The Applied Problems Test measured Noam's ability to analyze and solve math problems that were read to him. His score was 87, falling in the low average range. Overall, Noam's Math score was 102, falling within the average range compared to his age group.

Areas of Need: No needs identified at this time

Impact of Disability: N/A

Performance Area:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

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Section E: Present Level of Performance

Performance Area:

General Ability

Assessment/Monitoring Process Used:

Psychoeducational Assessment

State/District Assessment Results:

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

AREAS OF STRENGTH:

Noam is showing average cognitive ability. Strengths were demonstrated in Visual Processing (the ability to process and interpret visual stimuli), Visual-Motor Integration (the ability to combine input of sensory information with output of motor activity), Auditory Processing (the ability to process and interpret orally presented information), Association (the ability to acquire and store information in memory), Conceptualization (the ability to learn new concepts presented in and educational setting, using information in an increasingly complex and fluid manner), Attention (the ability to sustain focused and resist distractions), Phonological Processing (the ability to discriminate between sounds within words, segment words into morphemes, and blend phonemes into words), Auditory Reasoning (the ability to process and understand orally presented information that requires more depth of analyses, logical interpretations, and implied meanings), Simultaneous Processing (the ability to relate parts into groups and understand relationships), Receptive Language (the comprehension of language-listening and understanding what is communicated), Expressive Language (able to produce and use speech to communicate) Expression (the process of ordering thought in a form that can be understood by others including the ability to effectively communicate ideas through language).

AREAS OF NEED:

Auditory Comprehension (the ability to understand and process simple information presented orally).

IMPACT OF DISABILITY:

While it appears that Noam may have functional expressive language and comprehension deficits, this is not impacting his access to the general education curriculum at this time.

RECOMMENDATION:

Adopt a 504-plan with accommodations that will benefit Noam.

Tasks should be broken down into smaller components, which after individual success, might then be recombined with the original task.

Make sure the student has adequate opportunities for repetition of information through different experiences in order to promote comprehension.

Performance Area:

Social Emotional Assessment

Assessment/Monitoring Process Used:

Psychoeducational Assessment

State/District Assessment Results:

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

AREAS OF STRENGTH:

Noam's mother report his strengths to be numbers, imagination, building and playing with complex toys. He has no sleep problems and no concerning habits. Noam's teacher describes him as creative, and enthusiastic. He loves to write and work with numbers. He participates in class and works independently. He struggles to interact with his peers in the classroom setting, but with guidance and prompts, will join the group.

AREAS OF NEED:

Mother states he has appetite problems and some difficulty playing with peers. Mother believes he wants to play with others kids but does not know how to approach them. Teacher reports he has difficulty changing from preferred to non-preferred tasks. On the BASC-3, mother rated the areas of Atypicality, Withdrawal, and Adaptability in the Clinically Significant range. Noam's teacher rated the areas of Atypicality and Withdrawal in the Clinically Significant range. Based on the ASRS rating scale completed by Noam's current teacher, and mother, Noam is exhibiting characteristics similar to those exhibited by youths diagnosed with the Autism Spectrum Disorder.

IMPACT OF DISABILITY:

Despite some difficulty with peers, with guidance and prompts, Noam is able to meet grade level standards and general education curriculum at this time and there is no impact.

RECOMMENDATIONS:

Adopt a 504-plan with accommodations that will benefit Noam.

Efforts should be placed on increasing adaptive behavior skills that emphasize on the development of social skills.

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Section E: Present Level of Performance

Performance Area:

Motor SKills

Assessment/Monitoring Process Used:

Psychoeducational Assessment

State/District Assessment Results:

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

AREAS OF STRENGTH:

Noam's gross motor skills are not an area of concern. Noam can walk, run, jump and engage in physical activity appropriately for his age. Noam has age appropriate motor skills to maneuver around a general education campus without difficulties. Noam's visual-motor integration skills are in the average range. Noam's ability to integrate visual and fine motor skills appears to be age appropriate when compared to his peers. Skills appear to be commensurate to ability. Penmanship is fair.

AREAS OF NEED:

None

IMPACT OF DISABILITY:

N/A

Performance Area:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

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Section E: Present Level of Performance

Performance Area:

Language

Assessment/Monitoring Process Used:

PLS-5, language sample, observation, teacher & parent interview, review of recor

State/District Assessment Results:

N/A

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

BACKGROUND: Noam is a 5 years 5 months old transition to kindergarten student in a general education classroom at Wilbur Charter for Enriched Academics. This is an initial assessment to determine Noam's need of language and speech (LAS) services through the Los Angeles Unified School District (LAUSD). Initially, Noam's mother expressed concerns about Noam's lack of social interactions and difficulty following classroom directions. She then added that Noam repeats some words a few times and sometimes stutters.

AREAS OF STRENGTH: Noam was cooperative and participative throughout the language and speech assessment. He was able to follow the verbal directions from the assessor and complete the following assessment in English initially and then interpreted to Hebrew, The Preschool Language Scales-Fifth Edition (PLS-5). It must be noted that this assessment battery was used to acquire qualitative data on Noam's language skills and it is an estimation of Noam's language proficiency. Receptively, Noam understands spatial concepts, pronouns, and quantitative concepts, identifies shapes, points to letters, and understands complex sentences. Noam demonstrated the following later developing language skills: demonstrates emergent literacy through book handling and concept of word, identifies initial sounds, and understands time/sequence concepts. Noam demonstrated the following abilities in Hebrew: He understands modified nouns and order pictures by qualitative concept.

Performance Area:

Language cont.

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Expressively, Noam is able to use present progressive, use plurals, answer what and where questions, name described objects, answer questions logically, use possessives, tell how an object is used, and answer questions about hypothetical events. He uses prepositions, possessive pronouns and names categories. He formulates meaningful and grammatically correct questions in response to picture stimuli. He is able to complete analogies. He demonstrates the following later developing skills: use qualitative concepts, name letters, use modifying noun phrases. He responds to why questions by giving a reason. In the area of pragmatic language, based on teacher/parent interview and classroom observation, Noam demonstrates age appropriate social skills such as engaging in reciprocal conversation with adults and peers, making adequate eye contact, taking turns in play and sharing. In the classroom, Noam is able to follow multiple classroom routine during morning rituals and transitions to different activities, which is an area he has made great progress on compared to the beginning of the school year. Overall, Noam presents with age appropriate expressive, receptive and pragmatic language skills. Based upon assessments, observations and teacher/parent reports, Noam's voice, fluency, and articulation skills are within functional limits for his age and gender.

AREAS OF NEED: None at this time.

EDUCATIONAL IMPACT: None at this time.

Shannon Firouzian, M.S., CCC-SLP
Speech-Language Pathologist-LAUSD

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Section F: Eligibility

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

For Initial IEP, interventions attempted prior to determining eligibility:

Eligible as a student with the disability of:

Code: ☒ Not Applicable, ☐ Blind or ☐ Partially Sighted

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

Code: ☒ Not Applicable, ☐ Blind or ☐ Partially Sighted☒ Does not meet eligibility criteria for Special Education Services (Initial IEP).

or

☐ No Longer Eligible for Special Education Services (Review IEP).No Longer Eligible (Effective
Date):☐ This is a Final IEP, the student remains eligible for Special Education Services until the Effective Date below.

Final IEP Reason:

Final IEP Effective Date:

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

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

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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.

No assessment tests found.

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Section N: Procedural Safeguards and Follow-up Actions

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

Is the parent/guardian requesting translation services? ☒ Yes ☐ No

If yes, the parent/guardian has requested a written translation of the IEP in

Specify the Individual Pages to be translated:

Special Requests:

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

THIS SPACE DELIBERATELY LEFT BLANK.

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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

| Method | Whom | When |
|---------|------|-------------|
| Student | DHPE | 01-FEB-2019 |

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

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

14-FEB-2019

PARENT INPUT SURVEY

Would you please take a moment to complete the survey below.
The information you provide will help us improve the Individualized Education Program (IEP) process. Thank you in advance for your time and interest.

ALL INFORMATION IS CONFIDENTIAL

DIRECTIONS: After each statement, please place an X on the line that describes your experience with your child's IEP.

| A. Regarding your child's current IEP: | Yes | No | Does Not Apply |
|---|--------------------------|--------------------------|--------------------------|
| 1. I am satisfied with the IEP meeting. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. I feel that the IEP accurately reflects the decisions made at the IEP meeting. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. I received notice of the IEP meeting. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. I received "The IEP and You" handbook with the notice of the IEP meeting. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. During the IEP process I received "A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)" explaining my rights as a parent. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The IEP meeting was held in an appropriate setting. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. I feel I was treated as an equal and important part of the IEP team. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. The participants at the IEP meeting were prepared and informed. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Placements for my child, including the general education setting, were discussed and decided upon. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Related services were discussed and decided upon, if relevant. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. If my child is 14 years old or older, an Individualized Transition Plan (ITP) was developed with my child's and my concerns in mind. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. At the end of the IEP meeting the decisions were summarized. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. If I needed an oral interpretation of the IEP team meeting an interpreter was provided. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. The interpretation of the IEP team meeting enabled me to participate and make an informed decision regarding my child's IEP during the IEP meeting. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. The interpreter stayed for the duration of the IEP team meeting. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. If the interpreter left the IEP meeting before it was over, another staff member served as the interpreter and the interpretation was adequate. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. I am aware that, if I am dissatisfied with the adequacy of the oral interpretation at the IEP team meeting, I can file a complaint with the Educational Equity Compliance Office at (213) 241-7682. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. If I needed a written translation of the IEP, translation services were offered. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. I am aware that, if I do not receive a copy of the translated IEP, I can contact the site administrator or call the Division of Special Education at (213) 241-6701. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| If any of the answers to items 13-16 or 18-19 was No, please discuss your concern(s) with the site administrator or call the Division of Special Education at (213) 241-6701. | | | |
| B. Regarding your child's previous IEP (if relevant): | | | |
| 20. I am satisfied that my child received the services described on the previous IEP. (If your answer to this question is "No", please write concerns below.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | | |
| | | | |
| | | | |
| Additional Comments | | | |

Is there anything more you would like to ask us or tell us?
Please write below or call the Parent Resource Network at 1-800-933-8133.

Please fold along dotted lines with the address showing. Seal and mail. Postage is pre-paid.
Again, Thank you!



NO POSTAGE
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BUSINESS REPLY MAIL
FIRST-CLASS MAIL PERMIT NO. 33798 LOS ANGELES CA 90051
POSTAGE WILL BE PAID BY ADDRESSEE

ATTN PARENT RESOURCE NETWORK
LOS ANGELES UNIFIED SCHOOL DISTRICT
PO BOX 613307
LOS ANGELES CA 90099-4093



PARENT INPUT SURVEY
English

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Reconvened Meeting
Date

Student

HARARI

Last

NOAM

First

MI

Date of Birth

09-SEP-2013

Meeting Date

14-FEB-2019

Section R: Names and Signatures (Signatures on File)

| Team Member | Print Name | Signature |
|-----------------------------|--------------------------|-----------|
| Parent/Guardian | Netta Harari | |
| Parent/Guardian | Yaakov Harari | |
| Student Age 18 - 21 years | | |
| Student Under Age 18 years | | |
| Surrogate Parent | | |
| Foster Parent | | |
| Family Foster Home Provider | | |
| Administrator | David H. Perez-Esquenazi | |
| Administrative Designee | | |
| Special Education Teacher | Jennifer Sandoval | |
| General Education Teacher | Arlene Mendizabal | |
| School Psychologist | Ashley Laucis | |
| School Nurse | Russel Rodriguez | |
| Related Service Staff LAS | Shannon Firouzian | |
| Related Service Staff | | |
| Related Service Staff | | |
| Interpreter | | |
| Sign Language Interpreter | | |
| Agency Representative | | |
| Agency Representative | | |
| Agency Representative | | |
| Other | | |
| Other | | |
| Other | | |
| Other | | |

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student HARARI

Last

NOAM

First

MI

Date of Birth 09-SEP-2013

Meeting

14-FEB-2019

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.

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.

| | | |
|---|--|--|
| 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; width: 100%;"></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; width: 100%;"></div> | | |

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student

HARARI

NOAM

Last

First

MI

Date of Birth

09-SEP-2013

Meeting

Date

14-FEB-2019

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. |
| <div style="border: 1px solid black; height: 80px; width: 100%;"></div> | | |

| | | |
|---|--|--|
| 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. |
| <div style="border: 1px solid black; height: 80px; width: 100%;"></div> | | |

| | | |
|----------------|--|--|
| 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. |
| | <div style="border: 1px solid black; height: 80px; width: 100%;"></div> | |

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student HARARI

NOAM

Date of Birth 09-SEP-2013

Meeting Date 14-FEB-2019

Last

First

MI

Effective With This IEP

Future Changes Related To This IEP

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 | .0 | |

Part 4 - Additional Discussion (This section is optional)

Parents shared with the IEP team today there concern with Noam's social skills and the concern about the behaviors he is demonstrating at home including scratching his head for an extended period of time and stuttering. Parents feel that these could affect his socialization with others in the future here at school. Parents understand that academics are OK right now but Noam's social skills could ultimately affect his academics in the future.

Provider observations and reports indicate that Noam is socializing with others at school. Noam will attend Kindergarten next year where he will continue to practice appropriate social skills in the classroom. Teacher reports that Noam is adjusting well to the demands of school. Phillips Counseling for Social Skills were recommended for the following year. Parents were told that if significant concerns surface in the coming year to bring it to the attention of the teacher and administrator to determine what other supports could be provided at that time.

The current IEP assessment and report indicates that Noam does not need pull out services because significant areas of need were not noted. Accommodations through a 504 plan were discussed and will be established and implemented.