

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Identification
Number

200030X641

SSID

8987465733

Eligible (SLD)

Student GLYCHER

Last

SHIRAN

First

MI

Date of Birth:

27-OCT-2012

Section A: Meeting Information

Pertinent Dates	Type of Meeting
Date of Initial IEP Team Meeting	14-SEP-2021
Date of Present Meeting	14-SEP-2021
Annual Review to be conducted by	14-SEP-2022
Next Three Year Review will be conducted by	13-SEP-2024
Three Year Review or Evaluation was conducted on	14-SEP-2021
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	Woodlake ECC (via Zoom)
District Name	Los Angeles Unified School Dis

Section B: Student Information

Date of Birth	27-OCT-2012	Age	8	Grade	3
Gender	<input type="radio"/> Male <input checked="" 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 NOF	Student has no Psych Folder	<input type="checkbox"/>		
Location of the Cum Folder	WOODLAKE ECC	Student has no Cum Folder	<input type="checkbox"/>		
Home Language	Hebrew	Student Language	Hebrew	Alternate Mode of Communication	
Home Address of Student	5310 MANTON AVE				
City	WOODLAND HILL CA	ZIP Code	91367		
Home Telephone	(347) 386-6173	Daytime Telephone		Emergency Telephone	
School of Attendance	Woodlake Ecc	Location Code	7877		
School of Residence	Woodlake Ecc	Location Code	7877		
Name of Parent/Guardian	Tsivia Glycher	Telephone			
Address	same as above				
City		CA	ZIP Code		
Surogate Parent		Telephone			
Attends CURRENT SCHOOL as a result of one of the following	Attends School of Residence ▼				
Is the student living in a Family Foster Home (FFH)?	<input checked="" type="radio"/> No <input type="radio"/> Yes	FFH#			
Is FFH Provider related to student?	<input type="radio"/> No <input type="radio"/> Yes	Relationship			
Licensed Children's Institution	<input checked="" type="radio"/> No <input type="radio"/> Yes	LCI Name			
		LCI#			
Out of the home placement made by	<input type="radio"/> Regional Center	<input type="radio"/> Department of Mental Health	<input type="radio"/> Department of Children's Services		
	<input type="radio"/> Superior Court	<input type="radio"/> Other			
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:

Initially Identified Fluent English Profic

Start Date:

11-SEP-2018

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="radio"/>	<input type="radio"/>	
Category				
	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"/>	
Category				
	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"/>	
Category				
	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"/>	
Category				
	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"/>	
Category				
	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"/>	
Category				
	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"/>	
Category				
	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"/>	
Category				
	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"/>	
Category				
	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"/>	
Category				
	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

Category:

Health

Assessment/Monitoring Process
Used:

LAUSD Health Assessment

State/District Assessment Results:

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

Health Summary: Shiran is an 8-year-old 3rd grade female student from Woodlake ECC. Mother reports of uneventful pregnancy and her developmental milestones were within normal limits. There were no prenatal, birth or newborn complications.

Strengths: Shiran is in good general health without any history of any serious illness, accident, injury or mental assessment, hospitalization or surgery. Shiran does not take any medication on a routine, daily basis.

Vision: passed LAUSD vision screening on 04/28/2021. Hearing: passed audio screening on 04/28/2021 by LAUSD audiometrist.

Areas of Need: Health is not an area of need.

Impact of Disability: Health does not impact Shiran's participation, performance, and access in the educational program.

Accommodations/Modifications: None related to health.

Submitted by Helen Cho, RN, Credentialed School Nurse, 05/13/2021.

Performance Area:

Category:

Assessment/Monitoring Process
Used:

State/District Assessment Results:

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

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Section E: Present Level of Performance

Performance Area:

Fine Motor, Visual Motor, Sensorimotor

Category:

Visual Perception

Assessment/Monitoring Process
Used:

Beery VMI, VP & MC, BOT-2, Obs, Clin.Obs, Teacher & Parent Interview, Chart Review

State/District Assessment Results:

N/A

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

Student's areas of strength:

Shiran has functional postural control, balance, strength and range of motion to access her supplies, classroom and all areas of the school campus. She exhibits adequate postural stability to maintain a seated position, lean over to retrieve objects on the ground and reach overhead. She has functional fine motor skills to execute a variety of grasp patterns in order to pick up and manipulate various classroom items without difficulty. Shiran holds writing tools in her right hand with a functional grasp. She applies appropriate pressure when writing. Shiran presents with intact visual skills to follow along with teacher lessons and scan her environment to locate desired items and avoid obstacles. She is able to track moving objects; she scored Average on the Upper-Limb Coordination Subtest on the BOT-2 which measures a student's visual tracking with coordinated upper limb movements. She demonstrates intact visual motor skills which was confirmed by scoring Average on the Beery VMI and Above Average on the Fine Motor Integration subtest of the BOT-2. She scored Above Average on the Beery VMI Developmental Test of Visual Perception indicating the ability to distinguish attributes of objects for learning, which is especially important to learn how to read and write. She is independent with self-care activities needed in the school setting. She is able to follow familiar and novel multistep tasks. Shiran has the foundational sensory processing and modulation skills needed to access and participate in her school program. Shiran has appropriate levels of arousal to engage in school related activities. She has positive relationships with adults and peers.

Student's areas of need: At this time, Shiran does not require the expertise of an occupational therapist to access her curriculum. She demonstrates strengths in all areas of school based occupational therapy.

Impact of disability on academic and overall performance: None related to occupational therapy.

Emily Fobel, OTR/L
LAUSD School Occupational Therapist

Performance Area:

Category:

Assessment/Monitoring Process
Used:

State/District Assessment Results:

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

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Section E: Present Level of Performance

Performance Area:

General Ability

Category:

General Ability ▼

Assessment/Monitoring Process
Used:

Standardized Assessment, Observations

State/District Assessment Results:

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

Strengths: Shiran's cognitive abilities are estimated to be within the Average range, based upon alternative procedures for measuring intellectual ability. She demonstrated personal strength in the area of Simultaneous Processing, which required her to work with separate pieces of information and relate those pieces to a whole. She earned a composite score of Superior in the area, although this overall score should be interpreted with caution due to the variability in her performance on subtests, ranging from Average (Verbal-Spatial Relations) to Superior (Matrices and Figure Memory). Shiran performed in the Average range on Successive Processing tasks, which required her to work with information in a specific order. This overall score should be interpreted with caution due to the variability in her performance on subtests, ranging from Low Average (Sentence Questions) to Average (Word Series and Visual Digit Span). She demonstrated adequate ability in Planning tasks, which required her to create, implement, and modify a plan as needed. She earned a Low Average score on these tasks. She also demonstrated adequate abilities in Attention Processing tasks, which required her to attend to stimuli while ignoring distractions. She earned a Low Average score in Planning tasks. Shiran demonstrated Average Visual Processing skills and did not have difficulty with completing tasks which required her to: discriminate position, shape, form and color, immediately recall visual stimuli, perceive the positions of objects in relation to oneself and/or other objects, identify part-to-whole relationships and identify the constancy of shapes and objects. Her Visual Motor Integration skills were in the Average range.

Performance Area:

General Ability (Cont.)

Category:

General Ability ▼

Assessment/Monitoring Process
Used:

Standardized Assessment, Observations

State/District Assessment Results:

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

Needs: Shiran earned an overall Average score in the area Auditory Processing, although she demonstrated varied performance on these tasks. Her Auditory Memory for numbers, words, non-words, and sentences was in the Average range. She earned scores in the lower end of the Low Average range in the area of Listening Comprehension. She performed in the Low Average range when asked to process and recall oral directions when presented in quiet listening conditions (Processing Oral Direction). She earned scores within the Low Average range when asked to comprehend oral language at the sentence and narrative level, including literal recall, inference, and higher order language tasks such as idioms and figurative language (Auditory Comprehension). She specifically struggled when she was asked to process and remember oral directions when they were presented with competing background noise (Auditory Figure-Ground). She performed in the Well Below Average range on this task.

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Section E: Present Level of Performance

Performance Area:

General Ability (Cont.)

Category:

General Ability

Assessment/Monitoring Process
Used:

Standardized Assessments, Observations

State/District Assessment Results:

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

Needs (Cont.) Additionally, Shiran earned an overall Average score in the area of Phonological Awareness, although she demonstrated varied performance on these tasks. She earned High Average scores when asked to break words into smaller chunks (Elision), and she earned Average scores when asked to delete specific sounds within words (Phonological Deletion) and discriminate if words were the same or different (Word Discrimination). When asked to blend sounds to make words, Shiran earned Low Average (on the CTOPP-2) to Average (on the TAPS-4) scores, indicating variable but adequate performance. She earned a Below Average score when asked to isolate specific sounds within words (Phoneme Isolation). It was especially difficult for her to consistently identify the ending sounds of words when assessed. For example, when asked for the ending sound of 'laugh,' she said, 'af.' This suggests that she struggles to break the parts of the word into individual sounds. Her Rapid Symbolic Naming for letters and numbers was in the Low Average range, indicating adequate ability.

Impact of Disability: Shiran's Specific Learning Disability in the area of Auditory Processing, specifically related to her listening comprehension, impacts her ability to process what she hears, especially when presented with competing background noise. Her challenges with Phonological Processing impact her ability to isolate sounds within words, which is necessary when breaking apart unfamiliar words to decode them.

Performance Area:

Language

Category:

Language

Assessment/Monitoring Process
Used:

Standardized Assessment, Observation, Teacher/Parent Interviews, Rating Scales

State/District Assessment Results:

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

Strengths: Shiran's primary language is Hebrew; however, both English and Hebrew are spoken in the home setting. She is identified as being an Initially Fluent English Proficient (IFEP) student. Per teacher, Shiran participates in oral discussions and answers questions. In regards to her receptive language skills, Shiran does well with verbal instructions. Both parent and teacher rating scales indicate that her functional communication is age-appropriate. On standardized language assessment, Shiran earned an average score in the area of oral comprehension, which required her to listen to a passage and provide the final word to complete the passage. She also earned an average score on tasks that involved her pointing to an object in a picture after receiving oral directions. Her overall oral language skills were within the low average range when compared to same-age peers.

Needs: Shiran earned a Well Below Average score when asked to identify names of specific pictures (Picture Vocabulary), indicating that she is still building her foundation of age-appropriate vocabulary. Per the examiner's observations and performance on standardized assessment, Shiran also displayed weaknesses in her listening comprehension skills, especially when presented with background competing noise (Auditory Figure Ground). On standardized assessment, Shiran's listening comprehension index fell within the lower end of the Low Average range.

Impact of Disability: Shiran's Specific Learning Disability in the area of Auditory Processing, specifically related to her listening comprehension, impacts her ability to process what she hears, especially when presented with competing background noise. Her challenges with Phonological Processing impacts her ability to isolate sounds within words, which is necessary when breaking apart unfamiliar words to decode them and learn what they mean.

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Section E: Present Level of Performance

Performance Area:

Motor Abilities

Category:

Motor Abilities

Assessment/Monitoring Process
Used:

Standardized Assessment, Observation, Review of Records, Interview

State/District Assessment Results:

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

Strengths: Shiran is right-handed. Per standardized assessment, her visual motor integration skills are within the Average range when compared to same-age peers. Shiran is able to use manuscript writing and cut with a pair of scissors. Her teacher reports that her fine motor skills are age appropriate. In regards to her gross motor skills, Shiran is able to walk, run, jump and climb up and down stairs without difficulty. Per review of Shiran's second grade progress report card, third grading period, she earned a mark of '3' (Meets grade level expectations) in Physical Education (P.E).

Needs: Shiran does not demonstrate any fine or gross motor needs at this time.

Impact of Disability: There is no impact of disability on motor skills.

Performance Area:

Social Emotional

Category:

Social Emotional

Assessment/Monitoring Process
Used:

Rating Scales, Observations, Review of Records, Interviews

State/District Assessment Results:

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

Strengths: According to Shiran's second grade teacher, some of Shiran's behavioral strengths are that she has friends and gets along easily with others. Her third grade teacher endorsed that she gets along well with peers too. In the classroom, she is respectful to towards others and follows classroom rules. She is able to transition from one activity to another without difficulty, is organized, works well independently and asks for help when she needs it. Shiran completes her classwork and homework on time, and is able to follow directions. In regards to her attention span/concentration, she is able to concentrate and stay on task. According to Shiran's third trimester second grade report card, her teacher reported that she consistently demonstrates Characteristics and Behaviors of a College-Prepared and Career-Ready Learner. Her third grade teacher also reported that Shiran is not afraid to ask for what she needs.

According to Shiran's mother, Shiran gets along well with her family members and other children. She is caring, considerate, and sensitive towards others. When completing standardized rating scales, Shiran, her parent, and her teacher were consistent in their responses, reflecting that Shiran does not present with clinically significant social emotional concerns at this time.

Needs: During this IEP meeting, Luciana Ganach-Chemelniker, educational advocate, shared that Shiran has been feeling frustrated during class and feels embarrassed about her challenges with reading which may affect her participation and willingness to read aloud. Her third grade teacher shared that Shiran expresses that she knows she is not a good reader.

Impact of Disability: Shiran's Specific Learning Disability in the area of Auditory Processing and Phonological Processing can impact her ability to read and cause her to feel frustrated and unwilling to participate in the classroom.

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Section E: Present Level of Performance

Performance Area: Reading

Category: Reading ▼

Assessment/Monitoring Process Used: Progress report, Work Samples, Teacher Questionnaire, Observation, Informal

State/District Assessment Results: WJ IV, DIBELS

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

DIBELS Measures: Progress Monitoring
 2020-2021; Grade 2 Assessment Beginning of Year (BOY) Middle of Year (MOY) End of Year (EOY)
 DIBELS Next Composite * Well Below Benchmark Well Below Benchmark
 NWF-CLS Letter Sounds Below Benchmark Well Below Benchmark Below Benchmark
 NWF-WRC Decoding Below Benchmark Well Below Benchmark Below Benchmark
 WRF- Word Reading Well Below Benchmark Well Below Benchmark Well Below Benchmark
 ORF-Accuracy (Reading Accuracy) Benchmark Well Below Benchmark Below Benchmark
 ORF (Reading Fluency) Well Below Benchmark Well Below Benchmark Well Below Benchmark
 MAZE (Basic Comprehension) * Well Below Benchmark Well Below Benchmark
 *End of year DIBELS assessments were not administered due to COVID school closures.

WJ IV Reading Scores Cluster/Test Standard Score (SS) Standard Score Classification
 BROAD READING 74 (71-76) Low
 Letter-Word Identification 81 (79-84) Low Average
 Passage Comprehension 73 (70-77) Low
 Sentence Reading Fluency 69 (63-75) Very Low

Shiran was administered a set of tests from the Woodcock-Johnson IV Test of Achievement Form A. Her performance in each area is shown below. Based on a comparison of others of her age, Shiran's BROAD ACHIEVEMENT national percentile rank of 21 means that she scored higher than about 21 percent of eight -year-old children nationally.

Broad Reading is a comprehensive measure of Shiran's reading achievement, including letter identification, passage comprehension, and reading fluency. Overall, Shiran's Broad Reading is in the low range with a SS of 74.

Performance Area: Reading

Category: Reading ▼

Assessment/Monitoring Process Used: Progress report, Work Samples, Teacher Questionnaire, Observation, Informal

State/District Assessment Results: WJ IV, DIBELS

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

Strengths: Shiran has demonstrated basic phonemic awareness. She has high comprehension of material that is read to her orally. According to the teacher questionnaire, Shiran can decode some CVC words independently and can recognize some sight words. When faced with new unfamiliar words, Shiran was able to decode words well when reading slowly.

Needs: Foundational reading skills including phonological awareness skills are areas of need for Shiran. She has difficulty blending two to three phonemes into recognizable words. She is able to understand sound-letter correspondences (phonics), but needs to practice working flexibly with words (manipulating sounds within words). Shiran's teacher stated that she is having difficulty sounding out and recognizing words out of context. She also reports that Shiran reads word-by-word when reading out loud and lacks expression when reading. This indicates that an area of need for Shiran is her reading fluency, which includes appropriate reading rate (speed), accuracy when reading, and expression when reading aloud.

IMPACT OF DISABILITY: Shiran's eligibility of Specific Learning Disability (SLD) may impact her ability to blend phonemes together which impacts his ability to be involved and progress in the general education reading curriculum.

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Date of Birth **27-OCT-2012**Meeting Date **14-SEP-2021**

Section E: Present Level of Performance

Performance Area:

Written Language

Category:

Writing

Assessment/Monitoring Process
Used:

Progress report, Work Samples, Teacher Questionnaire, Observation, Informal

State/District Assessment Results:

WJ IV

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

WJ IV Written Language Scores Standard Score (SS) Standard Score Classification

Cluster/Test

BROAD WRITTEN LANGUAGE 103 (97-109) Average

Spelling 85 (81-89) Low Average

Writing Samples 133 (119-147) Very Superior

Sentence Writing Fluency 95 (90-101) Average

Broad Written Language is a broad-based measure of Shiran's written language achievement, including spelling, the quality of written sentences, and speed of writing. Shiran was able to produce simple and complex sentences with some convention errors (grammar, spelling, punctuation, and capitalization). Overall, Shiran's Broad Written Language was 103, which is in the average range.

Strengths: Shiran has demonstrated strong writing skills in the WJ IV assessment. She was able to produce sentences that were both complex and detailed. She demonstrated skill in sequencing events with appropriate transition words (for example, 'then' and 'so'). Her word selection was basic, yet she demonstrated proper syntax in her writing. Shiran's sentence patterns were varied and conveyed a fluid flow of ideas. Her teacher also reported that Shiran is able to produce simple sentences with a subject and predicate.

Needs: Shiran's areas of need in writing are primarily writing conventions (capitalization, punctuation, spelling). Though she regularly capitalizes the first word in a sentence, she often capitalizes words within a sentence randomly (often words beginning with a 'T'). Although she adds proper punctuation at the end of her sentences, her production of run-on sentences indicate a need in understanding commas. Shiran had many misspellings and spelled many unfamiliar words phonetically (based on how they sound).

Performance Area:

Written Language

Category:

Writing

Assessment/Monitoring Process
Used:

Progress report, Work Samples, Teacher Questionnaire, Observation, Informal

State/District Assessment Results:

WJ IV

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

According to her GE teacher Shiran has poor spelling, including unfinished words or missing words or letters. She stated that Shiran needs to improve in her ability to expand a sentence with adjectives and adverbs.

IMPACT OF DISABILITY: Shiran's eligibility of Specific Learning Disability (SLD) may impact her ability to demonstrate correct use of conventions of standard English, which impacts his ability to be involved and progress in the general education writing curriculum.

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Section E: Present Level of Performance

Performance Area:

Math

Category:

Math

Assessment/Monitoring Process
Used:

Progress report, Work Samples, Teacher Questionnaire, Observation, Informal

State/District Assessment Results:

WJ IV

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

WJ IV Math Scores Standard Score (SS) Standard Score Classification

Cluster/Test

BROAD MATH 101 (98-105) Average

Applied Problems 112 (107-117) High Average

Calculation 106 (101-110) Average

Math Facts Fluency 91 (86-97) Average

Broad Mathematics is a comprehensive measure of Shiran's math achievement, including math calculation skills, problem solving, and the ability to solve simple addition, subtraction, multiplication and division problems quickly. She has mastered basic addition and subtraction with fluency and accuracy. Shiran has strong conceptual understanding and recognizes what a word problem is asking her to do (multiply, divide, subtract, etc.). She also demonstrates strong procedural fluency and can execute the appropriate procedure of a problem correctly. Overall, Shiran's Broad Math is in the average range with a SS of 101.

Strengths: On the WJIV, Shiran demonstrated strong skills in completing basic addition and subtraction problems using the standard algorithm. She could also complete subtraction and multiplication problems with regrouping via the standard algorithm. When working through word problems, Shiran was able to complete many problems involving multi-digit subtraction and addition, problems with multiplication and division, as well as problems with two steps.

Her GE teacher stated that Shiran can add and subtract up to three digit math problems (with and without regrouping), has an understanding of number sense, and is at grade level with her math skills.

Shiran had some difficulty with items on the WJIV involving the change of time. Based on Shiran's demonstrated conceptual understanding and procedural fluency in math, she may be ready to move onto more sophisticated problem solving pathways beyond direct modeling by ones.

Performance Area:

Math Continues

Category:

Math

Assessment/Monitoring Process
Used:

Progress report, Work Samples, Teacher Questionnaire, Observation, Informal

State/District Assessment Results:

WJ IV

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

Need: Shiran's GE teacher reported that Shiran has difficulty with word problems due to her poor reading skills.

IMPACT OF DISABILITY: Shiran's eligibility of Specific Learning Disability (SLD) may impact her ability to read the problems aloud due to lack of reading skills, which impacts his ability to be involved and progress in the general education math curriculum.

Accommodations: Word problems read aloud, use of manipulatives, peer buddy, pair visuals with auditory, extended time, shortened assignments.

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Last
First
MIDate of Birth Meeting Date

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 G: Annual Goals and Objectives

Performance Area:

Reading #1

Category:

Reading

Annual Goal #:

1

When presented with a list of 10-20 two to three phonemes words, Shiran will independently orally blend each word accurately and fluently as measured by teacher observation in 3 out 5 trials with 80% 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
 ☐ Norm Referenced
 ☐ Criterion Referenced
 ☐ Curriculum Based
☒ Observation
 ☐ Portfolio
 ☒ Work Samples
 ☒ Informal
☐ Other

Incremental objective #1 related to the goal:

When presented with a list of 5-10 two phonemes words, Shiran will independently orally blend each word accurately and fluently as measured by teacher observation in 2 out 5 trials with 60% accuracy.

Incremental objective #2 related to the goal:

When presented with a list of 5-10 three phonemes words, Shiran will independently orally blend each word accurately and fluently as measured by teacher observation in 2 out 5 trials with 70% accuracy.

Date to be achieved:

December

2021

MO/YR

Date to be achieved:

March

2022

MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR
EXCEEDED3 SUBSTANTIAL PROGRESS (50-99% of goal
met)

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

1 NO PROGRESS

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"/>	Goal Achievement
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 GLYCHER

SHIRAN

Last

First

MI

Date of Birth 27-OCT-2012

Meeting Date 14-SEP-2021

Section G: Annual Goals and Objectives

Performance Area:

Written Language #1

Category:

Writing

Annual Goal #:

2

When given 7-10 sentences to edit, Shiran will increase writing skills in the area of writing conventions by demonstrating correct use of the conventions of standard English such as capitalization, punctuation, and spelling to include in her writing independently, as measured by teacher observation and student work samples in 3 out 5 trials with 80% 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
 ☐ Norm Referenced
 ☐ Criterion Referenced
 ☐ Curriculum Based
☒ Observation
 ☐ Portfolio
 ☒ Work Samples
 ☒ Informal
☐ Other

Incremental objective #1 related to the goal:

When given 3-5 sentences to edit, Shiran will increase writing skills in the area of writing conventions by demonstrating correct use of the conventions of standard English such as capitalization, punctuation, and spelling to include in her writing independently, as measured by teacher observation and student work samples in 2 out 5 trials with 60% accuracy.

Incremental objective #2 related to the goal:

When given 5-7 sentences to edit, Shiran will increase writing skills in the area of writing conventions by demonstrating correct use of the conventions of standard English such as capitalization, punctuation, and spelling to include in her writing independently, as measured by teacher observation and student work samples in 2 out 5 trials with 70% accuracy.

Date to be achieved:

December

2021

MO/YR

Date to be achieved:

March

2022

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 GLYCHER

SHIRAN

Last

First

MI

Date of Birth 27-OCT-2012

Meeting Date 14-SEP-2021

Section G: Annual Goals and Objectives

Performance Area:

Written Language #2

Category:

Writing

Annual Goal #:

3

When given a sentence frame, Shiran will increase her writing skills in the area of word choice by choosing appropriate adjectives and adverbs in her writing by writing or typing 7-10 detailed sentences independently, as measured by teacher observation and student work samples in 3 out 5 trials with 80% 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
 ☐ Norm Referenced
 ☐ Criterion Referenced
 ☐ Curriculum Based
☒ Observation
 ☐ Portfolio
 ☒ Work Samples
 ☒ Informal
☐ Other

Incremental objective #1 related to the goal:

When given a sentence frame, Shiran will increase her writing skills in the area of word choice by choosing appropriate adjectives and adverbs in her writing by writing or typing 3-5 detailed sentences independently, as measured by teacher observation and student work samples in 2 out 5 trials with 60% accuracy.

Incremental objective #2 related to the goal:

When given a sentence frame, Shiran will increase her writing skills in the area of word choice by choosing appropriate adjectives and adverbs in her writing by writing or typing 5-7 detailed sentences independently, as measured by teacher observation and student work samples in 2 out 5 trials with 70% accuracy.

Date to be achieved:

December

2021

MO/YR

Date to be achieved:

March

2022

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student GLYCHER

SHIRAN

Last

First

MI

Date of Birth 27-OCT-2012

Meeting Date 14-SEP-2021

Section G: Annual Goals and Objectives

Performance Area:

Math

Category:

Math

Annual Goal #:

4

When given 7-10 word problems, Shiran will be use the RDW strategy to solve the problem independently, as measured by teacher observation and student work samples in 3 out 5 trials with 80% 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
 ☐ Norm Referenced
 ☐ Criterion Referenced
 ☐ Curriculum Based
☒ Observation
 ☐ Portfolio
 ☒ Work Samples
 ☒ Informal
☐ Other

Incremental objective #1 related to the goal:

When given 3-5 word problems, Shiran will be use the RDW strategy to solve the problem independently, as measured by teacher observation and student work samples in 2 out 5 trials with 80% accuracy.

Incremental objective #2 related to the goal:

When given 5-7 word problems, Shiran will be use the RDW strategy to solve the problem independently, as measured by teacher observation and student work samples in 2 out 5 trials with 80% accuracy.

Date to be achieved:

December

2021

MO/YR

Date to be achieved:

March

2022

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 GLYCHER

SHIRAN

Last

First

MI

Date of Birth 27-OCT-2012

Meeting Date 14-SEP-2021

Section G: Annual Goals and Objectives

Performance Area:

Reading #2

Category:

Reading

Annual Goal #:

5

Shiran will orally read on level text at 60-70 words per minute independently as measured teacher observation and DIBELS Scores in 3 out of 5 trials with 80% 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
 ☐ Norm Referenced
 ☐ Criterion Referenced
 ☐ Curriculum Based
☒ Observation
 ☐ Portfolio
 ☒ Work Samples
 ☒ Informal
☐ Other

Incremental objective #1 related to the goal:

Shiran will orally read on level text at 30-40 words per minute independently as measured teacher observation and DIBELS Scores in 2 out of 5 trials with 60% accuracy.

Incremental objective #2 related to the goal:

Shiran will orally read on level text at 40-50 words per minute independently as measured teacher observation and DIBELS Scores in 3 out of 5 trials with 70% accuracy.

Date to be achieved:

December

2021

MO/YR

Date to be achieved:

March

2022

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 GLYCHER

Last

SHIRAN

First

MI

Date of Birth 27-OCT-2012

Meeting Date 14-SEP-2021

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.

Student will participate in Regular State and District Assessments. <i>(Designated Supports and/or Accommodations identified below are applicable)</i>	CAASPP Subject ELA and Math
Designated Supports: <ul style="list-style-type: none"> - Noise Buffers - Test in a separate/smaller setting - Text-to-speech software enabled (for math items and ELA items except for reading passages) - Simplified or paraphrased test directions (non-embedded designated support) 	

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student

GLYCHER

Last

SHIRAN

First

MI

Date of Birth

27-OCT-2012

Meeting Date

14-SEP-2021

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 informal translation? ☐ Yes ☒ No

Select Preferred Language:

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

Select Preferred Language:

Hebrew



Specify the Individual Pages to be translated:

Special Requests:

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

THIS SPACE DELIBERATELY LEFT BLANK.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student GLYCHER

SHIRAN

Last

First

MI

Date of Birth 27-OCT-2012

Meeting Date 14-SEP-2021

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
Email	K Bella	23-AUG-2021

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 years ☐ 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-SEP-2021

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.

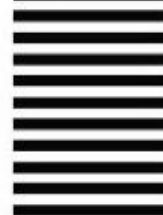
Please fold along dotted lines with the address showing. Seal and mail. Postage is pre-paid.
Again, Thank you!



NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES

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

POST

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District






Reconvened
Meeting DateStudent GLYCHER
LastSHIRAN
First

MI

Date of Birth 27-OCT-2012

Meeting Date 14-SEP-2021

Section R: Names and Signatures (Signatures on File)

Team Member	Print Name	Signature
Parent/Guardian	Tsivia Elias	
Parent/Guardian		
Student Age 18 - 21 years		
Student Under Age 18 years		
Surrogate Parent		
Foster Parent		
Family Foster Home Provider		
Administrator	Krista Bella	
Administrative Designee	Joanna Nuguid	Maria Nuguid
Special Education Teacher	Kelle Husk, Resource Specialist	
General Education Teacher	Donna Susskind	
School Psychologist	Rachel Boyd	Rachel Boyd
School Nurse		
Related Service Staff OT	Emily Fobel	
Related Service Staff		
Related Service Staff		
Interpreter		
Sign Language Interpreter		
Agency Representative		
Agency Representative		
Agency Representative		
Other CSUN Student Teacher	Julie Takayama	
Other A2Z Advocacy Consulting	Luciana Chemelniker	
Other		
Other		

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student **GLYCHER**
Last**SHIRAN**
First

MI

Date of
Birth

27-OCT-2012

Meeting
Date

14-SEP-2021

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 checked="" 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

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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

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ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)

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

Step F.	The student's needs as reflected in the contents of this IEP, and the placement being considered by the IEP team, outweigh any potential harmful effects at this time, including (check all that apply):	
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Diminished access to the full range of the curriculum Missed general education instruction taught by highly qualified staff Rate at which student may earn credits for graduation Lack of opportunity for social interaction Lack of opportunities for age-appropriate peer role models Amount of socialization opportunities with typical peers Limited access to peers in student's home community Lack of exposure to appropriate behavioral models from peers Other: <input type="text" value="No harmful effects at this time."/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 1 - Eligibility, Placements and Supports

Student GLYCHER

SHIRAN

Date of Birth 27-OCT-2012

Meeting Date 14-SEP-2021

Last

First

MI

		Effective With this IEP	Future Changes Related to this IEP
	As of Date:		
Eligibility: (from Page 4)		Eligible (SLD)	
	Final IEP Reason Final IEP Effective Date:		
Curriculum		General Education	
Placement	Type of School	Affiliated Charter	
	Name of School	WOODLAKE ECC	
Instructional Setting	Setting	General Education	
	Program	GE	
	Special Day Minutes/Wk		
	Addresses Goals	1(Reading #1),2(Written Language #1),3(Written Language #2),4(Math),5(Reading #2)	
Additional Factors	Low Incident Support	None	
	Assistive Technology Support	No	
	Transportation	None	
	Extended School Year/Intersession	<input type="radio"/> Yes <input checked="" type="radio"/> No	
	Parent Counseling and Training (PCT)	<input checked="" type="radio"/> Yes <input type="radio"/> No	
	ESY Transportation		
Accommodation, Modifications, Supports	Instructional Accommodations	Small group support, extended time on classwork, reports and tests as needed, buddy or partner system, word problems read aloud, shortened homework, reduce the number of test questions, untimed and small group setting on assessments, test questions read aloud, prompts to stay on task, prompt student to check work for accuracy before submitting, provide multiple choice instead of short answers assessments, repeat/rephrase/clarify directions/instructions, offer story starters to promote writing, allow student to dictate sentences for essay, provide a sample of what the finished paper/project should look like, verbal praises, positive reinforcement chart between student, teacher, parent as needed.	
	Instructional Modifications		
	Other Supports, including Non-Academic and Extra-curricular Activities	The Resource Specialist Teacher and/or Resource Aide will assist the general education teacher in the use of supplementary instructional materials and strategies.	
Preparation for Three Year Review IEP (At the second Annual Review IEP Meeting, the team must discuss and document the	Do the Parent and the District (local educational agency) agree that a	<input type="radio"/> Yes <input type="radio"/> No	

decision to conduct or not conduct a three-year comprehensive reassessment.)	reassessment is unnecessary?		
	If the Parent does not agree, specify the area(s) to be reassessed.		
Comments, as appropriate			
Low Incidence Equipment			
Assistive Technology Equipment			
Participation in General Education			

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student GLYCHER

SHIRAN

Date of Birth 27-OCT-2012

Meeting

14-SEP-2021

Last

First

MI

Date

		Effective With This IEP	Future Changes Related To This IEP
Service 1	Start Date:	Effective on Signature Date	
RSP	End Date:		
RSP	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals :	Interval:	Monthly	
4(Math)	Minutes/Interval:	120	
	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	RSP: Collaborative Teaching and Planning*	
	RSP Area:	Math	
	Responsible Personnel:	Resource Specialist Teacher	
		General Education Teacher	
*			
Service 2	Start Date:	Effective on Signature Date	
RSP	End Date:		
RSP	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals :	Interval:	Weekly	
1(Reading #1)	Minutes/Interval:	180	
	Minutes/Interval (Pullout from Gen Ed):	120	
	Service Delivery Model:	RSP: Collaborative Teaching and Planning*	
2(Written Language #1)			
3(Written Language #2)			
5(Reading #2)			
	RSP Area:	Literacy/ELA/ELD	

	Responsible Personnel:	Resource Specialist Teacher	
		General Education 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="8"/>	

Part 4 - Additional Discussion (This section is optional)

This is the initial IEP for Shiran. The team shared assessment results and found Shiran to be eligible for special education services with an eligibility of Specific Learning Disability (SLD). She will receive Resource Support Program (RSP) to support her reading and writing goals at Woodlake ECC her school of residence. The parents were given a copy of the OT assessment prior to the meeting. Shiran does not present with a need for OT services at this time. Parent has requested a Visual Therapy (VT) Assessment.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

(SLD, pg. 1 of 1)

Student GLYCHER

SHIRAN

Date of Birth 27-OCT-2012

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SPECIFIC LEARNING DISABILITIES CERTIFICATION

Use this form at Initial, Three Year Reviews and comprehensive assessments for students eligible as having a Specific Learning Disability, including but not limited to students with characteristics of dyslexia. This form is not required at Annual Review meetings.

It is the consensus of the IEP Team that the student meets the eligibility criteria for Specific Learning Disability based upon the information which follows. This form serves as the written report of the IEP Team consensus.

1. Are there educationally relevant medical conditions which should be considered by the IEP Team? ☐ Yes ☒ No

If Yes, describe

2. During the observation of the student in the general education setting, was behavior noted that relates to the student's general academic functioning? ☐ Yes ☒ No

If Yes, describe

3. A severe discrepancy exists in one or more of the following academic areas: (Check all that apply)

- | | | | |
|--|--|--|---|
| <input type="checkbox"/> Listening Comprehension | <input checked="" type="checkbox"/> Basic Reading Skills | <input type="checkbox"/> Oral Expression | <input checked="" type="checkbox"/> Reading Comprehension |
| <input type="checkbox"/> Written Expression | <input type="checkbox"/> Math Calculation | <input type="checkbox"/> Math Reasoning | <input checked="" type="checkbox"/> Reading Fluency |

4. The discrepancy is the result of a disorder in one or more of the following psychological processes: (Check all that apply)

- | | | | |
|--|--|---|---|
| <input type="checkbox"/> Attention | <input type="checkbox"/> Visual Processing | <input checked="" type="checkbox"/> Auditory Processing | <input type="checkbox"/> Sensory Motor Skills |
| <input type="checkbox"/> Cognitive abilities including association, conceptualization and expression | | <input checked="" type="checkbox"/> Phonological Processing | |

5. The Team agrees that the discrepancy is not primarily the result of:

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> Limited school experience | <input checked="" type="checkbox"/> Poor school attendance | <input checked="" type="checkbox"/> Environmental, economic or cultural disadvantage |
| <input checked="" type="checkbox"/> Social maladjustment | <input checked="" type="checkbox"/> Intellectually Disabled | <input checked="" type="checkbox"/> Visual, hearing or motor impairment |
| <input checked="" type="checkbox"/> Unfamiliarity with the English language | | |

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student GLYCHER

SHIRAN

Date of Birth 27-OCT-2012

Meeting Date 14-SEP-2021

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FAPE Summary Grid

Program:	GE	Setting:	General Education
Eligibility:	Eligible (SLD)	Curriculum:	General Education
Transportation:	None	Low Incident Support:	None
Date District Received 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	Monthly	1-5	RSP-Math	120	Math	--
RSP	RSP	Effective on Signature Date	Regular	Weekly	1-5	RSP-Literacy/ELA/ELD	180	Reading #1, Written Language #1, Written Language #2, Reading #2	--

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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.