

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Identification
Number

062407M062

SSID

9751326636

Eligible (SLD)

Student LERNER

Last

JONATHAN

First

Y

MI

Date of Birth:

24-JUN-2007

Section A: Meeting Information

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

Section B: Student Information

Date of Birth	24-JUN-2007	Age	13	Grade	8
Gender	<input checked="" type="radio"/> Male <input type="radio"/> Female	Limited English Proficient Student	<input type="radio"/> Yes <input checked="" type="radio"/> No	Ethnic Code	
Location of the Psych Folder	CHIME SCHWARZE	Student has no Psych Folder	<input type="checkbox"/>		
Location of the Cum Folder	CHIME SCHWARZE	Student has no Cum Folder	<input type="checkbox"/>		
Home Language		Student Language		Alternate Mode of Communication	
Home Address of Student	18940 SYLVAN ST				
City	TARZANA	CA	ZIP Code	91335	
Home Telephone	(999) 999-9999	Daytime Telephone		Emergency Telephone	
School of Attendance	Chime Schwarzenegge	Location Code	2020		
School of Residence	Portola Cm	Location Code	8107		
Name of Parent/Guardian		Telephone			
Address					
City		CA	ZIP Code		
Surogate Parent		Telephone			
Attends CURRENT SCHOOL as a result of one of the following	Charter School Enrollment ▼				
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 checked="" 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 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:

English Only

Start Date:

13-AUG-2013

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	Reading	<input type="radio"/>	<input checked="" type="radio"/>	New goal, needs more time.
Category				
	Objective 1 met	<input type="radio"/>	<input checked="" type="radio"/>	
	Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	
2	Reading 2	<input type="radio"/>	<input checked="" type="radio"/>	New goal, needs more time.
Category				
	Objective 1 met	<input type="radio"/>	<input checked="" type="radio"/>	
	Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	
3	Writing	<input type="radio"/>	<input checked="" type="radio"/>	New goal, needs more time.
Category				
	Objective 1 met	<input type="radio"/>	<input checked="" type="radio"/>	
	Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	
4	Pre-Vocational	<input type="radio"/>	<input checked="" type="radio"/>	New goal, needs more time.
Category				
	Objective 1 met	<input type="radio"/>	<input checked="" type="radio"/>	
	Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	
5	Social/Emotional	<input type="radio"/>	<input checked="" type="radio"/>	New goal, needs more time.
Category				
	Objective 1 met	<input type="radio"/>	<input checked="" type="radio"/>	
	Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	
6	Counseling	<input type="radio"/>	<input checked="" type="radio"/>	New goal, needs more time.
Category				
	Objective 1 met	<input type="radio"/>	<input checked="" type="radio"/>	
	Objective 2 met	<input type="radio"/>	<input checked="" 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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MIDate of Birth **24-JUN-2007**Meeting Date **11-MAY-2021**

Section E: Present Level of Performance

Performance Area:

Cognitive Functioning

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):

In accordance with LAUSD policy, alternative assessment techniques are used rather than individual intelligence tests to assess cognitive skills and abilities. Cognitive functioning and general ability are assessed through the use of observations, assessment of specific skills, parent and teacher reports and adaptive behavior.

The following information is from the CAS2 score report:

FULL SCALE

Jonathan earned a Cognitive Assessment System Second Edition, (CAS2) Full Scale score of 98, which is within the Average classification and is a percentile rank of 45. This means that his performance is equal to or greater than that of 45% of adolescents his age in the standardization group. There is a 90% probability that Jonathan's true Full Scale score falls within the range of 93 to 103. The CAS2 Full Scale score is made up of separate scales called Planning, Attention, Simultaneous, and Successive cognitive processing. Because there was significant variation among the PASS scales, the Full Scale will sometimes be higher and other times lower than the four scales in this test. The Planning Scale was found to be a significant cognitive weakness. This means that Jonathan's Planning score was a weakness both in relation to his average PASS score and when compared to his peers. This cognitive weakness has important implications for diagnosis, eligibility determination, therapeutic and educational programming. The Successive Scale was found to be a significant cognitive strength. This means that Jonathan's Successive score was a strength both in relation to his average PASS score and when compared to his peers. This cognitive strength has important implications for instructional and educational programming.

Performance Area:

Cognitive Functioning

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):

PLANNING SCALE

Jonathan's Planning score was significantly lower than his average PASS score and below the average range. This means that Jonathan performed particularly poorly on tests that required strategies for solving the problems on the Planning tests. He had trouble with development and use of good strategies, control of behavior, self-monitoring, and self-correction when completing these tests. Jonathan earned a CAS2 Planning Scale score of 85 which is within the Below Average classification and is a percentile rank of 16. The percentile rank indicates that Jonathan did as well as or better than 16% of others his age in the standardization group. There is a 90% probability that Jonathan's true Planning score is within the range of 79 to 94. This cognitive weakness has important implications for diagnosis, eligibility determination, and educational and therapeutic programming because adolescents who are weak on the Planning Scale often have problems with tasks requiring strategies, completing schoolwork and other tasks on time, impulse control, self-monitoring, and social situations. There was a significant difference between the two subtest scores on this scale. The Planned Codes score of 6 was significantly lower than the Planned Connections score of 9.

SIMULTANEOUS SCALE

Jonathan's Simultaneous score measures his ability to work with information that is organized into groups and form a cohesive whole. This scale also required an understanding of how shapes as well as words and verbal concepts are interrelated. Jonathan earned a Simultaneous Scale score of 96, which is within the Average classification and is a percentile rank of 39. This means that Jonathan did as well as or better than 39% of the adolescents in the standardization group. There is a 90% probability that Jonathan's true Simultaneous score is within the range of 90 to 103. There was a significant difference between the two subtest scores on this scale. The Matrices score of 7 was significantly lower than the Verbal-Spatial Relations score of 12.

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Section E: Present Level of Performance

Performance Area:

Cognitive Functioning

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):

ATTENTION SCALE

Jonathan's Attention score reflects his ability to focus and resist distractions. Jonathan earned an Attention Scale score of 91, which is within the Average classification and is a percentile rank of 27. This means that Jonathan did as well as or better than 27% of the adolescents in the standardization group. There is a 90% probability that Jonathan's true Attention score is within the range of 84 to 101. There was no significant difference between the two subtest scores that make up the Attention Scale.

SUCCESSIVE SCALE

Jonathan's Successive score was significantly higher than his average PASS score and well above the Average range. This means that Jonathan performed particularly well on tests that required recall of information such as words or sentences in order and an understanding of verbal statements when the meaning was dependent on the sequence of the words. He earned a CAS2 Successive Scale score of 120 which is within the Superior classification and is a percentile rank of 91. The percentile rank indicates that Jonathan did as well as or better than 91% of others his age in the standardization group. There is a 90% probability that Jonathan's true Successive score is within the range of 110 to 126. This cognitive strength has important implications for educational programming because adolescents who are very strong in Successive processing have exceptional ability to remember information in order and understand verbal statements when the meaning depends on the sequence of words and ideas. Instructional methods that involve this learning strength in Successive processing should be utilized. There was no significant difference between the two subtest scores that make up the Successive Scale.

Performance Area:

Auditory Processing

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):

Auditory processing is the ability to perceive, analyze, synthesize, and discriminate auditory stimuli, including the ability to process and distinguish between speech sounds, remember and understand orally presented information.

Jonathan's auditory processing skills were assessed using the Test of Auditory Processing Skills (TAPS-4), Comprehensive Test of Phonological Processing (CTOPP-2) and the Child and Adolescent Memory Profile (ChAMP). Jonathan demonstrates average overall auditory processing skills with some variability between and within areas of auditory processing. Jonathan demonstrates average phonological processing skills; these are basic skills necessary to become a fluent reader. He demonstrates average ability to discriminate between similar sounds (Word Discrimination), and average ability to delete sounds within words (Elision & Phonological Deletion), and average to above average ability to blend sounds together to identify words (Phonological Blending & Blending Words). He scored in the average range in his ability to isolate phonemes, meaningful units of sound, within words (Phoneme Isolation).

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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):

Jonathan demonstrated average auditory memory skills on the TAPS-4 and below average Verbal Memory on the ChAMP. Jonathan demonstrates average to above average memory for repetition of short sequences of information, such as sequences of numbers, words and sentences. He demonstrated a significant strength in his ability to repeat sequences of numbers. Jonathan repeated sequences of seven numbers, five words and sentences with six parts accurately. He appeared to have more difficulty remembering orally presented information when it was presented in larger chunks. Jonathan demonstrates below average ability to learn a list of sixteen words (Lists) and repeat a sequence of directions with 32 possible points (Instructions). He also had difficulty repeating the list of words and directions again after completing some other tasks.

Jonathan demonstrated below average ability to understand directions read to him (Processing Oral Directions), and to answer factual and inferential questions about orally presented information (Auditory Comprehension). Overall, in the area of auditory processing, Jonathan demonstrates average phonological processing skills with average ability to repeat short sequences of numbers, words and sentences, but difficulty learning longer lists of words or repeating and answering questions about orally presented directions.

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):

Visual Processing is the ability to perceive, analyze, synthesize, and think with visual patterns, including the ability to store and recall visual representations. manipulation and transformation of visual patterns are usually involved. Visual processing also involves the ability to visualize stimuli (in the mind's eye) that are not present. Visual processing is involved in learning and appears to be most related to mathematics.

The Test of Visual-Perceptual Skills (TVPS4) and the Child and Adolescent Memory Profile (ChAMP) were used to assess Jonathan's ability to understand and remember what he sees. Jonathan scored in the average range overall on the TVPS-4 but in the below average range for Visual Memory on the ChAMP. Jonathan demonstrates average ability to remember a detailed figure (Visual Memory), remember pictures of objects (Objects), and remember a sequence of symbols (Sequential Memory). He had more difficulty, scoring in the below average range, in his ability to identify previously presented pictures of places (Places).

On the TVPS-4, Jonathan demonstrated average ability to match complex visual figures (Visual Discrimination), compare figures to find the one that is different (Spatial Relations), identify an altered figure (Form Constancy), and find a figure embedded in a background of other figures (Figure Ground), but he scored in the below average range in his ability to match complete to incomplete figures (Visual Closure).

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Section E: Present Level of Performance

Performance Area:

Visual Perception and Visual Motor Integration:

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):

The Bender Gestalt II was used to assess Jonathan's visual-motor integration skills. Jonathan demonstrates low average ability to copy figures from index cards laid next to his paper on the Bender II. Jonathan is able to draw simple shapes, dot patterns, and multipart figures, but has some difficulty integrating the parts in multi-part figures. Jonathan demonstrated below average ability to draw some of these figures from memory. Overall, in the area of visual-perceptual processing, Jonathan demonstrates many skills within the average range but also has some difficulty remembering detailed pictures of places, drawing figures from memory and matching complete to incomplete figures.

Performance Area:

Executive Functioning:

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):

The Executive functions are a collection of processes that are responsible for guiding, directing and managing cognitive, emotional and behavioral functions, particularly during active, novel problem solving. They are responsible for purposeful, goal-directed and problem-solving behavior. Executive functioning measures a student's ability to focus on pertinent information, plan and organize their thinking. Jonathan scored in the average range on the Attention domain of the Cognitive Assessment System (CAS2), with average performance in his ability to quickly name ink colors of words that spelled different colors, such as BLUE (Expressive Attention), and in the low average range in his ability to quickly scan rows of numbers to find and mark target numbers (Number Detection). He also earned average scores in the CAS2 Supplemental Composite scales of Executive Functioning without Working Memory and Executive Functioning with Working Memory. He also scored in the high average range for Working Memory and Speed/Fluency, on the CAS2.

The Test of Auditory Processing (TAPS-4) also includes measures of working memory and attention. Jonathan demonstrated average ability to repeat a sequence of numbers in reversed order (Number Memory Reversed) and low average ability to answer questions about orally presented information when distracting voices were present (Auditory Figure-Ground).

His mother completed the Behavior Assessment System for Children (BASC-3). The teacher form of the BASC-3 was not administered due to the non-standard observation situation due to the pandemic. Results from questions pertaining to executive functioning on the BASC-3 are presented below. His mother reports that Jonathan demonstrates elevated challenges in Overall Executive Functioning, Attentional Control, and Emotional Control. She also reported Jonathan demonstrates average Problem Solving, and Behavioral Control.

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Section E: Present Level of Performance

Performance Area:

Executive Functioning

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):

Behavior Assessment System for Children (BASC-3) Executive Functioning Index
BASC-3 Parent Report
Brown EF/A Scales

The Brown Executive Function/Attention Scales asks the person completing it to rate the student on a variety of behavior related to skills in the area of executive functioning and attention. Areas assessed include: Activation; Organizing, prioritizing and activating to work, Focus; Focusing, sustaining and shifting attention to tasks, Effort; Regulating alertness, sustaining effort and adjusting processing speed, Emotion; Managing frustration and modulating emotions, Memory; Utilizing working memory and accessing recall, Action; Monitoring and self-regulating action. Forms are available, at most ages, to be completed by the student, teachers and parents.

Jonathan's mother completed the Brown Executive Function/Attention Scales. On this scale, the rater is asked to rate how challenging the stated behavior is for him, ranging from 'no problem', to 'a big problem', on questions about behavior related to executive functioning and attention. Her responses indicated continued challenges with executive functioning and attention. Jonathan's Total Composite score is within the markedly atypical range, with the greatest challenges in Focus, Memory and Action, which are in the markedly atypical range, and Activation, Effort and Emotion, which are in the moderately atypical range.

Performance Area:

Adaptive Behavior

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):

BASC-3 Adaptive Skills

The Adaptive Skills composite scale T score is 55, with a 90% confidence interval range of 52-58 and a percentile rank of 66.

Jonathan's T score on Adaptability is 50 and has a percentile rank of 45. Jonathan's mother reports that Jonathan is able to adapt as well as most others his age to a variety of situations.

Jonathan's T score on Social Skills is 67 and has a percentile rank of 97. Jonathan's mother reports that Jonathan typically is socially adept and at ease. Jonathan is also considered by his mother to be courteous, polite, and generally helpful to others.

Jonathan's T score on Leadership is 50 and has a percentile rank of 50. Jonathan's mother reports that Jonathan, when compared to others his age, demonstrates a typical level of creativity, ability to work under pressure, and/or an ability to bring others together to complete a work assignment.

Jonathan's T score on Activities of Daily Living is 52 and has a percentile rank of 54. Jonathan's mother reports that Jonathan is able to adequately perform simple daily tasks in a safe and efficient manner.

Jonathan's T score on Functional Communication is 53 and has a percentile rank of 55. Jonathan's mother reports that Jonathan generally exhibits adequate expressive and receptive communication skills and that Jonathan is usually able to seek out and find new information when needed.

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Section E: Present Level of Performance

Performance Area:

Category:

Assessment/Monitoring Process
Used:

State/District Assessment Results:

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

Overall Impressions in the Area of Cognitive Functioning

Jonathan's overall cognitive functioning is within the average range with areas of strength and challenge.

Strengths: In the area of auditory processing, Jonathan demonstrates average phonological processing skills with average ability to repeat short sequences of numbers, words and sentences. He demonstrated a significant strength in his ability to repeat up to seven numbers in a sequence. In the area of visual-perceptual processing, Jonathan demonstrates many skills within the average range, including his ability to identify matching and different pictures, remember complex figures, pictures of objects and sequences of symbols and find a figure in a background of other figures. Jonathan demonstrates average to above average ability to complete some tasks that require sustained attention, such as repeating sequences of numbers or words, and average ability to repeat a sequence of numbers in reversed order. This indicates that Jonathan has good ability to complete novel tasks when there are few distractions. He demonstrates strengths in working memory and completing tasks that require speed and fluency. His mother reports that he has adequately developed adaptive skills.

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):

Needs: Although Jonathan scored within the average range for overall cognitive functioning, he demonstrates greater challenges with completing tasks that require planning and attention. Jonathan demonstrated difficulty learning longer lists of words, repeating instructions, and answering questions about orally presented directions. He scored in the below average range in his ability to answer factual and inferential questions about orally presented information. This difficulty may have been impacted by difficulty remaining focused on the information while it was being presented. Jonathan also has some difficulty remembering detailed pictures of places, and matching complete to incomplete figures. He scored in the low average range in his ability to copy figures, and below average ability to draw figures from memory. Jonathan had difficulty quickly scanning visual information to find numbers that matched a target, especially when there were multiple targets to identify simultaneously. Jonathan's mother reports that he demonstrates elevated challenges in overall executive functioning, attention and emotional control. She reported the most challenges with focus, sustained attention, memory, and regulating action.

Impact of Disability: Jonathan's disability of Other Health Impairment and Specific Learning Disability impacts his ability to remember longer sequences of orally presented information and answer questions about orally presented information and directions, as well as some difficulty with visual-motor integration, planning and sustained attention, which impacts his involvement and progress in the general education curriculum.

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Section E: Present Level of Performance

Performance Area:

Social/Emotional

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):

Piers-Harris 3 'The Way I Feel About Myself' Children's Self-Concept Scale

Jonathan completed the Piers-Harris Children's Self Concept Scale. The Piers-Harris 3 is a self report scale where the student is asked to respond to statements such as 'I am smart' and 'I forget what I learn' with a yes or no answer. Jonathan's responses indicate that he has average overall self-concept. He indicates above average self-concept in the areas of Behavioral Adjustment, Freedom From Anxiety, and Intellectual and School Status. He reports average self-concept in the areas of Happiness and Satisfaction, and but low self-concept regarding his Physical Appearance and Attributes. Jonathan agreed that he is well behaved and does not cause trouble at home but that he does get into a log of fights. He indicated that although he worries a lot, he is not nervous, does not get nervous when the teacher calls on him or worry when there are tests in school. He reports that he is a happy person, cheerful and not often sad. Jonathan agreed that he is smart, does not forget what he learns, is a good reader and does not have difficulty finishing his schoolwork or homework. He reports that he is not popular but has many friends and does not have difficulty making friends. Jonathan reports that he is strong, and likes his size but does not like his body or his face. Overall, Jonathan appears to have generally positive self-concept but some concerns about his appearance.

Performance Area:

Social/Emotional

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):

Informal Assessment Results

Draw a Person

Jonathan was asked to draw a picture of a person as a projective measure of his personality. Jonathan drew a figure from the waist up, including some facial details. Jonathan describes the picture as a thirteen year old boy who likes soccer and doesn't like homework. When asked how smart the boy is, Jonathan replied, 'pretty smart'. He also stated that the boy has 20 friends and would like to be a basketball player when he grows up. When asked what the person would wish for if given three wishes, Jonathan stated: 1. 'To be the richest person in the world' 2. 'Perfect health for family and friends', and 3. 'Find a cure for COVID'.

Behavior Assessment System for Children, third edition (Parent Form)

Jonathan's mother completed the Behavior Assessment System for Children. The teacher form of the BASC-3 was not administered due to observation conditions differing from standardization due to current pandemic restrictions. The BASC-3 is a comprehensive inventory regarding the frequency of observed behavior, rated on a four point scale ranging from Never to Always. The BASC-3 scoring manual states: Scale scores in the Clinically Significant range suggest a high level of maladjustment. Scores in the At-Risk range may identify a significant problem that may not be severe enough to require formal treatment or may identify the potential of developing a problem that needs careful monitoring. Jonathan's mother reported that all of his behavior is within the average range, compared to a national sample of boys his age, with the exception of Attention Problems, which is within the 'at-risk' range.

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Section E: Present Level of Performance

Performance Area:

Social/Emotional

Category:

Assessment/Monitoring Process
Used:

State/District Assessment Results:

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

Strengths:

Jonathan is an eighth grade boy who enjoys video games, playing basketball and cooking. On campus last year, Jonathan had grown in his ability to use breaks to help manage his emotional state. He shared that he took breaks when he was feeling frustrated because of academics and the break allowed him to have space to calm down. He benefited from talking with trusted adult support when experiencing either academic or social challenges. Jonathan has expressed that he wants to do well in school and get straight A's. He has done well academically this school year.

Jonathan reports generally positive self-concept on the Piers-Harris 3, with above average self-concept in the following areas: Behavior, Freedom From Anxiety, and Intellectual and School Status. His mother reports average behavior in Externalizing Problems, Internalizing Problems and Adaptive Skills, on the BASC-3.

During distance learning, Jonathan has shown growth in his ability to engage in classroom discussions, ask for help or clarification, and seek out adult support when needed. Due to distance learning, Jonathan has been more successful in managing his emotional state due to frustration of academics or social challenges. He stated that it is easier to manage his emotions because there is no one around him at home and having space helps him to calm down. On campus, Jonathan would leave the classroom or chose to work in a quiet area. Mom reported that at home Jonathan has many noise sensitivities and the smallest of noises can impact his ability to do work or manage his emotions when already overwhelmed, stressed, or trying to understand new information. Jonathan also receives Social Emotional Learning lessons within the classroom setting during advisory that incorporates Mindfulness.

Performance Area:

Social/Emotional

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):

Areas of Need:

Although Jonathan has shown growth this year emotionally and academically he still displays negative thinking when overwhelmed due to academics which can impact his social interactions with peers. This negative thinking causes him to get caught up in a negative loop and impacts his academics as well as how he views his abilities. When in this emotional state, Jonathan will engage in avoidant behaviors, dismiss teacher help, and seek out trusted adults. Jonathan would benefit from continuing to work on building strategies to support his self management and advocacy skills. Jonathan reported some concerns regarding his appearance on the Piers-Harris 3. His mother reported Jonathan demonstrates 'at-risk' behavior in the area of Attention Problems, on the BASC-3.

Impact of Disability: Jonathan's disability (OHI and SLD) impacts his ability to engage in self management skills, which impacts his involvement and progress in the general education curriculum.

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Section E: Present Level of Performance

Performance Area:

Pre-Vocational

Category:

Assessment/Monitoring Process
Used:

State/District Assessment Results:

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

Strengths:

Jonathan attends school on time and consistently. He is able to use technology (laptop) to access all online school related applications. For example: Google Classroom, subject specific applications (nearpod, padlet, flipgrid, etc.), Powerschool, zoom, etc. He is able to manage all materials and maintain organization of his work. He uses digital tools to support his completion of assignments. For example: doing research, spell check, dictation, etc. Jonathan is able to advocate for additional support or resources. He benefits from having a main person to contact when academic or emotional support is needed.

Prior to distance learning Jonathan had a difficult time maintaining organization of his school binder. He would require adult support to go through his binder to help him place papers in the appropriate sections. When his binder was not organized he would lose classwork, homework, and notes. If he is unable to turn work in and falls behind, he can become overwhelmed trying to catch up. When anxious Jonathan will use avoidant behaviors in the classes he feels are most difficult. These behaviors include leaving class, asking to go find his case manager or counselor, and walking around the classroom to talk with his friends.

During distance learning Jonathan has greatly improved in turning in assignments by their scheduled due date. He uses the 'to do' list feature on his google classroom to ensure that all assignments are completed and submitted. It will also tell him if there are any assignments missing. He will request adult support when he needs help completing assignments or studying for exams. This adult support will be a breakout room, individual session, or he will attend office hours. It has been reported by his general education teachers that Jonathan will attend office hours and want to socialize with his teachers or have them read to him. Jonathan has reported it is his goal to have straight A's in all classes

Performance Area:

Pre-Vocational

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):

Areas of Need:

As Jonathan continues to improve in several areas of academics and organization, his team wants to continue to support his independence. He is able to self advocate for himself when he wants adult support. However, he will not utilize other tools and strategies in order to attempt the task independently. He can become reliant on adult support, especially when experiencing anxiety. He has supported his team in adding, changing, or taking away accommodations from his IEP in order to know what supports and tools he is entitled to. By doing this he is able to request tools and other explicitly taught strategies to try and attempt

Impact of Disability: Student's disability (OHI) impacts his ability to identify and use tools in order to complete assignments independently which impacts his involvement and progress in the general education curriculum.

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Student LERNER

JONATHAN

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First

MI

Section E: Present Level of Performance

Performance Area:

Math Assessments

Category:

Assessment/Monitoring Process
Used:

KTEA, CAASPP, observations, work samples, curricular assessments, etc.

State/District Assessment Results:

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

ACADEMIC ACHIEVEMENT

Jonathan was administered the Kaufman Tests of Educational Achievement, Third Edition to determine his academic abilities on a standardized measure. The standardized scores and report are included below as well as composite scores using combined scores from the various subtests. The results of the various subtests (as well as descriptions of the tasks from each subtest) are described in the following sections. Also included are results from a variety of informal assessments that provide more information about Jonathan's abilities on a variety of academic tasks

MATH

Standardized Assessment Results

Jonathan was administered the KTEA-3 to determine his understanding of math concepts and applications and his facility with doing math computations. On the Math Concepts and Applications subtest, Jonathan was asked to apply his mathematical knowledge about concepts such as sequence, money, reading charts and signs, time, etc. to answer situational problems. He scored in the average range on this subtest (standard score of 94). In the Math Computation subtest where Jonathan was given a series of pencil and paper math tasks, s/he also scored in the average range (standard score of 92). Jonathan's composite score is included here:

Performance Area:

Math Assessments

Category:

Assessment/Monitoring Process
Used:

KTEA, CAASPP, observations, work samples, curricular assessments, etc.

State/District Assessment Results:

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

Assessment Notes:

Math Concepts and Applications; Jonathan is able to use mental math to solve quick operations. He is able to quickly answer quick concept questions when a visual is presented. When he makes an error he will self correct once he identifies where the mistake was made. After several questions he began to become fatigued and lose focus. This looks like asking for information to be repeated, missing details, not looking at pictures, answering questions incorrectly. He would only use scrap paper if he was prompted to. Repeatedly would state that he does not like to do long division. The problems he had the most difficulty with were: graphing identifying coordinates, division, and identifying the distance between two points.

Math Computation: During this assessment Jonathan was observed using mental math to solve most questions. When numbers multiplied or divided evenly he would be quick to solve mentally. When presented with a multi-step addition and subtraction, he would not show the work of rounding. If a problem appeared to look difficult, his initial response would be to say 'I don't know that one,' then he would attempt to solve it. For example, any questions with exponents he was more hesitant to solve. As the questions became more difficult, Jonathan would miss questions related to negatives, solving for x, and any with decimals. Despite the difficulty he attempted every problem.

Strengths:

Jonathan is able to access the general education curriculum without accommodations. His current grade in math is 95%.

Areas of Needs:

No area of need at this time.

Impact of Disability: Student's disability (SLD and OHI) does not impact his involvement and progress in the general education curriculum.

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Section E: Present Level of Performance

Performance Area:

Reading

Category:

Assessment/Monitoring Process
Used:

KTEA, CAASPP, observations, data collections, curricular assessments.

State/District Assessment Results:

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

READING

Standardized Assessment Results

Jonathan was administered the KTEA-3 to determine his letter and word recognition and sound-symbol awareness as well as his oral language and oral fluency skills. Jonathan scored in the below average range (standard score of 84) on the Letter and Word Recognition portion, which asked him to identify a series of letters and words. Reading Comprehension is assessed on a separate subtest - on this section, Jonathan scored in the average range (standard score of 93). Reading Vocabulary was assessed by having Jonathan identify a synonym for a given word from a field of 3 choices and then embedded in the context of a sentence; Jonathan scored in the average range (standard score of 106) on this subtest. Jonathan's Composite Scores in reading, which provide a holistic view of Jonathan's skills in the different areas of reading, are listed below.

Oral Language is assessed through a Listening Comprehension subtest on which Jonathan scored in the low range (standard score of 77) and an Oral Expression subtest in which he was asked to make statements about given situations and he scored in the average range (standard score of 92). The relevant Composite Scores are listed below:

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:

Reading continued

Category:

Assessment/Monitoring Process
Used:

KTEA, CAASPP, observations, teacher collected data, curricular assessments

State/District Assessment Results:

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

Assessment notes:

Letter Word Recognition: Had some difficulty pronouncing multisyllabic words.

Reading Comprehension: Jonathan would independently use look back strategies to identify the answers to comprehension questions. He would switch on and off reading aloud and silently to himself. When reading silently to himself he had a more difficult time retaining specific details from the text versus when he reads the text out loud. He asked what specific words meant multiple times throughout the text. After the fourth reading passage, Jonathan began to get fatigued. This looked like him hunching over, asking how many more he needs to read, tapping legs, hands on knees, and taking deep breaths. He was most successful reading informational passages.

Spelling: Only had difficulty with words that may or may not include double letters. (definitely -> definitely)

Reading Vocabulary: During this assessment Jonathan would be observed reading silently to himself. On a few questions, he would ask what a few words mean. He was observed matching the most complex word in each statement to the vocabulary words.

Listening Comprehension: Jonathan did not initially meet the baseline in order to continue, the system prompted to go back a level. Was more successful with reading comprehension when he had the text to reference and when he had the opportunity to read aloud. He had a more difficult time answering questions when listening to an informational text.

Performance Area:

Reading continued

Category:

Assessment/Monitoring Process
Used:

KTEA, CAASPP, observations, teacher collected data, curricular assessments

State/District Assessment Results:

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

Strengths:

Jonathan participates in a variety of grade level reading opportunities throughout his school day. He is able to access the general education curriculum with accommodations. These accommodations include: summaries, audio books/novels/chapters, embedded comprehension checks (verbally/written), reduced problems to show mastery, variety of formats to show mastery (verbal/written/multiple choice), etc. Prior to starting a new novel or unit, Jonathan will be asked, what supports or accommodations would be beneficial for him throughout the book. When being asked to read texts or novels independently, Jonathan will request more accommodations. When reading will be supported during class, he prefers the typical work. During his 8th grade year Jonathan often selected to complete the typical assignment without accommodations. He has mentioned that he prefers to listen to the book be read aloud then go back and complete the comprehension questions that are embedded within the text.

Prior to distance learning Jonathan would often need adult support completing assigned reading and comprehension assignments on time. For example support creating a study or reading schedule and maintaining his pace. He would request support from his teachers during free time to have text read aloud, especially when assigned to read independently at home. When completing comprehension related activities he would often ask for an adult to check his work or responses to ensure they are accurate. He benefits from discussing the book during and after reading each chapter or section. Also, asking guiding questions to ensure he is comprehending the events. For example, why do you think that happened, what do you think will happen next, as well as concrete questions about what was read.

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Section E: Present Level of Performance

Performance Area:

Reading continued

Category:

Assessment/Monitoring Process
Used:

KTEA, CAASPP, observations, teacher collected data, curricular assessments

State/District Assessment Results:

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

During distance learning:

While on remote learning Jonathan's 8th grade class has done a combination of live reading and independent/asynchronous reading. Comprehension questions have been embedded within reading PDFs pages. Jonathan will request individual or small reading groups with a co-teacher to read and answer questions together. He will participate in break out rooms by unmuting himself to ask/answer questions. If small groups are not available, Jonathan will ask the general education teacher if he could stay behind to ask questions related to the readings or assignments. Jonathan will often forget to do independent reading, causing him to fall behind.

Areas of Need:

When reading is assigned to be completed independently Jonathan will need support maintaining the pace of reading chapters on time. If pace is not kept he will request additional support to catch up and complete related comprehension assignments. When he begins to fall behind in readings his anxiety will increase. See the social emotional section for what anxiety looks like. He will often rely on adult support to answer questions as opposed to looking back at the text to confirm his answers. Using look back strategies will increase independence while completed reading tasks.

Impact of Disability: Student's disability (SLD and OHI) impacts his ability to independently check his responses and answer inference comprehension questions which impacts his involvement and progress in the general education curriculum.

Performance Area:

Writing

Category:

Assessment/Monitoring Process
Used:

KTEA, CAASPP, observations, teacher collected data, curricular assessments

State/District Assessment Results:

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

Standardized Assessment Results

Jonathan was administered the KTEA-3 to determine his written expression skills. On the Written Expression subtest, Jonathan was asked to use letters, words, phrases, and sentences, to complete a series of written tasks related to the characters in a story. His results on this subtest were in the below average range (standard score of 73). Jonathan was also administered the Spelling subtest on which he scored in the average range (standard score of 105). Jonathan's Composite Scores are included here:

Assessment Notes:

During the written expression assessment Jonathan was observed attempting to begin the prompt before listening to the full question. When asked to correct a passage for capitalization and punctuation he would often forget to add apostrophes, colons, and identify the end of a sentence. When prompted to include specific words or phrases in his sentences he would follow all directions. He would have difficulty writing complex sentences and adding commas in his own writing.

Oral Expression: During the oral expression assessment, Jonathan was able to use more descriptive language in order to paint a picture of what was occurring. He spoke in complex sentences and used a variety of words to help describe scenes.

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Section E: Present Level of Performance

Performance Area:

Writing

Category:

Assessment/Monitoring Process
Used:

KTEA, CAASPP, observations, teacher collected data, curricular assessments

State/District Assessment Results:

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

Strengths:

Jonathan participates in several writing activities across content areas. He is able to access general education standards with accommodations. Those accommodations include: scaffolded writing process, graphic organizers, rubric/checklist, verbal and written directions, consistent check ins on progress, guiding questions, etc. Jonathan benefits from a scaffolded writing process with explicit deadlines for each portion of the assignment. The writing process Jonathan participates in is: pre writing activities, graphic organizer, first draft, peer/teacher edits, and final draft. Graphic organizers are most beneficial when they include guiding questions for each paragraph. Through the past year Jonathan has practiced using the rubric as a checklist to ensure he has met the criteria of his essay. When editing his checklist using the rubric he benefits from having an adult guide him through the editing process. When using a laptop he will independently correct spelling and grammar errors that the computer catches.

Prior to distance learning Jonathan needed moderate adult support going through the writing process. For example, maintaining on topic, structuring his paragraphs, identifying evidence, and maintaining a writing theme (argumentative, narrative, expository, etc.). Jonathan would often express his emotions towards topics through his writing. He has improved in structuring his paragraphs to include topic sentences, supporting details, and a conclusion.

Performance Area:

Writing

Category:

Assessment/Monitoring Process
Used:

KTEA, CAASPP, observations, teacher collected data, curricular assessments

State/District Assessment Results:

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

During distance learning Jonathan has increased his independence with following the writing process. For example, completing pre writing activities, graphic organizers, and his first draft. He has shown that he can complete an essay while maintaining on topic throughout. He will ask to work in a break out room with a co-teacher to monitor his progress on all steps of the writing process.

8th grade writing sample (Chasing Lincoln's Killer Mock Trial):

We have alot of evidence against John Wilkes Booth for the crime of 1st degree murder. People on the stage saw John Wilkes Booth jump off the box into the theater with a bloody knife. Also guilty of resisting arrest he was man hunted down for days until they finally found him and herold surrendered booth did not wish to surrender although he was arrested and is now sentenced to life without parole. We also have a major rathbone as evidence. Major Rathbone is another witness that John Wilkes Booth murdered Abraham Lincoln in the box. Then John Wilkes Booth also stabbed Major Rathbone. The evidence of the knife wound on his own body that someone stabbed him and the same person John Wilkes Booth also murdered Abraham Lincoln and killed Abraham lincoln. After this horrifying/traumatizing event for everyone including everyone in abraham lincoln family. After this John Wilkes booth manhunt begins on his escape on a manhunt on h street and then he escapes he is getting chased by the soldiers he was hiding in a barn in a forest and the soldiers came to the barn and saw booth and herold that was the end of Booths run he tried running but couldn't escape. Till this everyone is shocked whether he is a master planner or one of the luckiest human beings of all time how he could assassinate a president and almost get away with it. But at the end of the day people are confused why he didn't just surrender like herold

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Section E: Present Level of Performance

Performance Area:

Writing

Category:

Assessment/Monitoring Process
Used:

KTEA, CAASPP, observations, teacher collected data, curricular assessments

State/District Assessment Results:

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

Areas of Need:

Jonathan is able to meet the quantity requirements for his formal writing assignments, however, he will often repeat information or details in order to meet this requirement. He will also add sentences expressing his own opinions about topics. In order to stretch the length of his paragraphs and essays he will use multiple simple sentences. Throughout the next year Jonathan needs to practice using a variety of sentences. Doing this will improve the quality of his writing, add detail, and support the points he is trying to make.

Impact of Disability: Student's disability (SLD and OHI) impacts his ability to use a variety of sentences within his paragraph which impacts his involvement and progress in the general education curriculum

Performance Area:

Category:

Assessment/Monitoring Process
Used:

State/District Assessment Results:

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

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Section F: Eligibility

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

Based on the above criteria, Jonathan demonstrates a pattern of strengths and weaknesses that indicate academic skills are significantly impacted by challenges in cognitive processing. Current assessment scores indicate the presence of a psychological processing deficit in the areas of auditory memory, auditory comprehension, attention and visual-motor integration, based on student's performance on cognitive assessments. Therefore, assessment data indicates the student meets eligibility criteria as a student with a Specific Learning Disability (SLD).

For Initial IEP, interventions attempted prior to determining eligibility:

Eligible as a student with the disability of:

Code: **SLD** **Specific Learning Disability**
☒ 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:

Social/Emotional

Category:

Social Emotional

Annual Goal #:

1

Jonathan will independently advocate for his needs by identifying and using a strategy (emailing teacher, going to tutoring, asking for help..etc) when feeling overwhelmed or frustrated due to academic or social challenges in 4 out of 5 observable opportunities.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

Jonathan will independently advocate for his needs by identifying and using a strategy (emailing teacher, going to tutoring, asking for help..etc) when feeling overwhelmed or frustrated due to academic or social challenges in 2 out of 5 observable opportunities.

Incremental objective #2 related to the goal:

Jonathan will independently advocate for his needs by identifying and using a strategy (emailing teacher, going to tutoring, asking for help..etc) when feeling overwhelmed or frustrated due to academic or social challenges in 3 out of 5 observable opportunities.

Date to be achieved:

October

2021

MO/YR

Date to be achieved:

January

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"/>

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Section G: Annual Goals and Objectives

Performance Area:

Counseling

Category:



Annual Goal #:

2

In counseling, Jonathan will learn self management skills (organization, time-management, prioritization of assignments..etc.) and practice advocating for his needs due to academic or social challenges to reduce feelings of being overwhelmed and/or frustrated in 4 out of 5 observable opportunities.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

In counseling, Jonathan will learn self management skills (organization, time-management, prioritization of assignments..etc.) and practice advocating for his needs due to academic or social challenges to reduce feelings of being overwhelmed and/or frustrated in 2 out of 5 observable opportunities.

Incremental objective #2 related to the goal:

In counseling, Jonathan will learn self management skills (organization, time-management, prioritization of assignments..etc.) and practice advocating for his needs due to academic or social challenges to reduce feelings of being overwhelmed and/or frustrated in 3 out of 5 observable opportunities.

Date to be achieved:

October



2021



MO/YR

Date to be achieved:

January



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>

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Section G: Annual Goals and Objectives

Performance Area:

Pre-Vocational

Category:



Annual Goal #:

3

Prior to beginning an assignment, Jonathan will identify and utilize tools he needs to independently complete tasks. He will do this in 8 out of 10 opportunities.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

Prior to beginning an assignment, Jonathan will identify and utilize tools he needs to independently complete tasks. He will do this in 3 out of 10 opportunities.

Incremental objective #2 related to the goal:

Prior to beginning an assignment, Jonathan will identify and utilize tools he needs to independently complete tasks. He will do this in 5 out of 10 opportunities.

Date to be achieved:

October ▼

2021 ▼

MO/YR

Date to be achieved:

January ▼

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 LERNER

JONATHAN

Y

Date of Birth 24-JUN-2007

Meeting Date 11-MAY-2021

Last

First

MI

Section G: Annual Goals and Objectives

Performance Area:

Reading

Category:

Annual Goal #:

4

By January 2022, Jonathan will independently use look back strategies to check his responses on open ended comprehension questions. He will do this in 4 out of 5 opportunities.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

By January 2022, Jonathan will use look back strategies to check his responses on open ended comprehension questions. He will do this with minimum adult support in 2 out of 5 opportunities.

Incremental objective #2 related to the goal:

By January 2022, Jonathan will use look back strategies to check his responses on open ended comprehension questions. He will do this in 3 out of 5 opportunities with no more than one adult prompt..

Date to be achieved:

October

2021

MO/YR

Date to be achieved:

January

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 LERNER

JONATHAN

Y

Date of Birth 24-JUN-2007

Meeting Date 11-MAY-2021

Last

First

MI

Section G: Annual Goals and Objectives

Performance Area:

Reading

Category:



Annual Goal #:

5

Jonathan will begin to answer inference questions by identifying at least one context clue from the text that will support him answering the questions. He will do this independently in 3 out of 5 opportunities.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

Jonathan will begin to answer inference questions by identifying at least one context clue from the text that will support him answering the questions. He will do this with moderate adult prompting with 2 out of 5 opportunities.

Incremental objective #2 related to the goal:

Jonathan will begin to answer inference questions by identifying at least one context clues from the text that will support him answering the questions. He will do this minimum adult prompting with 3 out of 5 opportunities.

Date to be achieved:

October



2021



MO/YR

Date to be achieved:

January



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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student LERNER

JONATHAN

Y

Date of Birth 24-JUN-2007

Meeting Date 11-MAY-2021

Last

First

MI

Section G: Annual Goals and Objectives

Performance Area:

Writing

Category:



Annual Goal #:

6

Jonathan will independently produce paragraphs that have 4-6 sentences with at least one compound or complex sentence in 4 out 5 opportunities when provided explicit instruction, strategies in writing, graphic organizers, sentence starters and/or models, as measured by work samples.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

Jonathan will produce paragraphs that have 4-6 sentences with at least one compound or complex sentence in 3 out 5 opportunities when provided minimum adult support, explicit instruction, strategies in writing, graphic organizers, sentence starters and/or models, as measured by work samples.

Incremental objective #2 related to the goal:

Jonathan will produce paragraphs that have 4-6 sentences with at least one compound or complex sentence in 3 out 5 opportunities when provided minimum adult support, explicit instruction, strategies in writing, graphic organizers, sentence starters and/or models, as measured by work samples.

Date to be achieved:

October



2021



MO/YR

Date to be achieved:

January



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

LERNER

Last

JONATHAN

First

Y

MI

Date of Birth

24-JUN-2007

Meeting Date

11-MAY-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"> - Test in a separate/smaller setting - Read aloud by an adult in English (for math items and ELA items except for reading passages) - Text-to-speech software enabled (for math items and ELA items except for reading passages) - Simplified or paraphrased test directions (non-embedded designated support) Accommodations: <ul style="list-style-type: none"> - Special calculator such as a braille, large-format, or talking calculator (for calculator allowed items only in grades 6-8 and 11) - Read aloud in English by an adult (non-embedded accommodation) for ELA reading passages. - Text-to-Speech software enabled for ELA reading passages (embedded accommodation). 	

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student

LERNER

Last

JONATHAN

First

Y

MI

Date of Birth

24-JUN-2007

Meeting Date

11-MAY-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:

All pages of IEP

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

LERNER

JONATHAN

Y

Date of Birth

24-JUN-2007

Meeting Date

11-MAY-2021

Last

First

MI

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	SPED Teacher	24-AUG-2020

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

13-MAY-2021

- ☒ 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

13-MAY-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.

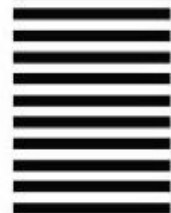
Please fold along dotted lines with the address showing. Seal and mail. Postage is pre-paid.
Again, Thank you!



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

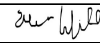




INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Reconvened
Meeting DateStudent **LERNER**
Last**JONATHAN**
First**Y**
MIDate of Birth **24-JUN-2007**Meeting Date **11-MAY-2021**

Section R: Names and Signatures (Signatures on File)

Team Member	Print Name	Signature
Parent/Guardian	Ricky Lerner	
Parent/Guardian		
Student Age 18 - 21 years		
Student Under Age 18 years		
Surrogate Parent		
Foster Parent		
Family Foster Home Provider		
Administrator	Caitlin Healey	
Administrative Designee		
Special Education Teacher	Ellen Will	
General Education Teacher	Tina Goodman	
School Psychologist	Deanne Torvinen	
School Nurse		
Related Service Staff Counseling	Brenda Meyer	
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 **LERNER**
Last**JONATHAN**
First**Y**
MIDate of
Birth

24-JUN-2007

Meeting
Date

11-MAY-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 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 LERNER
Last

JONATHAN
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Y
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**Date of
Birth**

24-JUN-2007

**Meeting
Date**

11-MAY-2021

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

Student **LERNER**
Last

JONATHAN
First

Y
MI

Date of
Birth

24-JUN-2007

Meeting
Date

11-MAY-2021

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 1 - Eligibility, Placements and Supports

Student
Last
First
MIDate of Birth Meeting Date

		Effective With this IEP	Future Changes Related to this IEP
	As of Date:	<input type="text" value="13-MAY-2021"/>	<input type="text"/>
Eligibility: (from Page 4)		Eligible (SLD)	
	Final IEP Reason Final IEP Effective Date:		
Curriculum		<input type="text" value="General Education"/>	<input type="text"/>
Placement	Type of School	<input type="text" value="Independent Charter School"/>	<input type="text"/>
	Name of School	<input type="text" value="CHIME SCHWARZENEGGER (CHARTER) (202"/>	<input type="text"/>
		<input type="text"/>	<input type="text"/>
Instructional Setting	Setting	<input type="text" value="General Education"/>	<input type="text"/>
	Program	<input type="text" value="GE"/>	<input type="text"/>
	Special Day Minutes/Wk	<input type="text"/>	<input type="text"/>
	Addresses Goals	<input type="text" value="1(Social/Emotional),2(Counseling),3(Pre-Vocational),4(Reading),5(Reading),6(Writing)"/>	<input type="text"/>
Additional Factors	Low Incident Support	<input type="text" value="None"/>	<input type="text"/>
	Assistive Technology Support	<input type="text" value="No"/>	<input type="text"/>
	Transportation	<input type="text" value="None"/>	<input type="text"/>
	Extended School Year/Intersession	<input type="radio"/> Yes <input checked="" type="radio"/> No	
	Parent Counseling and Training (PCT)	<input type="radio"/> Yes <input checked="" type="radio"/> No	
	ESY Transportation	<input type="text"/>	
Accommodation, Modifications, Supports	Instructional Accommodations		<input type="text"/>

		Preferential seating, to improve attention Checks for understanding throughout lessons Extended time on assignments, as needed, up to 2 class periods Extended time on assessments, as needed, up to 2 class periods Noise canceling headphone, quiet space, earplugs (as needed) Option to express knowledge in a variety of formats (CLOZE notes, multiple choice, word banks, etc.) Re-teaching of lessons, as necessary Verbal and visual directions provided Directions restated and explained to aid comprehension Small group instruction if available Graphic organizers for formal writing opportunities Support throughout the writing process (prewriting activities, rough draft, edits, final draft) Increased questioning to support comprehension Summaries of texts, chapters, or units if available Access to study guides before assessments Explicit teaching and use of organizational and time management strategies Teacher check ins to review missing assignments, upcoming assignments, create plans for completing assignments, and review content. Reduced problems to show mastery, as needed Adult support in solving peer conflicts Breaks as needed for emotional regulation Physical activity Access to adult support to talk about emotional or difficult social situations Scaffolded assignments (due dates, chunking, big assignments broken down into smaller parts, explicit due dates) Written rubric/checklist for all writing assignments Opportunities to ask clarifying questions Access to computer, laptop, word processor for writing assignments Hands on activities when available	
	Instructional Modifications		
	Other Supports, including Non-Academic and Extra-curricular Activities		
Preparation for Three Year Review IEP (At the second Annual Review IEP Meeting, the team must discuss and document the decision to conduct or not conduct a three-year comprehensive reassessment.)	Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary?	<input type="radio"/> Yes <input checked="" type="radio"/> No	
	If the Parent does not agree, specify the area(s) to be reassessed.		
Comments, as appropriate			
Low Incidence Equipment			
Assistive Technology Equipment			

**Participation in
General Education**

Direct & indirect support using a combo of co-teaching, consultation & collaboration, supervision & provision of modifications /accommodation & train assistants.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student LERNER

JONATHAN

Y

Date of Birth 24-JUN-2007

**Meeting
Date**

11-MAY-2021

Last

First

MI

		Effective With This IEP	Future Changes Related To This IEP
Service 1	Start Date:	Effective on Signature Date 13-MAY-2021	
04	End Date:		
Counseling and Guidance	Service applies to:	Regular	
	Frequency:	1-10	
This service addresses the following goals:	Interval:	Monthly	
2(Counseling)	Minutes/Interval:	30	
	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	Direct Service (By a Single Provider)*	
	Responsible Personnel:	Licensed/Credentialed Provider	
		*	
Service 2	Start Date:	Effective on Signature Date 13-MAY-2021	
RSP	End Date:		
RSP	Service applies to:	Regular	
	Frequency:	1-10	
This service addresses the following goals:	Interval:	Weekly	
1(Social/Emotional)	Minutes/Interval:	100	
3(Pre-Vocational)	Minutes/Interval (Pullout from Gen Ed):	0	
4(Reading)	Service Delivery Model:	Direct Service (Collaborative)*	
5(Reading)	RSP Area:	Multiple Academic Areas	
6(Writing)			

	Responsible Personnel:	Special Education Teacher	
		General Education Teacher	
		Licensed/Credentialed Provider	
		Other Provider(s)	
*			

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

Part 3 - Percentage of Time Outside of General Education		
Effective With this IEP		Future Changes Related to this IEP
% of Time per Week outside of General Education	<input type="text" value="0"/>	

Part 4 - Additional Discussion (This section is optional)	
Jonathan is fully included in the general education classrooms, with a special education teacher's support in the form of co-teaching 100 minutes per week to access the core curriculum. Special Ed Teacher will provide direct and indirect support per wk using a combination of co-teaching, consultation and collaboration with classroom staff.	

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

(SLD, pg. 1 of 1)

Student
Last
LERNER
First
JONATHAN
MI
Y

Date of Birth
24-JUN-2007

Meeting Date
11-MAY-2021

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

Has been diagnosed with: ESSENTIAL FAMILIAL TREMOR, worsened by an anxious personality, and complicating DEVELOPMENTAL (fine-motor) COORDINATION DYSFUNCTION, and SENSORY INTEGRATION DISORDER (unable to swallow tablets, poor vocal modulation).

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

JONATHAN

Y

Date of Birth 24-JUN-2007

Meeting Date 11-MAY-2021

Last

First

MI

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:	13-May-2021		

Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)	No Consent
04	Counseling and Guidance	Effective on Signature Date	Regular	Monthly	1-10	~	30	Counseling	--
RSP	RSP	Effective on Signature Date	Regular	Weekly	1-10	RSP-Multiple Academic Areas	100	Social/Emotional, Pre-Vocational, Reading, Reading, Writing	--

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"/>
Transition Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supplementary Aids and Services (provided in general education classes and other general ed environments)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

(ITP, pg. 1 of 3)

Student **LERNER**
Last**JONATHAN**
FirstY
MIDate of
Birth 24-JUN-2007Meeting
Date 11-MAY-2021

INDIVIDUAL TRANSITION PLAN (ITP)

Student was invited to IEP meeting: ☒ YesStudent received mentoring:^{info} ☒ Yes ☐ NoStudent referred and placed in an outside agency:^{info} ☐ Yes ☒ NoIf yes, name of agency: Student participated in Work Experience Education:^{info} ☐ Yes ☒ NoStudent received college awareness preparation:^{info} ☐ Yes ☒ NoStudent received career awareness:^{info} ☐ Yes ☒ No

Achievement of Transition Activities from Current ITP (not if first ITP)

Area	Completed			If no, indicate reason
Education/Training Activity	<input type="radio"/> Yes	<input type="radio"/> No	<input checked="" type="radio"/> First ITP	<input type="text"/>
Employment Activity	<input type="radio"/> Yes	<input type="radio"/> No	<input checked="" type="radio"/> First ITP	<input type="text"/>
Independent Living Skills Activity (as needed)	<input type="radio"/> Yes	<input type="radio"/> No	<input checked="" type="radio"/> N/A	<input type="text"/>

Section 1: Education/Training

Assessment (at least one assessment must be completed in this area).	Date	Assessment Name and Results: Indicate interests/abilities and area(s) of need (if applicable)
Transition Surveys, Checklists, or Informal Questionnaires <input checked="" type="checkbox"/> If other? <input type="text"/>	20-JAN-2021	Based on the survey Jonathan would like wants to try to get a scholarship to play basketball in college. He would love to go to Duke University.
<input type="text"/> If other? <input type="text"/>	<input type="text"/>	<input type="text"/>

Education/Training Postsecondary Goal

Upon completion of high school, the student will:

If other?

enroll in and attend 2 or 4 year college ☒

Education/Training Activity to Support Goal	Timeline	Person/Agency Responsible
develop a list of high school courses needed for college entrance and develop a schedule for completing them in the remaining years of high school	20-JAN-2022	<input checked="" type="checkbox"/> Student <input checked="" type="checkbox"/> Parent/Guardian/Family <input checked="" type="checkbox"/> Special Education Teacher <input checked="" type="checkbox"/> General Education Teacher <input checked="" type="checkbox"/> Counselor <input checked="" type="checkbox"/> Other School Staff <input type="checkbox"/>
If other? <input type="text"/>		

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

(ITP, pg. 2 of 3)

Student

Date of
Birth

Meeting
Date

Last

First

MI

INDIVIDUAL TRANSITION PLAN (ITP)

Section 2: Employment

Assessment (at least one assessment must be completed in this area).	Date	Assessment Name and Results: Indicate interests/abilities and area(s) of need (if applicable)
<input type="text" value="Transition Surveys, Checklists, or Informal Questionnaires"/> If other? <div></div>	<input type="text" value="20-JAN-2021"/>	Based on the survey Jonathan would like to play in the NBA after college. If not he would like to go own his own restaurant and be a chef. He would like to attend Culinary School.
<div></div> If other? <div></div>	<input type="text"/>	<div></div>

Employment Postsecondary Goal

Upon completion of high school, the student will:

If other?

Employment Activity to Support Goal	Timeline	Person/Agency Responsible
<input type="text" value="research potential jobs and write a summary of job prerequisites, pay, and/or availability"/> If other? <div></div>	<input type="text" value="20-JAN-2022"/>	<input type="text" value="Student"/> <input type="text" value="Parent/Guardian/Family"/> <input type="text" value="Special Education Teacher"/> <input type="text" value="General Education Teacher"/> <input type="text" value="Counselor"/> <input type="text" value="Other School Staff"/> <input type="text"/>

Section 3: Independent Living (as needed)

Assessment (at least one assessment must be completed in this area).	Date	Assessment Name and Results: Indicate interests/abilities and area(s) of need (if applicable)
<input type="text" value="Transition Surveys, Checklists, or Informal Questionnaires"/> If other? <div></div>	<input type="text" value="20-JAN-2021"/>	Based on the survey Jonathan would like live independently but in the same town as his friends. Wants to live to where he can play basketball.
<div></div> If other? <div></div>	<input type="text"/>	<div></div>

Independent Living Postsecondary Goal

Upon completion of high school, the student will:

If other?

Independent Living Activity to Support Goal	Timeline	Person/Agency Responsible
<input type="text" value="use time management skills when adhering to daily schedule"/> If other? <div></div>	<input type="text" value="20-JAN-2022"/>	<input type="text" value="Student"/> <input type="text" value="Parent/Guardian/Family"/> <input type="text" value="Special Education Teacher"/> <input type="text" value="General Education Teacher"/> <input type="text" value="Counselor"/> <input type="text" value="Other School Staff"/>

Student LERNER

JONATHAN

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INDIVIDUAL TRANSITION PLAN (IEP)

Course of study: A multi-year description of student's coursework from current year to anticipated exit year, in order to enable the student to meet their postsecondary goal.

A course of study (or IGP) was reviewed with parent and student in relation to:

Courses completed: ☒ Yes ☐ No

Courses currently enrolled in: ☒ Yes ☐ No

Courses still needed: ☒ Yes ☐ No

IGP or course of study was provided to the parent or student over age 18 as required: ☒ Yes

Student is working towards: ☐ Certificate of Completion ☒ Diploma

Additional courses/activities discussed that may support post secondary goals (e.g. SLC participation, electives or instruction related to postsecondary goals, community experiences, participation in other school clubs or organizations, etc.) NOTE: these are suggestions and contingent to availability:

Jonathan's participation in electives and classroom instruction related to post-secondary goals; community experiences, and other organizations will support him in meeting secondary transition goals.

Future Agency Involvement:

Are there agencies currently or prospectively providing or paying for transition services? ☐ Yes ☒ No

Do you give permission to the District to invite these agencies to the next IEP in which transition services will be reviewed? ☐ Yes ☐ No

Agency Name:

Agency Name:

Agency Name:

1. Does the student's IEP include appropriate measurable postsecondary goals that cover education/training, employment and, as needed, independent living? *info*

1. ☒ Yes

2. Are the postsecondary goals updated annually? *info*

2. ☒ Yes

3. Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessment? *info*

3. ☒ Yes

4. Are there transition services that will reasonably enable the student to meet their postsecondary goals? *info*

4. ☒ Yes

5. Do the transition services include a course of study that is a multi-year description of coursework from the student's current year to anticipated exit year and that is designed to help the student achieve the identified postsecondary goals? *info*

5. ☒ Yes

6. ☒ Yes

6. Is (are) there annual IEP goal(s) related to the student's transition services needs? *info*

7. ☒ Yes

7. Is there evidence that the student was invited to the IEP team meeting where transition services were discussed? *info*

8. ☐ Yes ☒ N/A

8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student who has reached the age of majority? *info*