Student Identificat Number	ion	030410M052		SSID 6	699709708		Eligi	ble (AUT)
Student AZOULA	Y CH	IAIM (DAV	Y			Date of Birth:	04	4-MAR-2010
Last		First	MI	Section A: Me	eeting Information			
	Pertir	nent Dates		3 <b>0001011 110</b> 111		Type of M	leeting	
Date of Initial IEP Tear	n Maating	05-MAY-201	15					
Date of Present Meetin	_	30-APR-201			O Initial	(	Amend	ment of IEP dated
Annual Review to be co		30-APR-202				l		
by	madetea	30 7H K 202	<b>V</b>		Annual Review     Three Year Review			tart Transition
Next Three Year Review Conducted by	w will be	01-MAY-202	21	J	Other			ion Analysis ual Transition Plan
Γhree Year Review or I was conducted on	Evaluation	01-MAY-20	18		Guiei		) marria	uur Trumstoon T tun
Transition to Kindergar conducted by	ten to be							
Location of Meeting	I	Bridgeport			District Name	Los Angel	es Unified	School Dis
				Section B: Stu	ident Information			
Date of Birth	04-MAR-2		Age		9	Grade		3
Gender	Male			ed English ient Student	○ Yes ● No	Ethnic Code	;	White
Location of the Psych Folder	SUPPORT	UNIT NOF		nt has no Folder				
Location of the Cum Folder	BRIDGEP	PORT SCHO	Studer Folder	nt has no Cum				
Home Language	Hebrew		Studer	nt Language	Hebrew	Alternate M Communica		
Home Address of Student	6548 BEL	LAIRE AVENU	JE					
City	NORTH H	IOLLYV CA	ZIP C	ode	91606			
Home Telephone	818-471-9	146	Daytir	ne Telephone		Emergency Telephone		
School of Attendance	Bridgeport	t School (Np	Locati	on Code	NP0378			
School of Residence	Coldwater	Cyn El	Locati	on Code	3151			
Name of Parent/Guardian			Teleph	none				
Address								
City		CA	ZIP C	ode				
Surogate Parent			Teleph	none				
Attends CURRENT Some of the following	CHOOL as a			lic School Plac	ement ▼	Bridgeport		
s the student living in a Home (FFH)?	a Family Fos		o O Yes		FFH#			
s FFH Provider related	to student?		o O Yes		Relationship			
Licensed Children's Ins	titution	$\bigcirc$ N	o O Yes		LCI Name			
					LCI#			
Out of the home placen	nent made by		egional Ce aperior Cou		Other	tal Health	Departn	nent of Children's Servi
Child's family living w	thin LAUSI		o Yes					

os Angele	es Unified School District		-		CATION PROGRAM (IEP)	
Student	AZOULAY CHAIM (DAY	Y			Date of Birth 04-MAR-2010	Meeting Date 30-APR-2019
	Last First	N	MI Secti	ion C: Lang	guage Acquisition	
anguage Cl	lassification:				Start Date:	
arent Waive		Yes	No		Reclassification Date:	
lementary !	English Language	103	110		Start Date:	
evelopmen	t Level:					
econdary E Ievelopmen	nglish Language tt Level:				Start Date:	
-	tion Observation Matrix				Start Date:	
		S	ection D	: Goal Achie	evement from Current IEP	
Coal for (	ayamala Daadina)		Ac Yes	hieved No	If No avalois the season the goal/ol	aisativa waa nat ashiayad
30ai ior: (6	example - Reading) Reading ELA		res	INO	If No, explain the reason the goal/ob Requires 3+ verbal cues	gective was not achieved
	Objective 1 met		•	_	(requires 5 + From cues	
	Objective 2 met			0		
2	Behavioral Support		•	0	Requires more cues, only occurs or	2 of 5 days
			0	•	Requires more eucs, only occurs of	12 01 5 days
	Objective 1 met		•	0		
	Objective 2 met		0	•		
3	Math		•			
	Objective 1 met		•			
	Objective 2 met			$\bigcirc$		
4	Writing		•			
	Objective 1 met					
	Objective 2 met					
5	Communication			•	Requires 3+ verbal cues	
	Objective 1 met					
	Objective 2 met					
6	Social Skills					
	Objective 1 met		•			
	Objective 2 met		•			
7	Vocational		0	•	Does not occur on 4 out of 5 days	
	Objective 1 met		•	0		
	Objective 2 met		•	0		
8	Reading		•	0		
	Objective 1 met		•	0		
	Objective 2 met		•	0		
9	Language		•			
	Objective 1 met			0		
	Objective 2 met		•	0		
10	Objective 2 met		•	0		
10			0	0		
	Objective 1 met		$\bigcirc$			
	Objective 2 met					

Los Angeles Unified School District  Student AZOULAY CHAIM (DA) Y Date of Birth (04-MAR-2010 Meeting Date 30-APR-2019			age 3
Last First MI Section E: Present Level of Performance  Performance Area: Reading  Assessment/Monitoring Process Informal, Observation, WJ-IV  State/District Assessment Results:  Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):  Per the Woodcock Johnson IV, David is demonstrating reading achievement at a 2.8 grade equivalent, falling in the 28th percentile.  Strengths: David enjoys looking at familiar and unfamiliar books that contain pictures. He enjoys listening to stories read by an adult and virtual story books. He is able to identify the characters in a story and the main plot. He is able to answer simple Wh questions with three to four word responses. David understands the basic print features such as left to right, top to bottom, and page by page. He is able to expressively and receptively identify all the letters of the alphabet, upper and lower case. David can read familiar sight words and thus has met his previous goal. He understands that spoken words are made up of sounds and will attempt to blend two or three sounds together to make a recognizable word. He is able to receptively identify common high frequency sight words.  Performance Area: Reading cont  Assessment/Monitoring Process  Joed:  Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):  Needs: Although David is able to sequence events in a story with prompting, he is not yet consistently reading unfamiliar stories without errors. When presented with a novel word he will attempt the word or will stop and wait for assistance. David needs to continue to develop his reading skills and increase his reading fluency, decode multisyllabic words in isolation or in text, increase his sight word recognition, and use context clues to read new words. He struggles with vowel sounds and blending together multiple letter sounds to read simple words. He continues to struggle with expressively identify		INDIVIDUALIZED EDUCATION PROGRAM (IEP)	
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	yet able to identify the difference bety	ween books that tell stories and books that give information, compare and contrast stories, nor use text to ask standing of an informational text.	
	Impact of Disability: Autism impairs		
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	Impact of Disability: Autism impairs		

Student AZOULAY CHAIM (DAN Y Date of Birth 04-MAR-2010 Meeting Date 30-APR-2019  Last First MI Section E: Present Level of Performance  Performance Area: Math  Assessment/Monitoring Process Used:  State/District Assessment Results:  Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):  Per the Woodcock Johnson IV, David is demonstrating Mathematics achievement at a 2.0 grade equivalent, in the 7th percentile.  Strengths: David uses numbers through many different outlets each day including books, worksheets, flashcards, videos, and manipulatives. He is able to rote count up to 100 with moderate to maximum prompting. He can receptively identify numbers up to 100. David is able to compare two groups when given visual supports. He understands that addition is putting two groups together. He is able to receptively & expressively identify colors & shapes. With moderate prompts and visual supports, he is able to solve single digit adition & subtraction problem of values up to 10. With moderate verbal prompts, David is also able to subtract to find the remaining sum. David understands the concepts of time and knows about the tools that measure time. With moderate prompting and visual supports, he is able to identify the day of the week, the day, and the year. He is able to identify the months and days of the week out of order with moderate prompting and visual support, he is able to identify the months and days of the week out of order with moderate prompting and visual supports, he is able to identify the months and days of the week out of order with moderate prompting and visual supports, he is able to identify the months and days of the week out of order with moderate prompting and visual supports, he is able to identify the months and be to identify the month and the verant he is able to receptively identify them with ma	Student AZOULAY CHAIM (DA) Y Date of Birth (04-MAR-2010 Meeting Date (30-APR-2019 Meeting Date (	Last First Math Section E: Present Level of Performance  Performance Area: Math  Assessment/Monitoring Process Informal, Observation, WJ-IV  State/District Assessment Results:  Current Performance/Assessment Results:  Current Performance/Assessment Results:  Current Performance/Assessment Results:  Current Performance/Assessment Not in the Assessment Summary (include student strengths, student needs and impact of disability on student performance):  Per the Woodcock Johnson IV, David is demonstrating Mathematics achievement at a 2.0 grade equivalent, in the 7th percentile.  Strengths: David uses numbers through many different outlets each day including books, worksheets, flasheards, videos, and manipulatives. He is able to rote count up to 100 with moderate to maximum prompting. He can receptively identify numbers up to 100. David is able to compare two groups when given visual supports. He understands that addition is putting two groups together. He is able to receptively & expressively identify colors & shapes. With moderate promptis and visual supports, he is able to solve single digit addition & subtraction problem of values up to 10. With moderate verbal prompting, David is also able to subtract to find the remaining sum. David understands the concepts of time and knows about the tools that measure time. With moderate prompting and visual supports. With moderate prompting and visual support. With moderate prompting, he is able to tell time to the hour, half hour, and quarter hour on an analog or digital clock. David understands that coins and bills are considered money. He is knowledgeable of the different coins and is able to receptively identify them with maximum prompting.  Performance Area:  Math cont  Assessment/Monitoring Process  Used:  Current Performance/Assessment Results:  Indicate the performa	os Angolos Unified Sabaal District	INDIVIDUALIZED EDUCATION PROGRAM (IEP)	
Performance Area: Math  Assessment/Monitoring Process Used:  Current Performance Areas: Informal, Observation, WJ-IV  State/District Assessment Results:  Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):  Per the Woodcock Johnson IV, David is demonstrating Mathematics achievement at a 2.0 grade equivalent, in the 7th percentile.  Strengths: David uses numbers through many different outlets each day including books, worksheets, flashcards, videos, and manipulatives. He is able to roce count up to 100 with moderate to maximum prompting. He can receptively identify numbers up to 100. David is able to compare two groups when given visual supports. He understands that addition is putting two groups together. He is able to receptively & expressively identify colors & shapes. With moderate promptis and visual supports, he is able to solve single digit addition & subtraction problem of values up to 10. 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Performance Area: Math cont  Assessment/Monitoring Process  Used:  Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):  Needs: Although David understands that a relationship exists between addition and subtraction, he is not yet able to solve addition and subtraction problems or word proble	Performance Area: Math  Assessment/Monitoring Process Used:  State/District Assessment Results:  Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):  Per the Woodcock Johnson IV, David is demonstrating Mathematics achievement at a 2.0 grade equivalent, in the 7th perentile.  Strengths: David uses numbers through many different outlets each day including books, worksheets, flashcards, videos, and manipulatives. He is able to roet count up to 100 with moderate to maximum prompting. He can receptively identify numbers up to 100. 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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 David understands that a relationship exists between addition and subtraction, he is not yet able to solve addition and subtraction problems or word problems with a sum above 10. For grade level work, David needs to learn to add and subtract within 1000 as well as multiply and divide. Additionally, he does not yet show understanding of place values (ones and tens). While David can tell time with moderate prompting to the quarter hour, he needs to learn to tell time to the minute. Although David is able to identify coins, he relies heavily on adult prompting and often mistakes them for one another. He cannot yet identify the value of each coin or bill, nor does he understand how much money is required to make a purchase.  Impact of Disability: Autism impairs David's ability to attend and attain skills/concepts in math which impacts his involvement and progress in	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 David understands that a relationship exists between addition and subtraction, he is not yet able to solve addition and subtraction problems or word problems with a sum above 10. For grade level work, David needs to learn to add and subtract within 1000 as well as multiply and divide. Additionally, he does not yet show understanding of place values (ones and tens). While David can tell time with moderate prompting to the quarter hour, he needs to learn to tell time to the minute. Although David is able to identify coins, he relies heavily on adult prompting and often mistakes them for one another. He cannot yet identify the value of each coin or bill, nor does he understand how much money is required to make a purchase.  Impact of Disability: Autism impairs David's ability to attend and attain skills/concepts in math which impacts his involvement and progress in	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 David understands that a relationship exists between addition and subtraction, he is not yet able to solve addition and subtraction problems or word problems with a sum above 10. For grade level work, David needs to learn to add and subtract within 1000 as well as multiply and divide. Additionally, he does not yet show understanding of place values (ones and tens). While David can tell time with moderate prompting to the quarter hour, he needs to learn to tell time to the minute. Although David is able to identify coins, he relies heavily on adult prompting and often mistakes them for one another. He cannot yet identify the value of each coin or bill, nor does he understand how much money is required to make a purchase.  Impact of Disability: Autism impairs David's ability to attend and attain skills/concepts in math which impacts his involvement and progress in	able to rote count up to 100 with mod groups when given visual supports. H colors & shapes. With moderate prom With moderate verbal prompts, David the tools that measure time. With mode able to identify the months and days of tell time to the hour, half hour, and qu	erate to maximum prompting. He can receptively identify numbers up to 100. David is able to compare a understands that addition is putting two groups together. He is able to receptively & expressively identify and visual supports, he is able to solve single digit addition & subtraction problem of values up to 10 is also able to subtract to find the remaining sum. David understands the concepts of time and knows all erate prompting and visual supports, he is able to identify the day of the week, the day, and the year. He f the week out of order with moderate prompting and visual support. With moderate prompting, he is abarter hour on an analog or digital clock. David understands that coins and bills are considered money. H	two tify ). cout is ble to
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			Needs: Although David understands t problems or word problems with a sur and divide. Additionally, he does not to the quarter hour, he needs to learn t often mistakes them for one another. I make a purchase.  Impact of Disability: Autism impairs	nat a relationship exists between addition and subtraction, he is not yet able to solve addition and subtract in above 10. For grade level work, David needs to learn to add and subtract within 1000 as well as multivet show understanding of place values (ones and tens). While David can tell time with moderate prompt tell time to the minute. Although David is able to identify coins, he relies heavily on adult prompting a learn to the value of each coin or bill, nor does he understand how much money is require	ply oting and d to
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		INDIVIDU	JALIZED EDUCAT	ΓΙΟΝ PROGRAM (IEP)		Page 5
Los Angeles Unified School l	District					
	CHAIM (DAV	Y		Date of Birth 04-MAR-2010	Meeting Date 30-APR-	-2019
Last	First	MI Sectio	on E: Present Lev	el of Performance		
erformance Area:	Social	Skills				
Assessment/Monitoring Process Jsed:	Inform	al, Observatio	n			
State/District Assessment Results	:					
Current Performance/Assessmen	Summary (inc	lude student st	rengths, student nee	ds and impact of disability on st	udent performance):	
				f and others. When approaching		
he has difficulty maintaining an attention to an aspect of their pl interrupting a conversation or s Impact of Disability: Autism in	arm's length di ysical appearan peaking over an apairs David's s	stance from the nce or behavio other individu ocial skills, m	em. Often times he v r. Additionally, he m al. aking it difficult for	will make inappropriate commer nust work on waiting for the righ him to consistently interact appr	nts to individuals and bring t time to speak instead of	
he has difficulty maintaining an attention to an aspect of their pl interrupting a conversation or sy Impact of Disability: Autism in impacts his involvement and pro-	arm's length di ysical appearar peaking over an apairs David's s ogress in the ge	stance from the nce or behavio other individu ocial skills, m	em. Often times he v r. Additionally, he m al. aking it difficult for	will make inappropriate commer nust work on waiting for the righ	nts to individuals and bring t time to speak instead of	
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he has difficulty maintaining an attention to an aspect of their pl interrupting a conversation or s Impact of Disability: Autism in	arm's length di ysical appearan peaking over an apairs David's s gress in the ge  Vocation  Inform	stance from the ce or behavio other individu ocial skills, meral educatio onal Skills al, observation	em. Often times he van Additionally, he mal. aking it difficult for n curriculum.	will make inappropriate commer nust work on waiting for the righ him to consistently interact appr	nts to individuals and bring t time to speak instead of ropriately with others, which	

Los Angeles Unified School Distri	Page 6 or INDIVIDUALIZED EDUCATION PROGRAM (IEP)
	M (DAV Y Date of Birth 04-MAR-2010 Meeting Date 30-APR-2019
Last Fi	rst MI
erformance Area:	Self Help
ssessment/Monitoring Process	Informal, Observation
sed:	miormai, observation
cate/District Assessment Results:	
urrent Performance/Assessment Sum	nary (include student strengths, student needs and impact of disability on student performance):
an activity and put it away to begin the communicating. David will use the recomplete his bathroom hygiene routing open his food containers and sealed be his trash and put away his personal itemay require some prompting to slow request for preferred items appropriately. Needs: David is not yet able to state lecard to reference personal information	oasic personal safety information such as his address or phone number, and does not use an identification
erformance Area:	
Assessment/Monitoring Process Used:	
tate/District Assessment Results:	
	nary (include student strengths, student needs and impact of disability on student performance):

os Angeles Unified School Distric	INDIVIDUALIZED EDUCATION PROGRAM (IEP)	
Student AZOULAY CHAIM		0-APR-2019
Last Firs	st MI Section E: Present Level of Performance	
erformance Area:	Language	
assessment/Monitoring Process		
Jsed: tate/District Assessment Results:		
Surrent Performance/Assessment Summ	nary (include student strengths, student needs and impact of disability on student performance):	
MCD, CF-SLP on 8/20/18.  Language Areas of Strength - David us	direct speech and language services within his Bridgeport program. David transitioned to Cristen Arm ses verbal language, gestures, and body orientation to communicate for a variety of communicative	nel,
containing salient terms or verbs when	est, ask/answer questions, comment, etc.). Independently he produces novel utterances of 3+ words the vocabulary word is known. David enjoys expressing his thoughts and ideas about his preferred to a highest to answer simple, concrete WH questions. Given cues, David will engage with peers in a highest produce of the concrete with the presence of the concrete with the co	
CONT		
erformance Area:	Language CONT	
Assessment/Monitoring Process Used:		
tate/District Assessment Results:		
Surrent Performance/Assessment Summ	nary (include student strengths, student needs and impact of disability on student performance):	
requires cues to socialize with peers and	y of autism along with difficulties in the areas of language and pragmatics impact his ability to access	
KFE LICEISE # 1203/	C 11	
Speech Language Pathology Clinical F Supervisor: Roshelle Gen M.S. CCC-S The Help Group, Sherman Oaks Camp	SLP #23426	

Last First MI Section E: Present Level of Performance  Performance Area: Writing  Assessment/Monitoring Process Informal, observation, WJ-IV  Jised: State/District Assessment Results:  Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):  Per the Woodcock Johnson IV, David is demonstrating Written Language achievement at a 2.7 grade equivalent, in the 27th percentile  Strengths: Per classroom observation, David is able to participate in a variety of writing related activities (writing centers and art), and uses different writing instruments (pencil, marker, paintbrush, crayon) when engaged in these activities. He uses a mature grasp when using writing instruments. David is able to independently write the letters of his first name with a combination of uppercase and lowercase letters. He is able to independently print the letters of the alphabet (upper and lower case) with 80% accuracy. When provided with visual spacers (lined paper), he can a picture and read a short description, David is able to near point copy a 1 to 4 word answer to a 'Wh' question when provided with visual supports. David will use books as inspiration for drawings and will examine the pictures to draw. David will independently write his name on his school work in a combination of upper and lower case letters. When provided with support to spell words, David can formulate and write four to five word sentences.  Performance Area: Writing cont.  Assessment/Monitoring Process Jeed:  State/District Assessment Results:	Los Angeles Unified School Distri		D. ( . ( D) ( ) ( ) ( ) ( ) ( ) ( )	M B . 20 1 BB 2012
Performance Area: Writing  Assessment/Monitoring Process  Jinformal, observation, WJ-IV  Jised:  Current Performance/Assessment Results:  Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):  Per the Woodcock Johnson IV, David is demonstrating Written Language achievement at a 2.7 grade equivalent, in the 27th percentile  Strengths: Per classroom observation, David is able to participate in a variety of writing related activities (writing centers and art), and uses different writing instruments (pencil, marker, paintbrush, crayon) when engaged in these activities. He uses a mature grasp when using writing instruments. David is able to independently write the letters of his first name with a combination of uppercase and lowercase letters. He is able to independently print the letters of the alphabet (upper and lower case) with 80% accuracy. When provided with visual spacers (lined paper), he can trace and near point topy a 1 to 4 word answer to a 'Wh' question when provided with his hown a picture and read a short description, David is able to near point copy a 1 to 4 word answer to a 'Wh' question when provided with his alsupports. David will use books as inspiration for drawings and will examine the pictures to draw. David will independently write his name on his school work in a combination of upper and lower case letters. When provided with support to spell words, David can formulate and write four to five word sentences.  Performance Area:  Writing cont  Assessment/Monitoring Process  Jised:  State/District Assessment Results:  Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):  Needs: Although David is able to write the letters of the alphabet, he will sometimes form his letters in the wrong position, for example the letter will be backwards. He continues to work on using the correct letter case when writing and is still not familiar with the corre			Date of Birth 04-MAR-2010	Meeting Date 30-APR-2019
Assessment/Monitoring Process Jsed:  Current Performance/Assessment Results:  Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):  Per the Woodcock Johnson IV, David is demonstrating Written Language achievement at a 2.7 grade equivalent, in the 27th percentile  Strengths: Per classroom observation, David is able to participate in a variety of writing related activities (writing centers and art), and uses different writing instruments (pencil, marker, paintbrush, crayon) when engaged in these activities. He uses a mature grasp when using writing instruments David is able to independently write the letters of his first name with a combination of uppercase and lowercase letters. He is able to independently print the letters of the alphabet (upper and lower case) with 80% accuracy. When provided with visual supports, he can trace and near point copy four to five word sentences in a combination of upper and lower case letters. He is able to independently print the letters of the alphabet (upper and lower case) with 80% accuracy. When provided with visual supports, he can trace and near point copy four to five word sentences in a combination of upper and lower case letters. When provided with support to a "Wh' question when provided with visual supports. David will use books as inspiration for drawings and will examine the pictures to draw. David will independently write his name on his school work in a combination of upper and lower case letters. When provided with support to spell words, David can formulate and write four to five word sentences.  Performance Area:  Writing cont  Sassessment/Monitoring Process  Jsed:  Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):  Needs: Although David is able to write heletters of the alphabet, he will sometimes form his letters in the wrong position, for example the letter will be backwards. He continues to work on	Last		ent Level of Performance	
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Last   First   MI   Section E: Present Level of Performance  Performance Area:   Behavior    Assessment/Monitoring Process   Informal, observation    Used:   State/District Assessment Results:    Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):    Strengths: Per classroom observation, David can express his needs and wants with words and make eye contact when communicating. He will also seek assistance if he requires help. When he is in a positive mood, he will remains near staff and maintains safe behaviors in and out of the classroom. David is able to navigate the building to go to the appropriate classroom (music, computer or art room) with only minimal prompts and will stop on request.  Needs: When David is not given access to a preferred item or activity he will get upset and will often pout and mope. He will sometimes elope from the classroom in order to gain attention from classroom staff. When upset about getting an answer wrong, not obtaining a preferred item/activity, or is otherwise upset, he may sometimes act out aggressively towards classroom staff or his twin brother. If his aggressive behaviors are blocked and attention is not rewarded, he may use inappropriate language to gain attention from classroom staff. In regards to David's previous IEP goal, he is not yet requesting for personal space to regain his composure on more than 2 of 5 school days per week, therefore he did not meet his behavior support goal.  Impact of Disability: Autism impairs David's behaviors, impacting his academic, social and language skills, which impacts his involvement and progress in the general education curriculum.  Performance Area:  Assessment/Monitoring Process  Used:  State/District Assessment Results:	Los Angeles Unified Schoo Student AZOULAY	CHAIM (DAV	Y	Date of Birth 04-MAR-2010	Meeting Date 30-APR-2019
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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: Per classroom observation, David can express his needs and wants with words and make eye contact when communicating. He will also seek assistance if he requires help. When he is in a positive mood, he will remains near staff and maintains safe behaviors in and out of the classroom. David is able to navigate the building to go to the appropriate classroom (music, computer or art room) with only minimal prompts and will stop on request.  Needs: When David is not given access to a preferred item or activity he will get upset and will often pout and mope. He will sometimes elope from the classroom in order to gain attention from classroom staff. When upset about getting an answer wrong, not obtaining a preferred item/activity, or is otherwise upset, he may sometimes act out aggressively towards classroom staff or his twin brother. If his aggressive behaviors are blocked and attention is not rewarded, he may use inappropriate language to gain attention from classroom staff. In regards to David's previous IEP goal, he is not yet requesting for personal space to regain his composure on more than 2 of 5 school days per week, therefore he did not meet his behavior support goal.  Impact of Disability: Autism impairs David's behaviors, impacting his academic, social and language skills, which impacts his involvement and	Performance Area:	Behavi		E: Fresent Level of Ferformance	
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Strengths: Per classroom observation, David can express his needs and wants with words and make eye contact when communicating. He will also seek assistance if he requires help. When he is in a positive mood, he will remains near staff and maintains safe behaviors in and out of the classroom. David is able to navigate the building to go to the appropriate classroom (music, computer or art room) with only minimal prompts and will stop on request.  Needs: When David is not given access to a preferred item or activity he will get upset and will often pout and mope. He will sometimes elope from the classroom in order to gain attention from classroom staff. When upset about getting an answer wrong, not obtaining a preferred item/activity, or is otherwise upset, he may sometimes act out aggressively towards classroom staff or his twin brother. If his aggressive behaviors are blocked and attention is not rewarded, he may use inappropriate language to gain attention from classroom staff. In regards to David's previous IEP goal, he is not yet requesting for personal space to regain his composure on more than 2 of 5 school days per week, therefore he did not meet his behavior support goal.  Impact of Disability: Autism impairs David's behaviors, impacting his academic, social and language skills, which impacts his involvement and progress in the general education curriculum.  Performance Area:  Assessment/Monitoring Process Used:  State/District Assessment Results:	State/District Assessment Resu	ılts:			
also seek assistance if he requires help. When he is in a positive mood, he will remains near staff and maintains safe behaviors in and out of the classroom. David is able to navigate the building to go to the appropriate classroom (music, computer or art room) with only minimal prompts and will stop on request.  Needs: When David is not given access to a preferred item or activity he will get upset and will often pout and mope. He will sometimes elope from the classroom in order to gain attention from classroom staff. When upset about getting an answer wrong, not obtaining a preferred item/activity, or is otherwise upset, he may sometimes act out aggressively towards classroom staff or his twin brother. If his aggressive behaviors are blocked and attention is not rewarded, he may use inappropriate language to gain attention from classroom staff. In regards to David's previous IEP goal, he is not yet requesting for personal space to regain his composure on more than 2 of 5 school days per week, therefore he did not meet his behavior support goal.  Impact of Disability: Autism impairs David's behaviors, impacting his academic, social and language skills, which impacts his involvement and progress in the general education curriculum.  Performance Area:  Assessment/Monitoring Process  Jsed:  State/District Assessment Results:	Current Performance/Assessme	ent Summary (incl	ude student stre	ngths, student needs and impact of disability on student	t performance):
from the classroom in order to gain attention from classroom staff. When upset about getting an answer wrong, not obtaining a preferred item/activity, or is otherwise upset, he may sometimes act out aggressively towards classroom staff or his twin brother. If his aggressive behaviors are blocked and attention is not rewarded, he may use inappropriate language to gain attention from classroom staff. In regards to David's previous IEP goal, he is not yet requesting for personal space to regain his composure on more than 2 of 5 school days per week, therefore he did not meet his behavior support goal.  Impact of Disability: Autism impairs David's behaviors, impacting his academic, social and language skills, which impacts his involvement and progress in the general education curriculum.  Performance Area:  Assessment/Monitoring Process Used:  State/District Assessment Results:	also seek assistance if he required classroom. David is able to na	ires help. When h	e is in a positive	e mood, he will remains near staff and maintains safe be	ehaviors in and out of the
Performance Area:  Assessment/Monitoring Process Used:  State/District Assessment Results:	from the classroom in order to item/activity, or is otherwise to are blocked and attention is no previous IEP goal, he is not y not meet his behavior support Impact of Disability: Autism	o gain attention froupset, he may some of rewarded, he met requesting for personal.	om classroom statetimes act out a ay use inappropersonal space to	aff. When upset about getting an answer wrong, not obt ggressively towards classroom staff or his twin brother. riate language to gain attention from classroom staff. In regain his composure on more than 2 of 5 school days	taining a preferred If his aggressive behaviors a regards to David's per week, therefore he did
Assessment/Monitoring Process Used: State/District Assessment Results:					
Used: State/District Assessment Results:		ss			
	Used:				
Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):	State/District Assessment Resu	ılts:			

			INDIVIDUALIZED	EDUCATION PROGI	RAM (IEP)	Page 10 of 3
	eles Unified Schoo nt AZOULAY Last	CHAIM (DAV First	Y MI	Date of Birth	04-MAR-2010	Meeting Date 30-APR-2019
TC 1: 1	1 1' 1	1 . 1 . 12 122		tion F: Eligibility		
If applicat	ole, areas discussed r	elated to disability	or suspected disability			
For Initial	IEP, interventions at	ttempted prior to de	etermining eligibility:			
Eligible as	s a student with the d	lisability of:				
Code:	AUT	Autism				
	Not Applicabl			artially Sighted		
Additional Code:	I Low Incidence Elig	gibility (only for VI	, DBL, DEA, HOH, or	severe OI):		
Couc.	Not Applicabl	le, Blind	<b>○</b> n	artially Sighted		
	not meet eligibility cr	riteria for Special E	ducation Services (Init	ial IEP).		
or	nger Eligible for Spe	:-1 E44: C				
	nger Eligible (Effecti		vices (Review IEF).			
		lent remains eligibl	e for Special Education	Services until the Effec		
Final IEP	Reason:			Final IEP Effe	ective Date:	
		d and agrees that		of the student are not p	orimarily due to:	
	cial Maladjustment			Physical Disability		ack of instruction in reading
<b>✓</b> Lac	ck of instruction in m	nath	Limited Er	glish Proficiency	<b>ℯ</b> Enviro	onmental, Cultural or Economic Factors

os Angeles Unified Sc		DIVIDUALIZED EDUC.	ATION PROGRAM (IEP)	
Student AZOULAY	CHAIM (DAV)		Date of Birth 04-MAR-2010	Meeting Date 30-APR-2019
Last	First	MI Section G: Annual G	oals and Objectives	
erformance Area:	Readin		Annual Goal #:	
avid will decode multisy fultisyllabic Words	llabic words in isolation and	/or in text as measured in 6	out of 10 opportunities, with 60% accurac	y. 3.RF.3 Decode
ogress on annual goals t ill be provided at either I	o be reported to parents by Progress Report or Report C	Card periods.	t of Progress and Achievement from Cur	rent IEP" form(s) which
1		Methods of		
State Assessments Observation Other	Norm Portfo	Referenced lio	Criterion Referenced Work Samples	Curriculum Based Informal
ncremental objective #1 David will decode single 0 opportunities, with 60	syllable words in isolation	and/or in text in 6 out of	Incremental objective #2 related to to David will decode single syllable word opportunities, with 80% accuracy.	
4 GOAL MET OR			CHIEVEMENT FROM CURRENT II ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g	
EXCEEDED	met)	2nd Donauting Davied	4th Donouting Donied (Cocondon)	Cool Ashiovament
Ist Reporting Period Date:	2nd Reporting Period Date:	3rd Reporting Period Date:	4th Reporting Period (Secondary Only)	Goal Achievement
	Date:		Date:	
rogress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:
				O Yes O No
s progress sufficient to neet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Objective 2 Met:  Yes No
_	O Yes O No	O Yes O No	O Yes O No	If "No" please explain:
Yes No	○ Yes ○ No			II I've preuse empranii
f "No" please	Yes No  If "No" please comment:	If "No" please comment:	If "No" please comment:	a the pressoragement
Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed	If "No" please		If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other	

		DIVIDUALIZED EDUC	ATION PROC	GRAM (IEP)		Page 12 o
Los Angeles Unified Sc Student AZOULAY	CHAIM (DAV) Y		Date of Birt	th 04-MAR-2010	Meeting Date 30-A	PR-2019
Last	First	MI Section G: Annual G	oals and Ohi	ectives		
erformance Area:	Behav	vioral Support	Annual (			
When facing an upsetting		swer wrong, not obtaining a	preferred item/	activity, etc.,) with no mor	re than 3 prompts, David	
•		problem, little problem) and elf talk) without engaging in				
Progress on annual goals to will be provided at either I	o be reported to parents by Progress Report or Report C	completing the "IEP Repor Card periods.	t of Progress ar	nd Achievement from Cur	rrent IEP" form(s) which	
		Methods of	Evaluation			
State Assessments Observation Other	Norm Portfo	Referenced lio	Criterio Work S	on Referenced amples	Curriculum Ba Informal	sed
obtaining a preferred item will accurately determine problem) and determine a talk with a teacher, take a	situation (e.g., getting an a a/activity, etc.,) with no most the size of the problem (bign appropriate coping strate deep breakth, practice posithavior in 70% of opportun	re than 5 prompts, David g problem, little gy (e.g., take a break, tive self talk) without ities in a school week.	a preferred accurately determine a take a deep	g an upsetting situation (e. item/activity, etc.,) with note that size of the properties of the proper	o more than 4 prompts, E roblem (big problem, littlegy (e.g., take a break, tal self talk) without engagin	David will e problem) an k with a teacl g in aggressi
	IEP REPORT	OF PROGRESS AND A	CHIEVEMEN	NT FROM CURRENT I	EP	
4 GOAL MET OR		<b>EXPLANATION</b> GRESS (50-99% of goal		KS L <i>PROGRESS</i> (1-49% of g	goal met) I NO	PROGRESS
EXCEEDED  1st Reporting Period	met)  2nd Reporting Period	3rd Reporting Period	4th Reporti	ng Period (Secondary	Goal Achievement	
Date:	Date:	Date:	Only)		Guil France (cinema	
			Date:			
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mar	rk:	Objective 1 Met:	
					O Yes O No	
Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress si goal?	ufficient to meet annual	Objective 2 Met:  Yes No	
○ Yes ○ No	O Yes O No	O Yes O No	O Yes O	No	If "No" please expla	ain:
If "No" please comment:	If "No" please comment:	If "No" please comment:	If "No" pleas			
Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Excess A Assignm	fore Time Absence/Tardy nents Not Completed review/revise Goal		
Other	Other	Other				

Student AZOULAY	CHAIM (DAV	7	Date of Birth 04-MAR-2010	Meeting Date 30-APR-2019
Last	First	MI		
		Section G: Annual G		
erformance Area:	Writin	ng	Annual Goal #:	
		=	ictate one or more paragraphs stating an opertunities. 3.W.1 Opinion Paragraph(s) ab	=
rogress on annual goals to ill be provided at either I	o be reported to parents by Progress Report or Report (	Card periods.	t of Progress and Achievement from Cur	rent IEP" form(s) which
		Methods of	Evaluation	
State Assessments Observation Other	Norm Portfo	Referenced blio	Criterion Referenced Work Samples	Curriculum Based Informal
east 1 reason to support to	g an opinion about a topic he opinion with 80% accur iion Paragraph(s) about To	racy in 8 out of 10	dictate at least one paragraph stating a provide 2 reasons to support the opinic opportunities. 3.W.1 Opinion Paragraph	on with 80% accuracy in 8 out of 10
ate to be achieved:	Septembe ▼ 2019	y MO/YR	Date to be achieved:  January	▼ 2020 ▼ MO/YR
Date to be achieved:			Date to be achieved: January  CHIEVEMENT FROM CURRENT II	2020
ate to be achieved:		Γ OF PROGRESS AND A	CHIEVEMENT FROM CURRENT II	2020
Pate to be achieved:  4 GOAL MET OR EXCEEDED	IEP REPOR	Γ OF PROGRESS AND A	J	EP
4 GOAL MET OR	IEP REPOR'	Γ OF PROGRESS AND A EXPLANATIO	CHIEVEMENT FROM CURRENT II ON OF MARKS	EP
4 GOAL MET OR EXCEEDED Ist Reporting Period	JEP REPOR'  3 SUBSTANTIAL PROmet)	T OF PROGRESS AND A  EXPLANATION  OGRESS (50-99% of goal	CHIEVEMENT FROM CURRENT II ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g	EP goal met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROmet)  2nd Reporting Period	F OF PROGRESS AND A  EXPLANATION OGRESS (50-99% of goal  3rd Reporting Period	CHIEVEMENT FROM CURRENT II ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g	EP goal met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED  Ist Reporting Period  Date:	3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:	EXPLANATION OF PROGRESS AND A EXPLANATION OF STATE OF STA	CHIEVEMENT FROM CURRENT II ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g  4th Reporting Period (Secondary Only) Date:	EP goal met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED  Ist Reporting Period  Date:	3 SUBSTANTIAL PROmet)  2nd Reporting Period	F OF PROGRESS AND A  EXPLANATION OGRESS (50-99% of goal  3rd Reporting Period	CHIEVEMENT FROM CURRENT II ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g  4th Reporting Period (Secondary Only)	EP  goal met) 1 NO PROGRESS  Goal Achievement  Objective 1 Met:
4 GOAL MET OR EXCEEDED  Ist Reporting Period Date:  Progress Mark:	3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:	EXPLANATION OF PROGRESS AND A EXPLANATION OF STATE OF STA	CHIEVEMENT FROM CURRENT II ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g  4th Reporting Period (Secondary Only) Date:	EP  goal met) 1 NO PROGRESS  Goal Achievement
4 GOAL MET OR EXCEEDED  Ist Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?	JEP REPOR  3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:  Progress Mark:	T OF PROGRESS AND A  EXPLANATION  OGRESS (50-99% of goal)  3rd Reporting Period  Date:  Progress Mark:  Is progress sufficient to	CHIEVEMENT FROM CURRENT II ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g  4th Reporting Period (Secondary Only) Date:  Progress Mark:  Is progress sufficient to meet annual	EP  goal met)  1 NO PROGRESS  Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No
4 GOAL MET OR EXCEEDED  Ist Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please	IEP REPOR'  3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?	EXPLANATION OF PROGRESS AND A EXPLANATION OF PROGRESS (50-99% of goal and a strength of goal and goal	CHIEVEMENT FROM CURRENT II  ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g  4th Reporting Period (Secondary Only)  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:	EP  goal met)  I NO PROGRESS  Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:
4 GOAL MET OR EXCEEDED	IEP REPOR'  3 SUBSTANTIAL PROmet)  2nd Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please	Progress Mark:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please	CHIEVEMENT FROM CURRENT II ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g  4th Reporting Period (Secondary Only) Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No	Goal Met:  Objective 1 Met:  Yes No Objective 2 Met:  Yes No

Student AZOIII AND	chool District		Date of Dirth OA MAD 2010	Monting Data 20 ADD 2010
Student AZOULAY Last	CHAIM (DAV Y	MI	Date of Birth 04-MAR-2010	Meeting Date 30-APR-2019
	11100	Section G: Annual G	oals and Objectives	
erformance Area:	Math		Annual Goal #:	
_			l up to a sum of 1000 using strategies and 3.NBT.2 Add Up to a Sum of 1000	algorithms based on place
	o be reported to parents by Progress Report or Report C		t of Progress and Achievement from Cu	rrent IEP" form(s) which
_		Methods of 1	Evaluation	
State Assessments	Norm	Referenced	Criterion Referenced	Curriculum Based
Observation	Portfo	lio	Work Samples	✓ Informal
Other ncremental objective #1				
David will read and solve with 70% accuracy, 3 out	e addition or subtraction pro of 5 opportunities.	blems (with a sum of 20)	David will read and solve addition or with 70% accuracy, 3 out of 5 opports	
Pate to be achieved:	Septembe ▼ 2019	▼ MO/YR	Date to be achieved: January	▼ 2020 ▼ MO/Y
Date to be achieved:		OF PROGRESS AND A	Date to be achieved:  CHIEVEMENT FROM CURRENT ION OF MARKS	
Pate to be achieved:  4 GOAL MET OR EXCEEDED	IEP REPORT	OF PROGRESS AND A	CHIEVEMENT FROM CURRENT I	EP
4 GOAL MET OR EXCEEDED	IEP REPORT	OF PROGRESS AND A	CHIEVEMENT FROM CURRENT ION OF MARKS  2 PARTIAL PROGRESS (1-49% of  4th Reporting Period (Secondary	EP
4 GOAL MET OR EXCEEDED 1st Reporting Period	JEP REPORT  3 SUBSTANTIAL PRO met)	EXPLANATION OF GRESS (50-99% of goal	CHIEVEMENT FROM CURRENT IDON OF MARKS  2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary Only)	goal met) 1 NO PROGRES
4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROmet) 2nd Reporting Period	EXPLANATION OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal and Gregoriting Period)	CHIEVEMENT FROM CURRENT ION OF MARKS  2 PARTIAL PROGRESS (1-49% of  4th Reporting Period (Secondary	goal met) 1 NO PROGRES
4 GOAL MET OR EXCEEDED  1st Reporting Period  Date:	3 SUBSTANTIAL PROmet) 2nd Reporting Period	EXPLANATION OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal and Gregoriting Period)	CHIEVEMENT FROM CURRENT IDON OF MARKS  2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary Only)	goal met) 1 NO PROGRES
4 GOAL MET OR EXCEEDED  1st Reporting Period  Date:	JEP REPORT  3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:	EXPLANATION OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal and are strong period determine) and the strong period determine period det	CHIEVEMENT FROM CURRENT IDON OF MARKS  2 PARTIAL PROGRESS (1-49% of  4th Reporting Period (Secondary Only) Date:	goal met) 1 NO PROGRES  Goal Achievement
4 GOAL MET OR EXCEEDED  1st Reporting Period Date:  Progress Mark:	JEP REPORT  3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:	EXPLANATION OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal and are strong period determine) and the strong period determine period det	CHIEVEMENT FROM CURRENT IDON OF MARKS  2 PARTIAL PROGRESS (1-49% of  4th Reporting Period (Secondary Only) Date:	Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:
4 GOAL MET OR EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?	JEP REPORT  3 SUBSTANTIAL PRO met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?	EXPLANATION GRESS (50-99% of goal and state)  Progress Mark:  Progress Mark:  Is progress sufficient to meet annual goal?	CHIEVEMENT FROM CURRENT IDON OF MARKS  2 PARTIAL PROGRESS (1-49% of  4th Reporting Period (Secondary Only) Date:  Progress Mark:  Is progress sufficient to meet annual goal?	goal met)  I NO PROGRES  Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No
4 GOAL MET OR EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please	JEP REPORT  3 SUBSTANTIAL PRO met)  2nd Reporting Period Date:  Progress Mark:	EXPLANATION GRESS (50-99% of goal and Reporting Period Date:  Progress Mark:  Is progress sufficient to	CHIEVEMENT FROM CURRENT IDON OF MARKS  2 PARTIAL PROGRESS (1-49% of  4th Reporting Period (Secondary Only) Date:  Progress Mark:  Is progress sufficient to meet annual	Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:
4 GOAL MET OR EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:	JEP REPORT  3 SUBSTANTIAL PRO met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:	FOF PROGRESS AND A  EXPLANATION  GRESS (50-99% of goal  3rd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:	CHIEVEMENT FROM CURRENT IDON OF MARKS  2 PARTIAL PROGRESS (1-49% of  4th Reporting Period (Secondary Only) Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time	EP  goal met)  I NO PROGRES  Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No
4 GOAL MET OR EXCEEDED  1st Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time	JEP REPORT  3 SUBSTANTIAL PRO met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time	Progress Mark:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time	CHIEVEMENT FROM CURRENT IDON OF MARKS  2 PARTIAL PROGRESS (1-49% of  4th Reporting Period (Secondary Only) Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy	Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No
4 GOAL MET OR EXCEEDED  1st Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy	JEP REPORT  3 SUBSTANTIAL PRO met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy	Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy	CHIEVEMENT FROM CURRENT ID ON OF MARKS  2 PARTIAL PROGRESS (1-49% of  4th Reporting Period (Secondary Only) Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed	Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No
4 GOAL MET OR EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess  Absence/Tardy  Assignments Not	JEP REPORT  3 SUBSTANTIAL PRO met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not	Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not	CHIEVEMENT FROM CURRENT IDON OF MARKS  2 PARTIAL PROGRESS (1-49% of  4th Reporting Period (Secondary Only) Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy	Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No
4 GOAL MET OR EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess  Absence/Tardy  Assignments Not	JEP REPORT  3 SUBSTANTIAL PRO met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy	Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy	CHIEVEMENT FROM CURRENT ID ON OF MARKS  2 PARTIAL PROGRESS (1-49% of  4th Reporting Period (Secondary Only) Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No
Ist Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	JEP REPORT  3 SUBSTANTIAL PRO met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Progress Mark:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	CHIEVEMENT FROM CURRENT ID ON OF MARKS  2 PARTIAL PROGRESS (1-49% of  4th Reporting Period (Secondary Only) Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	goal met)  I NO PROGRES  Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No
4 GOAL MET OR EXCEEDED  1st Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	JEP REPORT  3 SUBSTANTIAL PRO met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	Progress Mark:  By progress Sand A EXPLANATION GRESS (50-99% of goal and state of go	CHIEVEMENT FROM CURRENT ID ON OF MARKS  2 PARTIAL PROGRESS (1-49% of  4th Reporting Period (Secondary Only) Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	goal met)  I NO PROGRES  Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No

SIMMONT I A ZZ MINI A V	CHAIM (DAV	. )	Date of Birth 04-MAR-2010	Meeting Date 30 ADD 2010
Student AZOULAY Last	CHAIM (DAY) First	MI	Date of Birth 04-MAR-2010	Meeting Date 30-APR-2019
Lust	11130	Section G: Annual G	oals and Objectives	
erformance Area:	Socia	Skills	Annual Goal #:	
_	ompt, David will demonstrat opportunities, 4 out of 5 scl		ce during interactions with peers and adult	ts by maintaining an arm's
ogress on annual goals to	o be reported to parents by Progress Report or Report (	Card periods.	t of Progress and Achievement from Cur	rent IEP" form(s) which
1		Methods of 1		
State Assessments Observation Other	Norm Portfo	Referenced lio	Criterion Referenced Work Samples	Curriculum Based Informal
lemonstrate awareness of	ompts, and explicit instruc Personal space during inte arm's length of space on 60	ractions with peers and	With no more than one prompt, and ex awareness of personal space during int maintaining an arm's length of space o days.	teractions with peers and adults by
ate to be achieved:	Septembe ▼ 2019	▼ MO/YR	Date to be achieved: January	▼ 2020 ▼ MO/YI
Date to be achieved:	IEP REPORT	OF PROGRESS AND A	CHIEVEMENT FROM CURRENT II ON OF MARKS	EP
Pate to be achieved:  4 GOAL MET OR EXCEEDED	IEP REPORT	OF PROGRESS AND A	CHIEVEMENT FROM CURRENT II	EP
4 GOAL MET OR EXCEEDED	IEP REPORT	OF PROGRESS AND A	CHIEVEMENT FROM CURRENT II ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g	EP
4 GOAL MET OR EXCEEDED Ist Reporting Period	JEP REPORT  3 SUBSTANTIAL PROmet)	F OF PROGRESS AND A  EXPLANATION  GRESS (50-99% of goal	CHIEVEMENT FROM CURRENT II  ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g  4th Reporting Period (Secondary Only)	EP goal met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED st Reporting Period	3 SUBSTANTIAL PROmet)  2nd Reporting Period	F OF PROGRESS AND A  EXPLANATION GRESS (50-99% of goal  3rd Reporting Period	CHIEVEMENT FROM CURRENT II ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g	EP goal met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED st Reporting Period Date:	3 SUBSTANTIAL PROmet)  2nd Reporting Period	F OF PROGRESS AND A  EXPLANATION GRESS (50-99% of goal  3rd Reporting Period	CHIEVEMENT FROM CURRENT II  ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g  4th Reporting Period (Secondary Only)	EP goal met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED st Reporting Period Date:	3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:	TOF PROGRESS AND A  EXPLANATION GRESS (50-99% of goal  3rd Reporting Period Date:	CHIEVEMENT FROM CURRENT II ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g  4th Reporting Period (Secondary Only) Date:	EP  goal met) 1 NO PROGRESS  Goal Achievement
4 GOAL MET OR EXCEEDED  Ist Reporting Period Date:  Progress Mark:	3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:	TOF PROGRESS AND A  EXPLANATION GRESS (50-99% of goal  3rd Reporting Period Date:	CHIEVEMENT FROM CURRENT II ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g  4th Reporting Period (Secondary Only) Date:	EP  goal met) 1 NO PROGRESS  Goal Achievement  Objective 1 Met:
4 GOAL MET OR EXCEEDED  Ist Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?	3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:  Progress Mark:	FOF PROGRESS AND A  EXPLANATION  GRESS (50-99% of goal  3rd Reporting Period  Date:  Progress Mark:  Is progress sufficient to	CHIEVEMENT FROM CURRENT II  ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g  4th Reporting Period (Secondary Only)  Date:  Progress Mark:  Is progress sufficient to meet annual	Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:
4 GOAL MET OR EXCEEDED  Ist Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please	3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?	FOF PROGRESS AND A  EXPLANATION  GRESS (50-99% of goal  3rd Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?	CHIEVEMENT FROM CURRENT II  ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g  4th Reporting Period (Secondary Only)  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:	Goal Met:  Objective 1 Met:  Yes No Objective 2 Met:  Yes No
4 GOAL MET OR	JEP REPORT  3 SUBSTANTIAL PROmet)  2nd Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please	FOF PROGRESS AND A  EXPLANATION  GRESS (50-99% of goal  3rd Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please	CHIEVEMENT FROM CURRENT II  ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g  4th Reporting Period (Secondary Only)  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No	Goal Met:  Objective 1 Met:  Yes No Objective 2 Met:  Yes No

Student AZOULAY	CHAIM (DAV		Date of Birth 04-MAR-2010	Meeting Date 30-APR-2019
Last	First	MI	Date of Birth 04-MAR-2010	Wiceting Date 30-At K-2019
		Section G: Annual G	oals and Objectives	
erformance Area:	Vocat	ional Skills	Annual Goal #:	
	-	organizational routine (e.g., ss, on 4 out of 5 school days.	folder system, visual checklist), David wi	ll organize his personal
rogress on annual goals to ill be provided at either F	o be reported to parents by Progress Report or Report (	Card periods.	t of Progress and Achievement from Cur	rrent IEP" form(s) which
		Methods of 1		
State Assessments Observation Other	Norm Portfo	Referenced lio	Criterion Referenced Work Samples	Curriculum Based Informal
e.g., folder system, visua	npts, when provided with a I checklist), David will org ool day, 60% of opportunit	anize his personal	With no more than 2 prompts, when properties (e.g., folder system, visual checklist), belongings during the school day, 70% days.	David will organize his personal
Pate to be achieved:	Septembe ▼ 2019	▼ MO/YR	Date to be achieved: January	▼ 2020 ▼ MO/Y
Date to be achieved:		OF PROGRESS AND A	Date to be achieved:  CHIEVEMENT FROM CURRENT IN ON OF MARKS	2020
Oate to be achieved:  4 GOAL MET OR EXCEEDED	IEP REPORT	OF PROGRESS AND A	CHIEVEMENT FROM CURRENT I	ЕР
4 GOAL MET OR EXCEEDED	IEP REPORT	OF PROGRESS AND A	CHIEVEMENT FROM CURRENT II ON OF MARKS	EP
4 GOAL MET OR EXCEEDED Ist Reporting Period	IEP REPORT  3 SUBSTANTIAL PROmet)	F OF PROGRESS AND A  EXPLANATION  GRESS (50-99% of goal	CHIEVEMENT FROM CURRENT II  ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g	EP  goal met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED st Reporting Period	3 SUBSTANTIAL PROmet)  2nd Reporting Period	F OF PROGRESS AND A  EXPLANATION GRESS (50-99% of goal  3rd Reporting Period	CHIEVEMENT FROM CURRENT II ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g	EP  goal met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED st Reporting Period Date:	3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:	TOF PROGRESS AND A  EXPLANATION GRESS (50-99% of goal  3rd Reporting Period Date:	CHIEVEMENT FROM CURRENT II ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g  4th Reporting Period (Secondary Only) Date:	EP  goal met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED  Ist Reporting Period  Date:	3 SUBSTANTIAL PROmet)  2nd Reporting Period	F OF PROGRESS AND A  EXPLANATION GRESS (50-99% of goal  3rd Reporting Period	CHIEVEMENT FROM CURRENT II  ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g  4th Reporting Period (Secondary Only)	EP  goal met) 1 NO PROGRESS  Goal Achievement
4 GOAL MET OR EXCEEDED  1st Reporting Period Date:  Progress Mark:	3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:	TOF PROGRESS AND A  EXPLANATION GRESS (50-99% of goal  3rd Reporting Period Date:	CHIEVEMENT FROM CURRENT II ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g  4th Reporting Period (Secondary Only) Date:	EP  goal met) 1 NO PROGRESS  Goal Achievement  Objective 1 Met:
4 GOAL MET OR EXCEEDED  1st Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?	3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:  Progress Mark:	FOF PROGRESS AND A  EXPLANATION  GRESS (50-99% of goal  3rd Reporting Period  Date:  Progress Mark:  Is progress sufficient to	CHIEVEMENT FROM CURRENT II ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g  4th Reporting Period (Secondary Only) Date:  Progress Mark:  Is progress sufficient to meet annual	EP  goal met)  I NO PROGRESS  Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No
	3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?	FOF PROGRESS AND A  EXPLANATION  GRESS (50-99% of goal  3rd Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?	CHIEVEMENT FROM CURRENT II  ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g  4th Reporting Period (Secondary Only)  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:	Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:
4 GOAL MET OR EXCEEDED  1st Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please	JEP REPORT  3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please	FOF PROGRESS AND A  EXPLANATION  GRESS (50-99% of goal  3rd Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please	CHIEVEMENT FROM CURRENT II  ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g  4th Reporting Period (Secondary Only)  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No	Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No

		DIVIDUALIZED EDUC	ATION PROGRAM (IEP)	
os Angeles Unified Sc Student AZOULAY	CHAIM (DA) Y		Date of Birth 04-MAR-2010	Meeting Date 30-APR-2019
Last	First	MI Section G: Annual G	asls and Objectives	
erformance Area:	Self H		Annual Goal #:	
With no more than 2-3 pro			where do you live, what are your parents	' names, what is your phone
umber, what is your last i	name) David will learn to re	ay personal information by	verbally responding or writing it down in	1 00% Of trials.
	o be reported to parents by Progress Report or Report C		t of Progress and Achievement from Cu	rrent IEP" form(s) which
		Methods of		
State Assessments Observation Other	Norm Portfo	Referenced lio	Criterion Referenced Work Samples	Curriculum Based Informal
where do you live, what a what is your last name) D	related to the goal: when asked for personal sar are your parents' names, wh bavid will learn to relay persiting it down in 80% of tria	at is your phone number, sonal information by	(e.g., where do you live, what are you	n asked for personal safety information ir parents' names, what is your phone id will learn to relay personal informat
1 1 1 1	G 4 1 <b>2</b> 2010	MO/YR	D ( ( ) 1	▼ 2020 ▼ MO/VI
Pate to be achieved:	Septembe ▼ 2019  IEP REPORT		Date to be achieved:  CHIEVEMENT FROM CURRENT ON OF MARKS	2020
Pate to be achieved:  4 GOAL MET OR EXCEEDED	IEP REPORT	OF PROGRESS AND A	CHIEVEMENT FROM CURRENT	IEP
4 GOAL MET OR EXCEEDED	IEP REPORT  3 SUBSTANTIAL PRO	OF PROGRESS AND A	CHIEVEMENT FROM CURRENT ON OF MARKS  2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary	IEP
4 GOAL MET OR EXCEEDED Ist Reporting Period	JEP REPORT  3 SUBSTANTIAL PRO met)	EXPLANATION  GRESS (50-99% of goal	CHIEVEMENT FROM CURRENT ON OF MARKS  2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary Only)	goal met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROmet) 2nd Reporting Period	EXPLANATION OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal and Gregoriting Period)	CHIEVEMENT FROM CURRENT ON OF MARKS  2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary	goal met)  I NO PROGRESS  Goal Achievement
4 GOAL MET OR EXCEEDED  Ist Reporting Period  Date:	3 SUBSTANTIAL PROmet) 2nd Reporting Period	EXPLANATION OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal and Gregoriting Period)	CHIEVEMENT FROM CURRENT ON OF MARKS  2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary Only)	goal met)  I NO PROGRESS  Goal Achievement  Objective 1 Met:
4 GOAL MET OR EXCEEDED  st Reporting Period  Date:	3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:	EXPLANATION OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal and are strong period determine) of the strong period	CHIEVEMENT FROM CURRENT ON OF MARKS  2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary Only) Date:	goal met)  I NO PROGRESS  Goal Achievement  Objective 1 Met:  Yes No
4 GOAL MET OR EXCEEDED  1st Reporting Period Date:  Progress Mark:	3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:	EXPLANATION OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal and are strong period determine) of the strong period	CHIEVEMENT FROM CURRENT ON OF MARKS  2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary Only) Date:	goal met)  I NO PROGRESS  Goal Achievement  Objective 1 Met:
4 GOAL MET OR EXCEEDED  Ist Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?	3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:  Progress Mark:	EXPLANATION OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal and statement of green of goal and green of green of goal and green of	CHIEVEMENT FROM CURRENT ON OF MARKS  2 PARTIAL PROGRESS (1-49% of  4th Reporting Period (Secondary Only) Date:  Progress Mark:  Is progress sufficient to meet annual	goal met)  I NO PROGRESS  Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:
4 GOAL MET OR EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please	3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?	EXPLANATION OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal and are progress Mark:  Progress Mark:  Is progress sufficient to meet annual goal?	CHIEVEMENT FROM CURRENT ON OF MARKS  2 PARTIAL PROGRESS (1-49% of  4th Reporting Period (Secondary Only) Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:	goal met)  I NO PROGRESS  Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No
	JEP REPORT  3 SUBSTANTIAL PRO met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please	Progress Mark:  Progress Mark:  Progress Mark:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please	CHIEVEMENT FROM CURRENT ON OF MARKS  2 PARTIAL PROGRESS (1-49% of  4th Reporting Period (Secondary Only) Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No	goal met)  I NO PROGRESS  Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No

os Angeles Unified Sc		IDIVIDUALIZED EDUC		
Student AZOULAY	CHAIM (DAV)		Date of Birth 04-MAR-2010	Meeting Date 30-APR-2019
Last	First	MI Section G: Annual G	agls and Objectives	
erformance Area:	Langu		Annual Goal #:	
			estions (e.g. who, where, when) related to a	a variety of speech and
anguage activities (e.g. bo	ook, craft, etc.) with 80% ac	curacy given moderate prom	apts (2-3 prompts), in 4/5 data collection of	pportunities.
ogress on annual goals to	o be reported to parents by Progress Report or Report C	completing the "IEP Repor Card periods.	t of Progress and Achievement from Cur	rent IEP" form(s) which
		Methods of 1	Evaluation	
State Assessments Observation Other	Norm Portfo	Referenced lio	Criterion Referenced Work Samples	Curriculum Based Informal
WH' questions (e.g. who, anguage activities (e.g. b	where, when) related to a ook, craft, etc.) with 60% a 4/5 data collection opports	variety of speech and accuracy given moderate	Incremental objective #2 related to a In collaboration with classroom staff, I questions (e.g. who, where, when) rela activities (e.g. book, craft, etc.) with 70 g prompts), in 4/5 data collection opportunity.	David will answer age-appropriate 'W tted to a variety of speech and languag 0% accuracy given moderate prompts
ate to be achieved:  4 GOAL MET OR		OF PROGRESS AND A	CHIEVEMENT FROM CURRENT II ON OF MARKS	
EXCEEDED	met)	GRESS (50-99% of goal	2 PARTIAL PROGRESS (1-49% of g	goal met) 1 NO PROGRESS
1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary	Goal Achievement
Date:	Date:	Date:	Only)	
			Date:	
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:
				O Yes O No
Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Objective 2 Met:  Yes No
0				100
O Yes O No	O Yes O No	O Yes O No	O Yes O No	If "No" please explain:
	Yes No  If "No" please comment:	Yes No If "No" please comment:	Yes No If "No" please comment:	If "No" please explain:
Yes No	If "No" please	If "No" please	If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed	If "No" please explain:
Yes No  If "No" please comment:  Needs More Time Excess	If "No" please comment:  Needs More Time Excess	If "No" please comment:  Needs More Time Excess	If "No" please comment:  Needs More Time Excess Absence/Tardy	If "No" please explain:

Student AZOULAY	CHAIM (DAV		Date of Birth 04-MAR-2010	Meeting Date 30-APR-2019
Last	First	MI Santian C. Annual C	ask and Objections	
erformance Area:	Langu	Section G: Annual G	Annual Goal #:	
			te word order/sentence structure during str	. 1. 1 :1 000/
ecuracy given mod (3-4)	visual/verbal cues.			
	o be reported to parents by Progress Report or Report (	Card periods.	t of Progress and Achievement from Cui	rrent IEP" form(s) which
1		Methods of		
State Assessments Observation Other	Norm Portfo	Referenced blio	Criterion Referenced Work Samples	Curriculum Based Informal
	sroom staff, David will imit uring structured tasks with		Incremental objective #2 related to In collaboration with classroom staff, appropriate word order/sentence struc accuracy given mod (3-4) visual/verba	David will increase correct use of ture during structured tasks with 70%
te to be achieved:	Septembe ▼ 2019	▼ MO/YR	Date to be achieved: January	▼ 2020 ▼ MO/Y
4 GOAL MET OR	IEP REPORT	Γ OF PROGRESS AND A	Date to be achieved:  CHIEVEMENT FROM CURRENT I ON OF MARKS  2 PARTIAL PROGRESS (1-49% of §	ЕР
4 GOAL MET OR EXCEEDED	JEP REPORT  3 SUBSTANTIAL PROmet)	F OF PROGRESS AND A  EXPLANATION OF GRESS (50-99% of goal	CHIEVEMENT FROM CURRENT I  ON OF MARKS  2 PARTIAL PROGRESS (1-49% of §	EP  goal met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED st Reporting Period	JEP REPORT  3 SUBSTANTIAL PROmet)  2nd Reporting Period	F OF PROGRESS AND A  EXPLANATION  OGRESS (50-99% of goal  3rd Reporting Period	CHIEVEMENT FROM CURRENT I ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g	EP
4 GOAL MET OR EXCEEDED st Reporting Period	JEP REPORT  3 SUBSTANTIAL PROmet)	F OF PROGRESS AND A  EXPLANATION OF GRESS (50-99% of goal	CHIEVEMENT FROM CURRENT I ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only)	EP  goal met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED st Reporting Period	JEP REPORT  3 SUBSTANTIAL PROmet)  2nd Reporting Period	F OF PROGRESS AND A  EXPLANATION  OGRESS (50-99% of goal  3rd Reporting Period	CHIEVEMENT FROM CURRENT I ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g	EP  goal met) 1 NO PROGRESS  Goal Achievement
4 GOAL MET OR EXCEEDED st Reporting Period Date:	JEP REPORT  3 SUBSTANTIAL PROmet)  2nd Reporting Period	F OF PROGRESS AND A  EXPLANATION  OGRESS (50-99% of goal  3rd Reporting Period	CHIEVEMENT FROM CURRENT I ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only)	EP  goal met) 1 NO PROGRESS  Goal Achievement  Objective 1 Met:
4 GOAL MET OR EXCEEDED st Reporting Period Date:	JEP REPORT  3 SUBSTANTIAL PROmet)  2nd Reporting Period  Date:	TOF PROGRESS AND A  EXPLANATION  OGRESS (50-99% of goal  3rd Reporting Period  Date:	CHIEVEMENT FROM CURRENT I ON OF MARKS  2 PARTIAL PROGRESS (1-49% of §  4th Reporting Period (Secondary Only) Date:	EP  goal met) 1 NO PROGRESS  Goal Achievement
4 GOAL MET OR EXCEEDED  st Reporting Period Date:  Progress Mark:	JEP REPORT  3 SUBSTANTIAL PROmet)  2nd Reporting Period  Date:	TOF PROGRESS AND A  EXPLANATION  OGRESS (50-99% of goal  3rd Reporting Period  Date:	CHIEVEMENT FROM CURRENT I ON OF MARKS  2 PARTIAL PROGRESS (1-49% of §  4th Reporting Period (Secondary Only) Date:	EP  goal met) 1 NO PROGRESS  Goal Achievement  Objective 1 Met:
4 GOAL MET OR EXCEEDED  st Reporting Period Date:  crogress Mark:	3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:  Progress Mark:	FOF PROGRESS AND A  EXPLANATION  OGRESS (50-99% of goal)  3rd Reporting Period  Date:  Progress Mark:  Is progress sufficient to	CHIEVEMENT FROM CURRENT I ON OF MARKS  2 PARTIAL PROGRESS (1-49% of §  4th Reporting Period (Secondary Only) Date:  Progress Mark:  Is progress sufficient to meet annual	EP  goal met)  I NO PROGRESS  Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No
4 GOAL MET OR EXCEEDED  st Reporting Period Date:  crogress Mark:  s progress sufficient to neet annual goal?  Yes No f "No" please	JEP REPORT  3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?	FOF PROGRESS AND A  EXPLANATION  OGRESS (50-99% of goal)  3rd Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?	CHIEVEMENT FROM CURRENT I ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g  4th Reporting Period (Secondary Only) Date:  Progress Mark:  Is progress sufficient to meet annual goal?	EP  goal met)  I NO PROGRESS  Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:
	JEP REPORT  3 SUBSTANTIAL PROmet)  2nd Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please	Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please	CHIEVEMENT FROM CURRENT I ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g  4th Reporting Period (Secondary Only) Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No	EP  goal met)  I NO PROGRESS  Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No

Student AZOULAY	CHAIM (DAV)	<u></u>	Date of Birth 04-MAR-2010	Meeting Date 30-APR-2019
Last	First	MI		
		Section G: Annual G		
erformance Area:	Read	ing	Annual Goal #: 2	
			Il ask and/or answer questions to show un sured in 8 out of 10 opportunities. 3.RI.1	-
	o be reported to parents by Progress Report or Report (	Card periods.	t of Progress and Achievement from Cur	rent IEP" form(s) which
		Methods of	Evaluation	
State Assessments Observation Other	Norm Portfo	Referenced blio	Criterion Referenced Work Samples	Curriculum Based Informal
nformation text, referring	wer questions to show und g explicitly to the text as th pportunities. 3.RI.1 Ask ar	e basis for the answers as	will ask and/or answer questions to she referring explicitly to the text as the base of 10 opportunities. 3.RI.1 Ask and An	asis for the answers as measured in 7 o
ate to be achieved:	Septembe ▼ 2019	o ▼ MO/YR	Date to be achieved:  January	▼ 2020 ▼ MO/YR
Date to be achieved:			Date to be achieved: January  CHIEVEMENT FROM CURRENT I	2020
Pate to be achieved:		Γ OF PROGRESS AND A	CHIEVEMENT FROM CURRENT I	2020
ate to be achieved:  4 GOAL MET OR EXCEEDED	IEP REPOR	Γ OF PROGRESS AND A	,	EP
4 GOAL MET OR EXCEEDED	IEP REPOR'  3 SUBSTANTIAL PROmet)	F OF PROGRESS AND A  EXPLANATION  OGRESS (50-99% of goal	CHIEVEMENT FROM CURRENT II  ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g	EP
4 GOAL MET OR EXCEEDED Ist Reporting Period	IEP REPOR	Γ OF PROGRESS AND A EXPLANATIO	CHIEVEMENT FROM CURRENT II ON OF MARKS	EP goal met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED st Reporting Period	3 SUBSTANTIAL PROmet) 2nd Reporting Period	F OF PROGRESS AND A  EXPLANATION OGRESS (50-99% of goal  3rd Reporting Period	CHIEVEMENT FROM CURRENT II ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g	EP goal met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED st Reporting Period Date:	3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:	EXPLANATION OF PROGRESS AND A EXPLANATION OF STATE OF STA	CHIEVEMENT FROM CURRENT II ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g  4th Reporting Period (Secondary Only) Date:	EP goal met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED st Reporting Period Date:	3 SUBSTANTIAL PROmet) 2nd Reporting Period	F OF PROGRESS AND A  EXPLANATION OGRESS (50-99% of goal  3rd Reporting Period	CHIEVEMENT FROM CURRENT II  ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g  4th Reporting Period (Secondary Only)	EP  goal met) 1 NO PROGRESS  Goal Achievement  Objective 1 Met:
4 GOAL MET OR EXCEEDED st Reporting Period Date:	3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:	EXPLANATION OF PROGRESS AND A EXPLANATION OF STATE OF STA	CHIEVEMENT FROM CURRENT II ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g  4th Reporting Period (Secondary Only) Date:	EP  goal met) 1 NO PROGRESS  Goal Achievement  Objective 1 Met:  Yes No
4 GOAL MET OR EXCEEDED  St Reporting Period Date:  Progress Mark:	3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:	EXPLANATION OF PROGRESS AND A EXPLANATION OF STATE OF STA	CHIEVEMENT FROM CURRENT II ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g  4th Reporting Period (Secondary Only) Date:	EP  goal met) I NO PROGRESS  Goal Achievement  Objective 1 Met:
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4 GOAL MET OR EXCEEDED  Ist Reporting Period Date:  Progress Mark:  Sprogress sufficient to meet annual goal?  Yes No  If "No" please	3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?	FOF PROGRESS AND A  EXPLANATION OGRESS (50-99% of goal)  3rd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?	CHIEVEMENT FROM CURRENT II  ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g  4th Reporting Period (Secondary Only)  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:	EP  goal met)  I NO PROGRESS  Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:
4 GOAL MET OR EXCEEDED  1st Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:	JEP REPORT  3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:	Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:	CHIEVEMENT FROM CURRENT II  ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g  4th Reporting Period (Secondary Only)  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time	Goal Met)  Objective 1 Met:  Yes  No Objective 2 Met:  Yes  No
4 GOAL MET OR EXCEEDED  Ist Reporting Period Date:  Progress Mark:  Sprogress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time	JEP REPORT  3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time	Progress Mark:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time	CHIEVEMENT FROM CURRENT II  ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g  4th Reporting Period (Secondary Only)  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time  Excess Absence/Tardy	Goal Met)  Objective 1 Met:  Yes  No Objective 2 Met:  Yes  No
4 GOAL MET OR EXCEEDED  1st Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess	JEP REPOR  3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy	Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time	CHIEVEMENT FROM CURRENT II  ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g  4th Reporting Period (Secondary Only) Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed	Goal Met)  Objective 1 Met:  Yes No Objective 2 Met:  Yes No
4 GOAL MET OR EXCEEDED  1st Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not	IEP REPOR  3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not	Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not	CHIEVEMENT FROM CURRENT II  ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g  4th Reporting Period (Secondary Only) Date:  Progress Mark:  Is progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Goal Met)  Objective 1 Met:  Yes  No Objective 2 Met:  Yes  No
4 GOAL MET OR EXCEEDED  1st Reporting Period Date:  Progress Mark:  As progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed	IEP REPOR  3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed	Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed	CHIEVEMENT FROM CURRENT II  ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g  4th Reporting Period (Secondary Only) Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed	Goal Met)  Objective 1 Met:  Yes No Objective 2 Met:  Yes No
4 GOAL MET OR EXCEEDED  1st Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy	IEP REPOR  3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not	Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not	CHIEVEMENT FROM CURRENT II  ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g  4th Reporting Period (Secondary Only) Date:  Progress Mark:  Is progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Goal Met)  Objective 1 Met:  Yes  No Objective 2 Met:  Yes  No
4 GOAL MET OR EXCEEDED  1st Reporting Period Date:  Progress Mark:  As progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	IEP REPOR  3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	CHIEVEMENT FROM CURRENT II  ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g  4th Reporting Period (Secondary Only) Date:  Progress Mark:  Is progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Goal Met)  Objective 1 Met:  Yes No Objective 2 Met:  Yes No

		dalized Eddeation riogram (IEI )		
	INDIVIDUALIZED EI	OUCATION PROGRAM (IEP)	Page 21 of	
os Angeles Unified School District Student AZOULAY CHAIM (DAV	Y	Date of Birth 04-MAR-2010	Meeting Date 30-APR-2019	
Last First	MI			
Section K: Participation in State and District-wide Assessments ssessments administered will conform to those assessments determined for each grade by the California Department of Education and/or the Los Angeles Unifie School District.  Student will participate in Regular State and District Assessments.  CAASPP Subject				
tudent will participate in Regular State a Designated Supports and/or Accommodation			CAASPP Subject ELA and Math	
Designated Supports: - Noise Buffers		,		
- Test in a separate/smaller setting				

		INDIVIDUALIZE	CD EDUCATION PROGRAM (IEP)	Page 22 of
Los Angeles Unified Scho				
Student AZOULAY Last	CHAIM (DAV First	Y MI	Date of Birth 04-MAR-2010	Meeting Date 30-APR-2019
Last	Se		al Safeguards and Follow-up Actions	
A Parent's Guide to Spe	cial Education Ser	vices including Proce	edural Rights & Safeguards was provided to th	e parent in his/her primary language.
			the beginning of the IEP Team meeting.	
The parent/guardian was i				
			5. M. C. M.	
s the parent/guardian request	ing translation serv	ices? • Yes	O No	
If yes, the parent/guardian	=		E IEP in Hebrew	
Specify the Individual Pag ALL	ges to be translated:			
Special Requests:				
-	years old the studer	nt and narent(s)/guardi	ian(s) have been informed that the educational de	ecision-making rights will transfer to the
		THIS SPACE D	ELIBERATELY LEFT BLANK.	

				Page 23 of
Los Angeles Unified School Distric		CATION PROGRAM (IEP)		1 ugo 25 01
Student AZOULAY CHAIN Last Fir	M (DA) Y	Date of Birth 04-MAR-20	010 Mee	ting Date 30-APR-2019
	Section Q: Parent Par	rticipation and Consent		
Parent Parti	icipation	-	Parent Notification	on
Parent/Student (18-21) has participate	ad in the IED meeting	Method	Whom	When
Parent/Student (18-21) indicated beforble to attend.		Student US Mail	S.S. S.S.	21-MAR-2019 21-MAR-2019
Parent/Student (18-21) was notified 3 Parent/Student (18-21) did not respond to the meeting was held without the Parent/S Parent/Student (18-21) did not attend without them if they did not attend.	any of the meeting notifications and Student (18-21) present		t initials here ONLY	as rescheduled to this date at m if the PARENT requested that
Pare	ent/Student (18-21) Agreement	0		
A Parent/Student (18-21) may agree to implement those portions of the IEP to				and services.
Parent/Student (18-21) AGREES to	all components of the IEP.			
Parent/Student (18-21) AGREES o a	all components of the proposed IEP W	TITH THE SPECIFIC EXCEP	TION(S) stated be	low:
Assessment Spe	cify			
Eligibility Spe	cify			
Instructional SettingSpe	cify			
Instructional SettingSpe Services Spe				
Services Spe The Parent/Student (18-21) <b>DOES N</b> A Parent/Student (18-21) is not require	OT AGREE with any of the componered to initiate any form of dispute re	esolution as to components of		
Services Spe The Parent/Student (18-21) DOES N A Parent/Student (18-21) is not require not agree. If a parent/student (18-21) information on dispute resolution products.	OT AGREE with any of the componered to initiate any form of dispute reduces wish to initiate a form of dispute.	esolution as to components of ute resolution as to the compo	onents of the propo	osed IEP, the parent can find
Services Spe The Parent/Student (18-21) DOES N A Parent/Student (18-21) is not require not agree. If a parent/student (18-21) oinformation on dispute resolution products.	OT AGREE with any of the componered to initiate any form of dispute redoes wish to initiate a form of dispute cesses in the District's publication,	esolution as to components of ute resolution as to the compo	onents of the propo	osed IEP, the parent can find
Services Spe The Parent/Student (18-21) DOES N A Parent/Student (18-21) is not require not agree. If a parent/student (18-21) information on dispute resolution products.	OT AGREE with any of the componered to initiate any form of dispute redoes wish to initiate a form of dispute cesses in the District's publication,	esolution as to components of ute resolution as to the compo A Parent's Guide to Special E	onents of the propo	osed IEP, the parent can find
Services Spe The Parent/Student (18-21) DOES N A Parent/Student (18-21) is not require not agree. If a parent/student (18-21) information on dispute resolution products.	OT AGREE with any of the componered to initiate any form of dispute redoes wish to initiate a form of dispute cesses in the District's publication,	esolution as to components of ute resolution as to the compo A Parent's Guide to Special E	onents of the propo	osed IEP, the parent can find
Services Spe  The Parent/Student (18-21) DOES N A Parent/Student (18-21) is not require not agree. If a parent/student (18-21) information on dispute resolution proceedings and Safeguards).  Signature(s)  Guardian Parent	OT AGREE with any of the componered to initiate any form of dispute redoes wish to initiate a form of disputers cesses in the District's publication,  Parent Concern  Of Student age 18-21 years age 18-21 years	esolution as to components of ute resolution as to the component's Guide to Special Ens and Comments  Surrogate Parent	Date  Emancipated  Minor	osed IEP, the parent can find a (Including Procedural)  Foster Parent
Services Spe  The Parent/Student (18-21) DOES N A Parent/Student (18-21) is not require not agree. If a parent/student (18-21) information on dispute resolution proceedings and Safeguards).  Signature(s)  Guardian Parent Did the school district facilitate parent investigations.	OT AGREE with any of the componered to initiate any form of dispute redoes wish to initiate a form of disputers cesses in the District's publication,  Parent Concern  Output  Student age 18-21 years age 18-21 years  volvement as a means of improving se	esolution as to components of ute resolution as to the compo A Parent's Guide to Special E as and Comments  Surrogate Parent  New York of the Components of the Components of the Components of the Components of the Component of	Date  Emancipated  Minor  Yes No	Seed IEP, the parent can find is (Including Procedural)  Foster Parent  No Response
Services Spe  The Parent/Student (18-21) DOES N A Parent/Student (18-21) is not require not agree. If a parent/student (18-21) information on dispute resolution proceedings and Safeguards).  Signature(s)  Guardian	OT AGREE with any of the componered to initiate any form of dispute redoes wish to initiate a form of disputers assess in the District's publication,  Parent Concern  Student age 18-21 years age 18-21 years wolvement as a means of improving server of the Parent Input Survey regars.	esolution as to components of ute resolution as to the compo A Parent's Guide to Special E as and Comments  Surrogate Parent  New York of the Components of the Components of the Components of the Components of the Component of	Date  Emancipated  Minor  Yes No	Seed IEP, the parent can find is (Including Procedural)  Foster Parent  No Response

## 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.			
2.	I feel that the IEP accurately reflects the decisions made at the IEP meeting.			
3.	I received notice of the IEP meeting.			
4.	I received "The IEP and You" handbook with the notice of the IEP meeting.			
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.			
6.	The IEP meeting was held in an appropriate setting.			
7.	I feel I was treated as an equal and important part of the IEP team.			
8.	The participants at the IEP meeting were prepared and informed.			
9.	Placements for my child, including the general education setting, were discussed and decided upon.			
10.	Related services were discussed and decided upon, if relevant.			
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.			
12.	At the end of the IEP meeting the decisions were summarized.			
13.	If I needed an oral interpretation of the IEP team meeting an interpreter was provided.			
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.			
15.	The interpreter stayed for the duration of the IEP team meeting.			
16.	If the interpreter left the IEP meeting before it was over, another staff member served as the interpreter and the interpretation was adequate.			
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.			
18.	If I needed a written translation of the IEP, translation services were offered.			
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.			
si	any of the answers to items 13–16 or 18–19 was No, please discuss your concern(s) with the te administrator or call the Division of Special Education at (213) 241-6701.			
	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.)			
	(if your answer to this question is '10', prease write concerns below.)			
		1	Addition	al Comments

se write below	or call the Parent Resource Network a	? at 1-800-933-8133.	
Plea		ne address showing. Seal and mail. Posta Again, Thank you!	nge is pre-paid.
			NO POSTAGE NECESSARY IF MAILED
	DUCINECO	S REPLY MAIL	IN THE UNITED STATES
	FIRST-CLASS MAIL PERMIT	NO. 33798 LOS ANGELES CA 90051	
	POSTAGE WILL E	BE PAID BY ADDRESSEE	
	LOS ANGELES PO BOX 61330	RESOURCE NETWORK S UNIFIED SCHOOL DISTRICT D7 S CA 90099-4093	
		Hdalladaddaldaddbadda	nlldmll
}			
English			
gr.			

s Angeles Unified School District		Reconvened Meeting Date
Student AZOULAY CHAIM (DA) Y  Last First MI	Date of Birth 04-MAR-2	Meeting Date 30-APR-2019
Section	R: Names and Signatures (Signatures on File)	)
Team Member	Print Name	Signature
arent/Guardian		
arent/Guardian	Avshalom Azoulay	
udent Age 18 - 21 years		
udent Under Age 18 years		
urrogate Parent		
oster Parent		
amily Foster Home Provider		
dministrator		
dministrative Designee	Susan Voltz	
pecial Education Teacher	Leslie Gutierrez	
eneral Education Teacher		
chool Psychologist		
chool Nurse		
elated Service Staff LAS-Bridgeport	Cristen Armel	
elated Service Staff		
elated Service Staff		
terpreter	Ran Yaniv	
gn Language Interpreter		
gency Representative		
gency Representative		
gency Representative		
ther Administrator-Bridgeport	Sara McCracken	
ther Family Friend	Dima Itkin	
ther		
ther		

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rage	23	0131	

### INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student AZOULAY Last

CHAIM (DAV Y First MI

Date of Birth

04-MAR-2010

Meeting Date

30-APR-2019

### LEAST RESTRICTIVE ENVIRONMENT ANALYSIS

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

Student's Current Placement Type:

General Education Class/General Education Site	Special Day Program/General Education Site
O Special Day Program/Special Education Center	Nonpublic School
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.	Step A. Can the su classroom		ervices, accommodations and/or modifications in the student's IEP be made available in a general education
	O Yes	•	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.
	O Yes	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.
	Student req	uires a sm	aller classroom setting.

O Yes	<ul><li>No</li></ul>	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.
O Yes	<ul><li>No</li></ul>	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.
Student r	equires a sn	naller, therapeutic setting.

			INDIVIDUALIZ	ED EDUCATION PROC	GRAM (IEP)			
Los Angeles	s Unified Schoo	l District						
Student	AZOULAY	CHAIM (DAV	Y	Date of	04-MAR-2010	Meeting	30-APR-2019	
	Last	First	MI	Birth		Date		
	ANNU	JAL LEAST	RESTRICTI	VE ENVIRONMI	ENT ANALYSIS	(Continued)		

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

Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a special school setting? Step C. If the answer is YES, then a special school setting is the appropriate placement. If the answer is NO, go to the Yes question below. f not currently available, can the required supports, services, accommodations and/or modifications be made O Yes 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.

Step D.	Can the	supports, s	services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting?
	O Yes	O 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.
	O Yes	O 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.

Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a residential care Step E. facility? If not currently available, articulate in the IEP what supports, accommodations and/or modifications are required O Yes for the student in this setting.

otudent	AZOULAY Last	CHAIM (DAV First	MI	Date of Birth	04-MAR-2010	Meeting Date	30-APR-2019	
	ANN	UAL LEAST	RESTRICTIV	E ENVIRONME	ENT ANALYSIS	(Continued)	)	
		То	Be Completed By the	he IEP Team at the IE	P Team Meeting			
tep F.			ed in the contents of the stime, including (ch	-	ment being considered	l by the IEP team	n, outweigh any	
	•		cess to the full range					
	•	Missed general education instruction taught by highly qualified staff  Rate at which student may earn credits for graduation						
	•							
	•	Lack of opport	tunity for social inter	action				
	•	Lack of opport	tunities for age-appro	priate peer role mode	ls			
	<b>~</b>	Amount of soc	ialization opportunit	ies with typical peers				
	<b>~</b>	Limited access	s to peers in student's	home community				
		Lack of exposu	ure to appropriate bel	havioral models from	peers			
		Other:						

Student AZOUL	ified School District  AY CHAIM (DAY Y		Art 1 - Eligibility, Placements and Suppor R-2010 Meeting Date 30-APR-2019
Las		MI	Meeting Date 50-AFR-2015
		Effective With this IEP	Future Changes Related to this IEP
	As of Date		Future Changes Related to this IEP
Eligibility:	As of Date.	30-APR-2019	
(from Page 4)		Eligible (AUT)	
	Final IEP Reaso Final IEP Effectiv Date	•	
Curriculum		General Education	
Placement	Type of School	Nonpublic School	
	Name of School	BRIDGEPORT SCHOOL (NPS)	
Instructional Settir	ng Settin	Special Education	
	Progran		
	Special Da		
	Minutes/W		
	Addresses Goal	1(Behavioral Support),1(Social Skills),1(Writing),1(Math),(Language 2), (Language),2(Reading),(Vocational Skills),1(Reading),1(Self Help)	
Additional Factors	Low Incident Suppor	None	
	Assistive Technolog Suppor		
	Transportation	NPS Only - NPS Transportation	
	Extended Schoo Year/Intersession		
	Parent Counseling an Training (PCT		
	ESY Transportation	Home to School	
Accommodation, Modifications, Supports	Instructiona Accommodation	sinan group instruction, offer enoices,	
	Instructiona Modification		
	Other Supports including Non Academic and Extra curricular Activitie		
Year Review IEP (A the second Annual Review IEP Meetin the team must disc	At District (loca educational agency agree that reassessment i	ies in	
Preparation for Th Year Review IEP (at the second Annual Review IEP Meetin the team must disc and document the decision to conduct not conduct a three	At District (loca educational agency agree that reassessment i unnecessary	ies in	

year comprehensive reassessment.)	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	Based on Academic Woodcock Johnson scores, the IEP team is recommending a possible change of placement to a setti that is general education. Bridgeport is predominately alternate curriculum.  ESY (Extended School Year) the team determined that data indicates significant regression may occur in critical life ski related to independent functioning and self-sufficiency and those skills cannot be recouped within a reasonable amount of time without ESY services.  The IEP team discussed the possibility of student transitioning to a District-operated program. At this time, the student requires a small, structured, therapeutic learning environment with immediate response social emotional behaviors, heal and safety. Therefore, student demonstrates the continued need for a highly restrictive educational setting that can be provided by a nonpublic school (NPS). The NPS staff supports student in developing skills that would be beneficial whe student is ready to transition to a District-operated program, such as self-regulation of emotions, independence, complet tasks with minimal prompts, time management, following directions, making good choices and impulse control, in preparation for a transition to a lesser restrictive educational environment in the future. Additionally, the NPS staff will continue to lessen the degree of structure and support, fade prompts, and reduce the need for accommodations, as appropriact in the ability to access the educational program at a District-operated school. Every effort will be made to reinteg student in the general education environment when appropriate. Student will be considered for a lesser restrictive educated setting when the student is able to demonstrate noteworthy and consistent progress in the areas of need as consistently discussed and documented throughout this IEP and meeting. The IEP team recommends the student continue to particip	ills of  Ith en ing priate. an grate tional

s Angeles Unified School Dis		IEP FAPE Part 2 - Summary o		
Last CHAIN Fir		Date of Birth 04-MAR-2010 Meeting Date 30-AP		
		Effective With This IEP	Future Changes Related To This IEP	
Service 1	Start Date:	Effective on Signature Date 30-APR-2019		
10	End Date:	30-APR-2020		
Language/Speech	Service applies to:	ESY		
	Frequency:	1-5		
This service addresses the following <b>goals:</b>	Interval:	Weekly		
(Language)	Minutes/Interval:	60		
(Language 2)	Minutes/Interval (Pullout from Gen Ed):	0		
	Service Delivery Model:	Direct Service (Collaborative)*		
	Area:	School	-Based	
	Responsible Personnel:	Non-Public School Provider		
Service 2	Start Date:	Effective on Signature Date 30-APR-2019		
10	End Date:	30-APR-2020		
Language/Speech	Service applies to:	Regular		
	Frequency:	1-5		
This service addresses the following <b>goals:</b>	Interval:	Weekly		
(Language)	Minutes/Interval:	60		
(Language 2)	Minutes/Interval (Pullout from Gen Ed):	0		
	Service Delivery Model:	Direct Service (Collaborative)*		
		C-11	D1	

Area:

School-Based

	Responsible Personnel:	Non-Public School Provider	
*			

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 100

# Part 4 - Additional Discussion (This section is optional)

Based on Academic Woodcock Johnson scores, the IEP team is recommending a possible change of placement to a setting that is general education. Bridgeport is predominately alternate curriculum.

ESY (Extended School Year) the team determined that data indicates significant regression may occur in critical life skills related to independent functioning and self-sufficiency and those skills cannot be recouped within a reasonable amount of time without ESY services.

The IEP team discussed the possibility of student transitioning to a District-operated program. At this time, the student requires a small, structured, therapeutic learning environment with immediate response social emotional behaviors, health and safety. Therefore, student demonstrates the continued need for a highly restrictive educational setting that can be provided by a nonpublic school (NPS). The NPS staff supports student in developing skills that would be beneficial when student is ready to transition to a District-operated program, such as self-regulation of emotions, independence, completing tasks with minimal prompts, time management, following directions, making good choices and impulse control, in preparation for a transition to a lesser restrictive educational environment in the future. Additionally, the NPS staff will continue to lessen the degree of structure and support, fade prompts, and reduce the need for accommodations, as

A general education teacher was not required to participate in the meeting, as the student's disability continues to have an impact in the ability to access the educational program at a District-operated school. Every effort will be made to reintegrate student in the general education environment when appropriate. Student will be considered for a lesser restrictive educational setting when the student is able to demonstrate noteworthy and consistent progress in the areas of need as consistently discussed and documented throughout this IEP and meeting. The IEP team recommends the student continue to participate in a NPS which provides a small and highly structured therapeutic setting with social, emotional, and behavioral supports.

10

Page 28 of 31

## INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Language/Speech

Effective on

Signature Date

Los Angeles Unified School District			TEP FAPE Part 2 - Summary of Services				
Student	AZOULAY	CHAIM (DAV	Y	Date of Birth	04-MAR-2010	Meeting Date	30-APR-2019
	Last	First	MI				

			FAPE	Sum	ımary	Grid Grid				
Progran	n:	NPS			Setting:		Special Education			
Eligibili	ty:	Eligible (AUT)			Curriculum:		(	General Education		
Transpo	ortation:	NPS Only - NPS Transp	ortation		Lov	Incident Su	pport:	None		
	strict Received Signature:	30-Apr-20	19							
Service Code	Service Desc	Start Date	Service Applies To	Inte	erval	Frequency	Area	Total Minutes	Addresses Goal(s)	No Consen
10	Language/Speecl	Effective on Signature Date	ESY	We	ekly	1-5	School- Based	60	Language, Language 2	

### **For IEP Team Information**

Weekly

1-5

School-

Based

60

Language,

Language 2

Regular

<b>■</b> By clicking this box the IEP team has reviewed the FAPE Summary Page to ensure that it reflects the IEP Team decisions	s.

			INDIVIDUALIZE Behavior	ED EDUCATION  Intervention		1		
		For Behavio	or Interfering with Stude			s/Her Peers		
	Los Ang	eles Unified School	l District			(Behav	ior Interver	ntion Plan, pg. 1
Student		CHAIM (DAVID		Date of	Birth 04-MAF	R-2010	Meeting Date	30-APR-2019
	Last	First	MI	Describe what it	t la alsa lilsa.			
1	escalating agg	peding learning is:	▼	Describe what it		bal threats, hitting	τ .	
	It impedes learn		of work production	,	er students	requires instruc		
2	instructional tim	S	tive interaction with peer	-	er students	requires instruc	ion to stop	
		ic is lost 💓 — liega	tive interaction with peer	15				
	other							
2	The need for a I	Behavior Intervention I	Plan: early stage int	ervention   m	oderate oseric	ous extreme		
3								
4	Frequency or in	tensity or duration of b	behavior: Frequency (x)	Period	Intensity	Duration (min)		
4	1			weekly ▼	medium ▼	35		
	Reported by	teacher		and/or	observed by			
PREVE	NTION		PART 1					ESSARY CHANG
	5	What are the predicto	rs for the behavior? (Situ	ations in which th	he behavior is like	ely to occur: people	e, time, place,	subject, etc).
	3	Disruption in rout	ines Work l	evel higher than	☐ Verbal	directives	Lac	ck of predictability
		Time of day	student's al	bility	Peer co			er stimulation
		Unstructured time		l physical/emotio	nal Room	conditions	Spe	ecific room arrange
		<b>✓</b> Events from previ	ous state	f freedom, choice			1	
		environments		t treedom, choice ctivities, friends	·,			
				stimulation				
		Other Describe:						
	_		udent using the problem		is missing in the e	nvironment/curric	ulum or what	is in the
)bserva	tion 6	environment/curricul	um that needs changing?	?)				
nalysis	5 5		_					
_	Present in the	e environment:	Classes are santing	~ ~~~~	Naisa lavrala		Intono	tions (adult and/an
,	i resent in the		Classroom seating		Noise levels	materials (age ann		tions (adult and/or
•	i resent in the	e environment:	Classroom seating Peer status gained misbehavior		Inappropriate	materials (age-ap)	oropeers) size,	
-	i resent in the		Peer status gained		Inappropriate Schedule		propeers) size, Conflic	etc.)
·	i resent in the		Peer status gained misbehavior		Inappropriate Schedule Task structuri	ng	propheers) size, Conflic Effecti parent	etc.) et resolution skills ve communication
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·	Missing in th	e environment:	Peer status gained misbehavior Transition skills Re-teaching	l for	Inappropriate Schedule Task structuri Consequences	ng	propheers) size, Conflic Effecti parent	etc.) et resolution skills ve communication
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	Missing in th  Other (M	REMOV What environmental of Time/Space/Materials Time Changes: Space Changes: Material Changes:	Peer status gained misbehavior  Transition skills  Re-teaching  Social skills instructions  Choices  From Signa Prefe Perso Acco High Use s words Verba	NEED TO U  pports are needed the likelihood of t	Inappropriate Schedule Task structuri Consequence: student  USE THE Pl to remove the structuri Difference Hand Notel Cue t Praise Use c	ROBLEM Bendent's need to use v completion in pade a break rent work areas s-on learning book organizer the student e successes ealm, de-escalating	Drophers) size, Conflice Effecti parent Comm  Co	etc.) et resolution skills ve communication unications system  P (Changes in ach a closure syster ve less time on task ady carrels sks organized larged print size bo odel
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nterven	Missing in th  Other (M	REMOV What environmental of Time/Space/Materials Time Changes: Space Changes: Material Changes: Interaction:	Peer status gained misbehavior  Transition skills  Re-teaching  Social skills instructions  Choices  E STUDENT'S I changes, structure and sustructions to remove to signate preference of the preson of the present of the preson of the present of the preson of the present of the preson of the present of	NEED TO U  pports are needed the likelihood of t	Inappropriate Schedule Task structuri Consequence: student  USE THE Pl to remove the structuri Difference Hand Notel Cue t Praise Use c	ROBLEM Bendent's need to use v completion in pade a break rent work areas s-on learning book organizer the student e successes ealm, de-escalating	Drophers) size, Conflice Effecti parent Comm  Co	etc.) et resolution skills ve communication unications system  P (Changes in ach a closure system ve less time on task ady carrels sks organized larged print size bo odel

				I
				r Intervention Plan, pg. 2 of
			04-MAR-2010 Me	eeting Date 30-APR-2019
			AND NEW REHAVIORS TO T	FACH AND SUPPORT
AIIVL				
8				
	To Get:			Attention (staff)
	To Avoid:			Attention (staff)
				Task (too long)
	Describe:	ask (too difficult)	Task (too casy)	a rusk (too rong)
on 9	What team believes the student his/her need met in an acceptable	should do INSTEAD of the problem le way?)	behavior? (How should the stud	ent escape/protest/avoid or get
To get	· Attention (staff and neers) student w	vill determine size of problem in ord	ler to determine an appropriate	coning strategy such as taking a
_				coping strategy such as taking a
	S / S 1	, 1 31		
	What teaching Strategies/Necess	sary Curriculum/Materials are needed	?	
10				
	Retter communication	Anger management	Communication system	Self-management system
	skills			
	Following schedules &			Learning to request brea
		organization	resolution	
	Other			
	Who will establish?	Who will monitor?	Frequency:	
	Teacher	Staff		ed
	What are reinforcement procedur	res to use for establishing, maintaining	g, and generalizing the replacem	ent behavior(s)?
on 11	Physical:	V High Green	Smiles	Handshake
	,		Siniles	— папаsпаке
	Verhal:			Peer recognition
		Time on the computer		Listen to music
	Contingent Access.	Preferred activity		
	m 11	Positive phone calls or	Describe:	Other
	· ·		Certificate sent home	Seating Location
	Privileges:		Extra test points	
	Other ideas: stickers			
			eral increase in positive behavior	rs .
	Teacher and Staff	Daily, as needed		
	ΓΙΟΝ PAR		REACTIVE STRA	
VE REAC		behavior occurs again. (1. Prompt stu		
What stra	ategies will be employed if the problem andle the problem behavior if it occurs a consequences)		ient after benavior ends, 4. Any	necessary further classroom of
What stra should has school co	andle the problem behavior if it occurs a	again, 3. Positive discussion with stud		•
What stra should ha school co	andle the problem behavior if it occurs ansequences)	again, 3. Positive discussion with studually to determine size of problem a	and choose appropriate coping	strategy 2. Praise student for
What stra should ha school co	andle the problem behavior if it occurs a ensequences) conflict, 1. cue student verbally or vis	again, 3. Positive discussion with studually to determine size of problem a	and choose appropriate coping	strategy 2. Praise student for
What stra should ha school co	andle the problem behavior if it occurs a ensequences) conflict, 1. cue student verbally or vis	again, 3. Positive discussion with studually to determine size of problem a	and choose appropriate coping	strategy 2. Praise student for
	AZOULA Last ATIVE  8  On 9  To get	Team believes the behavior occurs.  8 Team believes the behavior occurs. To Get: To Avoid:  Describe: What team believes the student his/her need met in an acceptable wheak, talking with a teacher, taking a deep  What teaching Strategies/Necess.  What teaching Strategies/Necess.  What teaching strategies/Necess.  What teaching strategies/Necess.  To get: Attention (staff and peers) student whereak, talking with a teacher, taking a deep  What teaching Strategies/Necess.  Learning new scripts Other Who will establish? Teacher Who will establish? Teacher What are reinforcement procedure.  What are reinforcement procedure.  To get: Attention (staff and peers) student whereas, taking a deep  What teaching Strategies/Necess.  Learning new scripts Other  Who will establish? Teacher  What are reinforcement procedure.  To get: Attention (staff and peers) student whereas, taking a deep	Behavior Intervention Plat  For Behavior Interfering with Student's Learning or the Leace  Los Angeles Unified School District  AZOULAY CHAIM (DAVID) Y Date of Birth  Last First MI  ATIVE PART II FUNCTIONAL FACTORS  Team believes the behavior occurs because: (Function of behavior in the sensory input)  To Avoid: Sensory input  To Avoid: Tangible (desired item) Sensory input  Task (too difficult)  Describe:  What team believes the student should do INSTEAD of the problem his/her need met in an acceptable way?)  To get: Attention (staff and peers) student will determine size of problem in ord break, talking with a teacher, taking a deep breath, or practicing positive self talking with a teacher, taking a deep breath, or practicing positive self talking with a teacher, taking a deep breath, or practicing positive self talking with a teacher, taking a deep breath, or practicing positive self talking with a teacher, taking a deep breath, or practicing positive self talking with a teacher, taking a deep breath, or practicing positive self talking with a teacher, taking a deep breath, or practicing positive self talking with a teacher, taking a deep breath, or practicing positive self talking with a teacher, taking a deep breath, or practicing positive self talking with a teacher, taking a deep breath, or practicing positive self talking with a teacher, taking a deep breath, or practicing positive self talking with a teacher, taking a deep breath, or practicing positive self talking with a teacher, taking a deep breath, or practicing positive self talking with a teacher, taking a deep breath, or practicing positive self talking with a teacher, taking a deep breath, or practicing positive self talking with a teacher, taking a deep breath, or practicing positive self talking with a teacher, taking a deep breath, or practicing positive self talking with a teacher, taking a deep breath, or practicing positive self talking with a teacher, taking a deep breath, or practicing positive self talking with a teacher, taking a de	AZOULAY CHAIM (DAVID) Y Date of Birth 04-MAR-2010 Me  Last First MI FUNCTIONAL FACTORS AND NEW BEHAVIORS TO T  Team believes the behavior occurs because: (Function of behavior in terms of getting, protest or avoid:  To Get: Sensory input Tangible (desired item) Sensory input Tangible (desired activity) Attention (peer) Tangible (desired item) Sensory input Tangible (desired activity) Attention (peer) Tangible (desired item) Sensory input Tangible (desired activity) Attention (peer) Tangible (desired item) Sensory input Tangible (desired activity) Attention (peer) Tangible (desired item) Sensory input Tangible Tangible Sensory input Tangible Tangible Sensory input Tangible Tangible Sensory input Tangible Sensory input Tangible Tangible Sensory input Tangible Sensory input Tangible Tangible Tangible Sensory input Tangible Tangible Tangible Tangible Tangible Tangible Sensory input Tangible T

Student AZOULAY

**OUTCOMES** 

13

Last

school week.

Observation and Analysis Conclusion

O No

No

**FAPE** 

Yes

Yes

Yes

Yes

# Individualized Education Program (IEP) Page 31 of 31 INDIVIDUALIZED EDUCATION PROGRAM Behavior Intervention Plan For Behavior Interfering with Student's Learning or the Learning of His/Her Peers Los Angeles Unified School District (Behavior Intervention Plan, pg. 3 of 3) CHAIM (DA' Date of 04-MAR-2010 Meeting 30-APR-2019 Birth Date First MI BEHAVIORAL GOALS PART IV Behavioral Goal: Goal #: 1 When facing an upsetting situation (e.g., getting an answer wrong, not obtaining a preferred item/activity, etc.,) with no more than 3 prompts, David will accurately determine the size of the problem (big problem, little problem) and determine an appropriate coping strategy (e.g., take a break, talk with a teacher, take a deep breakth, practice positive self talk) without engaging in aggressive behavior in 80% of opportunities in a The above behavioral goal is to: <a>Increase</a> use of replacement behavior and may also include: Reduce frequency of problem behavior Develop new general skills that remove student's need to use the problem behavior Are curriculum accommodations or modifications also necessary? Where described? Are environmental supports/changes necessary? Is reinforcement of replacement behavior alone enough? (no new teaching is necessary)? Are both teaching of new replacement behavior AND reinforcement needed? This BIP to be coordinated with other agency's service plans? Agency? Person responsible for contact between agencies. COMMUNICATION PROVISIONS PART V

## COMMUNICATION Manner and content of communication: 14 Phone calls Email Written notes Daily reports Daily charting Behavioral logs Weekly reports Other district reports Frequency? Between? parents, teacher, district at least quarterly