Iso Angeles Linified School District Student Education Student Action Student Actio Student Action Student Action Action Studen	Los Angeles Unified	l School Di		INDIVIDU	ALIZED E	DUCATION PROGRAM (I	EP)		Page 1 of 1
Student AUQUAY CITAM (D.N) Y Date of Birth: (94.MAR-2010) Last First MI Section A: Meeting Information Date of Institul IEP Team Meeting: (15.MAV-2015) Institul IEP Team Meeting: (15.MAV-2012) Date of Desint IRE Present Meeting: (13.MAV-2021) Institul IEP Team Meeting: (13.MAV-2021) Annual Review to be conducted (13.MAV-2021) Institul IEP Team Meeting: (13.MAV-2021) Near Three Year Review will be (19.APR-2021) Institut IEP Team Meeting: (13.MAV-2021) Near Three Year Review or Evaluation (11.MAV-2018) Institut IEP Team Meeting: (13.MAV-2021) Tarnsition to Kindargerten to be Institut Start Tarnsition Other District Name: Location Analysis Conducted Dy Tesceonforence District Name: Location Angeles Unified School Div Section B: Student Three Year Review or Evaluation Age: Unified School Div New Conducted Div New Conducted Div Location of the Cure OUD/DWATER CYNF Student Hasso Cure Projet Folder Institut Name: Location of the Cure Conducted Dive Note Cure Projet Folder Home: Address of GeS8 BELLAIRE AVENUE Coation Cure Note Student Hasso Cure Projet Folder Folder	Student Identifica				SSID	6699709708		Eligible	e (AUT)
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	Child's family living w boundaries?	vithin LAUSI)
If the student is 18 years old or older or is an emancipated minor, does he/she have educational decision-making rights?		rs old or old	er or is an emand	cipated mind	or, does he/s	he have educational decision-	making rights?	($O_{\rm No} O_{\rm Yes}$

Los Angeles	s Unified School District	IND	IVIDUA	LIZED EDU(CATION PROGRAM (IEP)	Page 2 of
	AZOULAY CHAIM (DAV	Y			Date of Birth 04-MAR-2010	Meeting Date 13-MAY-2020
	Last First		MI Sect	- tion C• Lang	uage Acquisition	
Language Cla	assification		Ste	ion C. Lang	Start Date:]
Parent Waive)	\bigcirc 11		Reclassification Date:	
) Yes	O No			
Development					Start Date:	
Secondary Er Development	nglish Language Level:				Start Date:	
Communicati Level:	ion Observation Matrix				Start Date:	
					vement from Current IEP	
Goal for: (a	xample - Reading)		A Yes	chieved No	If No, explain the reason the goal/o	hiective was not achieved
Goal for: (e)	Reading 1	\neg	Yes		in two, explain the reason the goal/o	ojective was not achieved
Category		~		\cup		
Current	Objective 1 met	•		\cap		
	Objective 2 met			0		
2	Reading 2		0	-		
			0	0		
Category		~	\sim			1.112
	Objective 1 met		0	<u> </u>	Exceeds student's current reading	ασιιιτγ
-	Objective 2 met		0	0		
3	Social Skills		\bigcirc	\bigcirc		
Category		~				
	Objective 1 met		\bigcirc	\bigcirc	Still requires 3+ prompts for supp	ort
	Objective 2 met		\bigcirc	\bigcirc		
4	Writing		\bigcirc	\bigcirc		
Category		~				
	Objective 1 met		\bigcirc	\bigcirc		
	Objective 2 met		\bigcirc	0		
5	Math		0	0		
Category		~				
	Objective 1 met		\bigcirc	\bigcirc	Requires 3+ verbal or visual staff	prompts
	Objective 2 met		Õ	\bigcirc		
6	Language 2		0	0		
Category		~	\bigcirc			
8- 7	Objective 1 met		\bigcirc	\bigcirc		
	Objective 2 met			0		
7	Language	\neg		0		
, Category	Language	~		U		
Category	Objective 1 met	•	\bigcirc		Requires 3+ verbal or visual staff	prompte
	-		0		Acquires 5+ verbai or visual stall	prompts
P	Objective 2 met		0	<u> </u>		
8	Behavior	$ \rightarrow $	\bigcirc	\bigcirc		
Category		~	~	~		
	Objective 1 met			0	Partially Met- still requires minim	um ɔ prompts
2	Objective 2 met		0	0		
9	Language		\bigcirc	\bigcirc	70% 3-4 cues	
Category		v]				
	Objective 1 met		\bigcirc	\bigcirc		
	Objective 2 met		\bigcirc	\bigcirc		
10	Language 2		\bigcirc	\bigcirc	65% moderaet support	
Category		▼				
	Objective 1 met		\bigcirc	0		
	Objective 2 met		\bigcirc			

Last First MI Section E: Present Level of Performance Performance Area: Reading Category: Assessment/Monitoring Process Informal, Observation Used: State/District Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: When presented with grade level text David is able to read 90% of the words accurately. With 2-3 staff prompts, David is able to comprehend 2nd grade level text and answer comprehension questions based on the text. Areas of Need: While David is able to read words aloud, he struggles with comprehension and requires maximum staff support to attempt to answer basic WII and comprehension questions in which he must support his answer with details from the text. David struggles to decode leter bends when presented on their own. After hearing or reading a grade level text, David struggles to identify the main idea or support the claim with details from the text. David struggles to decord leter meaning of unknown words in text using context clues or inferences. David also struggles to understand author's point of view and support a claim with details from the text. Impact of Disability: David's eligibility of Autism impacts his ability to participate in general education curriculum and make progress toward grade level standards. Performance Area: Writing Category: Assessment/Monitoring Process Informal, observation Used: State/Distriet Assessment Summary (include student str	Los Angeles Unified School Distric Student AZOULAY CHAIN	M (DAV Y Date of Birth 04-MAR-2010 Meeting Date 13-MAY-202
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3rd/ lower 4th grade level sight words, David is able to read 90% of the words accurately. With 2-3 staff prompts, David is able to comprehend 2nd grade level text and answer comprehension questions based on the text. Areas of Need: While David is able to read words aloud, he struggles with comprehension and requires maximum staff prompts to attempt to answer basic WH and comprehension questions in which he must support his answer with details from the text. David also struggles to decode words and break them down into individual syllables or sounds. He struggles to decode letter blends when presented on their own. After hearing or reading a grade level text, David struggles to identify the main idea or support the claim with details from the text. David struggles to identify the main idea or support the claim with details from the text. David struggles to identify the main idea or support the claim with details from the text. David struggles to identify the main idea or support a claim with details from the text. Impact of Disability: David's eligibility of Autism impacts his ability to participate in general education curriculum and make progress toward grade level standards. Performance Area: Writing Category: Assessment/Monitoring Process Informal, observation Jsed: Current Performance/Assessment Results: Current Performance/Assessment Results: Current Performance/Assessment Rummary (include student strengths, student needs and impact of disability on student performance): Strengths: When discussing creative writing with staff or peers, David is able to produce original thoughts and ideas. David is able to copy text once it has been written for him by staff. With moderate prompts and support, David is able to generate basic and simple sentences on his own. Areas of Need: While David is able to produce basic and simple sentences, he is not able to produce a paragraph in which the sentences fit together and make sense to the reader. David requires staff support to generate sentences when responding to writing	Current Performance/Assessment Summ	nary (include student strengths, student needs and impact of disability on student performance):
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grade level standards. Performance Area: Writing Category: 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: When discussing creative writing with staff or peers, David is able to produce original thoughts and ideas. David is able to copy text once it has been written for him by staff. With moderate prompts and support, David is able to generate basic and simple sentences on his own. Areas of Need: While David is able to produce basic and simple sentences, he is not able to produce a paragraph in which the sentences fit together and make sense to the reader. David requires staff support to generate sentences when responding to writing prompts. He is able to come up with ideas but struggles to translate them into sentences. David struggles to write opinion texts in which he has to form an opinion and support it with facts or reasons. David also struggles to write informative/explanatory texts in which he is supposed to examine a topic and convey ideas and information clearly. When presented with text that requires him to use his own personal thoughts, experiences or background information David requires maximum staff prompts and assistance to generate ideas. David also struggles with distinguishing when to write upper and lowercase letters and at times will place uppercase letters in the middle of words or not capitalize a proper nouns.	answer basic WH and comprehension of words and break them down into indivi- or reading a grade level text, David stru- determine the meaning of unknown wo support a claim with details from the te	questions in which he must support his answer with details from the text. David also struggles to decode ridual syllables or sounds. He struggles to decode letter blends when presented on their own. After hearing uggles to identify the main idea or support the claim with details from the text. David struggles to ords in text using context clues or inferences. David also struggles to understand author's point of view and ext.
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Import of Disphility David's gligibility of Aution imports his ghility to participate in general symplecture and moles are encourse to your device level	together and make sense to the reader. up with ideas but struggles to translate it with facts or reasons. David also stru and information clearly. When presente David requires maximum staff prompts writing and will often forget to include	David requires staff support to generate sentences when responding to writing prompts. He is able to come them into sentences. David struggles to write opinion texts in which he has to form an opinion and support aggles to write informative/explanatory texts in which he is supposed to examine a topic and convey ideas ed with text that requires him to use his own personal thoughts, experiences or background information is and assistance to generate ideas. David struggles with using appropriate grammar and punctuation in his e periods, commas, apostrophes. David also struggles with distinguishing when to write upper and
standards in the area of written language.		ty of Autism impacts his ability to participate in general curriculum and make progress toward grade level ge.

Student (ZOUT,AY) CITAMU (DA) Y Date of Birch (04.MAR:2010) Meeting Date [13.MAV:2020] Last For With Section E: Present Level of Performance reformance Area: Muth alegory: Immal, Observation section B: Informal, Observation Immal, Observation set: Informal, Observation set: Immal, Observation set	os Angeles Unified School Distr	rict		EDUCATION PROGRAM (IEP)	
Section E: Present Level of Performance erformance Area: Math ategory: assessment/Monitoring Process Informal, Observation sed: tate/District Assessment Results: urrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: David is able to solve single digit and double-digit addition and subtraction equations without regrouping when given staff prompts and the use of manipulatives such as cubes or visuals such as a number line. Areas of Need: David struggles to understand the proper steps to using a calculator and requires maximum staff prompts to solve equations using one. In preparation for understanding and completing grade level concepts such as division and multiplication, David is continuing to work on basic addition and subtraction (Example: 12-7=5 is the same as 7+5=12) as well as subtraction with regrouping. David requires maximum staff prompts to read and identify numbers both visually and write them down when presented orally. David struggles with the concept of place value and requires maximum staff prompts to aldentify the value of a number. David also struggles to understand the concept of inverse operations in addition and subtraction (Example: 12-7=5 is the same as 7+5=12) as well as with multiplication and division (Example: 7x5=35 is the same as 35-7=5) and requires maximum staff prompts to aldentify the value of a number. David grade level standards in the area of math calculation and application. erformance Area: ateg				Date of Birth 04-MAR-2010	Meeting Date 13-MAY-2020
ategory: Informal, Observation Information Informatinterestity Informating Information Informatio	Last F			esent Level of Performance	
Informal, Observation seessment/Monitoring Process seessment/Monitoring Process seessment/Monitoring Process seessment/Monitoring Process urrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: David is able to solve single digit and double-digit addition and subtraction equations without regrouping when given staff prompts and the use of manipulatives such as cubes or visuals such as a number line. Areas of Need: David struggles to understand the proper steps to using a calculator and requires maximum staff prompts to solve equations using one. In preparation for understanding and completing grade level concepts such as division and multiplication, David is continuing to work on basic addition and subtraction. David requires maximum staff prompts to read and identify numbers both visually and write them down when presented orally. David struggles with the concept of place value and requires maximum staff prompts to identify the value of a number. David also struggles to understand the concept of place value and requires maximum staff prompts to solve equations in which he may need to apply the skill. Impact of Disability: David's eligibility of Autism impacts his ability to participate in general education curriculum and make progress toward grade level standards in the area of math calculation and application. erformance Area:	erformance Area:	Math			
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erformance Area:	one. In preparation for understanding basic addition and subtraction. David subtraction with regrouping. David r presented orally. David struggles wit also struggles to understand the cone with multiplication and division (Exa need to apply the skill. Impact of Disability: David's eligibi	g and completing g d requires maximum equires maximum th the concept of pl cept of inverse oper ample: 7x5=35 is the lity of Autism impa	ade level concept a staff prompts a staff prompts to use value and re- ations in addition is as as a start start as a start as a start atom in a start as a start atom is a start	epts such as division and multiplication, David and the use of visuals and manipulatives to so read and identify numbers both visually and equires maximum staff prompts to identify the on and subtraction (Example: 12-7=5 is the sat 7=5) and requires maximum staff help to solve	d is continuing to work on olve multi digit addition and write them down when e value of a number. David me as $7+5=12$) as well as e equations in which he may
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	sed:				
urrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):					

T	INDIVIDUALIZED EDUCATION	PROGRAM (IEP)	Page 5
Los Angeles Unified School Distric Student AZOULAY CHAIN		e of Birth 04-MAR-2010	Meeting Date 13-MAY-2020
Last First	t MI		Freeing Date 15-MAT-2020
	Section E: Present Level of	Performance	
Performance Area:	Social Skills		
Category:	✓		
Assessment/Monitoring Process Used:	Informal, Observation		
State/District Assessment Results:			
Current Performance/Assessment Summ	ary (include student strengths, student needs an	d impact of disability on student p	erformance):
start a conversation and show interest in also able to enter into a conversation and demonstrates the ability to engage in and playground.David is improving in his and Areas of Need: While he is able to start asking appropriate or making follow up asking for help from staff. David also s direction. David struggles to deal with participate and requires staff to call on	ty to greet peers and staff in an appropriate and a his peers by asking questions when the topic is propriately with peers as well when the topic is propriate social interactions with his peers whe bility to ask peers for help appropriately. t a conversation with peers, David struggles to questions or comments. David also struggles to truggles to follow staff directions and often req his own mistakes and will often scribble out his him in order to actively participate in academic rompts for focus. At times David will become ate comments or words on his paper.	s preferred or David is knowledge preferred or David is knowledge on engaged in pretend games, etc. v maintain the conversation by focus o ask staff for help and will often r uires multiple prompts before com work or tear up his paper as a resu s or group conversations. At times,	on the topic. David is on the topic . David also when outside on the sing on the peer and not work at all instead of plying with the given ult. David struggles to , David struggles to stay
Impact of Disability: David's eligibility	of Autism impacts his ability to read social cu	es, which directly effects his invol	vement and participation.
Performance Area:	Pre-Vocational Education		
Category:	✓		
Assessment/Monitoring Process Used:	Informal, Observation		
State/District Assessment Results:			
Current Performance/Assessment Summ	ary (include student strengths, student needs an	d impact of disability on student p	erformance):
prompts and reminders. Areas of Need: David struggles to mai given either orally or on paper. At time won't ask for help when necessary and verbal directions are given and requires personal hygiene and cleanliness on a c in from being outside or before/ after eac	ility to follow and complete both the morning a ntain an organized backpack and desk. Often, E s, David struggles to sustain attention to a task instead will complete or complete part of an ass follow up prompts and help from staff to comp aily basis, often wearing the same clothes from thing food. David has difficulty receiving const propriate or off task sentences, words, or phrase	David struggles to listen to direction and requires maximum staff promp signment wrong. Often, David has oly. David also struggles to demons one day to another and not washir ructive criticism and when asked to	ns and follow directions ots for focus. David often difficulty listening when strate appropriate ng his hands once coming o correct work will

as Angeles Unified School	District	INDIVIDUA	LIZED EDUCAT	ION PROGE	RAM (IEP)	Page 6
Los Angeles Unified School Student AZOULAY	CHAIM (DAV	Y		Date of Birth	04-MAR-2010	Meeting Date 13-MAY-2020
Last	First	MI				
erformance Area:	Behavi	or Support	E: Present Leve	el of Perforn	iance	
ategory:	Bellavi	or support		~		
ssessment/Monitoring Process	Inform	al, Observation		•		
sed:						
ate/District Assessment Result	ts:					
irrent Performance/Assessmer			0 /	1	5	1 ,
Strengths: David is improving mproving in his ability to refra Areas of Need: David has diff nany staff prompts to stay on to vill try to initiate conversation rompts and reminders from st hem to help himself deescalate David has difficulty accepting	ain from engagin iculty maintainin task and finish a with peers durin aff. When upset e. At times David	g in self-injuriou g on-task behav given assignmer g instruction. H or frustrated Da d will engage or	us behaviors both i rior and start work nt or worksheet. He le also struggles to vid struggles to no attempt to engage	nside and outs within a few n e also struggle: follow staff di t only identify in physical ag	tide of the classroom. hinutes of it being give s with speaking out du rections willingly and copying strategies, bu gression towards peers	n and will often require ring class and many times will require multiple t then subsequently utilize
Impact of Disability: David's envolvement and participation.	eligibility of Aut			0	Ū.	directly effects his
erformance Area:						
tegory:				✔		
sessment/Monitoring Process						
sed: ate/District Assessment Result	te					
arrent Performance/Assessment				1 1		

Last First MI Section E: Present Level of Performance Performance Area: Language Category: Category: Category		ool District		UALIZED EDUCAT		
Section E: Present Level of Performance Performance Area: Language 'ategory: (informal, observation, data collection (seed): (seed): (informal, observation, data collection (seed): (urrent Performance/Assessment Results: (urrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Language Areas of Strength - David has shown progress toward his 2 annual language goals. David participates in speech sessions and tries hard when motivated. He uses language for a variety of different purposes and functions including: requesting, responding, asking and answering questions to include himself in social interactions by sharing his ideas and opinions. David is able to produce novel utterances of 10+ words in length brins shown improvement with responding to questions that require inferential reasoning (though fluxid is able to speaking on topics of interest. Needs: Though David has shown improvement with responding to questions appropriately, he continues to at times confuse which question is asked of him and has yet to grasp more abstract questions i.e., how and why as well as responding to questions that require inferential reasoning (though fluxid is able to produce novel utterances, his sentences or 10+ words trences structure. In terms of pragmatic language, David demonstrates difficulty showing adequate listener regard and will often interrupt and or talk over peers when joining into discussions and has difficulty maintaining interaction over several turns appropriately. Written By: Roshelle M Gen M.S. CCC-SLP Performance Area: Maegory: Maegory: Maegory: <li< th=""><th>Student AZOULAY</th><th></th><th></th><th></th><th>Date of Birth 04-MAR-2010</th><th>Meeting Date 13-MAY-2020</th></li<>	Student AZOULAY				Date of Birth 04-MAR-2010	Meeting Date 13-MAY-2020
Performance Area: Language Category: Informal, observation, data collection Jsed: Seessment/Monitoring Process informal, observation, data collection Jsed: Current Performance/Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Language Areas of Strength - David has shown progress toward his 2 annual language goals. David participates in speech sessions and tries hard when motivated. He uses language for a variety of different purposes and functions including: requesting, responding, asking and answering questions and verbally engaging in social interactions with peers. When a topic peeks his interest in class, David joins in by offering comments and questions to include himself in social interactions by sharing his ideas and opinions. David is able to produce novel utterances of 10+ words in length when speaking on topics of interest. Needs: Though David has shown improvement with responding to questions appropriately, he continues to at times confuse which question is asked of him and has yet to grasp more abstract questions i.e., how and why as well as responding to questions that require inferential reasoning (though this skill seems to be emerging). Expressively, though David is able to speak in 10+ word utterances, his sentences continue to be disorganized and he continues to require prompting to utilize correct word order, grammar, word choice (tense markers), and overall sentence structure. In terms of pragmatic language, David demonstrates difficulty showing adequate listener regard and will often interrupt and or talk over peers when joining into discussions and has difficulty maintaining interaction over several turns appropriately. Impact of disabilit	Last	First		ion E: Present Leve	el of Performance	
with the sessment/Monitoring Process informal, observation, data collection jsed: informal, observation, data collection istate/District Assessment Results: informal, observation, data collection Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Language Areas of Strength - David has shown progress toward his 2 annual language goals. David participates in speech sessions and tries hard when motivated. He uses language for a variety of different purposes and functions including: requesting, responding, asking and answering questions and verbally engaging in social interactions by sharing his ideas and opinions. David is able to produce novel utterances of 10+ words in length when speaking on topics of interest. Needs: Though David has shown improvement with responding to questions appropriately, he continues to at times confuse which question is asked of him and has yet to grasp more abstract questions i.e., how and why as well as responding to questions that require inferential reasoning (though this skill seems to be emerging). Expressively, though David is able to speak in 10+ word utterances, his sentences continue to be disognaized and he continues to require prompting to utilize correct word order, grammar, word choice (tense markers), and overall sentence structure. In terms of pragmatic language, David demonstrates difficulty showing adequate listener regard and will often interrupt and or talk over peers when joining into discussions and has difficulty maintaining interaction over several turns appropriately. Written By: Roshelle M Gen M.S. CCC-SLP v Verterormance Area: v	Performance Area:	ſ				
Jsed:	Category:	(♥	
Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Language Areas of Strength - David has shown progress toward his 2 annual language goals. David participates in speech sessions and tries hard when motivated. He uses language for a variety of different purposes and functions including: requesting, responding, asking and answering questions and verbally engaging in social interactions with peers. When a topic peeks his interest in class, David joins in by offering comments and questions to include himself in social interactions by sharing his ideas and opinions. David is able to produce novel utterances of 10+ words in length when speaking on topics of interest. Needs: Though David has shown improvement with responding to questions appropriately, he continues to at times confuse which question is asked of him and has yet to grasp more abstract questions i.e., how and why as well as responding to questions that require inferential reasoning (though this skill seems to be emerging). Expressively, though David is able to speak in 10+ word utterances, his sentences continue to be disorganized and he continues to require prompting to utilize correct word order, grammar, word choice (tense markers), and overall sentence structure. In terms of pragmatic language, David demonstrates difficulty showing adequate listener regard and will often interrupt and or talk over peers when joining into discussions and has difficulty maintaining interaction over several turns appropriately. Written By: Roshelle M Gen M.S. CCC-SLP	e	cess	informal, observatio	on, data collection		
Language Areas of Strength - David has shown progress toward his 2 annual language goals. David participates in speech sessions and tries hard when motivated. He uses language for a variety of different purposes and functions including: requesting, responding, asking and answering questions and verbally engaging in social interactions with peers. When a topic peeks his interest in class, David joins in by offering comments and questions to include himself in social interactions by sharing his ideas and opinions. David is able to produce novel utterances of 10+ words in length when speaking on topics of interest. Needs: Though David has shown improvement with responding to questions appropriately, he continues to at times confuse which question is asked of him and has yet to grasp more abstract questions i.e., how and why as well as responding to questions that require inferential reasoning (though this skill seems to be emerging). Expressively, though David is able to speak in 10+ word utterances, his sentences continue to be disorganized and he continues to require prompting to utilize correct word order, grammar, word choice (tense markers), and overall sentence structure. In terms of pragmatic language, David demonstrates difficulty showing adequate listener regard and will often interrupt and or talk over peers when joining into discussions and has difficulty maintaining interaction over several turns appropriately. Impact of disability: David's eligibility of autism along with his expressive receptive and pragmatic language difficulties continue to impact his ability to successfully access curriculum. Written By: Roshelle M Gen M.S. CCC-SLP terformance Area: tate/District Assessment Results:	tate/District Assessment Re	sults:				
when motivated. He uses language for a variety of different purposes and functions including: requesting, responding, asking and answering questions and verbally engaging in social interactions with peers. When a topic peeks his interest in class, David joins in by offering comments and questions to include himself in social interactions by sharing his ideas and opinions. David is able to produce novel utterances of 10+ words in length when speaking on topics of interest. Needs: Though David has shown improvement with responding to questions appropriately, he continues to at times confuse which question is asked of him and has yet to grasp more abstract questions i.e., how and why as well as responding to questions that require inferential reasoning (though this skill seems to be emerging). Expressively, though David is able to speak in 10+ word utterances, his sentences continue to be disorganized and he continues to require prompting to utilize correct word order, grammar, word choice (tense markers), and overall sentence structure. In terms of pragmatic language, David demonstrates difficulty showing adequate listener regard and will often interrupt and or talk over peers when joining into discussions and has difficulty maintaining interaction over several turns appropriately. Impact of disability: David's eligibility of autism along with his expressive receptive and pragmatic language difficulties continue to impact his ability to successfully access curriculum. Written By: Roshelle M Gen M.S. CCC-SLP erformance Area: assessment/Monitoring Process lsed: tate/District Assessment Results:	Current Performance/Assess	ment Summa	ary (include student s	strengths, student need	ls and impact of disability on stud	ent performance):
Performance Area:	when motivated. He uses la questions and verbally engra and questions to include hin in length when speaking on Needs: Though David has asked of him and has yet to (though this skill seems to l disorganized and he continu- structure. In terms of pragm peers when joining into dis Impact of disability: David	nguage for a aging in socia nself in socia topics of int shown impro grasp more a be emerging) ues to require natic languag cussions and l's eligibility	variety of different al interactions with p al interactions by sha erest. wement with respon abstract questions i.e. . Expressively, thoug e prompting to utilize e, David demonstrat has difficulty mainta of autism along with	purposes and function beers. When a topic pearing his ideas and opi ding to questions appr e., how and why as we gh David is able to spe e correct word order, g es difficulty showing aining interaction ove	is including: requesting, responding tecks his interest in class, David join nions. David is able to produce no ropriately, he continues to at times tell as responding to questions that eak in 10+ word utterances, his sen grammar, word choice (tense mark adequate listener regard and will or r several turns appropriately.	g, asking and answering ns in by offering comments ovel utterances of 10+ words s confuse which question is require inferential reasoning ntences continue to be cers), and overall sentence often interrupt and or talk over
Category: Assessment/Monitoring Process Jsed: State/District Assessment Results:	Written By: Roshelle M G	en M.S. CCC	C-SLP			
Assessment/Monitoring Process Jsed: State/District Assessment Results:	Performance Area:					
Jsed: itate/District Assessment Results:	Category:				~	
State/District Assessment Results:		ess				
Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):		sults:				
	Current Performance/Assess	ment Summa	urv (include student s	strengths, student need	ls and impact of disability on stud	lent performance):

			INDIVIDUAL	IZED EDUCATION PR	OGRAM (IEP)		Page 8 o
	es Unified School	District CHAIM (DAV First	Y MI	Date of 1	Birth 04-MAR-201	10 Meet	ng Date 13-MAY-2020
If amplicable	e, areas discussed rel	atad ta disability a		Section F: Eligibility			
	e, areas discussed for	ated to disability o	i suspected disc	ionity.			
For Initial II	EP, interventions atte	empted prior to det	ermining eligib	ility:			
Eligible as a	a student with the dis	ability of					
Code:	AUT	Autism					
	Not Applicable,	OBlind o	r	OPartially Sighted			
Additional I	Low Incidence Eligit						
Code:							
	ONot Applicable,	Blind o	r	OPartially Sighted			
or) No Long	t meet eligibility crit ger Eligible for Speci ger Eligible (Effectiv	ial Education Servi					
This is a This is a Final IEP R		nt remains eligible	for Special Edu	ucation Services until the I Final IEF	Effective Date below P Effective Date:	v.	
The IEP Te	eam has considered	and agrees that tl	ne educational	needs of the student are	not primarily due	to:	
🗹 Socia	al Maladjustment		🗹 Temj	porary Physical Disability		Lack of instruct	tion in reading
🗹 Lack	of instruction in ma	th	🗹 Limi	ted English Proficiency		Z Environmental, Cu	ltural or Economic Factors

· · · · · · · · · · · · · · · · · · ·		DIVIDUALIZED EDUC	ATION PROGRAM (IEP)	Page 9
Los Angeles Unified Sc Student AZOULAY Last	CHAIM (DAV Y First	MI Section G: Annual G	Date of Birth 04-MAR-2010	Meeting Date 13-MAY-2020
After reading a grade level prompts in 4/5 opportuniti	l text, David will be able to a es.	ategory: Rea	ding ✔ Annual Go nsion questions with 60% accuracy with 1-	-2 visual or verbal staff
rogress on annual goals to 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 Curr	rent IEP" form(s) which
<u>_</u>		Methods of 1	Evaluation	
 State Assessments Observation Other 	Dertfo	Referenced	Criterion Referenced Work Samples	Curriculum Based Informal
	el text, David will be able to with 40% accuracy with 3-		Incremental objective #2 related to t After reading a grade level text, David comprehension questions with 50% acc prompts in 4/5 opportunities.	will be able to answer basic WH
ate to be achieved:	August 🖌 2020	✓ MO/YR	Date to be achieved: December	▶ 2020 ► MO/YR
	IEP REPORT		CHIEVEMENT FROM CURRENT I	EP
4 GOAL MET OR EXCEEDED	<i>3 SUBSTANTIAL PRO</i> met)	GRESS (50-99% of goal	DN OF MARKS 2 PARTIAL PROGRESS (1-49% of g	oal 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? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other	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 Other	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 Other	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 Other	Objective 2 Met: Yes No If "No" please explain:

		DIVIDUALIZED EDUC.	ATION PROGRAM (IEP)	Page 10 or
Los Angeles Unified Sc Student AZOULAY Last	CHAIM (DAN First	MI Section G: Annual G	Date of Birth 04-MAR-2010	Meeting Date 13-MAY-2020
		Category:	Annual Go	bal #: 2
	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
		Methods of	\square	
 State Assessments Observation Other 	Norm Portfo	Referenced lio	Criterion Referenced Work Samples	Curriculum BasedInformal
ncremental objective #1 When presented with a lis the words with 70% accus	st of 20 fourth grade sight v	vords, David will read	Incremental objective #2 related to t When presented with a list of 20 fourth words with 80% accuracy in 4/5 trials.	h grade sight words, David will read the
Date to be achieved:	August V 2020	f OF PROGRESS AND A	Date to be achieved: December CHIEVEMENT FROM CURRENT II	
4 GOAL MET OR EXCEEDED	<i>3 SUBSTANTIAL PRO</i> met)	GRESS (50-99% of goal	2 PARTIAL PROGRESS (1-49% of g	goal met) <i>I NO PROGRESS</i>
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? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other	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 Other	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 Other	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 Other	Objective 2 Met: Yes No If "No" please explain:

	IN	DIVIDUALIZED EDUC	ATION PROGRAM (IEP)	Page 11
Los Angeles Unified Sc Student AZOULAY			Date of Birth 04-MAR-2010	Meeting Date 13-MAY-2020
Last	First	MI		Meeting Date 13-MA1-2020
		Section G: Annual G		
		ategory:	Annual Ge	
prompts in 2/3 opportuniti		nuung a topic senence, at n	east 2 detail sentences and a conclusion set	incice with 1-2 staff
ogress on annual goals to ill be provided at either I	o be reported to parents by Progress Report or Report C	completing the "IEP Repor ard periods.	t of Progress and Achievement from Curr	rent IEP" form(s) which
		Methods of 1	Evaluation	
State Assessments	Norm	Referenced	Criterion Referenced	Curriculum Based
Observation	Portfo	lio	Work Samples	✓ Informal
	rganizer and visuals as need ence and 2 related detail sen	-	Incremental objective #2 related to t When presented with a previously writ and the use of a graphic organizer and appropriate conclusion sentence with 2	ten topic sentence and detail sentence visuals as needed, David will write a
ate to be achieved:	August 🗙 2020	✓ MO/YR	Date to be achieved: December	
	IEP REPORT		CHIEVEMENT FROM CURRENT II ON OF MARKS	EP
4 GOAL MET OR EXCEEDED	<i>3 SUBSTANTIAL PRO</i> met)	GRESS (50-99% of goal	2 PARTIAL PROGRESS (1-49% of g	oal met) <i>1 NO PROGRESS</i>
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:
				\bigcirc Yes \bigcirc 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	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	If "No" please explain:
f "No" please comment:	If "No" please comment:	If "No" please comment:	If "No" please comment:	
 Needs More Time Excess Absence/Tardy Assignments Not Completed 	 Needs More Time Excess Absence/Tardy Assignments Not Completed 	 Needs More Time Excess Absence/Tardy Assignments Not Completed 	 Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other 	
 Need to review/revise Goal Other 	 Need to review/revise Goal Other 	 Need to review/revise Goal Other 		

Student AZOULAY Last	CHAIM (DAV Y First	MI Section G: Annual G	Date of Birth 04-MAR-2010 oals and Objectives	Meeting Date 13-MAY-2020
rmance Area:	Vriting 2 C	ategory:	✓ Annual Ge	bal #: 4
or proper nouns and using	g lower case letters when ap	propriate with 1-2 staff prom	s by correctly using capital letters at the bo npts in 4/5 opportunities. t of Progress and Achievement from Cur	
	Progress Report or Report O	Card periods.	-	
L.		Methods of 1	\square	
J State Assessments	\Box	Referenced	Criterion Referenced	Curriculum Based
Observation Other	Portfo	lio	U Work Samples	Informal
			Incremental objective #2 related to	
rules by correctly using c	will demonstrate an under apital letters at the beginnir ower case letters when appr	ig of sentences and for	When writing text, David will demons rules by correctly using capital letters proper nouns and using lower case lett prompts in 3/5 opportunities.	trate an understanding of capitalizati at the beginning of sentences and for
ate to be achieved:	August 💙 2020		Date to be achieved: December	
	IEP REPORT		CHIEVEMENT FROM CURRENT II	EP
4 GOAL MET OR EXCEEDED	<i>3 SUBSTANTIAL PRO</i> met)	GRESS (50-99% of goal	2 PARTIAL PROGRESS (1-49% of g	goal met) <i>I NO PROGRESS</i>
1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary	Goal Achievement
Date:	Date:	Date:	Only) Date:	
				Objective 1 Met:
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	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:
\bigcirc Yes \bigcirc No	\bigcirc Yes \bigcirc No	\bigcirc Yes \bigcirc No	○ Yes ○ No	If "No" please explain:
If "No" please comment:	If "No" please comment:	If "No" please comment:	If "No" please comment:	
 Needs More Time Excess Absence/Tardy Assignments Not Completed 	Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	 Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other 	
Need to				

Student AZOULAY Last	CHAIM (DA) First	MI Section G: Annual G	Date of Birth 04-MAR-2010 oals and Objectives	Meeting Date 13-MAY-2020
When provided a calculate	or as needed, and no more t	Category: han 1-2 prompts, David will a curacy, in 3 out of 5 opportun	Annual G add up to a sum of 1000 using strategies a hities.	
	o be reported to parents by Progress Report or Report		t of Progress and Achievement from Cur Evaluation	rrent IEP" form(s) which
State Assessments	Norm	n Referenced	Criterion Referenced	Curriculum Based
Observation	Portf	olio	Work Samples	Informal
will add up to a sum of 10	related to the goal: or as needed, and no more 000 using strategies and al perations with 30% accura-	gorithms based on place	Incremental objective #2 related to When provided a calculator as needed will add up to a sum of 1000 using str- value and properties of operations with opportunities.	, and no more than 3-4 prompts, Dav ategies and algorithms based on place
ate to be achieved:	August V 2020 IEP REPOR		Date to be achieved: Decembe	
4 GOAL MET OR	3 SUBSTANTIAL PRO	EXPLANATIO OGRESS (50-99% of goal	ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g	goal met) <i>I NO PROGRESS</i>
EXCEEDED	met)	2nd Danastin - Danied	44 Dementing Deviad (Corrections	Carl Ashievenent
1st Reporting Period Date:	2nd Reporting Period Date:	3rd Reporting Period Date:	4th Reporting Period (Secondary Only) Date:	Goal Achievement
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:
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 Other	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 Other	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 Other	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 Other	Objective 2 Met: Yes No If "No" please explain:

		DIVIDUALIZED EDUCA	ATION PROGRAM (IEP)	Page 14 of
Los Angeles Unified Sc Student AZOULAY Last	CHAIM (DA) Y First	MI Section G: Annual G	Date of Birth 04-MAR-2010	Meeting Date 13-MAY-2020
	ustrating situation, David w	Category:	Annual Ge o deal with the situation/remain calm in 4/	
Progress on annual goals to vill 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
_	_	Methods of 1	Evaluation	
 State Assessments Observation Other 	Norm Portfo	Referenced	Criterion Referenced Work Samples	Curriculum BasedInformal
	Frustrating situation, David ation/remain calm in 2/5 or		Incremental objective #2 related to t When confronted with a frustrating sit steps to deal with the situation/remain or verbal staff prompts.	
Date to be achieved:	August 🖌 2020	MO/YR	Date to be achieved: December	1 ♥ 2020 ♥ MO/YR
	IEP REPORT		CHIEVEMENT FROM CURRENT II DN OF MARKS	EP
4 GOAL MET OR EXCEEDED	<i>3 SUBSTANTIAL PRO</i> met)	OGRESS (50-99% of goal	2 PARTIAL PROGRESS (1-49% of g	goal met) <i>I NO PROGRESS</i>
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? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other	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 Other	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 Other	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 Other	Objective 2 Met: Yes No If "No" please explain:

	IN	DIVIDUALIZED EDUC	ATION PROGRAM (IEP)	Page 15 o
Los Angeles Unified Sc	hool District			Marting Date 12 MAX 2020
Student AZOULAY Last	First	MI	Date of Birth 04-MAR-2010	Meeting Date 13-MAY-2020
ormance Area:	re-Vocational C	Section G: Annual G ategory:	oals and Objectives ✓ Annual Ge	oal #: 7
David will follow multi-ste			or visual staff prompts in 4/5 opportunities	
regress on annual goals t	a ha rapartad ta paranta hu	completing the "IED Deper	t of Progress and Achievement from Cur	rant IED" form(s) which
vill be provided at either F	Progress Report or Report C	Card periods.		Tent IEI Torin(5) which
		Methods of 1	\square	
 State Assessments Observation 	□ Norm □ Portfo	Referenced	 Criterion Referenced Work Samples 	Curriculum Based
Other			- work bampies	- Informat
David will follow multi-su verbal or visual staff pron	tep oral/written direction in npts in 2/5 opportunities.		David will follow multi-step oral/writt verbal or visual staff prompts in 3/5 op	oportunities.
Date to be achieved:	August V 2020		Date to be achieved: December CHIEVEMENT FROM CURRENT II	
	IEI KEI OKI		ON OF MARKS	
4 GOAL MET OR EXCEEDED	<i>3 SUBSTANTIAL PRO</i> met)	GRESS (50-99% of goal	2 PARTIAL PROGRESS (1-49% of g	goal met) <i>1 NO PROGRESS</i>
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:
				○ Yes ○ No
Is progress sufficient to meet annual goal?	Objective 2 Met: O Yes O No			
○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	\bigcirc Yes \bigcirc No	If "No" please explain:
If "No" please comment:	If "No" please comment:	If "No" please comment:	If "No" please comment:	
 Needs More Time Excess Absence/Tardy Assignments Not Completed Need to 	 Needs More Time Excess Absence/Tardy Assignments Not Completed Need to 	 Needs More Time Excess Absence/Tardy Assignments Not Completed Need to 	 Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other 	
review/revise Goal	review/revise Goal Other	review/revise Goal Other		

		DIVIDUALIZED EDUCA	ATION PROGRAM (IEP)	Page 16 of .
Los Angeles Unified Sc Student AZOULAY Last	CHAIM (DAV Y First	MI Section G: Annual G	Date of Birth 04-MAR-2010	Meeting Date 13-MAY-2020
	ections, independently, with	ategory:	Annual Ge Annual Ge Annual Ge Annual Ge	
Progress on annual goals to will be provided at either F	o be reported to parents by Progress Report or Report C	completing the "IEP Report ard periods.	t of Progress and Achievement from Cur	rent IEP" form(s) which
		Methods of l	Evaluation	
 State Assessments Observation Other 	Norm Portfo	Referenced lio	Criterion Referenced Work Samples	Curriculum BasedInformal
prompts, both inside and	related to the goal: rections, independently, wit outside of the classroom (C ervices, etc.) in 4/5 opportu	lasswork, transitions,	Incremental objective #2 related to t David will follow staff directions, inde both inside and outside of the classrood classes, push-in services, etc.) in 4/5 of	ependently, with no more than 2 prompts, m (Classwork, transitions, elective
Date to be achieved:	August 💙 2020	► MO/YR	Date to be achieved: December	1 ♥ 2020 ♥ MO/YR
	IEP REPORT		CHIEVEMENT FROM CURRENT II DN OF MARKS	EP
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROmet)	GRESS (50-99% of goal	2 PARTIAL PROGRESS (1-49% of g	goal met) <i>1 NO PROGRESS</i>
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? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other	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 Other	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 Other	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 Other	Objective 2 Met: Yes No If "No" please explain:

os Angeles Unified S		NDIVIDUALIZED EDUC.	ATION PROGRAM (IEP)	Page 17 o
Los Angeles Unified So Student AZOULAY Last		Y MI Section G: Annual G	Date of Birth 04-MAR-2010	Meeting Date 13-MAY-2020
ormance Area:	Language 1	Category:	Annual Ge	oal #: 9
	-		reement, correct verb tenses, grammatical aimal support (1-2 cues/prompts) with 80%	-
rogress on annual goals t rill be provided at either l	o be reported to parents by Progress Report or Report	y completing the "IEP Repor Card periods.	t of Progress and Achievement from Cur	rent IEP" form(s) which
_		Methods of	Evaluation	
State Assessments		n Referenced	Criterion Referenced	Curriculum Based
Observation Other	Portf	òlio	U Work Samples	Informal
verb agreement, correct v etc.) when responding to	dequate word and sentence rerb tenses, grammatical m and or asking questions in 3-4 cues/prompts) with 60	orphemes, word order a structured activity	agreement, correct verb tenses, gramm	d and sentence construction (subject ve natical morphemes, word order etc.) wh in a structured activity given minimal-
ate to be achieved:	Septembe V 202		Date to be achieved: January	 ✓ 2021 ✓ MO/YR
	IEP REPOR		CHIEVEMENT FROM CURRENT I	EP
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PRO	OGRESS (50-99% of goal	2 PARTIAL PROGRESS (1-49% of g	goal met) <i>1 NO PROGRESS</i>
lst 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:
				\bigcirc Yes \bigcirc No
ls 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	\bigcirc Yes \bigcirc No	\bigcirc Yes \bigcirc No	○ Yes ○ No	If "No" please explain:
f "No" please comment:	If "No" please comment:	If "No" please comment:	If "No" please comment:	
 Needs More Time Excess Absence/Tardy Assignments Not Completed 	 Needs More Time Excess Absence/Tardy Assignments Not Completed 	 Needs More Time Excess Absence/Tardy Assignments Not Completed Need to 	 Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other 	

	IN	DIVIDUALIZED EDUCA	ATION PROGRAM (IEP)	Page 18 of
Los Angeles Unified Sc Student AZOULAY Last	CHAIM (DA) Y First	MI	Date of Birth 04-MAR-2010	Meeting Date 13-MAY-2020
	anguage 2 C	Section G: Annual G ategory:	✓ Annual Ge	oal #: 10
	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
_		Methods of 1	Evaluation	
 State Assessments Observation Other 	Norm Portfo	Referenced lio	Criterion Referenced Work Samples	Curriculum BasedInformal
Incremental objective #1 David will respond to age given no more than 3 cue	e appropriate WH questions	with 60% accuracy	Incremental objective #2 related to a David will respond to age appropriate no more than 2 cues/prompts	the goal: WH questions with 70% accuracy given
Date to be achieved:		OF PROGRESS AND A EXPLANATIO	Date to be achieved: January CHIEVEMENT FROM CURRENT IN ON OF MARKS	 ✓ 2021 ✓ MO/YR
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PRO met)	GRESS (50-99% of goal	2 PARTIAL PROGRESS (1-49% of g	goal met) <i>I NO PROGRESS</i>
1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary	Goal Achievement
Date:	Date:	Date:	Date:	
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met: O Yes O No
Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	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 Other	Objective 2 Met: Yes No If "No" please explain:

	IN	DIVIDUALIZED EDUC.	ATION PROGRAM (IEP)	Page 19 o
Los Angeles Unified So Student AZOULAY			Date of Birth 04-MAR-2010	Meeting Date 13-MAY-2020
Last	First	MI		Meeting Date 13-MAT-2020
		Section G: Annual G		1 //
		ategory:	Annual Go	
David will demonstrate ab		cussion appropriately (i.e., v	wait turn, on topic, novel information etc.)	in 80% of opportunities
······································	F			
rogress on annual goals t	o be reported to parents by	completing the "IEP Repor	t of Progress and Achievement from Cur	rent IEP" form(s) which
vill be provided at either l	Progress Report or Report C	Card periods.	t of 1 togress and Achievement from Cur	tent IEI Torin(s) which
		Methods of	Evaluation	
State Assessments	Norm	Referenced	Criterion Referenced	Curriculum Based
Observation	Portfo	lio	Work Samples	Informal
Other				
ncremental objective #1		· · · · · ·	Incremental objective #2 related to t	
	bility to join conversation/d novel information etc.) in 60		David will demonstrate ability to join (i.e., wait turn, on topic, novel informa	
given no more than 5 cus	· · · · · · · · · · · · · · · · · · ·	776 of opportunities	no more than 4 cus/prompts	anon etc.) in 70% of opportunities give
	Prompto		no more dian i cas prompto	
Date to be achieved:	Septembe 🗙 2020	► MO/YR	Date to be achieved: January	 ✓ 2021 ✓ MO/YR
	IEP REPORT	OF PROGRESS AND A	CHIEVEMENT FROM CURRENT II	EP
		EXPLANATIO	ON OF MARKS	
4 GOAL MET OR	3 SUBSTANTIAL PRO	GRESS (50-99% of goal	2 PARTIAL PROGRESS (1-49% of g	(coal met) <i>1 NO PROGRESS</i>
EXCEEDED	met)			oaimet) INOFROGRESS
		3rd Reporting Period	4th Reporting Period (Secondary	Goal Achievement
1st Reporting Period	met)	3rd Reporting Period Date:	Only)	
1st Reporting Period	met) 2nd Reporting Period			
1st Reporting Period Date:	met) 2nd Reporting Period		Only)	
1st Reporting Period Date:	met) 2nd Reporting Period Date:	Date:	Only) Date:	Goal Achievement
1st Reporting Period Date:	met) 2nd Reporting Period Date:	Date:	Only) Date:	Goal Achievement Objective 1 Met: O Yes No
1st Reporting Period Date: Progress Mark: Is progress sufficient to	met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to	Date: Progress Mark: Is progress sufficient to	Only) Date: Progress Mark: Is progress sufficient to meet annual	Goal Achievement Objective 1 Met: Yes O No Objective 2 Met:
1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	Date: Progress Mark: Is progress sufficient to meet annual goal?	Only) Date: Progress Mark: Is progress sufficient to meet annual goal?	Goal Achievement Objective 1 Met: O Yes No
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Student AZOULAY CHAIM (DA) Y Date of Birth 04-MAR-2010 Meeting Date 13-MAY-2020 Last First MI Section K: Participation in State and District-wide Assessments Section K: Participation in State and District-wide Assessments ussments administered will conform to those assessments determined for each grade by the California Department of Education and/or the Los Angeles Un School District. CAASPP Subject rudent will participate in Regular State and District Assessments. CAASPP Subject ELA and Math esignated Supports and/or Accommodations identified below are applicable) ELA and Math esignated Supports: - Read aloud by an adult in English (for math items and ELA items except for reading passages) - Scribe by an adult (for ELA non-writing items and math items) - - Simplified or paraphrased test directions (non-embedded designated support) - - - - Test in a separate/smaller setting - - - - - - 100s Number Table (paper-based; not allowed for Grade 3; non-embedded accommodation) - - - - - - Read aloud in English by an adult (non-embedded accommodation) for ELA reading passages. - Scribe by an adult for ELA performan	Student AZOULAY CHAIM (DA) Y Date of Birth 04-MAR-2010 Meeting Date 13-MAY-2020 Last First MI MI Section K: Participation in State and District-wide Assessments Mage and the comparison of the compari	as Angolas Unified School District	INDIVIDUALIZED	EDUCATION PROGR	AM (IEP)		Page 20
assments administered will conform to those assessments determined for each grade by the California Department of Education and/or the Los Angeles Un School District. audent will participate in Regular State and District Assessments. Designated Supports and/or Accommodations identified below are applicable) ELA and Math esignated Supports: - Read aloud by an adult in English (for math items and ELA items except for reading passages) - Scribe by an adult (for ELA non-writing items and math items) - Simplified or paraphrased test directions (non-embedded designated support) - Test in a separate/smaller setting ccommodations: - 100s Number Table (paper-based; not allowed for Grade 3; non-embedded accommodation) - Multiplication table for single digits 1-9 (paper-based; not allowed for Grade 3; non-embedded accommodation) - Read aloud in English by an adult (non-embedded accommodation) for ELA reading passages. - Scribe by an adult for ELA performance writing tasks only (non-embedded accommodation)Can be used for note-taking/preparation for	And the sessments administered will conform to those assessments determined for each grade by the California Department of Education and/or the Los Angeles Un School District. CAASPP Subject Designated Supports and/or Accommodations identified below are applicable) CAASPP Subject Each and Math ELA and Math esignated Supports: Caaspect Provide the second of the secon			Date of Birth	04-MAR-2010	Meeting	Date 13-MAY-2020
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-	- Streamlined version of text presented in a more sequential format	 Multiplication table for single digits 1-9 Read aloud in English by an adult (non Scribe by an adult for ELA performance the assessment task and/or for the writin 	(paper-based; not all embedded accommod e writing tasks only (f ng assessment task.	owed for Grade 3; non- dation) for ELA reading non-embedded accommo	embedded accomm passages.	-	king/preparation for

Lor again of minited minited minited minited ministed	Los Angeles Unified School Di	istrict	INDIVIDUA	ALIZED EDUCATION PROGRAM (IEP)	Page 21 of 3
Last First M Section N: Procedural Safeguards and Follow-up Actions A Parent's Guide to Special Education Services including Procedural Rights & Safeguards was provided to the parent in his/her primary language. The IEP Team Meeting Introductory Statements were read aloud at the beginning of the IEP Team meeting. The parent/guardian was informed of his/her right to a written translation of the IEP. Is the parent/guardian requesting translation services? Yes No If yes, the parent/guardian has requested a written translation of the IEP in Hebrew Specify the Individual Pages to be translated: Special Requests: For students who are 17 years old, the student and parent(s)/guardian(s) have been informed that the educational decision-making rights will transfer to the student at 18 years of age, unless the court has determined otherwise.			Y	Date of Birth 04-MAR-20	10 Meeting Date 13-MAY-2020
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Specify the Individual Pages to be translated: Special Requests: For students who are 17 years old, the student and parent(s)/guardian(s) have been informed that the educational decision-making rights will transfer to the student at 18 years of age, unless the court has determined otherwise.	Is the parent/guardian requesting tr	ranslation servi	ices? 🔘 Yes	s O _{No}	
Specify the Individual Pages to be translated: Special Requests: For students who are 17 years old, the student and parent(s)/guardian(s) have been informed that the educational decision-making rights will transfer to the student at 18 years of age, unless the court has determined otherwise.	If yes, the parent/guardian has 1	requested a wri	itten translation	n of the IEP in Hebrew	
For students who are 17 years old, the student and parent(s)/guardian(s) have been informed that the educational decision-making rights will transfer to the student at 18 years of age, unless the court has determined otherwise.					
For students who are 17 years old, the student and parent(s)/guardian(s) have been informed that the educational decision-making rights will transfer to the student at 18 years of age, unless the court has determined otherwise.					
student at 18 years of age, unless the court has determined otherwise.					
	For students who are 17 years	old, the student	t and parent(s)	(guardian(s) have been informed that the educat therewise	tional decision-making rights will transfer to the
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		INDIVIDUALIZED I	EDUCATION PROGRAM (II	E P)	Page 22 of 30
Los Angeles Unified Schoo			Data of Dinth	Moot	ing Data
Student AZOULAY Last	CHAIM (DAV First	Y MI	Date of Birth 04-MA	R-2010	ing Date 13-MAY-2020
Last	That		Participation and Consei	nt	
Da		Section Q. 1 arent			-
Pa	rent Participation		Method	Parent Notificatio Whom	n When
 Parent/Student (18-21) has Parent/Student (18-21) indiable to attend. Parent/Student (18-21) was Parent/Student (18-21) did not r the meeting was held without th Parent/Student (18-21) did without them if they did not attended 	cated before the me notified 3 times of espond to any of th e Parent/Student (1 not attend and gave	the meeting that they would no the meeting time and pla e meeting notifications a 8-21) present	Email t be ce. nd <i>I (PARENT) acknowledge</i>	JK that the IEP meeting wa	when s rescheduled to this date at my if the PARENT requested that
			the IEP meeting be resche	eduled.)	· ·
		. , , ,	ent to Components of the	•	
A Parent/Student (18-21) ma implement those portions of					nd services.
O Parent/Student (18-21) AG	REES to all compo	onents of the IEP.			
O Parent/Student (18-21) AG	REES o all compo	nents of the proposed IE	P WITH THE SPECIFIC EX	CEPTION(S) stated belo	ow:
Assessment	Specify				
Eligibility	Specify)	
Instructional S	SettingSpecify				
Services	Specify				
A Parent/Student (18-21) is a not agree. If a parent/student information on dispute resolu <i>Rights and Safeguards</i>).	(18-21) does wis	h to initiate a form of d the District's publication	lispute resolution as to the co	omponents of the propos	sed IEP, the parent can find
Signature(s)				Date	
O Guardian	O Stud 21 years	lent age 18-21 years age	18- O Surrogate Parent	C Emancipated Minor	O Foster Parent
Did the school district facilitate	-		g services and results for your c	~ ~ ~ ~	No Response
✓ I certify that I have receivoluntary and can be done at			garding the IEP process. I ur	nderstand that my comp	eletion of the form is
Signature(s)		-		Date	13-MAY-2020

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.

А.	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.			
	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.			
Sec.	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.)			
		2	Addition	al Comments

Please fold alor	ng dotted lines with	the address showing Again, Thank you!	. Seal and mail. Postage i	s pre-paid.
	BUSINES	S REPLY		NO POSTAGE NECESSARY IF MAILED IN THE UNITED STATE
	T-CLASS MAIL PERM	T NO. 33798 LOS ANG BE PAID BY ADDRES	ELES CA 90051	
	LOS ANGELE PO BOX 5133	T RESOURCE NE S UNIFIED SCHO 307 S CA 90099-409	OL DISTRICT	
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PARENT INPUT SURVEY English				
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os Angeles Unified			Reconvened Meeting Date
Student AZOULA		Date of Birth 04-M	MAR-2010 Meeting Date 13-MAY-2020
Last			· P 'I)
		tion R: Names and Signatures (Signatures or	
	Team Member	Print Name	Signature
Parent/Guardian		Avshalom Azoulay -via Teleconfe	erei
Parent/Guardian			
Student Age 18 - 21 y	rears		
Student Under Age 18	3 years		
Surrogate Parent			
Foster Parent			
Family Foster Home	Provider		
Administrator			
Administrative Desig	nee	Joy Kushner	Joy Kushner
Special Education Tea	acher	Emma Taylor	Emma Taylor
General Education Te	acher		
School Psychologist			
School Nurse			
Related Service Staff	DIS LAS	Roshelle Gen	Roshelle Gen
Related Service Staff			
Related Service Staff			
nterpreter		Noya Alperson - via teleconference	ce
Sign Language Interp	reter		
Agency Representativ	7e		
Agency Representativ	7e		
Agency Representativ	7e		
Other	VG Administrator	Megan Davis	Megan Davis
Other			
Other			
Other			

		• /	INDIVIDUA	ALIZED EDUC	ATION PRO	Page 24 of 30			
-		AIM (DA) First	Y MI		Date of Birth	04-MAR-2010	Meeting Date	13-MAY-2020	
		LEAST	RESTRI	CTIVE EN	VIRONM	ENT ANALYSIS	5		
		То	Be Complete	ed By the IEP T	feam at the IE	P Team Meeting			
			<u>St</u>	udent's Current	Placement Ty	pe:			
O Genera	Education Class/Gen	eral Educat	ion Site		○ Special	Day Program/General	Education Site		
	Day Program/Special	Education	Center		Nonpub	lic School			
O Home/I	Hospital or Residentia	l Care Facil	ity						
						egarding placement fro ates YES, it is also req			
restrictive s required su there is a co	etting with the use of pports, services, accord	supplement nmodations they canno	ary aids and and modific t be provided	services cannot ations is not the	be achieved s sole justifica	e student's disability is satisfactorily. The lack tion for placement in a deration is given to any	of current availated more restrictive	ability of a student's e setting, unless	
Step A.	Can the supports, s classroom/setting?	ervices, acc	commodation	s and/or modifi	cations in the	student's IEP be made	available in a ge	eneral education	
	O Yes O No	If the answer is YES, then a general education classroom/setting is the appropriate placement. If the answer is NO, go to the question below.							
	🔿 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.							
	IEP team determines general education cur		continues to re	equire support fro	om special edu	cation provided in a smal	ll group setting to	allow him to access the	
			1	1/ 1*0*	<i></i>				
Step B.	in a special day pro		commodation	s and/or modifi	cations in the	student's IEP be made	available on a g	eneral education site	
	🔿 Yes (No			then a special date of the		a general education s	ite is the appropr	riate placement. If the	
	🔿 Yes 🔘 No	If not cur available accommo	not currently available, can the required supports, services, accommodations and/or modifications be made ailable in a special day program on a general education site? If YES, all required supports, services, commodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, pleas icculate why in the box below. Then go to Step C.						
	IEP team determines due to disability and					s and services in a small rds.	, structured enviro	onment to meet needs	

-	s Unified S		AIM (DAV	Y		Date of	04-MAR-2010	Meeting	13-MAY-2020			
	Last		First	MI		Birth		Date				
	Al	NNUAL	LEAST	RESTRI	CTIVE E	NVIRONMI	ENT ANALYSIS	(Continued))			
							P Team Meeting	(,			
Step C.	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a special school setting											
	• Yes	🔿 No	If the answ question b		hen a specia	l school setting i	s the appropriate place	ement. If the answ	wer is NO, go to the			
	() Yes	() No	available modificat	in a special s	chool setting provided wi	? If YES, all rec	services, accommodat uired supports, service timeline. If the answe	es, accommodati	ons and/or			
Step D.	Can the	supports, s					student's IEP be made		ome/hospital setting			
	○ Yes	\bigcirc 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.									
	○ Yes	() 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.									
Step E.	Can the facility?		ervices, acc	ommodation	s and/or mod	lifications in the	student's IEP be made	e available in a re	esidential care			
	○ Yes	○ No		rently availab Ident in this s		e in the IEP what	supports, accommoda	ations and/or mo	difications are requi			

-	S Unified Scho		Ω.		04 MAD 2010		12 34437 2020			
Student	AZOULAY	CHAIM (DAV	Y	Date of	04-MAR-2010	Meeting	13-MAY-2020			
	Last	First	MI	Birth		Date				
							`			
	ANN	UAL LEASI	RESTRICTIV	E ENVIRONMI	ENT ANALYSIS	(Continued))			
		То	Be Completed By t	he IEP Team at the IE	P Team Meeting					
tep F.	The student'	s needs as reflecte	d in the contents of	his IEP, and the place	ement being considered	l by the IEP team	n, outweigh any			
•	potential has	rmful effects at thi	s time, including (ch	eck all that apply):						
	Diminished access to the full range of the curriculum									
	Missed general education instruction taught by highly qualified staff									
		Rate at which student may earn credits for graduation								
		Lack of opportunity for social interaction								
			-	opriate peer role mode	els					
				ies with typical peers						
			to peers in student's							
			-	havioral models from	peers					
		Other:	are to appropriate of		P					

-	AZOULAY	School District CHAIM (DA) Y	Date of Birth 04-MAR		gibility, Placements and Support Meeting Date 13-MAY-2020	
	Last	First	MI			
			Effective With this IEP	Future	Changes Related to this IEP	
		As of Date:			8	
Eligibility:			Eligible (AUT)	/)	
from Page	4)	Final IEP Reason	3 • • (•)			
		Final IEP Effective Date:				
Curriculur	n	Duit.	General Education			
Placement		Type of School				
		Name of School				
		i tunic of School	VILLAGE GLEN SCH (VALLET) (NFS)			
Instruction	al Satting					
	ai Setting	Setting				
		Program	NPS			
		Special Day Minutes/Wk	1570			
		Addresses Goals	1(Reading),2(Reading 2),3(Writing 1),4(Writing 2) 5(Mathematica) 6(Social Skills) 7(Pro			
			2),5(Mathematics),6(Social Skills),7(Pre- Vocational),8(Behavior Support),8(Behavioral			
			Support),(Language),(Language),(Pragmatic Language)			
Additional	Factors	Low Incident Support	None			
		Assistive Technology	No			
		Support				
		Transportation	NPS Only - NPS Transportation			
		Extended School Year/Intersession	• Yes O No			
		Parent Counseling and Training (PCT)				
		ESY Transportation	Home to School)		
Accommod		Instructional	small group instruction, offer choices,			
Modificatio Supports	ons,	Accommodations	assignments broken down into smaller parts,			
			reading material at independent and instruction level, re-teaching, graphic organizers, show			
			examples, preferential seating, extended time on assignments, access to keyboard, calculator			
			access, use of visuals and manipulatives, pre-			
			teaching, breaking math problems into simpler parts, and visual demonstrations, repeated			
			demonstrations, tasks explained in small and sequential manner, instruction in social skills,			
			reinforce appropriate behavior, reduce/minimize			
			distractions, modeling positive social interactions.			
		Tand				
		Instructional Modifications				
		Other Supports,		1		
		including Non-	Behavior Intervention Plan Participated in-school Lego club, opportunitiy			
		Academic and Extra- curricular Activities	for additional 'club' participation in the future			
Preparatio	n for Three	Do the Parent and the				
Year Revie	w IEP (At	District (local				
he second Review IEl	Annual P Meeting,	educational agency) agree that a				
	ust discuss	reassessment is				
	conduct or	unnecessary?				

not conduct a three- year comprehensive reassessment.)	If the Parent does not agree, specify the area(s) to be reassessed.	Comprehensive Psycho-educational assessment
		Comments, as appropriate
Low Incidence Equipment		
Assistive Technology Equipment		
Participation in General Education	due to behavioral needs education environment	NPS (100% of the school-day) is the least restrictive environment to meet student's needs at this time s and limited academic progress. Every effort will be made to re-integrate the student into the general when feasible and appropriate. Areas of consideration for least restrictive environment, i.e. return to g include but are not limited to: behavior; attendance; and academic progress.

os Angeles Unified School udent AZOULAY CH	AIM (DA' Y	IEP FAPE Part 2 - Summary of Date of Birth 04-MAR-2010	Meeting 13-MAY-2020
Last	First MI		Date
		Effective With This IEP	Future Changes Related To This IEP
Service 1	Start Date:	Effective on Signature Date	
10	End Date:		
Language/Speech	Service applies to:	ESY	
	Frequency:	1-5	
This service addresses the following goals:	Interval:	Weekly	
9(Language 1)	Minutes/Interval:	60	
10(Language 2)	Minutes/Interval (Pullout from Gen Ed):	0	
11(Pragmatic Language)	Service Delivery Model:	Direct Service (Collaborative)*	
	Area:	School	-Based
	Responsible Personnel:	Nonpublic School Provider (for nonpublic school students only)	
Service 2	Start Date:	Effective on Signature Date	
10	End Date:		
Language/Speech	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals:	Interval:	Weekly	
9(Language 1)	Minutes/Interval:	60	
10(Language 2)	Minutes/Interval (Pullout from Gen Ed):	0	
11(Pragmatic Language)	Service Delivery Model:	Direct Service (Collaborative)*	
			-Based

Responsible Personnel:	Nonpublic School Provider (for nonpublic school students only)	

Notes:

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

Part 3 - Percentage of Time Outside of General Education

Effective With this IEP

Future Changes Related to this IEP

% of Time per Week outside of General Education

100

Part 4 - Additional Discussion (This section is optional)

IEP meeting held via teleconference due to school closure due to COVID-19. All participants participated via teleconference. At this time, student is accessing his education via distance learning.

Parent verbally excused the participation of a General Education teacher in advance of the meeting.

Village Glen NPS will provide the following: Basic education and DIS LAS.

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 to: challenges with safe, appropriate responses to frustrating situations. 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: increased ability to independently utilize safe, appropriate responses to frustrating situations, in preparation for a transition to the 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 appropriate.

Every effort will be made to reintegrate student into the general education environment when appropriate. Student will be considered for a lesser restrictive educational setting when he is able to demonstrate noteworthy and consistent progress in the areas of: academics and behavior. 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. IEP team discussed the need for continued, consistent support in the area of behavior. Student has demonstrated regression with limited recoupment in regards to his ability to make consistent progress toward behavior goals and overall progress. The IEP team discussed and determined that ESY is necessary to build and maintain critical skills and avoid skill loss with limited recoupment as demonstrated over instructional breaks.

	eles Unified Schoo	l District	IDUALIZ	ED EDUC	CATION PRO IEP FAPE	Part 2 - S	ummary o		Page 2		
tudent	AZOULAY C	EHAIM (DAV Y	MI		Date of Bir	th 04-MAI	R-2010	Meeting Date	13-MAY-2020		
	2			APE Sum	mary Grid						
Progran	n:	NPS			Setting:		Specia	l Education			
Eligibili	ty:	Eligible (AUT)			Curriculum	•	Gener	General Education			
Transpo	ortation:	NPS Only - NPS Tr	on	Low Incider	it Support	: None	None				
Dure Di	strict Received Signature:										
Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)	No Consent		
10	Language/Speec	h Effective on Signature Date	ESY	Weekly	1-5	School- Based	60	Language 1, Language 2, Pragmatic Langua	 ge		
10	Language/Speec	h Effective on Signature Date	Regular	Weekly	1-5	School- Based	60	Language 1, Language 2, Pragmatic Langua	 ge		

For IEP Team Information

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

				IZED EDUCATIO	N PD4	CRAM			Page 28 of 3
				ior Intervention		JGKAM			
		For Behavior		tudent's Learning or th		ing of His/Her Pe	ers		
_		ngeles Unified School l					(Beha		tion Plan, pg. 1 of
Student A	ZOULAY	CHAIM (DAVID)		Date of I	Birth	04-MAR-2010		Meeting Date	13-MAY-2020
TI	Last he behavior i	First mpeding learning is:	MI	Describe what it	looks li	ke:			
1 (ation and planning		~		not following stat	ff direc	tions,	
• I	t impedes lea	arning because: lack o	f work production	disrupts othe	er studen	ts 🗸 require	es instru	iction to stop	
2 _i	nstructional	time is lost 🗸 🛛 negativ	ve interaction with	peers		_			-
c	other								
1	The need for	a Behavior Intervention Pla	an: 🔿 early stag	e intervention () m	oderate	o serious	extrem	e	
3			0	0		•			
4	Frequency or	intensity or duration of bel	navior: Frequency	(x) Period	Intens	ity Duration	on (min)	
4				daily 🗸	high	▶ 10			
	Reported	by Teacher/Staff		and/or	obse	erved by Teache	er/Satff	•	
PREVENTI	ION		PART 1		EN	VIRONMENTAL	FACT	ORS AND NEC	ESSARY CHANGES
		What are the predictors		(Situations in which th					
	5			ork level higher than		Verbal directive		7 1	k of predictability
		Disruption in routin	es studer	it's ability	ſ	Peer conflict	es		er stimulation
		Unstructured time		ternal physical/emotion	nal (Room condition	ıs		cific room arrangemen
		Events from previou	1S state	ick of freedom, choice,				*	
		environments		ble activities, friends	,				
		Other Describe:	U UI	nder stimulation					
		What supports the stud	ent using the prob	lem behavior? (What i	e missin	g in the environme	ant/our	iculum or what i	s in the
Observatio	n 6	environment/curriculu	n that needs chang	ging?)	15 1115511	g in the environme	ciii/cuii	Iculum of what	s in the
Analysis		the environment:							
2			Classroom se	eating arrangement	_	e levels propriate material	. (tions (adult and/or
	Missing in	the environment:	misbehavior	amed for		dule	s (age-a	🗹 Conflic	t resolution skills
			Transition sk	ills	_	structuring			ve communication with
			Re-teaching			sequences not clea	r to	parent	unications system
			Social skills	instruction	student				anieations system
	Other	(Missing/Present):							
		REMOVE	STUDENT	'S NEED TO U	JSE T	HE PROBL	EM	BEHAVIO	R
		What environmental ch	anges, structure ar	nd supports are needed	to remo	ve the student's ne	ed to us	se this behavior?	(Changes in
nterventio	n 7	Time/Space/Materials/I	nteractions to rem	ove the likelihood of b	ehavior)			
		Time Changes:		Give more time on task	rc.	✓ Allow comple	tion in 1	parts Tes	ach a closure system
		Space Changes:		Signal transition		Provide a brea			ve less time on tasks
				Preferred seating		Different work		Stu	dy carrels
		Material Changes:		Personal space		Hands-on lear	-		sks organized
		Interaction:	_	Accommodated work		Notebook orga			larged print size books
				High interest materials Use specific supportive		Cue the studer		Ma	odel er Models
			word	ls		Use calm, de-e			ri ivioueis
			v 🔽	Verbally praise student		language	scaratl	·ъ	
				Jse specific support munications					
		Other	com	munications					
	Who will e	establish?	Who	will monitor?		Fre	equency	/	
	Teacher/S	Staff	Tea	cher/Staff			aily		

			IDUALIZED EDUCATION PE Behavior Intervention Plan		
	Los	For Behavior Interference Angeles Unified School District	ing with Student's Learning or the Lea		or Intervention Plan, pg. 2 of
Student	AZOULA		Date of Birth		eeting Date 13-MAY-2020
Student	Last	First M		04-101AR-2010	13-MAI-2020
ALTERNA		PART II		AND NEW BEHAVIORS TO T	FEACH AND SUPPORT
		Team believes the behavior occu	urs because: (Function of behavior in t	erms of getting, protest or avoid	ding something)
	8	To Get:			
		10 000.	Sensory input	Attention (peer)	L Attention (staff)
		To Avoid:	Tangible (desired item)	Tangible (desired activity)	\frown
			Task (too difficult)	Attention (peer) Task (too easy)	└── Attention (staff) ✓ Task (too long)
		Describe:		Lask (100 casy)	
		What team believes the student	should do INSTEAD of the problem b	behavior? (How should the stud	lent escape/protest/avoid or get
Observatio	on 9	his/her need met in an acceptab			
Analysis	To Av	oid: To avoid completing a task that 1	new has too difficult and will take a k	and time to complete	
	10 AV	old. To avoid completing a task that I	hay be too unneutt and will take a to	ong time to complete	
	10	What teaching Strategies/Neces	sary Curriculum/Materials are needed?	?	
	10				
		Better communication	Anger management	Communication system	Self-management system
		skills	Learning new social skills	Learning how to negotiat	
		✓ Following schedules &	Learning notebook	Learning to use conflict	Learning to request break
		routines	organization	resolution	
		Learning new scripts			
		Who will establish?	Who will monitor?	Frequency:	
		Teacher/Staff	Teacher/Staff	Daily	
	11	What are reinforcement procedu	res to use for establishing, maintaining	g, and generalizing the replacen	nent behavior(s)?
Interventio	on 11	Physical:	High-fives	Smiles	Handshake
			Pat on the back		\Box
		Verbal:	✓ Use specific praises	Recognition of student's	Peer recognition
		Contingent Access:	✓ Time on the computer		Listen to music
		Consingent i i i i i i i i i i i i i i i i i i i	Preferred activity	Free time	Other
		Tanaihlas	Positive phone calls or	Describe:	Other
		Tangibles	notes to home Tokens	Certificate sent home	Seating Location
		Tokens and Points:	Exempt assignment	U Points	
		Privileges:		Extra test points	
		Other ideas:			
		Selection of reinforcer based on:	Student Interest		
		reinforcer for using replacen		ral increase in positive behavio	rs
		By whom?	Frequency	-	
		Teacher/Staff	Daily		
EFFECTIV		TION PAR	тш	REACTIVE STRA	ATEGIES
EFFECIL		tegies will be employed if the problem			
10	should ha	indle the problem behavior if it occurs	again, 3. Positive discussion with stud	ent after behavior ends, 4. Any	necessary further classroom or
12		nsequences)	-		-
12		student to maintain focus and use co	pying strategies when needed 2. Pro	vide verbal and visual model	of appropriate strategies/skills 3.
	1. Prompt			· / 1 · 11 / D · 1 · 1	ata positiva faadbaak and
	Praise stu	dent when he/she is able to stay on ta		egies/skills 4. Provide immedi	are positive recuback and
	Praise stu			egies/skills 4. Provide immedi	are positive recuback and
	Praise stu	dent when he/she is able to stay on ta		egies/skills 4. Provide immedi	are positive recuback and

	Los Ang	eles Unified Scho			Learning of His/Her Pee		Plan, pg. 3 of 3
Student	AZOULAY Last	CHAIM (DA' First	Y MI	Date of Birth	04-MAR-201(Meeting Date	13-MAY-2020
OUTCO	MES		PART IV		BEHAVIOR	AL GOALS	
13	Behavioral G	oal: Goal #: 8					
			independently, with no n etc.) in 4/5 opportunities.	ore than 1 prompt, b	both inside and outside of t	the classroom (C	lasswork, transiti
	Reduce fro				nd may also include: hat remove student's need	I to use the prob	lem behavior
	and Analysis C curriculum acco		difications also necessar	y? Where described	1?		
	Yes 🔘 No						
0	-	supports/changes ne	ecessary?				
-	Yes No	upports/enanges ne	cessary:				
0		eplacement behavi	or alone enough? (no ne	w teaching is necess	sary)?		
\bigcirc	Yes 🔿 No						
Are		new replacement	behavior AND reinforce	ment needed?			
0	Yes 🔘 No						
This	s BIP to be coord	linated with other a	igency's service plans? A	.gency?			
\bigcirc	Yes 🔘 No						
\cup	<u> </u>	or contact between	agencies.				
	•						
COMM	UNICATION		PART V		COMMUNI	CATION PROV	ISIONS
	Manner and	l content of commu	inication:				
14	Phone c	alls	🗹 Email		🗹 Written note	s	
14	Z Daily re	-	Daily cha	rting	🗹 Behavioral l	ogs	
14	U Weekly	reports					
14	\square						
14	Other		Frequency?				
14	Other Betweer	ι?	riequency.				
14			Daily				
14	Betweer						