

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Identification Number 081807M001

Eligible (OI)

Student BEN-NISSAN OR MI

Date of Birth 18-AUG-2007

Section A: Meeting Information

Table with columns: Pertinent Dates, Type of Meeting. Includes fields for meeting dates, location (Riverside Dr. CS), and district name (Los Angeles Unified School District).

Section B: Student Information

Form containing student details: Date of Birth (18-AUG-2007), Age (10), Grade (5), Gender (Male), Ethnic Code (White), Home Language (Hebrew), Home Address (5040 NAGLE AVE, SHERMAN OAKS, CA 91423), School of Attendance (Riverside Dr Cs), Parent/Guardian (Anat/Mori Ben-Nissan), and placement information.

If the student is 18 years old or older or is an emancipated minor, does he/she have educational decision-making rights? No Yes

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student OR Date of Birth Meeting Date

Section C: Language Acquisition

Language Classification: Start Date: Reclassification Date:

Parent Waiver: Yes No

Elementary English Language Development Level: Start Date:

Secondary English Language Development Level: Start Date:

Communication Observation Matrix Level: Start Date:

Section D: Goal Achievement from Current IEP

Goal for: (example - Reading)	Achieved		If No, explain the reason the goal/objective was not achieved
	Yes	No	
1. English Language Development	<input type="radio"/>	<input type="radio"/>	N/A
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	
2. Functional Writing	<input type="radio"/>	<input type="radio"/>	
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	
3. ECC, Braille	<input type="radio"/>	<input type="radio"/>	
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	
4. VI-ECC, Self-Determi	<input type="radio"/>	<input type="radio"/>	
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	
5. Listening Comprehens	<input type="radio"/>	<input type="radio"/>	
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	
6. OrientationMobility	<input type="radio"/>	<input type="radio"/>	
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	
7. Object Control	<input type="radio"/>	<input type="radio"/>	
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	
8. VI/ECC Com Sk Math	<input type="radio"/>	<input type="radio"/>	
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	
9.	<input type="radio"/>	<input type="radio"/>	
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	
10.	<input type="radio"/>	<input type="radio"/>	
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	


INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student BEN-NISSAN OR **Date of Birth** 18-AUG-2007 **Meeting Date** 01-FEB-2018

Section E: Present Level of Performance

Performance Area: English Language Development
Assessment/Monitoring Process Used: CELDT, Teacher observation
State/District Assessment Results: CELDT SCORE (31-OCT-2015) - 1

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


Rafael has an English Language Development (ELD) Level of 1 (Beginning). On his 2015-2016 California English Language Development Test (CELDT) assessment, he scored in the Beginning range Overall, as well as in Listening, Speaking, Reading, and Writing. CELDT scores for the 2016-2017 school year are unavailable at this time.

Strengths: On his most recent Progress Report in March, 2017, Rafael earned a 3 (Proficient) in ELD Reading and ELD Listening. In classroom settings, Rafael is able to understand and follow directions. Rafael speaks in age appropriate sentences and uses standard grammar when speaking. He is able to carry on academic and social conversations with adults and peers.

Needs: On his most recent Progress Report in March, 2017, Rafael earned a 2 (Partially Proficient) in ELD Writing and ELD Speaking. Rafael is still working on building his academic vocabulary and being able to apply his knowledge of grade level vocabulary to respond to text both orally and in writing. He sometimes has difficulty with figurative language such as metaphors and similes when engaged in academic tasks.

IMPACT OF DISABILITY: Rafael's eligibility of Orthopedic Impaired/Visual Impaired impacts his ability to comprehend and utilize grade level vocabulary and figurative language, which impacts his access and progress in the general education curriculum.

Performance Area: Reading/Listening Comprehension
Assessment/Monitoring Process Used: Student Progress Report, Teacher observation
State/District Assessment Results: Smarter Balanced Summative Assessment 2015-2016

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

Smarter Balanced Summative Assessment 2015-2016

English Language Arts/Literacy Standard	Student Score	Standard Benchmark
Nearly Met	2395	2432

Strengths: Rafael demonstrates comprehension of material that he has heard, and is able to answer comprehension questions that are both literal and inferential. Rafael is able to participate in classroom discussions about information that he has heard. In the classroom, Rafael's teacher reports that his listening comprehension and story recall skills are excellent when compared to age level peers.

Needs: Rafael is in the process of transitioning to Braille reading this semester. Due to a change in his medical status and his medically-related absences, Rafael was unable to meet grade level standards in Reading, earning a 2 (Partially Proficient) on his most recent Progress Report in March, 2017. Rafael did not meet his reading goal from the previous IEP, as the change in his medical status impeded his ability to read multisyllabic words in isolation as well as in context. While he is gaining proficiency in Braille, Rafael will demonstrate continued understanding of grade level material by summarizing text that has been read aloud or information that is presented orally.

IMPACT OF DISABILITY: Rafael's eligibility of Orthopedic Impaired/Visual Impaired impact his ability to access the general education language arts curriculum through visual modalities, which impacts his progress in the general education curriculum.

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Student BEN-NISSAN OR **Date of Birth** 18-AUG-2007 **Meeting Date** 01-FEB-2018

Section E: Present Level of Performance

Performance Area: Math

Assessment/Monitoring Process Used: My Math, Student Progress Report, Teacher observation

State/District Assessment Results: Smarter Balanced Summative Assessment 2015-2016

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

Smarter Balanced Summative Assessment 2015-2016

Mathematics Standard Met	Student Score	Standard Benchmark
	2445	2436

Strengths: Rafael is meeting grade level standards in Math at this time, earning a 3 (Proficient) on his most recent Progress Report in March, 2017. Rafael is able to perform calculation tasks using all four operations: addition, subtraction, multiplication, and division. He knows his multiplication facts. He demonstrates an understanding of fractions and operations with fractions. Rafael earned a 95% on his My Math Chapter 8 Fractions Test, and an 89% on his Chapter 9 Fractions Test. Rafael's teacher reports that his math facts fluency and calculation skills are above average when compared to age level peers, while his math reasoning skills are in the average range.


Needs: None at this time.

IMPACT OF DISABILITY: No impact at this time.

Performance Area: Prevocational

Assessment/Monitoring Process Used: Student Progress Report, Teacher observation

State/District Assessment Results:

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

Strengths: On his most recent Progress Report, in March, 2017, Rafael earned grades of 3's (Consistent) and 4's (Strong) in all areas of Work and Study Habit, as well as in Learning and Social Skills. Rafael is a hard-working student who always tries his best. He is motivated to learn and participates in class activities. Rafael follows directions in the classroom and on the yard. He is polite and respectful to adults and peers. He typically completes homework and class assignments, although he sometimes needs extended time to finish his work. Rafael is able to self-advocate and ask for help when needed.

Needs: None at this time.

IMPACT OF DISABILITY: None at this time

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Student BEN-NISSAN OR Date of Birth 18-AUG-2007 Meeting Date 01-FEB-2018

Section E: Present Level of Performance

Performance Area: Visual Motor
Assessment/Monitoring Process Used: Record Review, Observations, Work Samples, Interview
State/District Assessment Results: N/A

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

The following is a summary of Occupational Therapy findings:
Student's area of strength based on school occupational therapy's area of expertise:
Rafael demonstrates adequate postural stability, endurance, and balance to assume and maintain upright sitting posture in classroom chair for desktop activities. Rafael's bilateral upper-extremity range of motion, strength, and muscle tone appear to be within functional limits for accessibility and performance of school-based activities. With support of his long white cane and 1:1, Rafael demonstrates ability to safely navigate various school environments (e.g. hallway, classroom, playground, etc.) while avoiding injury from tripping or falling outside his base of support. Rafael exhibits adequate strength to push open doors and carry items used in the classroom. Rafael demonstrates adequate self-care skills to independently self-feed, follow toileting routine, and manage his personal belongings independently. Rafael demonstrates adequate motor planning to plan, sequence, and execute an unfamiliar or novel motor task in a coordinated fashion with use of verbal prompting secondary to visual impairment. Observations reveal that Rafael demonstrates functional motor planning as he does not excessively trip or fall when navigating various school environments. Rafael demonstrates ability to manipulate a variety of textures, navigate his classroom and playground environment with adequate balance and tolerance to changes in movement, grade appropriate force/pressure on tasks, and tolerate the natural sounds of his environment both within the classroom and school environment.
Continued Below

Performance Area: Visual Motor
Assessment/Monitoring Process Used: Record Review, Observations, Work Samples, Interview
State/District Assessment Results: N/A

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

Student's areas of need based on school occupational therapy's area of expertise:
Per Visually Impaired (VI) present level of performance dated 5/1/17, Rafael's corrected visual acuity: Light perception in his right eye and 20/300 in his left eye per 1/19/2017 eye medical report. Due to Rafael's trouble adjusting to bifocal, two pairs of prescription lens have been given, one for distant viewing and one for near (reading) use. His peripheral field is reduced in his left eye.
Functional tasks affected by visual impairment, such as writing and typing. Rafael demonstrates limitations with visual motor skills required to complete classroom written work with adequate letter formation, sizing, spacing, and line adherence, and typing on keyboard with accuracy and efficiency. Rafael observed to overcompensate for visual impairment by utilizing compensatory strategies, such as tilting head, bringing face close to paper, and attempting to visually scan for items or objects located on paper or keyboard.
Impact of Disability on Student's Academic and Overall Educational Performance:
Rafael is a student with a special education eligibility of Multiple Disabilities Orthopedic (MDO) and Visual Impairment (VI) and deficits in the area of visual motor skills that negatively impact his participation and performance in the general education curriculum.
Prepared by: Evelyn Babaroudi, MA, OTR/L

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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Student BEN-NISSAN


OR

Date of Birth 18-AUG-2007

Meeting Date 01-FEB-2018

Section E: Present Level of Performance


Performance Area:	Object Control
Assessment/Monitoring Process Used:	apeas2
State/District Assessment Results:	demonstrates need

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

Areas of Strength: Raphael is a pleasant student who participates in all class activities to the best of his ability. Raphael is able to perform all warm-up activities and stretches independently suggesting strength in body awareness and motor planning. Raphael has improved his functional static and dynamic balance skills. He is able to maintain his posture during static and dynamic stretches. Raphael is able to run with significant speed, stop, and change direction displaying agility and dynamic balance skills. He is continuing to show progress with object control skills. His throwing technique is mature. He can throw a 6? ball at an intended target from a distance of 20 feet. Raphael demonstrates cross extension, follow-through, and weight shift when throwing. Raphael can perform the locomotor patterns of walking, running, jumping, hopping, and galloping in an age appropriate manner. Raphael is within the healthy fitness zone for muscular strength, endurance, flexibility, and BMI. Rafael has recently undergone surgery and is attending classes on a regularly basis again. He is able to dribble the ball at a higher skill level then everyone in the class. He can perform 10 dribbles using both hands consistently and independently.

Areas of Need: Raphael has difficulty kicking a rolled ball. During class activities he has missed or fallen down on several occasions when attempting to kick a ball. He has difficulty catching any objects that are thrown from a long distance or at increased speeds. His visual tracking ability may require some modifications in activities. He also has a slight gait or inward skip to his running which does NOT prevent him from performing any loco motor skills.

Performance Area:	Cont'd
Assessment/Monitoring Process Used:	
State/District Assessment Results:	

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

Impact of Disability: Raphael's eligibility of VI may impair his ability to perform and improve object control skills, which impacts his ability to access the general physical education curriculum in a successful manner. He demonstrates the needs for adapted services.

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Section E: Present Level of Performance

Table with 2 columns: Label (Performance Area, Assessment/Monitoring Process Used, State/District Assessment Results) and Value (Visually Impaired Expanded Core Curriculum, Review of medical records, LAUSD FVA, Services from the Visually Impaired Program are recommended)

Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Visual Diagnosis: history of retinopathy of prematurity, retinal detachment, left eye, status post silicone oil replacement 12/6/16... STRENGTHS: Rafael's listening skills are reported to be excellent... NEEDS: Due to Rafael's significantly reduced vision and limited visual stamina...

Table with 2 columns: Label (Performance Area, Assessment/Monitoring Process Used, State/District Assessment Results) and Value (cont'd, Review of medical records, LAUSD FVA, Services from the Visually Impaired Program are recommended)

Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Visual Acuity Indicates: BLIND Reading Medium: Aural/Braille Learning Medium: Aural/Tactile CLASSROOM ACCOMMODATIONS: -Provide rich descriptions of objects, images, etc. -Provide clear directions such as 'pass your papers to the right' rather than 'over there'...

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Student BEN-NISSAN

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Section E: Present Level of Performance

Performance Area: Visually Impaired Expanded Core Curriculum Cont

Assessment/Monitoring Process Used: Review of medical records, LAUSD FVA

State/District Assessment Results: Services from the Visually Impaired Program are recommended

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

- Clear seat copy of all whiteboard and projected information to be scanned to provide aural or braille access to information
- Use of braillewriter and braille materials and tactiles in the classroom.
- Seat facing away from bright lights and glare.
- Allow Rafael to wear a hat for photophobia. (light sensitivity)

Performance Area:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Empty text area for current performance/assessment summary.

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Section E: Present Level of Performance

Performance Area: Assistive Technology-Visually Impaired
Assessment/Monitoring Process Used: Observation, informal, ATVI Assessment Protocol
State/District Assessment Results:

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

STRENGTHS: Rafael learns new concepts quickly, and demonstrates good listening and tactile discrimination skills.
NEEDS: Rafael needs to learn how to access computing devices using screen reader with external keyboard and/or braille display in order to access his curriculum.
IMPACT OF DISABILITY ON ACADEMIC AND OVERALL EDUCATIONAL PERFORMANCE: Based on classroom observation and interviews, STUDENT demonstrates reduced visual stamina to complete long assignments, and needs an way to access information through auditory and tactual means.
SUMMARY: Rafael is a 4th grade student with a visual diagnosis of retinopathy of prematurity. He has light perception in his right eye, and a visual acuity of 5/300 in his left eye. He has an iPad in the classroom and uses it for digital books downloaded through Bookshare with the help of his TVI (Teacher of the Visually Impaired).

Performance Area: [ATVI ASSESSMENT REPORT, CONTINUED]
Assessment/Monitoring Process Used:
State/District Assessment Results:

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

feedback only to locate items on the screen, only using his vision as requested.
When presented with an iPad (9.7' and 12.9'), with an external keyboard as well as a braille display, Rafael quickly learned some basic keyboard/braille commands with the VoiceOver screen reader, relying on auditory feedback to access apps.
He demonstrated how to move from app to app and open apps using keyboard shortcuts/braille commands. He placed his fingers on the home keys, typing the home row and letters that he knew using a modified style to accommodate the weakness of his ring fingers. He was able to tactually discriminate braille letters on the display, and he could braille requested letters that he has learned.
RECOMMENDATIONS:
Primary recommendations--
-- access to computing device with screen reader to learn efficient ways to interact with applications using keyboard shortcuts and screen reader commands
-- access to a computing device (i.e., laptop, desktop, tablet) with a refreshable braille display to obtain and input braille information from digital content
Secondary recommendations--
-- daily touch-typing practice using screenreader and keyboard
-- introduction to appropriate keyboard shortcuts to edit documents
-- instruction on how to develop strategies for touch gestures on a screen and input devices to accommodate his motor needs
-- instruction on use of braille display input and output with a screen reader to reinforce braille skills
-- access to digital books
Submitted by: Lore Schindler, Teacher/Technology Coordinator, Visually Impaired Program
Date: 4/29/2017

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Student BEN-NISSAN

OR

Date of Birth 18-AUG-2007


Meeting Date 01-FEB-2018

Section E: Present Level of Performance

Performance Area: Writing-Braille

Assessment/Monitoring Process Used: Teacher observation

State/District Assessment Results: Continued braille instruction from a TVI


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

Raphael has been transitioning to braille reading/writing medium. He has been introduced to the braille writing machine. He is able to locate the 6 embossing keys, backspace, line spacer, lever, embossing head, rolling knobs and paper release levers. He needs minimal assistance in loading braille paper onto the braille machine. He is able to place his fingers in the appropriate embossing keys in preparation for braille writing. When pressing the embossing keys he has difficulty in using his ring fingers when pressing embossing keys 3 and 6. He is able to braille letters c, a, r, g, l.

Performance Area:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

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Section E: Present Level of Performance

Performance Area: Orientation and Mobility
Assessment/Monitoring Process Used: formal LAUSD assessment
State/District Assessment Results: continue Orientation and Mobility services

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

Rafael had left eye surgery in late September 2016, due to a detached retina. His vision acuity decreased during the 2016-2017 school year. At the IEP amendment in March 2017, due to the decrease in vision, it was recommended that Rafael use a long white cane on campus for safety. He used the left eye to see large objects and people from 1 to 5 feet away. Rafael was unable to see details during this assessment.

IEP RECOMMENDATIONS:

Impact of Disability/Recommendation:

Due to specified visual impairment Rafael requires orientation and mobility instruction to safely and efficiently access school and community environments.

LAUSD O&M Instructor: Anthony Rodriguez

Date of Report: April 27, 2017

For more details look up the formal assessment

Performance Area:
Assessment/Monitoring Process Used:
State/District Assessment Results:

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

Empty text area for current performance/assessment summary.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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Student OR

Date of Birth

Meeting Date

Section F: Eligibility

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

For Initial IEP, interventions attempted prior to determining eligibility:

Eligible as a student with the disability of:

Code:

Not Applicable, Blind or Partially Sighted

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

Code:

Not Applicable, Blind or Partially Sighted

Does not meet eligibility criteria for Special Education Services (Initial IEP).
or

No Longer Eligible for Special Education Services (Review IEP).
No Longer Eligible (Effective Date):

This is a Final IEP, the student remains eligible for Special Education Services until the Effective Date below.

Final IEP Reason:

Final IEP Effective Date:

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Date of Birth Meeting Date

Section G: Annual Goals and Objectives

Performance Area:

Annual Goal #

5.L.5 Rafael will identify the meaning of figurative language, including similes and metaphors, in context in class work and tests as measured by informal assessment in 4 out of 5 trials with 80% accuracy.

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

Methods of Evaluation:

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

Incremental objective #1 related to the goal:

Rafael will identify the meaning of figurative language, including similes and metaphors, in context in class work and tests as measured by informal assessment in 4 out of 5 trials with 60% accuracy.

Date to be achieved MO/YR

Incremental objective #2 related to the goal:

Rafael will identify the meaning of figurative language, including similes and metaphors, in context in class work and tests as measured by informal assessment in 4 out of 5 trials with 70% accuracy.

Date to be achieved MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR EXCEEDED 3 SUBSTANTIAL PROGRESS (50-99% of goal met) 2 PARTIAL PROGRESS (1-49% of goal met) 1 NO PROGRESS

1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period	Goal Achievement
Date: <input type="text"/>	Date: <input type="text"/>	Date: <input type="text"/>	(Secondary Only) Date: <input type="text"/>	
Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No
If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please explain: <input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student OR Date of Birth Meeting Date

Section G: Annual Goals and Objectives

Performance Area:

Annual Goal #

5.SL.2 Rafael will summarize a written text read aloud or information presented in orally diverse media and formats, in class work and tests as measured by informal assessment in 4 out of 5 trials with 80% accuracy.

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

Methods of Evaluation:

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

Incremental objective #1 related to the goal:

Rafael will summarize a written text read aloud or information presented in orally diverse media and formats, in class work and tests as measured by informal assessment in 4 out of 5 trials with 60% accuracy.

Date to be achieved MO/YR

Incremental objective #2 related to the goal:

Rafael will summarize a written text read aloud or information presented in orally diverse media and formats, in class work and tests as measured by informal assessment in 4 out of 5 trials with 70% accuracy.

Date to be achieved MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR EXCEEDED 3 SUBSTANTIAL PROGRESS (50-99% of goal met) 2 PARTIAL PROGRESS (1-49% of goal met) 1 NO PROGRESS

1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period	Goal Achievement
Date: <input type="text"/>	Date: <input type="text"/>	Date: <input type="text"/>	(Secondary Only) Date: <input type="text"/>	
Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No
If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please explain: <input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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Student BEN-NISSAN OR **Date of Birth** 18-AUG-2007 **Meeting Date** 01-FEB-2018

Section G: Annual Goals and Objectives

Performance Area: Orientation&Mobility

Annual Goal # GB

With Supervision, Rafael will used a long white cane to cross intersections (2-4 lanes) with the correct cane techniques 3 out of 4 attempts with 95% accuracy.

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

Methods of Evaluation:

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

Incremental objective #1 related to the goal:

Rafael will identify traffic patterns at an intersection along with the correct timing 3 out of 4 attempts 80% accuracy.

Date to be achieved August 2017 MO/YR

Incremental objective #2 related to the goal:

Rafael will clear the gutter, cane in ready position, flag and use constant contact at an intersection 3 out 4 with 90% accuracy.

Date to be achieved January 2018 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR EXCEEDED 3 SUBSTANTIAL PROGRESS (50-99% of goal met) 2 PARTIAL PROGRESS (1-49% of goal met) 1 NO PROGRESS

1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period	Goal Achievement
Date: <input type="text"/>	Date: <input type="text"/>	Date: <input type="text"/>	(Secondary Only) Date: <input type="text"/>	
Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No
If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please explain: <input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Date of Birth Meeting Date

Section G: Annual Goals and Objectives

Performance Area:

Annual Goal #

In collaboration with classroom teacher and teacher of the visually impaired, Rafael will demonstrate access to classroom functional writing assignments with support of computing device or braille writer with 80% accuracy in 4 of 5 opportunities.

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

Methods of Evaluation:

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

Incremental objective #1 related to the goal:

In collaboration with classroom teacher and teacher of the visually impaired, Rafael will demonstrate access to classroom writing assignments with support of computing device or braille writer with 60% accuracy in 3 of 4 opportunities.

Date to be achieved MO/YR

Incremental objective #2 related to the goal:

In collaboration with classroom teacher and teacher of the visually impaired, Rafael will demonstrate access to classroom writing assignments through touch typing or braille writer with 70% accuracy in 3 of 4 opportunities.

Date to be achieved MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR EXCEEDED 3 SUBSTANTIAL PROGRESS (50-99% of goal met) 2 PARTIAL PROGRESS (1-49% of goal met) 1 NO PROGRESS

1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period	Goal Achievement
Date: <input type="text"/>	Date: <input type="text"/>	Date: <input type="text"/>	(Secondary Only) Date: <input type="text"/>	
Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No
If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please explain: <input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Date of Birth Meeting Date

Section G: Annual Goals and Objectives

Performance Area:

Annual Goal #

GR: 4 ST: 1.10

Raphael will be able to kick a brightly colored soft light ball, slowly rolled from 10 feet distance, in an intended direction on 3/5 trials with 60% accuracy.

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

Methods of Evaluation:

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

Incremental objective #1 related to the goal:

GR: 4 ST: 1.10

Raphael will be able to kick a brightly colored soft light ball, slowly rolled from 5 feet distance, in an intended direction on 3/5 trials with 50% accuracy.

Date to be achieved MO/YR

Incremental objective #2 related to the goal:

GR: 4 ST: 1.10

Raphael will be able to kick a brightly colored soft light ball, slowly rolled from 10 feet distance, in an intended direction on 3/5 trials with 60% accuracy.

Date to be achieved MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR EXCEEDED 3 SUBSTANTIAL PROGRESS (50-99% of goal met) 2 PARTIAL PROGRESS (1-49% of goal met) 1 NO PROGRESS

1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period	Goal Achievement
Date: <input type="text"/>	Date: <input type="text"/>	Date: <input type="text"/>	(Secondary Only) Date: <input type="text"/>	
Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No
Is progress sufficient to meet annual goal? <input checked="" type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No
If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please explain: <input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area:

Annual Goal #

In the classroom setting, Raphael will independently select the appropriate medium and/or tools (i.e. braille writer, computing device, tactile materials, etc.) to access classroom assignments, to meet his personal education access needs with 90% accuracy, in 4/5 trials.

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

Methods of Evaluation:

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

Incremental objective #1 related to the goal:

In the classroom setting, Raphael will independently select the appropriate medium and/or tools (i.e. braille writer, computing device, tactile materials, etc.) to access classroom assignments, to meet his personal education access needs with 70% accuracy, in 4/5 trials.

Date to be achieved MO/YR

Incremental objective #2 related to the goal:

In the classroom setting, Raphael will independently select the appropriate medium and/or tools (i.e. braille writer, computing device, tactile materials, etc.) to access classroom assignments, to meet his personal education access needs with 80% accuracy, in 4/5 trials.

Date to be achieved MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR EXCEEDED 3 SUBSTANTIAL PROGRESS (50-99% of goal met) 2 PARTIAL PROGRESS (1-49% of goal met) 1 NO PROGRESS

1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period	Goal Achievement
Date: <input type="text"/>	Date: <input type="text"/>	Date: <input type="text"/>	(Secondary Only) Date: <input type="text"/>	
Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No
If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please explain: <input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Date of Birth Meeting Date

Section G: Annual Goals and Objectives

Performance Area:

Annual Goal #

Using a refreshable braille display or braille materials, Raphael will read details and examples in a braille passage with 80% accuracy in 4 out of 5 trials.

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

Methods of Evaluation:

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

Incremental objective #1 related to the goal:

Using a refreshable braille display or braille materials, Raphael will be able to read a braille passage and locates a specific contracted/uncontracted UEB braille word or phrase with 80% accuracy in out 4 out of 5 opportunities.

Date to be achieved MO/YR

Incremental objective #2 related to the goal:

Using a refreshable braille display or braille materials, Raphael will be able to read a braille passage and locate specific contracted/uncontracted UEB braille phrases or short sentences with 80% accuracy in 4 out of 5 opportunities.

Date to be achieved MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR EXCEEDED 3 SUBSTANTIAL PROGRESS (50-99% of goal met) 2 PARTIAL PROGRESS (1-49% of goal met) 1 NO PROGRESS

1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period	Goal Achievement
Date: <input type="text"/>	Date: <input type="text"/>	Date: <input type="text"/>	(Secondary Only) Date: <input type="text"/>	
Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No
If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please explain: <input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student OR

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area:

Annual Goal #

Rafael will utilize correct keyboard shortcuts/commands and modified touch-typing technique using a computing device with screen reader capability to complete written assignments with 80% accuracy in 4 out of 5 sessions.

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

Methods of Evaluation:

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

Incremental objective #1 related to the goal:

Rafael will use keyboard and screen reader shortcuts to: open and name a word processing document, and dictate one paragraph using speech to text capability using a computing device with screen reader 80% accuracy in 4 out of 5 sessions

Date to be achieved MO/YR

Incremental objective #2 related to the goal:

Student will use keyboard commands and/or modified touch-typing technique in a word processing application to edit a minimum of one paragraph that has been dictated using speech to text capability using a computing device with a screen reader 80% accuracy in 4 out of 5 sessions.

Date to be achieved MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR EXCEEDED 3 SUBSTANTIAL PROGRESS (50-99% of goal met) 2 PARTIAL PROGRESS (1-49% of goal met) 1 NO PROGRESS

1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period	Goal Achievement
Date: <input type="text"/>	Date: <input type="text"/>	Date: <input type="text"/>	(Secondary Only) Date: <input type="text"/>	
Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No
If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please explain: <input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student OR Date of Birth Meeting Date

Section G: Annual Goals and Objectives

Performance Area:

Annual Goal #

State Standard: Braille Math Standard Number Sense 2.6.5 Braille problems and answers in equation and spatial formats using correct spacing and alignment.

Raphael will demonstrate the ability to Braille single and double-digit problems and answers in equation and special format using correct spacing and alignment with 80% accuracy, 4/5 times.

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

Methods of Evaluation:

State Assessments
 Norm Referenced
 Criterion Referenced
 Curriculum Based
 Observation
 Portfolio
 Work Samples
 Informal
 Other:

Incremental objective #1 related to the goal:

State Standard: Braille Math Standard Number Sense 2.6.5 Braille problems and answers in equation and spatial formats using correct spacing and alignment.
 Raphael will demonstrate the ability to Braille single and double-digit problems and answers in equation and special format using correct spacing and alignment with 70% accuracy, 4/5 times.

Date to be achieved MO/YR

Incremental objective #2 related to the goal:

State Standard: Braille Math Standard Number Sense 2.6.5 Braille problems and answers in equation and spatial formats using correct spacing and alignment.
 Raphael will demonstrate the ability to Braille single and double-digit problems and answers in equation and special format using correct spacing

Date to be achieved MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR EXCEEDED 3 SUBSTANTIAL PROGRESS (50-99% of goal met) 2 PARTIAL PROGRESS (1-49% of goal met) 1 NO PROGRESS

1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period	Goal Achievement
Date: <input type="text"/>	Date: <input type="text"/>	Date: <input type="text"/>	(Secondary Only) Date: <input type="text"/>	
Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No
If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please explain: <input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student BEN-NISSAN OR **Date of Birth** 18-AUG-2007 **Meeting Date** 01-FEB-2018

Section K: Participation in State and District-wide Assessments

Assessments administered will conform to those assessments determined for each grade by the California Department of Education and/or the Los Angeles Unified School District.

Student will participate in Regular State and District Assessments.

(Designated Supports and/or Accommodations identified below are applicable)

CAASPP Subject

ELA and Math

Designated Supports:

- Scribe by an adult (for ELA non-writing items and math items)
- Simplified or paraphrased test directions (non-embedded designated support)
- Text-to-speech software enabled (for math items and ELA items except for reading passages)
- Read aloud by an adult in English (for math items and ELA items except for reading passages)
- Test in a separate/smaller setting
- Magnification (non-embedded support)
- Permissive mode (for using accessibility software)

Accommodations:

- Scribe by an adult for ELA performance writing tasks only (non-embedded accommodation). Can be used for note-taking/preparation for the assessment task and/or for the writing assessment task.
- Read aloud by an adult (non-embedded accommodation) for ELA reading passages.
- Text-to-Speech software enabled for ELA reading passages (embedded accommodation).

Student will participate in Regular State and District Assessments.

(Variations, Accommodations or Modifications identified below are applicable)

CST Subject

Science

Variations:

- Test students in a small group setting
- Visual magnifying equipment
- Test administration directions that are simplified or clarified (does not apply to test questions)

Accommodations:

- Responses dictated (orally, or in manually coded English or American Sign Language) to a scribe for selected-response items (multiple-choice questions)
- Essay responses dictated orally or in Manually Coded English to a scribe, audio recorder, or speech-to-text converter and the student provides all spelling and language conventions
- Test over more than one day for a test or test part to be administered in a single sitting
- Test questions read aloud to student or used audio CD presentation

CELDT - (Variations, Accommodations or Modifications identified below are applicable)

CELDT Subject

ELD

Variations:

- Test administration directions that are simplified or clarified (does not apply to test questions)
- Test students in a small group setting
- Extra time on a test within a testing day
- Visual magnifying equipment

Accommodations:

- Essay responses dictated orally or in Manually Coded English to a scribe, audio recorder, or speech-to-text converter and the student provides all spelling and language conventions
- Test questions read aloud to student or used audio CD presentation
- Responses dictated (orally, or in Manually Coded English or American Sign Language) to a scribe for selected-response items (multiple-choice questions)

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student	BEN-NISSAN	OR		Date of Birth	18-AUG-2007	Meeting Date	01-FEB-2018
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Section N: Procedural Safeguards and Follow-up Actions

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

Is the parent/guardian requesting translation services? Yes No

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

Specify the Individual Pages to be translated:

Special Requests:

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

THIS SPACE DELIBERATELY LEFT BLANK.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student BEN-NISSAN OR Date of Birth 18-AUG-2007 Meeting Date 01-FEB-2018

Section Q: Parent Participation and Consent

Table with 2 columns: Parent Participation and Parent Notification. Includes radio buttons for participation status and a table for notification details (Method, Whom, When).

Parent/Student (18-21) Agreement to Components of the Proposed IEP

A Parent/Student (18-21) may agree to all or some of the components of a proposed IEP. The District will implement those portions of the IEP to which the parent/student (18-21) agrees so as to not delay providing instruction and services.

- Radio buttons for agreement levels: AGREES to all components, AGREES with specific exceptions (Assessment, Eligibility, Instructional Setting, Services), and DOES NOT AGREE.

A Parent/Student (18-21) is not required to initiate any form of dispute resolution as to components of the proposed IEP to which the parent does not agree. If a parent/student (18-21) does wish to initiate a form of dispute resolution as to the components of the proposed IEP, the parent can find information on dispute resolution processes in the District's publication, A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards).

Parent Concerns and Comments

Signature(s) / Date 01-FEB-2018
Radio buttons for role: Parent, Guardian, Student age 18-21 years, Surrogate Parent, Emancipated Minor, Foster Parent

Did the school district facilitate parent involvement as a means of improving services and results for your child? Yes No No Response

I certify that I have received a copy of the Parent Input Survey regarding the IEP process. I understand that my completion of the form is voluntary and can be done at anytime after the IEP meeting
Signature(s) / Date 01-FEB-2018

PARENT INPUT SURVEY

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

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

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

If any of the answers to items 13-16 or 18-19 was No, please discuss your concern(s) with the site administrator or call the Division of Special Education at (213) 241-6701.

B. Regarding your child's previous IEP (if relevant):	
20. I am satisfied that my child received the services described on the previous IEP. (If your answer to this question is "No", please write concerns below.)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Additional Comments	

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

Handwriting lines for providing feedback.

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

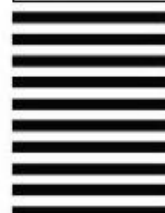


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UNITED STATES

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ATTN PARENT RESOURCE NETWORK
LOS ANGELES UNIFIED SCHOOL DISTRICT
PO BOX 513307
LOS ANGELES CA 90099-4093



PARENT INPUT SURVEY
English

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Reconvened Meeting Date

Student OR

Date of Birth

Meeting Date

Section R: Names and Signatures (Signatures on File)

Team Member	Print Name	Signature
Parent/Guardian	<input type="text" value="Mori Ben-Nissan"/>	
Parent/Guardian	<input type="text"/>	
Student Age 18 - 21 years	<input type="text"/>	
Student Under Age 18 years	<input type="text"/>	
Surrogate Parent	<input type="text"/>	
Foster Parent	<input type="text"/>	
Family Foster Home Provider	<input type="text"/>	
Administrator	<input type="text" value="Ana Aragon"/>	
Administrative Designee	<input type="text"/>	
Special Education Teacher	<input type="text"/>	
General Education Teacher	<input type="text"/>	
School Psychologist	<input type="text"/>	
School Nurse	<input type="text"/>	
Related Service Staff <input type="text"/>	<input type="text"/>	
Related Service Staff <input type="text"/>	<input type="text"/>	
Related Service Staff <input type="text"/>	<input type="text"/>	
Interpreter	<input type="text"/>	
Sign Language Interpreter	<input type="text"/>	
Agency Representative	<input type="text"/>	
Agency Representative	<input type="text"/>	
Agency Representative	<input type="text"/>	
Other <input type="text"/>	<input type="text"/>	
Other <input type="text"/>	<input type="text"/>	
Other <input type="text"/>	<input type="text"/>	
Other <input type="text"/>	<input type="text"/>	

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student OR

Date of Birth

Meeting Date

LEAST RESTRICTIVE ENVIRONMENT ANALYSIS
To Be Completed By the IEP Team at the IEP Team Meeting

Student's Current Placement Type:

<input checked="" type="radio"/> General Education Class/General Education Site	<input type="radio"/> Special Day Program/General Education Site
<input type="radio"/> Special Day Program/Special Education Center	<input type="radio"/> Nonpublic School
<input type="radio"/> Home/Hospital or Residential Care Facility	

DIRECTIONS: Complete the information below as part of the IEP team discussion regarding placement from the beginning at Step A until the team reaches the Step that indicates YES.

The Individuals with Disabilities Education Act (IDEA) requires that students with disabilities be educated in the least restrictive environment. Placement in a more restrictive setting should only occur if the nature or severity of the student's disability is such that placement in a less restrictive setting with the use of supplementary aids and services cannot be achieved satisfactorily. The lack of current availability of a student's required supports, services, accommodations and modifications is not the sole justification for placement in a more restrictive setting, unless there is a compelling reason why they cannot be provided.

Step A.	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a general education classroom/setting?	
	<input checked="" type="radio"/> YES <input type="radio"/> NO	If the answer is YES, then a general education classroom/setting is the appropriate placement. If the answer is NO, go to the question below.
	<input type="radio"/> YES <input type="radio"/> NO	If not currently available, can the required supports, services, accommodations and/or modifications be made available in a general education classroom/setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step B.
		<div style="border: 1px solid black; height: 40px;"></div>

Step B.	Can the supports, services, accommodations and/or modifications in the student's IEP be made available on a general education site in a special day program?	
	<input type="radio"/> YES <input type="radio"/> NO	If the answer is YES, then a special day program on a general education site is the appropriate placement. If the answer is NO, go to the question below.
	<input type="radio"/> YES <input type="radio"/> NO	If not currently available, can the required supports, services, accommodations and/or modifications be made available in a special day program on a general education site? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step C.
		<div style="border: 1px solid black; height: 40px;"></div>

Los Angeles Unified School District

Student

Date of Birth

Meeting Date

ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)
To Be Completed By the IEP Team at the IEP Team Meeting

Step C.	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a special school setting?	
	<input type="radio"/> YES <input type="radio"/> NO	If the answer is YES, then a special school setting is the appropriate placement. If the answer is NO, go to the question below.
	<input type="radio"/> YES <input type="radio"/> NO	If not currently available, can the required supports, services, accommodations and/or modifications be made available in a special school setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step D.

Step D.	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting?	
	<input type="radio"/> YES <input type="radio"/> NO	If the answer is YES, then a home/hospital setting is the appropriate placement. If the answer is NO, go to the question below.
	<input type="radio"/> YES <input type="radio"/> NO	If not currently available, can the required supports, services, accommodations and/or modifications be made available in a home/hospital setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step E.

Step E.	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a residential care facility?	
	<input type="radio"/> YES <input type="radio"/> NO	If not currently available, articulate in the IEP what supports, accommodations and/or modifications are required for the student in this setting.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 1 - Eligibility, Placements and Supports

Student OR Date of Birth Meeting Date

		Effective With this IEP	Future Changes Related to this IEP
	As of Date:	<input type="text" value="01-FEB-2018"/>	
Eligibility: (from Page 4)	Eligible (OI)		
	Final IEP Reason Final IEP Effective Date:		//
Curriculum		General Education	
Placement	Type of School	Affiliated Charter	
	Name of School	RIVERSIDE DR CS	
Instructional Setting	Setting	General Education	
	Program	GE	
	Special Day Minutes/Wk		
	Addresses Goals	2(Listening Comprehens),4(Functional Writing),1(English Language Development), (Orientation&Mobility),(VI/ECC Com Sk Math),5(Object Control),(VI-ECC, Self-Determi),(ECC, Braille),(ECC-keybrd/dictation)	//
Additional Factors	Low Incident Support	Yes (VI-Eligibility)	
	Assistive Technology Support	Yes, Regular Session and ESY	
	Transportation	None	
	Extended School Year/Intersession	Yes <input checked="" type="radio"/> No <input type="radio"/>	
	Parent Counseling and Training (PCT)	Yes <input type="radio"/> No <input checked="" type="radio"/>	
	ESY Transportation	Home to School	
Accommodation, Modifications, Supports	Instructional Accommodations	<p>Extended time for task/test completion, preferential seating in front to right, shortened assignments to show mastery as appropriate, small group setting for testing, clarification of directions, permission to approach for better view, low clutter LP high contrast handouts/materials, tech support for practice/assignments as appropriate, Visio Book at home and school, digital versions of books/readers, use computer magnification settings as indicated, give a seat copy of materials presented at a distance, breaks to rest eyes as needed, wear glasses as recommended by doctor, note taker as appropriate, peer support, small group instruction, and dark-lined paper.</p> <p>-Provide rich descriptions of objects, images, etc., -Provide clear directions such as 'pass your papers to the right' rather than 'over there' -Use of realia as possible - real life examples of pictures/actual objects incorporated in instruction -Use of models of objects as possible (i.e. models of planets, eye, cell, etc.) -All testing situations: State and district tests,</p>	//

classroom exams and quizzes to be presented orally with a scribe or recording device until student masters braille or aural access to testing materials

- Additional time on all tests
- Additional time all assignments
- Use of manipulatives when possible
- Additional shelving or storage space for materials
- Place student materials in consistent places in order for student to know where items are always located.
- Allow student to handle materials before, during and after a demonstration
- Auditory description of what is written on the board or what is being presented to the classroom
- Clear seat copy of all whiteboard and projected information to be scanned to provide aural or braille access to information
- Use of braillewriter and braille materials and tactiles in the classroom.
- Seat facing away from bright lights and glare.
- Allow Rafael to wear a hat for photophobia. (light sensitivity)

Extended time for task/test completion, preferential seating in front to right, shortened assignments to show mastery as appropriate, small group setting for testing, clarification of directions, permission to approach for better view, , tech support for practice/assignments as appropriate, digital versions of books/readers, breaks to rest eyes as needed, wear glasses as recommended by doctor, note taker as appropriate, peer support, small group instruction.

Instructional Modifications

Other Supports, including Non-Academic and Extra-curricular Activities

Preparation for Three Year Review IEP (At the second Annual Review IEP Meeting, the team must discuss and document the decision to conduct or not conduct a three-

Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary?

Yes No

If the Parent does not

year comprehensive reassessment.)	agree, specify the area(s) to be reassessed.	A comprehensive evaluation is recommended.
Comments, as appropriate		
Low Incidence Equipment	Assistive Technology equipment. Braillewriter, braille paper, abacus, tactile materials, models, realia, access to digital books, braille textbooks/books, braille ruler, portable computing device with screen reader, refreshable braille display, external keyboard, access to school wifi., dark line paper	
Assistive Technology Equipment		
Participation in General Education		

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student BEN-NISSAN OR

Date of Birth 18-AUG-2007

Meeting Date 01-FEB-2018

Effective With This IEP

Future Changes Related To This IEP

Service 1

Start Date: Effective on Signature Date 01-Feb-2018

08

End Date:

Orientation Mobility for Blind

Service applies to: Regular

Frequency: 1-5

This service addresses the following goals:

Interval: Monthly

(Orientation&Mobility)

Minutes/Interval: 160

Minutes/Interval (Pullout from Gen Ed): 160

Service Delivery Model: Direct Service (By a Single Provider)*

Responsible Personnel: Licensed/Credentialed Provider

*

Service 2

Start Date: Effective on Signature Date 01-Feb-2018

09

End Date:

Adapted PE

Service applies to: Regular

Frequency: 1-5

This service addresses the following goals:

Interval: Weekly

5(Object Control)

Minutes/Interval: 30

Minutes/Interval (Pullout from Gen Ed): 0

Service Delivery Model: Direct Service (Collaborative)*

Responsible Personnel: Licensed/Credentialed Provider

*

Service 3

Start Date: Effective on Signature Date 01-Feb-2018

02

End Date:

Blind/Partially Sighted Itinerant

Service applies to: Regular

Frequency: 1-10

This service addresses the following goals:

Interval: Monthly

Individualized Education Program (IEP)

(VI/ECC Com Sk Math)	Minutes/Interval:	240
(VI-ECC, Self-Determi (ECC, Braille)	Minutes/Interval (Pullout from Gen Ed):	120
(ECC-keybrd/dictation)	Service Delivery Model:	Direct Service (Collaborative)*
	Responsible Personnel:	Licensed/Credentialed Provider General Education Teacher

*

Service 4

**16
Occupational Therapy**

This service addresses the following
goals:

4(Functional Writing)

Start Date:	Effective on Signature Date 01-Feb-2018
End Date:	
Service applies to:	Regular
Frequency:	1-5
Interval:	Weekly
Minutes/Interval:	30
Minutes/Interval (Pullout from Gen Ed):	0
Service Delivery Model:	Direct Service (By a Single Provider)*
Responsible Personnel:	Licensed/Credentialed Provider

*

Service 5

**RSP
RSP**

This service addresses the following
goals:

2(Listening Comprehens)

Start Date:	Effective on Signature Date 01-Feb-2018
End Date:	
Service applies to:	Regular
Frequency:	1-5
Interval:	Weekly
Minutes/Interval:	90
Minutes/Interval (Pullout from Gen Ed):	90
Service Delivery Model:	Direct Service (Collaborative)*
RSP Area:	Literacy/ELA/ELD
Responsible Personnel:	Resource Specialist Teacher General Education Teacher Other Provider(s)

*

Service 6

Start Date: Effective on Signature Date
01-Feb-2018

**16
Occupational Therapy**

End Date:

Service applies to: Compensatory

Frequency: 1-5

This service addresses the following goals:

Interval: Yearly

4(Functional Writing)

Minutes/Interval: 90

Minutes/Interval (Pullout from Gen Ed): 90

Service Delivery Model: Direct Service (Collaborative)*

Responsible Personnel: Licensed/Credentialed Provider
General Education Teacher

*

Service 7

Start Date: Effective on Signature Date
01-Feb-2018

**32
Behavior Intervention
Implementation (BII)**

End Date:

Service applies to: Regular

Frequency: 1-10

This service addresses the following goals:

Interval: Weekly

(Orientation&Mobility)

Minutes/Interval: 1800

Minutes/Interval (Pullout from Gen Ed): 0

Service Delivery Model: Direct Service (By a Single Provider)*

Responsible Personnel: District Assigned Qualified Provider

*

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	10 %	

Part 4 - Additional Discussion (This section is optional)

This is a Final Settlement Agreement Implementation IEP for Or Ben-Nissan to change his eligibility from Multiple Disabilities Orthopedic (MDO) to Orthopedic Impaired/Visual Impaired (OI/VI). Contingent upon Student's continued enrollment in a District school, the District agrees to provide Student with 100 hours of intensive instruction provider (IIP) services, between full execution of the Agreement and June 10, 2019. These services will be provided by a District provider.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student OR Date of Birth Meeting Date

FAPE Summary Grid

Program: GE **Setting:** General Education
Eligibility: Eligible (OI) **Curriculum:** General Education
Transportation: None **Low Incident Support:** Yes (VI-Eligibility)

Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)
09	Adapted PE	Effective on Signature Date	Regular	Weekly	1-5	~	30	Object Control
32	Behavior Intervention Implementation (BII)	Effective on Signature Date	Regular	Weekly	1-10	~	1800	Orientation&Mobility
02	Blind/Partially Sighted Itinerant	Effective on Signature Date	Regular	Monthly	1-10	~	240	VI/ECC Com Sk Math, VI-ECC, Self-Determi, ECC, Braille, ECC-keybrd/dictation
16	Occupational Therapy	Effective on Signature Date	Regular	Weekly	1-5	~	30	Functional Writing
16	Occupational Therapy	Effective on Signature Date	Compensatory	Yearly	1-5	~	90	Functional Writing
08	Orientation Mobility for Blind	Effective on Signature Date	Regular	Monthly	1-5	~	160	Orientation&Mobility
RSP	RSP	Effective on Signature Date	Regular	Weekly	1-5	RSP-Literacy/ELA/ELD	90	Listening Comprehens

For IEP Team Information

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