3/2/2018

os Angeles Unified School District tudent Identification Number 081807M001 tudent BEN-NISSAN Last	DR III		Eligible (OI)		
tudent BEN-NISSAN			Lingible (OI)		
	First	MI	Date of Birth 18-AUG-2007		
	Section A: Mee	ting Information			
Pertinent Dates		1	Type of Meeting		
Date of Initial IEP Team Meeting	11-JUN-2010		• Amendment of IEP dated		
Date of Present Meeting	01-FEB-2018	Initial			
Annual Review to be conducted by	01-FEB-2019	Annual Review	C Early Start Transition		
Next Three Year Review will be conducted by	27-APR-2018	Three Year Review	Expulsion Analysis		
Three Year Review or Evaluation was conducted	on 27-APR-2015	Other	O Individual Transition Plan		
ransition to Kindergarten to be conducted by					
Location of Meeting: Riverside Dr. CS		District Name:	Los Angeles Unified School District		
	Section B: Stud	lent Information			
ate of Birth 18-AUG-2007 Age 10	Grade 5 Gender •	Male Gremale Lin	mited English Proficient Student 💿 Yes 🔘 No		
hnic Code White					
ocation of the Psych Folder: SUPPORT UNIT N	ORTH	Student has no Psy	rch Folder:		
ocation of the Cum Folder: RIVERSIDE DR CS		Student has no Cum	_		
ome Language Hebrew	Student Language Hebrew				
Iternate Mode of Communication					
ome Address of Student 5040 NAGLE AVE					
Ity SHERMAN OAKS			CA ZIP Code 91423		
ome Telephone (818) 752-2223 Daytin	ne Telephone	Emergency Telep	phone		
chool of Attendance Riverside Dr Cs		Location Coo	de 6315		
School of Residence     Riverside Dr Cs     Location Code 6315					
ame of Parent/Guardian Anat/Mori Ben-Nissan	Telephon	e			
ddress					
CA ZIP Cod	le				
irrogate Parent	Telephone				
ttends CURRENT SCHOOL as a result of one	of the following:				
Attends School of Residence	▼				
the student living in a Family Foster Home (FF	H)? • No Ves FFH#	Is FFF	I Provider related to student? $\bigcirc$ No $\bigcirc$ Yes		
elationship					
censed Children's Institution $\bigcirc$ No $\bigcirc$ Yes	LCI Name		LCI#		
ut of home placement made by: $\bigcirc$ Departmen	t of Mental Health $\bigcirc$ Depart	ment of Children's Servio	ces 🔍 Regional Center 💛 Superior Court		

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

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	I	NDIVIDU	ALIZI	ED EDUCATION PROGRAM (IEP)	Page 2 of 29
Los Angeles Unified School Di Student BEN-NISSAN	strict OR			Date of Birth 18-AUG-2007	Meeting Date 01-FEB-2018
	OK		Section	C: Language Acquisition	Meeting Date 01-1120-2018
Language Classification: Re	designated Fluent Engli			Start Date:	Reclassification Date:
09-JUN-2017					
Parent Waiver: Yes 🔘 🔘	No				
Elementary English Languag			Star	rt Date:	
Secondary English Language	_			Date:	
Communication Observation	Matrix Level:		Date:		
		7	D: Goa ieved	ll Achievement from Current IEP	
Goal for: <i>(example - Reading</i> ,	)	Yes	No	If No, explain the reason the goal/objec	ctive was not achieved
1. English Language Develo	opment	$\bigcirc$	$\bigcirc$	N/A	
Objective 1 met		0	$\bigcirc$		
Objective 2 met		0	$\bigcirc$		
2. Functional Writing Objective 1 met		0	$\bigcirc$		
Objective 1 met		0	$\bigcirc$		
Objective 2 met		0	$\bigcirc$		
3. ECC, Braille		0	$\bigcirc$		
Objective 1 met		$\bigcirc$	$\bigcirc$		
Objective 2 met		$\bigcirc$	$\bigcirc$		
4. VI-ECC, Self-Determi		0	$\bigcirc$		
Objective 1 met		0	0		
Objective 2 met		$\bigcirc$	$\bigcirc$		
5. Listening Comprehens		$\bigcirc$	$\bigcirc$		
Objective 1 met		$\bigcirc$	$\bigcirc$		
Objective 2 met		$\bigcirc$	$\bigcirc$		
6. OrientationMobility		$\bigcirc$	$\bigcirc$		
Objective 1 met		$\bigcirc$	$\bigcirc$		
Objective 2 met		$\bigcirc$	$\bigcirc$		
7. Object Control		$\bigcirc$	$\bigcirc$		
7. Object Control Objective 1 met Objective 2 met		$\bigcirc$	$\bigcirc$		
		$\bigcirc$	$\bigcirc$		
8. VI/ECC Com Sk Math		$\bigcirc$	$\bigcirc$		
Objective 1 met		$\bigcirc$	$\bigcirc$		
Objective 2 met		$\bigcirc$	$\bigcirc$		
9.		$\bigcirc$	$\bigcirc$		
Objective 1 met		$\bigcirc$	$\bigcirc$		
Objective 2 met		$\bigcirc$	$\bigcirc$		
10.		$\bigcirc$	$\bigcirc$		
Objective 1 met		$\bigcirc$	$\bigcirc$		
Objective 2 met		$\bigcirc$	$\bigcirc$		

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	INDIVIDUALIZED	EDUCATION PROGRAM (IEP)	Page 3 of 2
Los Angeles Unified School District			
Student BEN-NISSAN	OR	Date of Birth 18-AUG-2007	Meeting Date 01-FEB-2018
	Section E: Pre	esent Level of Performance	
Performance Area:	English Language Developmen	t	
Assessment/Monitoring Process Used:	CELDT, Teacher observation		
State/District Assessment Results:	CELDT SCORE (31-OCT-201	5) - 1	
Current Performance/Assessment Sum	mary (include student strengths, stud	dent needs and impact of disability on stud	dent performance): 🕖
Rafael has an English Langua English Language Development	ge Development (ELD) Level Test (CELDT) assessment,	of 1 (Beginning). On his 2015 he scored in the Beginning rang cores for the 2016-2017 school	5-2016 California ge Overall, as well as
and ELD Listening. In class	room settings, Rafael is a entences and uses standard	h, 2017, Rafael earned a 3 (Pro ble to understand and follow di grammar when speaking. He is a s.	irections. Rafael
Writing and ELD Speaking. R apply his knowledge of grade	afael is still working on level vocabulary to respo	017, Rafael earned a 2 (Partial building his academic vocabular nd to text both orally and in v ors and similes when engaged ir	ry and being able to writing. He sometimes
	e level vocabulary and figu	dic Impaired/Visual Impaired im rative language, which impacts	
Performance Area:	Deading /Listening Community	·	17
Assessment/Monitoring Process Used:	Reading/Listening Comprehens		
State/District Assessment Results:	Smarter Balanced Summative A		
Current Performance/Assessment Sum	mary (include student strengths, stud	dent needs and impact of disability on stud	dent performance):
Smarter Balanced Summative A	ssessment 2015-2016		
English Language Arts/Litera Standard Nearly Met	cy Student Score 2395	Standard Benchmark 2432	
comprehension questions that discussions about informatio	are both literal and infe and infe and infe	ial that he has heard, and is a rential. Rafael is able to par he classroom, Rafael's teacher cellent when compared to age le	rticipate in classroom reports that his
medical status and his medic Reading, earning a 2 (Partia not meet his reading goal fr read multisyllabic words in	ally-related absences, Raf ally Proficient) on his mos om the previous IEP, as th isolation as well as in co inued understanding of gra	raille reading this semester. ael was unable to meet grade le t recent Progress Report in Mar e change in his medical status ntext. While he is gaining pro de level material by summarizin	evel standards in rch, 2017. Rafael did impeded his ability to oficiency in Braille,
	language arts curriculum	dic Impaired/Visual Impaired in through visual modalities, whic	
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	п	NDIVIDUALIZ	ZED EDUCATION	PROGRAM (IEP)		Page 4 of 29
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 P	erformance		
Performance Area:	Math					
Assessment/Monitoring Process Use	ed: My Math, St	udent Progress	s Report, Teacher o	bservation		
State/District Assessment Results:	Smarter Bala	inced Summat	ive Assessment 20	15-2016		
Current Performance/Assessment Su	ummary (include s	tudent strengths	s, student needs and i	mpact of disability on st	tudent performance):	
Smarter Balanced Summative	Assessment 2	015-2016				
Mathematics Standard Met		Student Sco 2445		andard Benchmark 136		
Strengths: Rafael is meet most recent Progress Repor operations: addition, subt demonstrates an understand Math Chapter 8 Fractions T his math facts fluency and math reasoning skills are	t in March, 2 raction, mult ing of fracti est, and an 8 calculation	017. Rafael iplication, ons and oper 9% on his Ch skills are a	l is able to per and division. rations with fra hapter 9 Fractio	form calculation He knows his mult actions. Rafael e ons Test. Rafael'	tasks using all four iplication facts. He arned a 95% on his My s teacher reports that	
Needs: None at this time.						
IMPACT OF DISABILITY: No	impact at thi	s time.				
Performance Area:	Prevocationa				12	
			· 1 1			
Assessment/Monitoring Process Use	a: Student Prog	ress Report, 1	eacher observation			
	State/District Assessment Results:					
Current Performance/Assessment Su	immary (include s	tudent strengths	s, student needs and i	mpact of disability on st	tudent performance): 🤒	
Strengths: On his most rec 4's (Strong) in all areas hard-working student who a activities. Rafael follow adults and peers. He typi extended time to finish hi	of Work and S lways tries h s directions cally complet	tudy Habit, is best. He in the class es homework	as well as in e is motivated t sroom and on the and class assig	earning and Socia to learn and parti yard. He is pol gnments, although	l Skills. Rafael is a cipates in class ite and respectful to he sometimes needs	
Needs: None at this time.						
IMPACT OF DISABILITY: Non	e at this tim	e				
					17	

	INDIVID	UALIZED EDUCATION PROGRAM (IEP)	Page 5 of 29
Los Angeles Unified School District			
Student BEN-NISSAN	OR	Date of Birth 18-AUG-2007	Meeting Date 01-FEB-2018
	Sec	ction E: Present Level of Performance	
Performance Area:	Visual Motor		
Assessment/Monitoring Process Used:	Record Review, Obse	ervations, Work Samples, Interview	
State/District Assessment Results:	N/A		
Current Performance/Assessment Sum	mary (include student str	rengths, student needs and impact of disability on stude	ent performance): 🕖
The following is a summary of Student's area of strength & Rafael demonstrates adequate sitting posture in classroom motion, strength, and muscle school-based activities. Wit navigate various school envi tripping or falling outside carry items used in the class follow toileting routine, ar motor planning to plan, sequ with use of verbal prompting functional motor planning as environments. Rafael demonst playground environment with	of Occupational The pased on school occ postural stabilit chair for desktop tone appear to be th support of his l ronments (e.g. hal his base of suppor do manage his perso uence, and execute g secondary to visu the does not excest crates ability to m adequate balance a		maintain upright xtremity range of lity and performance of ates ability to safely e avoiding injury from push open doors and ndependently self-feed, monstrates adequate coordinated fashion Rafael demonstrates ious school te his classroom and ade appropriate
Performance Area:	Visual Motor		
Assessment/Monitoring Process Used:	Record Review, Obse	ervations, Work Samples, Interview	
State/District Assessment Results:	N/A		
Student's areas of need base Per Visually Impaired (VI) p Light perception in his righ Rafael's trouble adjusting t viewing and one for near (re Functional tasks affected by with visual motor skills red spacing, and line adherence, overcompensate for visual in face close to paper, and att Impact of Disability on Stud Rafael is a student with a s	ed on school occupa present level of pe it eye and 20/300 i co bifocal, two pai eading) use. His pe v visual impairment quired to complete , and typing on key and typing on key ipairment by utiliz compting to visuall dent's Academic and special education e leficits in the are the in the general e	rengths, student needs and impact of disability on stude ational therapy's area of expertise: erformance dated 5/1/17, Rafael's correct in his left eye per 1/19/2017 eye medical irs of prescription lens have been given eripheral field is reduced in his left ey t, such as writing and typing. Rafael der classroom written work with adequate lef /board with accuracy and efficiency. Rafa ting compensatory strategies, such as tilly scan for items or objects located on p d Overall Educational Performance: eligibility of Multiple Disabilities Ortfle a of visual motor skills that negatively education curriculum.	ted visual acuity: l report. Due to , one for distant ye. monstrates limitations tter formation, sizing, ael observed to lting head, bringing paper or keyboard. hopedic (MDO) and

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	INDIVII	DUALIZED EDUCATION PROGRAM (IF	Page 6 o
Los Angeles Unified School District			
Student BEN-NISSAN	OR	Date of Birth 18-AUG-2007	Meeting Date 01-FEB-2018
	S	ection E: Present Level of Performance	
Performance Area:	Object Control		
Assessment/Monitoring Process Used:	apeas2		
State/District Assessment Results:	demonstrates need		
Current Performance/Assessment Sumr	nary (include student s	strengths, student needs and impact of disabili	ty on student performance): 🕖
significant speed, stop, and continuing to show progress of ball at an intended target for and weight shift when throwin hopping, and galloping in an strength, endurance, flexibil a regularly basis again. He He can perform 10 dribbles us Areas of Need: Raphael has do down on several occasions who thrown from a long distance of	change direction with object contr rom a distance of ng. Raphael can p age appropriate lity, and BMI. Ra is able to dribbl sing both hands of ifficulty kicking en attempting to or at increased s He also has a s]	atic and dynamic stretches. Raphae n displaying agility and dynamic b rol skills. His throwing technique f 20 feet. Raphael demonstrates or perform the locomotor patterns of manner. Raphael is within the hea afael has recently undergone surge le the ball at a higher skill leve consistently and independently. g a rolled ball. During class acti kick a ball. He has difficulty ca speeds. His visual tracking abili light gait or inward skip to his r	balance skills. He is e is mature. He can throw a 6? ross extension, follow-through, walking, running, jumping, walthy fitness zone for muscular ery and is attending classes on el then everyone in the class. wities he has missed or fallen atching any objects that are ty may require some
Performance Area:	Cont'd		
Assessment/Monitoring Process Used:			
State/District Assessment Results:			
Impact of Disability: Raphae	l's eligibility o s his ability to	strengths, student needs and impact of disabili of VI may impair his ability to pe access the general physical educa for adapted services.	erform and improve object

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	INDIVIDU	JALIZED EDUCATION PROGRAM (IEP)	Page 7 of 29			
Los Angeles Unified School District Student BEN-NISSAN OR Date of Birth 18-AUG-2007 Meeting Date 01-FEB-2018						
		tion E: Present Level of Performance				
Performance Area:						
Assessment/Monitoring Process Used: Review of medical records, LAUSD FVA						
State/District Assessment Results:	Services from the Vis	ually Impaired Program are recommended				
Current Performance/Assessment Sum	mary (include student stre	engths, student needs and impact of disability on stude	nt performance): 🥡			
<ul> <li>Visual Diagnosis: history of retinopathy of prematurity, retinal detachment, left eye, status post silicone oil replacement 12/6/16</li> <li>Visual Acuity with correction (old glasses)Right- light perception Left- 5/300 which is equivalent to 20/1200</li> <li>Visual Acuity with correction (newly prescribed glasses): Right-light perception Left- 10/150 which is equivalent to 20/300</li> <li>Problems/History: Having difficulty switching between close and far, not able to read at school, he is very sensitive to light.</li> <li>Visual Aids Used: Has 2 pairs of glasses; one for distance and near</li> <li>STRENGTHS: Rafael's listening skills are reported to be excellent for listening comprehension and story detail recall. He uses auditory feedback to access visual information on the iPad screen. Once a book is downloaded through BookShare by an adult and opened, Rafael is able to use it to complete his assignment utilizing the iPad's audio reader. He is also beginning to learn the letters of the braille alphabet.</li> <li>NEEDS: Due to Rafael's significantly reduced vision and limited visual stamina, he needs to gain proficiency in braille reading, writing and technology to access information. He needs to improve his tactile recognition skills to aid him in processing and recalling curricular information. Rafael needs to independently access pages and passages in audiobooks and e-texts. He needs to independently produce materials in print, braille and audio formats.</li> <li>IMPACT: Or (Rafael) Ben-Nissan has a visual impairment that adversely impacts visual access to his educational concepts, ideas and information.</li> </ul>						
Performance Area:	cont'd					
Assessment/Monitoring Process Used:	Review of medical re-	cords, LAUSD FVA				
State/District Assessment Results:	Services from the Vis	ually Impaired Program are recommended				
Current Performance/Assessment Sum	mary (include student stre	engths, student needs and impact of disability on stude	nt performance): 🕖			
-Use of realia as possible - -Use of models of objects as -All testing situations: Sta scribe or recording device u -Additional time on all test	Le ile of objects, images, uch as ?pass your pa - real life example: s possible (i.e. mod ate and district te: until student master cs	etc. apers to the right? rather than ?over th s of pictures/actual objects incorporate dels of planets, eye, cell, etc.) sts, classroom exams and quizzes to be p rs braille or aural access to testing ma	ed in instruction presented orally with a			
-Allow student to handle mat	possible rage space for mater consistent places : cerials before, dur:	rials in order for student to know where items ing and after a demonstration e board or what is being presented to th	-			

	INDIVIDUALIZ	ED EDUCATION PROGRAM (IEP)	Page 8 of 25		
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:	Visually Impaired Expande	d Core Corriculum 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 Sum	nary (include student strengths,	student needs and impact of disability on stud	dent performance):		
-Clear seat copy of all whit access to information -Use of braillewriter and br -Seat facing away from brigh -Allow Rafael to wear a hat	aille materials and tac t lights and glare.		e aural or braille		
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):					

	INDIV	IDUALIZED EDUCATION PROGRAM (IEP)	Page 9 o
Los Angeles Unified School Distr Student BEN-NISSAN	OR	Date of Birth 18-AUG-2007	Meeting Date 01-FEB-2018
		Section E: Present Level of Performance	
Performance Area:	Assistive Technol	ogy-Visually Impaired	
Assessment/Monitoring Process I	Used: Observation, info	rmal, ATVI Assessment Protocol	
State/District Assessment Results	s:		
Current Performance/Assessment	t Summary (include studen	t strengths, student needs and impact of disability on stude	ent performance):
STRENGTHS: Rafael learns skills. NEEDS: Rafael needs to 1 and/or braille display i IMPACT OF DISABILITY ON interviews, STUDENT demo access information throu SUMMARY: Rafael is a 4th grade st in his right eye, and a for digital books downlo A classroom assistant he access the iPad visually that it 'strains his eye information in an audito itinerant model of twice When provided with a dig information on the scree inches to visually read	s new concepts quick eearn how to access n order to access h ACADEMIC AND OVERAL onstrates reduced vi ugh auditory and tac udent with a visual visual acuity of 5/ baded through Booksh elps him locate and v. He has a VisioBoo es' when he tries to ory format. He is al e weekly for 60 minu gital magnification en. He moved to with letters that were e	ly, and demonstrates good listening and tak computing devices using screen reader with is curriculum. L EDUCATIONAL PERFORMANCE: Based on classro sual stamina to complete long assignments, tual means. diagnosis of retinopathy of prematurity. I 300 in his left eye. He has an iPad in the are with the help of his TVI (Teacher of th open the books in the app, as he is not ab k video magnification device in his classro read the magnified print. He is presently so being provided beginning braille instruct	ctile discrimination external keyboard oom observation and and needs an way to He has light perception classroom and uses it he Visually Impaired). le to efficiently oom, but he reported accessing print ction through the ccess the visual moved to within 4
Performance Area:	[ATVI ASSESSM	IENT REPORT, CONTINUED]	
Assessment/Monitoring Process I	Used:		
State/District Assessment Results			
Current Performance/Assessment	t Summary (include studen	t strengths, student needs and impact of disability on stude	ent performance):
When presented with an i quickly learned some bas feedback to access apps. He demonstrated how to m placed his fingers on th accommodate the weakness display, and he could br	Pad (9.7' and 12.9' sic keyboard/braille nove from app to app he home keys, typing of his ring finger	, only using his vision as requested. ), with an external keyboard as well as a l commands with the VoiceOver screen reader and open apps using keyboard shortcuts/bra the home row and letters that he knew usin s. He was able to tactually discriminate ba ters that he has learned.	, relying on auditory aille commands. He ng a modified style to
<pre>keyboard shortcuts and s  access to a computing and input braille inform Secondary recommendation  daily touch-typing pr  introduction to approo  instruction on how to his motor needs  instruction on use of  access to digital boo</pre>	Nevice with screen r screen reader comman g device (i.e., lapt hation from digital hs ractice using screen opriate keyboard sho o develop strategies braille display in oks	op, desktop, tablet) with a refreshable bra content	aille display to obtain devices to accommodate nforce braille skills

	INDIVIDU	ALIZED EDUCATION PROGRAM (IEP)	Page 10 of 29
Los Angeles Unified School District			
Student BEN-NISSAN	OR	Date of Birth 18-AUG-2007	Meeting Date 01-FEB-2018
	Secti	ion E: Present Level of Performance	
Performance Area:	Writing-Braille		
Assessment/Monitoring Process Used:	Teacher obsersavation		
State/District Assessment Results:	Continued braille instr	ruction from a TVI	
Current Performance/Assessment Summ	nary (include student stre	ngths, student needs and impact of disability on studen	it performance):
rolling knobs and paper rele braille machine. He is able	ase levers. He need to place his finge ng the embossing ke	possing keys, backspace, line spacer, lev ds minimal assistance in loading braille ers in the appropriate embossing keys in eys he has difficulty in using his ring letters c, a, r, g, l.	paper onto the preparation for
Performance Area:			
Assessment/Monitoring Process Used:			
State/District Assessment Results:			
Current Performance/Assessment Summ	mary (include student stre	ngths, student needs and impact of disability on studen	ıt performance): 🕡

	INDIVIDUA	LIZED EDUCATION PROGRAM (IEP)	Page 11 of 2
Los Angeles Unified School District			
Student BEN-NISSAN	OR	Date of Birth 18-AUG-2007	Meeting Date 01-FEB-2018
	Sectio	on E: Present Level of Performance	
Performance Area:	Orientation and Mobilit	ty	
Assessment/Monitoring Process Used:	formal LAUSD assessm	nent	
State/District Assessment Results:	continue Orientation an	d Mobility services	
Current Performance/Assessment Sumn	nary (include student stren	gths, student needs and impact of disability on stude	ent performance): 🕖
during the 2016-2017 school y recommended that Rafael use a objects and people from 1 to IEP RECOMMENDATIONS: Impact of Disability/Recommer	year. At the IEP ame a long white cane on 5 feet away. Rafael ndation: irment Rafael requir d community environm y Rodriguez 17	016, due to a detached retina. His vis endment in March 2017, due to the decr n campus for safety. He used the left l was unable to see details during thi res orientation and mobility instruction ments.	ease in vision, it was eye to see large s assessment.
Performance Area:			
Assessment/Monitoring Process Used:			
State/District Assessment Results:			
Current Performance/Assessment Sumn	nary (include student stren	gths, student needs and impact of disability on stude	ent performance): 🕡

				Page 12 of 29
	INDIVIDUALI	ZED EDUCATION P	ROGRAM (IEP)	
Los Angeles Unified School District				
Student BEN-NISSAN	OR	Date of Birth	18-AUG-2007	Meeting Date 01-FEB-2018
		Section F: Eligibility	7	
If applicable, areas discussed related to	disability or suspected disabi	lity:		
				/i
For Initial IEP, interventions attempted	prior to determining eligibilit	y:		
Eligible as a student with the disability	of:			
	dic Impairment			
• Not Applicable, • Blind o	or OPartially Sighted			
Additional Low Incidence Eligibility (	only for VI. DBL, DEA, HOH	or severe OI):		
	mpairment	,		
Not Applicable,  Blind o	or O Partially Sighted			
Obes not meet eligibility criteria f	or Special Education Services	(Initial IEP).		
<i>or</i> <ul> <li>No Longer Eligible for Special Edition</li> </ul>	lucation Services (Review IEF	2).		
No Longer Eligible (Effective Date		,.		
<i>This is a Final IEP, the student rep</i> Final IEP Reason:	nains eligible for Special Edu	cation Services until the	e Effective Date belov	<i>v</i> .
Final IEP Effective Date:				
The IEP Team has considered and as	vrees that the educational ne	eds of the student are	not primarily due to	
	-			
Social Maladjustment	Temporary Physical	•	Lack of instruct	8
Lack of instruction in math	Limited English Pro	oficiency	<ul> <li>Environmental,</li> </ul>	Cultural or Economic Factors

	IN	DIVIDUALIZED F	DUCATION PRO	GRAM (IEP)		Page 13 of 2
Los Angeles Unified School D	istrict					
Student BEN-NISSAN	OR		Date of Birth 18-A	UG-2007	Meeting Date 01-F	EB-2018
Section G: Annual Goals an Performance Area: English L Annual Goal # 1 5.L.5 Rafael will identi work and tests as measur	anguage Developme GB .fy the meaning of fi				in context in class	
Progress on annual goals to b provided at either Progress Re Methods of Evaluation: State Assessments Portfolio			_	culum Based	n Current IEP" form(s) which	
Incremental objective #1 re	lated to the goals					
Rafael will identify th language, including sim in class work and tests assessment in 4 out of Date to be achieved Septe	iles and metaphors, as measured by info 5 trials with 60% ac	in context rmal curacy.	language, ir in class wor assessment :	ncluding similes a nk and tests as me n 4 out of 5 tria	<pre>hing of figurative and metaphors, in context easured by informal als with 70% accuracy. </pre>	
	IEP REPORT	OF PROGRESS AN	D ACHIEVEMEN	T FROM CURREN	T IEP	
4 GOAL MET OR EXCEEDE	2 SUDSTANTIAL	EXPLANA PROGRESS (50-99%	ATION OF MARK		<i>S</i> (1-49% of goal met) <i>1 N</i>	IO PROGRESS
1st Reporting Period	2nd Reporting Period	3rd Report	<u> </u>	th Reporting Period		
Date:	Date:	Date:		Secondary Only) Dat		t
Progress Mark:	Progress Mark:	Progress Ma	rk:	Progress Mark:	Objective 1 Met:	
Is progress sufficient to meet annual goal? Yes No If "No" please comment:	Is progress sufficient annual goal? Yes No If "No" please commen	annual goal?	) No	s progress sufficien innual goal? Yes No f "No" please commo	Objective 2 Met: Ves No	
<ul> <li>Needs More Time</li> <li>Excess Absence/Tardy</li> <li>Assignments Not</li> <li>Completed</li> <li>Need to review/revise</li> <li>Goal</li> <li>Other</li> </ul>	<ul> <li>Needs More Time</li> <li>Excess Absence/Ta</li> <li>Assignments Not</li> <li>Completed</li> <li>Need to review/rev</li> <li>Goal</li> <li>Other</li> </ul>	rdy Excess Assigni Completed	Absence/Tardy nents Not review/revise	<ul> <li>Needs More Tim</li> <li>Excess Absence/</li> <li>Assignments Not Completed</li> <li>Need to review/r Goal</li> <li>Other</li> </ul>	Tardy t	

	INDIVID	UALIZED EDUC	ATION PROGRAM (IE	P)	Page 14 of 29
Los Angeles Unified School Di	strict		,		
Student BEN-NISSAN	OR	Date	of Birth 18-AUG-2007		Meeting Date 01-FEB-2018
		Dutt			
Section G: Annual Goals and					
Performance Area: Listening					
Annual Goal # 2	GB rize a written text read a	land on informed		1 di	
	nd tests as measured by in				
Progress on annual goals to be provided at either Progress Re	e reported to parents by complet port or Report Card periods.	ing the "IEP Repor	t of Progress and Achiever	ment from Current I	EP" form(s) which will be
Methods of Evaluation:					
State Assessments		riterion Referenced		ed	Observation
Portfolio	Work Samples 🗹 In	formal	Other:		
Incremental objective #1 re	lated to the goal:		Incremental objective #2	related to the goal	:
information presented in formats, in class work a	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. 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 Septer	mber ▼ 2017 ▼ MO/YR		Date to be achieved Jan	uary <b>v</b> 2018	▼ MO/YR
	IEP REPORT OF PRO	OGRESS AND AC	CHIEVEMENT FROM (	CURRENT IEP	
		EXPLANATIO			
4 GOAL MET OR EXCEEDE				PROGRESS (1-49%)	<i>,</i>
	<b>2nd Reporting Period</b> Date:	<b>3rd Reporting Pe</b> Date:		ing Period Only) Date:	Goal Achievement
Progress Mark:	Progress Mark:	Progress Mark:	Progress Ma	ark:	Objective 1 Met:
Is progress sufficient to meet					Ves No
annual goal?	annual goal?	annual goal?	annual goal'	2	Objective 2 Met:
Yes No	🔍 Yes 🔍 No	Yes No			○ Yes ○ No
If "No" please comment:	If "No" please comment:	If "No" please cor	nment: If "No" plea	ise comment:	If "No" please explain:
Needs More Time	Needs More Time	Needs More	Time Needs	More Time	
Excess Absence/Tardy	Excess Absence/Tardy	Excess Abser	nce/Tardy Excess	Absence/Tardy	
Assignments Not	Assignments Not	Assignments		ments Not	
Completed	Completed	Completed	Completed	. , .	
Need to review/revise Goal	Need to review/revise Goal	Weed to revie Goal	w/revise Deed to Goal	o review/revise	//
Other	Other	Other	Other		

	INDIVI	DUALIZED EDUCATION	PROCEAM (IFP)	Page 15 of 29
Les Angeles Unified School F		DUALIZED EDUCATION	I KOGRAM (IEI )	
Los Angeles Unified School D Student BEN-NISSAN	OR	Date of Birth	18-AUG-2007	Meeting Date 01-FEB-2018
Section G: Annual Goals a	nd Objectives			
Performance Area: Orientati				
Annual Goal #	GB			
With Supervision, Rafae	l will used a long white c ttempts with 95% accuracy.		ons (2-4 lanes) with the c	correct cane
	e reported to parents by comple eport or Report Card periods.	eting the "IEP Report of Prog	ress and Achievement from Cu	urrent IEP" form(s) which will be
Methods of Evaluation:				
State Assessments		Criterion Referenced	Curriculum Based	<ul> <li>Observation</li> </ul>
Portfolio	Work Samples 🗹 I	nformal	Other:	
Incremental objective #1 r	elated to the goal:	Increme	ntal objective #2 related to tl	he goal:
attempts 80% accuracy.	st ▼ 2017 ▼ MO/YR	4 with	nd use constant contact at 90% accuracy. be achieved January V	2018 ▼ MO/YR
	IEP REPORT OF PF		MENT FROM CURRENT I	EP
4 GOAL MET OR EXCEED	ει 2 εμρεταντίαι σροσ	EXPLANATION OF M RESS (50-99% of goal met)	ARKS 2 PARTIAL PROGRESS (1	1-49% of goal met) <i>1 NO PROGRESS</i>
1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period	Goal Achievement
Date:	Date:	Date:	(Secondary Only) Date:	
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:
Is progress sufficient to mee	t Is progress sufficient to me	et Is progress sufficient to	meet Is progress sufficient to	meet Yes No
annual goal?	annual goal?	annual goal?	annual goal?	Objective 2 Met:
○ Yes ○ No	O Yes O No	O Yes O No	O Yes O No	Ves No
If "No" please comment:	If "No" please comment:	If "No" please comment:	If "No" please comment:	
Needs More Time	Needs More Time	Needs More Time	Needs More Time	
Excess Absence/Tardy	Excess Absence/Tardy	Excess Absence/Tardy		dy
Assignments Not	Assignments Not	Assignments Not	Assignments Not	
Completed	Completed	Completed	Completed	
Need to review/revise Goal	Need to review/revise Goal	Need to review/revise Goal	Weed to review/revision Goal	se //
Other	Other	Other	Other	
				[

	INI	DIVIDUALIZED EDU	CATION PROGRAM (IEP)	Page 16 of 2
Los Angeles Unified School D	istrict			
Student BEN-NISSAN	OR	Da	te of Birth 18-AUG-2007	Meeting Date 01-FEB-2018
	al Writing GB Lassroom teacher and t		lly impaired, Rafael will demo ng device or braille writer wi	
provided at either Progress R Methods of Evaluation:				M Current IEP" form(s) which will be  Observation  ew, VIT Interview
Incremental objective #1 re In collaboration with c the visually impaired, to classroom writing as computing device or bra in 3 of 4 opportunities Date to be achieved Septe	lassroom teacher and Rafael will demonstra signments with suppor ille writer with 60%	te access t of accuracy	Incremental objective #2 related In collaboration with classr the visually impaired, Rafae to classroom writing assignm or braille writer with 70% a opportunities. Date to be achieved January	oom teacher and teacher of 1 will demonstrate access ents through touch typing
	IFP REPORT (	F PROGRESS AND	ACHIEVEMENT FROM CURREN	NT IFP
			ON OF MARKS	
4 GOAL MET OR EXCEEDE		PROGRESS (50-99% of	-	SS (1-49% of goal met) 1 NO PROGRESS
<b>1st Reporting Period</b> Date:	<b>2nd Reporting Period</b> Date:	<b>3rd Reporting</b> Date:	Period 4th Reporting Perio (Secondary Only) Da	
Progress Mark: Is progress sufficient to mee annual goal?	Progress Mark: Is progress sufficient to annual goal?	Progress Mark: o meet Is progress suf annual goal?	Ficient to meet Is progress sufficien annual goal?	nt to meet Objective 1 Met: Yes No Objective 2 Met:
<ul> <li>Yes No</li> <li>If "No" please comment:</li> <li>Needs More Time</li> <li>Excess Absence/Tardy</li> <li>Assignments Not</li> <li>Completed</li> <li>Need to review/revise</li> </ul>	Yes No If "No" please comment: Needs More Time Excess Absence/Tan Assignments Not Completed Need to review/revi	dy Excess Abs Assignmen Completed	omment: If "No" please comm e Time Needs More Tim sence/Tardy Excess Absence ts Not Assignments No Completed	nent: yes No If "No" please explain: p/Tardy ot
Goal Other	Goal Other	Goal Other	Goal	

	INDIVID	UALIZED EDUG	CATION PROG	RAM (IEP)	Page 17 of 2
Los Angeles Unified School Dis Student BEN-NISSAN	oR	Date	e of Birth 18-AU	JG-2007	Meeting Date 01-FEB-2018
			slowly rolled	from 10 feet distance	e, in an
Progress on annual goals to be provided at either Progress Re Methods of Evaluation: State Assessments Portfolio	port or Report Card periods.	ting the "IEP Repo riterion Referenced aformal	_	d Achievement from Curr	ent IEP" form(s) which will be
Incremental objective #1 related to the goal:       Incremental objective #2 related to the goal:         GR: 4 ST: 1.10       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.       GR: 4 ST: 1.10         Date to be achieved September ▼ 2017 ▼ MO/YR       Date to be achieved February ▼ 2018 ▼ MO/YR					
	IEP REPORT OF PR		CHIEVEMENT DN OF MARKS	FROM CURRENT IEI	2
4 GOAL MET OR EXCEEDE.	D 3 SUBSTANTIAL PROG			PARTIAL PROGRESS (1-4	9% of goal met) 1 NO PROGRESS
	<b>2nd Reporting Period</b> Date:	<b>3rd Reporting P</b> Date:		th Reporting Period Secondary Only) Date:	Goal Achievement
Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	Progress Mark: Is progress sufficient to mee annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	Progress Mark: t Is progress suffi annual goal? Yes N If "No" please co Needs More Excess Abse Assignments Completed	cient to meet Is ar o fo mment: If Time ence/Tardy	rogress Mark: progress sufficient to mulai goal? Yes No "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not ompleted	Objective 2 Met: Yes No If "No" please explain:
Need to review/revise         Goal         Other	<ul> <li>Need to review/revise</li> <li>Goal</li> <li>Other</li> </ul>	<ul> <li>Need to revise</li> <li>Goal</li> <li>Other</li> </ul>	G	<ul><li>Need to review/revise oal</li><li>Other</li></ul>	· · · · · · · · · · · · · · · · · · ·

	I	NDIVIDUALIZED	EDUCATION PROGRAM (IEP)	Page 18 of	
Los Angeles Unified School Student BEN-NISSAN	District OR		Date of Birth 18-AUG-2007	Meeting Date 01-FEB-2018	
Annual Goal # In the classroom sett:	C, Self-Determi GB ing, Raphael will indu ice, tactile materils	etc.) to access	the appropriate medium and/or classroom assignments, to meet		
Progress on annual goals to provided at either Progress Methods of Evaluation: State Assessments Portfolio				nt from Current IEP" form(s) which will be	
Incremental objective #1 related to the goal:       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 materils, etc.) to access classroom assignments, to meet his personal education access needs with 70% accuracy, in 4/5 trials.       In the classroom setting, Raphael will independently select the appropriate medium and/or tools (i.e. braille writer, computing device, tactile materils, etc.) to access classroom assignments, to meet his personal education access needs with 70% accuracy, in 4/5 trials.         Date to be achieved August ▼ 2017 ▼ MO/YR       2017 ▼ MO/YR					
	IEP REPORT		AND ACHIEVEMENT FROM CU NATION OF MARKS	RRENT IEP	
4 GOAL MET OR EXCEE	DED 3 SUBSTANTIA	EXPLAI L PROGRESS (50-99		OGRESS (1-49% of goal met) 1 NO PROGRES	
<b>1st Reporting Period</b> Date:	<b>2nd Reporting Perio</b> Date:	d 3rd Repoi	rting Period 4th Reporting (Secondary On		
Progress Mark: Is progress sufficient to m annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other	Progress Mark: eet Is progress sufficient annual goal? Yes No If "No" please comme Needs More Tim Excess Absence/ Assignments Not Completed Need to review/re Goal Other	annual goa Yes nt: If "No" plo e Needs Tardy Exces Assig Completed	ss sufficient to meet Is progress su al? No ease comment: If "No" please s Absence/Tardy mments Not d to review/revise	ufficient to meet Ves No Objective 2 Met: No comment: yes No If "No" please explain: ore Time osence/Tardy ints Not	

	INDIVID	UALIZED EDUCATION PR	OGRAM (IEP)	Page 19 of 29		
Los Angeles Unified School Di						
Student BEN-NISSAN	OR	Date of Birth 18	-AUG-2007	Meeting Date 01-FEB-2018		
Section G: Annual Goals and	d Objectives					
Performance Area: ECC, Brai						
Annual Goal #	GB					
Using a refreshable brai. passage with 80% accuracy	lle display or braille mat y in 4 out of 5 trials.	erials, Raphael will read	details and examples in a	braille		
Progress on annual goals to be provided at either Progress Re	reported to parents by complet port or Report Card periods.	ing the "IEP Report of Progress	and Achievement from Curren	t IEP" form(s) which will be		
Methods of Evaluation:						
State Assessments			rriculum Based	Observation		
Portfolio	Work Samples In	formal Uth	ner:			
Incremental objective #1 rel	ated to the goal:	Incrementa	l objective #2 related to the go	pal:		
materials, Raphael will passage and locates a sp UEB braille word or phra out of 5 opportunities.	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					
	IEP REPORT OF PRO	OGRESS AND ACHIEVEME	NT FROM CURRENT IEP			
4 GOAL MET OR EXCEEDE	D 3 SUBSTANTIAL PROCE	EXPLANATION OF MAR RESS (50-99% of goal met)	<b>KS</b> 2 PARTIAL PROGRESS (1-49 <sup>0</sup>	% of goal met) <i>1 NO PROGRESS</i>		
	2nd Reporting Period	3rd Reporting Period	4th Reporting Period	Goal Achievement		
	Date:	Date:	(Secondary Only) Date:			
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:		
	annual goal?	annual goal?	annual goal?	eet Ves No Objective 2 Met:		
🔍 Yes 🔍 No	🔍 Yes 🔍 No	Yes No	Ves No	O Yes O No		
If "No" please comment:	If "No" please comment:	If "No" please comment:	If "No" please comment:	If "No" please explain:		
Needs More Time	Needs More Time	Needs More Time	Needs More Time	-		
Excess Absence/Tardy	Excess Absence/Tardy	Excess Absence/Tardy	Excess Absence/Tardy			
Assignments Not	Assignments Not	Assignments Not	Assignments Not			
	Completed	Completed	Completed			
Meed to review/revise Goal	Weed to review/revise Goal	Goal	Need to review/revise Goal			
Other	Other	Other	Other			

	INDIVID	UALIZED EDUCATION PRO	OGRAM (IEP)	Page 20 of 29		
Los Angeles Unified School Di						
Los Angeles Unified School Di			1110 2007			
Student BEN-NISSAN	OR	Date of Birth 18	-AUG-2007	Meeting Date 01-FEB-2018		
Section G: Annual Goals and	•					
Performance Area: ECC-keyb	ord/dictation					
Annual Goal #	GB					
		mands and modified touch-t ritten assignments with 80				
Progress on annual goals to be provided at either Progress Re		ing the "IEP Report of Progress	and Achievement from Curre	nt IEP" form(s) which will be		
Methods of Evaluation:						
State Assessments			rriculum Based	Observation		
Portfolio	Work Samples	iformal U Oth	er:			
Incremental objective #1 rel	ated to the goal:	Incremental	objective #2 related to the g	goal:		
to: open and name a word dictate one paragraph us using a computing device	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 August ▼ 2017 ▼ MO/YR    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 December ▼ 2017 ▼ MO/YR					
	IFP REPORT OF PR	OGRESS AND ACHIEVEME	NT FROM CURRENT IFP			
		EXPLANATION OF MAR	KS			
4 GOAL MET OR EXCEEDE.		RESS (50-99% of goal met)	2 PARTIAL PROGRESS (1-49			
	<b>2nd Reporting Period</b> Date:	<b>3rd Reporting Period</b> Date:	<b>4th Reporting Period</b> (Secondary Only) Date:	Goal Achievement		
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:		
Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal? Ves No	t Is progress sufficient to mee annual goal?	t Is progress sufficient to m annual goal?	Neet Ves No Objective 2 Met:		
	If "No" please comment:	If "No" please comment:	If "No" please comment:	Ves No		
_				If "No" please explain:		
Needs More Time	Needs More Time	Needs More Time	Needs More Time			
Excess Absence/Tardy	Excess Absence/Tardy	Excess Absence/Tardy	Excess Absence/Tardy			
Assignments Not Completed	Assignments Not Completed	Assignments Not Completed	Assignments Not Completed			
Need to review/revise	Need to review/revise	Need to review/revise	Need to review/revise			
Goal	Goal	Goal	Goal			
Other	Other	Other	Other			

	INDIVI	DUALIZED EDUCATION	N PROGRAM (IEP)	Page 21 of 29
Los Angeles Unified School I	District			
Student BEN-NISSAN	OR	Date of Bir	th 18-AUG-2007	Meeting Date 01-FEB-2018
Annual Goal # State Standard: Braill formats using correct s Raphael will demonstrat	Com Sk Math GB e Math Standard Number Ser	single and double-digit	problems and answers in e	
	Report or Report Card periods.		_	Current IEP" form(s) which will be
<ul> <li>State Assessments</li> <li>Portfolio</li> </ul>		Criterion Referenced Informal	Curriculum Based Other:	Observation
Raphael will demonstra and double-digit probl		single align on and Rapha ent singl equat	al formats using correct s ment. el will demonstrate the ab e and double-digit problem ion and special format usi o be achieved February V	bility to Braille s and answers in ing correct spacing
	IEP REPORT OF P	ROGRESS AND ACHIEV	EMENT FROM CURRENT	IEP
4 GOAL MET OR EXCEED	ED 3 SUBSTANTIAL PROG	EXPLANATION OF 1 GRESS (50-99% of goal met		(1-49% of goal met) 1 NO PROGRESS
<b>1st Reporting Period</b> Date:	<b>2nd Reporting Period</b> Date:	<b>3rd Reporting Period</b> Date:	4th Reporting Period (Secondary Only) Date:	Goal Achievement
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:
Is progress sufficient to me annual goal? Yes No	et Is progress sufficient to me annual goal? Ves No	eet Is progress sufficient to annual goal? Yes No	o meet Is progress sufficient t annual goal? Ves No	to meet Yes No Objective 2 Met:
If "No" please comment:	If "No" please comment:	If "No" please comment:	If "No" please comment	:: If "No" please explain:
Needs More Time	Needs More Time	Needs More Time	Needs More Time	,
Excess Absence/Tardy     Assignments Not Completed	Excess Absence/Tardy Assignments Not Completed	<ul> <li>Excess Absence/Tar</li> <li>Assignments Not</li> <li>Completed</li> <li>Not</li> </ul>	Assignments Not Completed	
Need to review/revise Goal	Need to review/revise	Goal	Goal	1se //
Other	Other	Other	Other	

r				Page 22 of 29
	INI	DIVIDUALIZEI	D EDUCATION PROGRAM (IEP)	
Los Angeles Unified School Distri	ct			
Student BEN-NISSAN	OR		Date of Birth 18-AUG-2007	Meeting Date 01-FEB-2018
			in State and District-wide Assessme	
			rm to those assessments determined for tion and/or the Los Angeles Unified So	
<b>Student will participate in Regul</b> (Designated Supports and/or Account)				<b>CAASPP Subject</b> ELA and Math
Designated Supports:	·	1	. ,	
- Scribe by an adult (for ELA no	on-writing items a	nd math items)		
- Simplified or paraphrased test	directions (non-er	nbedded designa	ted support)	
- Text-to-speech software enable	ed (for math items	and ELA items of	except for reading passages)	
- Read aloud by an adult in Eng	lish (for math item	is and ELA items	s except for reading passages)	
- Test in a separate/smaller setti	ng			
- Magnification (non-embedded	l support)			
- Permissive mode (for using ac		re)		
Accommodations:				
<ul> <li>Scribe by an adult for ELA pe assessment task and/or for the</li> </ul>			embedded accommodation).Can be use	ed for note-taking/preparation for the
- Read aloud by an adult (non-e	mbedded accomm	odation) for ELA	reading passages.	
- Text-to-Speech software enabl				
Student will participate in Regul (Variations, Accommodations or M Variations: - Test students in a small group	lodifications identį			CST Subject Science
	setting			
<ul><li>Visual magnifying equipment</li><li>Test administration directions</li></ul>	that are simplified	or alorified (dee	a not apply to tost quastions)	
- Test administration directions Accommodations:	that are shipinied	of clarified (does	s not apply to test questions)	
	in manually coded	English or Ame	rican Sign Language) to a scribe for se	lected-response items (multiple-choice
1 /		oded English to	a scribe, audio recorder, or speech-to-to	ext converter and the student provides all
- Test over more than one day for		t to be administer	red in a single sitting	
- Test questions read aloud to st	1		6 6	
1		I		
CELDT - (Variations, Accommodation	s or Modifications ide	ntified below are ap	plicable)	<b>CELDT Subject</b> ELD
Variations:				
- Test administration directions	-	or clarified (doe	s not apply to test questions)	
- Test students in a small group	-			
- Extra time on a test within a te	esting day			
- Visual magnifying equipment				
Accommodations:				
<ul> <li>Essay responses dictated orally spelling and language convent</li> </ul>		Coded English to	a scribe, audio recorder, or speech-to-to	ext converter and the student provides all
- Test questions read aloud to st		1		
<ul> <li>Responses dictated (orally, or questions)</li> </ul>	in Manually Code	d English or Ame	erican Sign Language) to a scribe for se	elected-response items (multiple-choice

					Page 23 of 29		
		IVIDUALIZ	ED EDUCATION PR	OGRAM (IEP)			
Los Angeles Unified School Dis Student BEN-NISSAN	OR		Date of Birth 18-	AUG-2007	Meeting Date 01-FEB-2018		
		n Nº Procedu	ural Safeguards and F		informing Date of TED 2010		
A Parent's Guide to Speci			-	-	to the parent in his/her primary language.		
The IEP Team Meeting Intr					to the parent in myner printary language.		
				Er 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						
	dian has requested a writte						
	Pages to be translated:						
Special Requests:							
For students who are 17 yes student at 18 years of age, unles	ars old, the student and pa s the court has determine	arent(s)/guard d otherwise.	lian(s) have been inform	ed that the education	al decision-making rights will transfer to the		
		THIS SPACE	DELIBERATELY LEI	T BLANK.			

					Page 24 of 29			
		INDIVIDUALIZED EDU	CATION PROGRAM (I	EP)				
Los Angeles Unified School D		<b>.</b> .						
Student BEN-NISSAN	OR		f Birth 18-AUG-2007	N	leeting Date 01-FEB-2018			
	Parent Participation	Section Q: Parent Par	ticipation and Consent	Parent Notificatio	)n			
Parent/Student (18-21) has	_	neeting.	Method	Whom	When			
		that they would not be able	Phone	A. ARAGON	24-JAN-2018			
Parent/Student (18-21) wa Parent/Student (18-21) did not meeting was held without the P Parent/Student (18-21) did	respond to any of the mee arent/Student (18-21) pre	ting notifications and the sent		Parent initials here ONLY i	rescheduled to this date at my f the PARENT requested that the			
them if they did not attend.								
	Parent/S	Student (18-21) Agreement	to Components of the P	roposed IEP				
A Parent/Student (18-21) may parent/student (18-21) agrees			l IEP. The District will im	plement those portions of	the IEP to which the			
Parent/Student (18-21) AG	REES to all components	of the IEP.						
Parent/Student (18-21) AG	REES to all components Specify	of the proposed IEP WITH	THE SPECIFIC EXCE	PTION(S) stated below:				
Assessment								
Eligibility	Specify							
Instructional Setting	Specify							
Services	Specify							
The Parent/Student (18-21	) DOES NOT AGREE v	vith any of the components of	f the proposed IEP.					
A Parent/Student (18-21) is no parent/student (18-21) does we processes in the District's publ	ish to initiate a form of di	spute resolution as to the cor	nponents of the proposed	IEP, the parent can find in	rent does not agree. If a formation on dispute resolution			
	Parent Concerns and Comments							
Signature(s)	/		Dat	te 01-FEB-2018				
Parent      Guardian	Student age 18-21	years Sur	rogate Parent	Emancipated Minor	O Foster Parent			
Did the school district facilitate	e parent involvement as a	means of improving service	s and results for your child	d? • Yes • No • 1	No Response			
	e received a copy of the P e after the IEP meeting	arent Input Survey regarding	the IEP process. I unders	stand that my completion o	f the form is voluntary and can			
Signature(s)	/		Dat	te 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.

<ol> <li>I am satisfied with the IEP meeting.</li> <li>I feel that the IEP accurately reflects the decisions made at the IEP meeting.</li> <li>I received notice of the IEP meeting.</li> <li>I received "The IEP and You" handbook with the notice of the IEP meeting.</li> <li>During the IEP process I received "A Parent's Guide to Special Education Services (Including Procedural</li> </ol>		
<ul> <li>3. I received notice of the IEP meeting.</li> <li>4. I received "The IEP and You" handbook with the notice of the IEP meeting.</li> </ul>		
4. I received "The IEP and You" handbook with the notice of the IEP meeting.		
se ses la concentració una la accelera companya concor anterial y 100 de presentante de la se		
5 During the IEP process I received "A Parent's Guide to Special Education Services (Including Procedura)		
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.		
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.)		
	Additi	onal Comments

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

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Sector X: Sequence Signatures (Signatures (Signatu	Los Angeles Unified School District		Reconvened Meeting Date
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Parent/GuardianMori Ren-NissanParent/GuardianIStudent Age 18 - 21 yearsIStudent Age 18 yearsIStudent Age 18 yearsIStargate ParentIFoster ParentIFoster ParentIAdministratorAna AragonAdministratorIStockal ParentIStockal ParentIStockal ParentIAdministratorIAdministratorIStockal ParentIStockal Paren	Section	R: Names and Signatures (Sign	natures on File)
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Sinder Age 18 yearsImage of the second s	Parent/Guardian		
Surveyate ParentImage of the sector of the sect	Student Age 18 - 21 years		
Foster ParentImage: Content of the second secon	Student Under Age 18 years		
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Administrative DesigneeImage: Constraint of the second	Family Foster Home Provider		
Special Education TeacherImage: Constraint of the sector of t	Administrator	Ana Aragon	
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Los Ang	geles Unifie	d School Di	strict			
	BEN-NISS		OR		Date of Birth 18-AUG-2007	Meeting Date 01-FEB-2018
					ENVIRONMENT ANALYSIS EP Team at the IEP Team Meeting	
				Student's Curr	rent Placement Type:	
• Ge	eneral Educa	ation Class/0	General Education Site		Special Day Program/Gener	al Education Site
○ sp	ecial Day P	rogram/Spe	cial Education Center		Nonpublic School	
🔘 на	ome/Hospita	al or Resider	ntial Care Facility			
<u>DIRE</u>	<u>CTIONS</u> : C	omplete the	information below as p		cussion regarding placement from the tindicates YES.	beginning at Step A until the team reaches the
more re supplen	strictive set nentary aids	ting should and service	only occur if the nature s cannot be achieved s	or severity of the stude atisfactorily. The lack of	nt's disability is such that placement i	east restrictive environment. Placement in a n a less restrictive setting with the use of uired supports, services, accommodations and ason why they cannot be provided.
Step	Can the su	pports, servi	ces, accommodations a	nd/or modifications in t	he student's IEP be made available in	a general education classroom/setting?
A.	• YES	○ <sub>NO</sub>	If the answer is YES, question below.	then a general education	n classroom/setting is the appropriate	placement. If the answer is NO, go to the
	O YES	○ <sub>NO</sub>	general education cla	ssroom/setting? If YES		d/or modifications be made available in a nmodations and/or modifications must be n the box below. Then go to Step B.
						12
Step B.	Can the sup program?	pports, servi	ces, accommodations a	nd/or modifications in t	he student's IEP be made available or	n a general education site in a special day
	○ <sub>YES</sub>	$\bigcirc$ NO	If the answer is YES, to the question below		ram on a general education site is the	appropriate placement. If the answer is NO, go
	○ <sub>YES</sub>	○ <sub>NO</sub>	special day program	on a general education s	ite? If YES, all required supports, ser	d/or modifications be made available in a vices, accommodations and/or modifications ate why in the box below. Then go to Step C.
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### 3/2/2018

Individualized Education Program (If	EP)
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Import NISSAN         OB         Date of Hirds [6:A11C-2007]         Meaking Date [0]=FFH-2018           ANNUAL LEAST RESTRUCTUE ENVIRONMENT ANALYSIS (Continued) To B: Completed By the IEP Team at the IEP Team Meeting         Import and the analysis of the answer is ND, go the question below (Import and placement. If the answer is ND, go the question below (Import and placement. If the answer is ND, go the question below (Import and placement. If the answer is ND, go the question below (Import and placement. If the answer is ND, place articulate why in the box below. Then go to Step D.           0         Can the supports, services, accommodations and/or modifications in the audent's IEP be made available in a bomehospital setting? (Import and the answer is ND, go to the question below. (If the answer is ND, go to the question below. (If the answer is ND, go to the question below. (If the answer is ND, go to the question below. (If the answer is ND, go to the question below. (If the answer is ND, go to the question below. (If the answer is ND, go to the question below. (If the answer is ND, go to the question below. (If the answer is ND, go to the question below. (If the answer is ND, go to the question below. (If the answer is ND, place articulate why in the box below. Then go to Step E. (If the answer is ND, place articulate why in the box below. Then go to Step E. (If the answer is ND, place articulate why in the box below. Then go to Step E. (If the answer is ND, place articulate why in the box below. Then go to Step E. (If the answer is ND, place articulate why in the box below. Then go to Step E. (If the answer is ND, place articulate why in the box below. Then go to Step E. (If the answer is ND, place articulate why in the box below. Then go to Step E. (If the answer is ND, go to the question is not statements IPP he made available in a residential case. facility? (If the the state the										
To Be Completed By the IEP Team at the IEP Team Meeting         P       Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a special school setting?         If the answer is YES, then a special school 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 special school setting? If YES, all required supports, services, accommodations and/or modifications must be provided within reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step D.         P       Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting?         YES       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.         If not currently available, can the required supports, services, accommodations and/or modifications must be provided within reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step E.         YES       NO       If not currently available, can the required supports, services, accommodations and/or modifications must be provided within reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step E.         P       Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a residential care facility?	ent BEN	-NISS	AN	OR			Date of Birth 18-A	JG-2007		Meeting Date 01-FEB-2018
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(fbm Page 4)         Find IEF Effective Date:           Carriculum         General Education           Type of School         Affiliacd Charter           Placement         Name of School           Instructional Setting         General Education           Instructional Setting         General Education           Program         GE           Visition Setting         Setting           Special Day         General Education           Minutes Wk         Visition Comprehens) 4(Punctional Witing) (Pergram)           Addresses Gaak         Culstening Comprehens) 4(Punctional Witing) (Pergram)           Addresses Gaak         Ves (VI-Eligibility)           Addresses Gaak         Ves (VI-Eligibility)           Addresses Gaak         Ves (VI-Eligibility)           Assitive Technology         Ves (VI-Eligibility)           Asistive Technology         Ves (VI-Eligibility)           Addresses Gaak         Ves (Pergram)           Furtherestion         Yes Importance           For and general Education         None           Extended School         Yes Importance           Vear/Intersesion         Yes Importance           Vear(Intersesion         Yes Importance           Vear(Intersesion         Yes Importance	Eligibility:	Final IFP Reason		Eligible (OI)	[		
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Instructional Setting         Type of School         Affiliated Charter           Name of School         RIVERSIDE DR CS		Date:	a 151 /				
Placement         Name of School         RIVERSIDE DR CS           Instructional Setting         Setting         General Education           Program         GE         General Education           Special Day Minute/SVM2         Clistening Comprehens).4(Functional Writing).1 (English Langunge Development). (Orientation&Mobility).(VLECC Con SK Math).5(Object Comprehens).4(Functional Writing).1 (ECC, Braille).(ECC-keybrd/dictation)           Additional Factors         Low Incident Support         Yes (VLEligibility)           Additional Factors         Low Incident Support         Yes (VLEligibility)           Additional Factors         Low Incident Support         Yes (VEIligibility)           Regular Session and ESY         Supportation         Yes (Perepresent)           Supportation         None         Perepresent         None           Extended School Vent/Intervesion         Yes Image School         Perepresent         None           Accommodation, Modifications, Supports         Strutuniant         Ione to School         Ione to School         Ione to School           Accommodation, No context Lip thip contrast handours/materials, tech support for practiceasing ments to show matery as appropriate, resupport, small group setting for testing, clarification of directions periperiperiperiperiperiperiperiperiperi	Curriculum			1			
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Assistive Technique       Technique         Assistive Technique       Yes, Regular Session and ESY         Transportation       None         Extended School       Yes         Year/Intersession       Yes         Parent Counseling and Training (PCT)       Yes         ESY Transportation       Home to School         Accommodation, Modifications, Supports       Instructional Accommodation         Accommodation, Supports       Instruction 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 boockreaders, use computer magnification settings as indicated, give a		Addresses Goals					
Assistive Technique       Technique         Assistive Technique       Yes, Regular Session and ESY         Transportation       None         Extended School       Yes         Year/Intersession       Yes         Parent Counseling and Training (PCT)       Yes         ESY Transportation       Home to School         Accommodation, Modifications, Supports       Instructional Accommodation         Accommodation, Supports       Instructional Accommodation         Accommodation, Supports       Instructional Accommodation         Accommodation, Supports       Instructional Accommodation         Accommodation       Extended time for task/test completion, preferential seating in front to right, shortnend 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 book?readers, use computer magnification settings as indicated, give a seat copy of materials presented at a distance, breaks to rest eyes as neceded, wear glasses as recommended by doctor, note taker as appropriate, peer support, small group instruction, and dark-lined paper.         -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 incomporated in instruction							
Assistive Technique       Technique         Assistive Technique       Yes, Regular Session and ESY         Transportation       None         Extended School       Yes         Year/Intersession       Yes         Parent Counseling and Training (PCT)       Yes         ESY Transportation       Home to School         Accommodation, Modifications, Supports       Instructional Accommodation         Accommodation, Supports       Instruction 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 boockreaders, use computer magnification settings as indicated, give a							
Support       Tes, Regular Session and ES1         Transportation       None         Extended School       Yes         Parent Counseling and Training (PCT)       Yes         ESY Transportation       Home to School         ESY Transportation       Home to School         Accommodation, Modifications, Supports       Instructional Accommodation       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 book/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.         -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	Additional Factors	Low Incident Support	Yes (VI-Eligibility	<i>i</i> )	//		
Transportation       None         Extended School Year/Intersession       Yes       No         Parent Counseling and Training (PCT)       Yes       No         ESY Transportation       Home to School       Instructional Accommodation, Modifications, Supports       Instructional Accommodation         Accommodations, Supports       Instructional Accommodations       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.         -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			Yes, Regular Sessi	ion and ESY			
Vear/Intersession       Yes       No         Parent Counseling and Training (PCT)       Yes       No         ESY Transportation       Home to School       Image: Comparison of the school         Accommodations, Supports       Instructional Accommodations, Supports       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.         -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			None				
Teachine resistor         Parent Counseling and Training (PCT)       Yes       No         ESY Transportation         Home to School       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.         -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				Yes  Ves			
ESY Transportation         Home to School           Accommodation, Modifications, Supports         Instructional Accommodations         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.           -Provide rich descriptions of objects, images, etc., -Provide clear directions such as 'passy your papers to the right' rather than 'over there' -Use of realia as possible - real life examples of pictures/actual objects incorporated in instruction		Parent Counseling and					
Accommodation, Modifications, Supports       Instructional Accommodations       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.         -Provide rich descriptions of objects, images, etc., -Provide rich descriptions of objects, images, etc., -Provide rich as possible - real life examples of pictures/actual objects incorporated in instruction			Home to School				
Modifications, Supports       Accommodations       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.         -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	Accommodation,	-		or task/test_compl	etion		
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pictures/actual objects incorporated in instruction			papers to the rig	ht' rather than 'ov	er there'		
of planets, eye, cell, etc.)					iore (i.e. models		

32/39

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3/	2/2018		Individualized Education Program	(IEP)
		Instructional	Interference and the second of the second	
		Modifications		
		Other Supports, including Non- Academic and Extra- curricular Activities		11
	Preparation for Three Year Review IEP (At the second Annual Review IEP Meeting, the team must discuss and document the	Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary?	Yes 🔍 🖲 No	
	decision to conduct or not conduct a three-	If the Parent does not		

### 3/2/2018

	year comprehensive reassessment.)	agree, A comprehensive evaluation is recommended. specify the area(s) to be reassessed.
Ш		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	
	<b>General Education</b>	
ľ		

os Angeles Unified School District	INDIVIDUALIZED EDUC	、 /	IEP FAPE Part 2 - Summary of Serv
tudent BEN-NISSAN	OR Date	of Birth 18-AUG-2007	Meeting Date 01-FEB-2018
	Dat		Future Changes
		Effective With This IEP	<b>Related To This IEP</b>
Service 1	Start Date:	Effective on Signature Date 01-Feb-2018	
08	End Date:		
<b>Orientation Mobility for Blind</b>	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following <b>goals:</b>	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	
	responsible i ersonner.		
	*		
Service 3	Start Date:	Effective on Signature Date 01-Feb-2018	
02	End Date:		
<b>Blind/Partially Sighted Itinerant</b>	Service applies to:	Regular	
	Frequency:	1-10	
This service addresses the following	Interval:	Monthly	

	Individualized	d 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	* Start Date:	Effective on Signature Date
		01-Feb-2018
16 Occupational Thorsey	End Date:	Popular
Occupational Therapy	Service applies to: Frequency:	Regular 1-5
his service addresses the following	Interval:	Weekly
goals:	Minutes/Interval:	30
4(Functional Writing)	Minutes/Interval: Minutes/Interval (Pullout from Gen	
	Ed):	0
	Service Delivery Model:	Direct Service (By a Single Provider)*
	Responsible Personnel:	Licensed/Credentialed Provider
Service 5	* Start Date:	Effective on Signature Date 01-Feb-2018
Service 5	Start Date: End Date: Service applies to:	
Service 5 RSP RSP	Start Date: End Date:	01-Feb-2018
Service 5 RSP	Start Date: End Date: Service applies to:	01-Feb-2018 Regular
Service 5 RSP RSP his service addresses the following	Start Date: End Date: Service applies to: Frequency:	01-Feb-2018 Regular 1-5
Service 5 RSP RSP his service addresses the following goals:	Start Date: End Date: Service applies to: Frequency: Interval:	01-Feb-2018 Regular 1-5 Weekly
Service 5 RSP RSP his service addresses the following goals:	Start Date: End Date: Service applies to: Frequency: Interval: Minutes/Interval: Minutes/Interval	01-Feb-2018 Regular 1-5 Weekly 90
Service 5 RSP RSP his service addresses the following goals:	Start Date: End Date: Service applies to: Frequency: Interval: Minutes/Interval: Minutes/Interval (Pullout from Gen Ed):	01-Feb-2018 Regular 1-5 Weekly 90 90
Service 5 RSP RSP his service addresses the following goals:	Start Date: End Date: Service applies to: Frequency: Interval: Minutes/Interval: Minutes/Interval Ed): Service Delivery Model:	01-Feb-2018 Regular 1-5 Weekly 90 90 Direct Service (Collaborative)* Literacy/ELA/ELD Resource Specialist Teacher
Service 5 RSP RSP his service addresses the following goals:	Start Date: End Date: Service applies to: Frequency: Interval: Minutes/Interval: Minutes/Interval (Pullout from Gen Ed): Service Delivery Model: RSP Area:	01-Feb-2018 Regular 1-5 Weekly 90 90 Direct Service (Collaborative)* Literacy/ELA/ELD Resource Specialist Teacher General Education Teacher
Service 5 RSP RSP his service addresses the following goals:	Start Date: End Date: Service applies to: Frequency: Interval: Minutes/Interval: Minutes/Interval (Pullout from Gen Ed): Service Delivery Model: RSP Area:	01-Feb-2018 Regular 1-5 Weekly 90 90 Direct Service (Collaborative)* Literacy/ELA/ELD Resource Specialist Teacher
Service 5 RSP RSP his service addresses the following goals:	Start Date: End Date: Service applies to: Frequency: Interval: Minutes/Interval: Minutes/Interval (Pullout from Gen Ed): Service Delivery Model: RSP Area:	01-Feb-2018 Regular 1-5 Weekly 90 90 Direct Service (Collaborative)* Literacy/ELA/ELD Resource Specialist Teacher General Education Teacher
Service 5 RSP RSP his service addresses the following goals:	Start Date: End Date: Service applies to: Frequency: Interval: Minutes/Interval: Minutes/Interval (Pullout from Gen Ed): Service Delivery Model: RSP Area:	01-Feb-2018 Regular 1-5 Weekly 90 90 Direct Service (Collaborative)* Literacy/ELA/ELD Resource Specialist Teacher General Education Teacher
Service 5 RSP RSP his service addresses the following goals:	Start Date: End Date: Service applies to: Frequency: Interval: Minutes/Interval: Minutes/Interval (Pullout from Gen Ed): Service Delivery Model: RSP Area:	01-Feb-2018 Regular 1-5 Weekly 90 90 Direct Service (Collaborative)* Literacy/ELA/ELD Resource Specialist Teacher General Education Teacher

2018	Individualize	ed Education Program (IEP)	
Service 6	Start Date:	Effective on Signature Date 01-Feb-2018	
16	End Date:		
<b>Occupational Therapy</b>	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	End Date:	01-1/c0-2018	
32 Behavior Intervention Implementation (BII)	Service applies to:	Regular	
implementation (DII)	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 eli	gible authorize LAUSD to submit claim		
Medi-Cal Non-Authorization to Bill form			al Rights and Safeguards).
Part 3 - Percentage of	t 11me Outside of G		1.2
% of Time per Week outsi	do of Conoral Education	Effective With this IEP	Future Changes Related to thi
70 01 1 mie per week outsi	ac of General Education	10 %	
Part 4 - Additional D	iscussion (This sect	ion 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.

								Page 29 of 2		
INDIVIDUALIZED EDUCATION PROGRAM (IEP)										
Los Angeles Unified School District										
Student	BEN-NISSAN	OR			L	18-AUG-2007	] ]	Meeting Date 01-FEB-2018		
FAPE Summary Grid										
Program: GE Eligibility: Eligible (OI)				8			General Education General Education			
-	ortation: None		Low Incident Support: Yes (VI-Eligibility)							
Service Code		Start Date	Service Applies To		Frequency	Area	Total Minutes	Addresses		
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 o	By clicking this box the IEP team has reviewed the FAPE Summary Page to ensure that it reflects the IEP Team decisions.									