

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Identification Number 112411F041

Not Eligible for Spec Ed Services

Student BORENSTEIN TIFERET MI

Date of Birth 24-NOV-2011

Section A: Meeting Information

Table with columns: Pertinent Dates, Type of Meeting. Includes fields for meeting dates, review types, and location.

Section B: Student Information

Form containing student details: Date of Birth, Age, Grade, Gender, Ethnic Code, Location of folders, Home Language, Address, Telephone, School of Attendance, Parent/Guardian info, and placement details.

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 BORENSTEIN TIFERET Date of Birth 24-NOV-2011 Meeting Date 10-JAN-2018

Section C: Language Acquisition

Language Classification: Limited English Proficient Start Date: 31-AUG-2017 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

Table with columns: Goal for (example - Reading), Achieved (Yes/No), and If No, explain the reason the goal/objective was not achieved. Rows 1-10 with sub-rows for Objective 1 and 2 met.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student BORENSTEIN

TIFERET

Date of Birth 24-NOV-2011

Meeting Date 23-JAN-2018

Section E: Present Level of Performance

Performance Area: Health

Assessment/Monitoring Process Used: Interview with mother

State/District Assessment Results:

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

Health Summary: Healthy 5 years and 11 months old student. Parent reports uneventful pregnancy and delivery. There were no prenatal, birth, or newborn complications. Developmental milestones recalled as normal for both motor and speech.

Strengths: General good health; milestones within normal limits for both motor and speech; passed vision screening on 10/30/17 with the 'E' chart; passed audio screening on 10/09/17. No history of serious or chronic illness, allergies, injury, accident, surgery, or hospitalization; no daily medications or known health problems.

Area of Need: Health is not an area of need. Impact of Disability: Health does not impact the student's participation, performance, and access in the educational program. Accommodations: None.

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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Los Angeles Unified School District

Student **Date of Birth** **Meeting Date**

Section E: Present Level of Performance

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): 

Woodcock Johnson IV Scoring


Test Areas	SS	Classification
Broad Reading	67	very low
Letter-Word Identification	75	low
Passage Comprehension	68	very low
Sentence Reading Fluency	78	low

Strengths: In a one one one setting, Tiferet is able to tell letters apart from words. She is also able to identify many letters in the alphabet. Tiferet is able to recognize and name some lower and uppercase letters. When working in a small group, Tiferet is able to understand that letters stand for sounds.

Needs: Tiferet scored bellow benchmark on her most recent DIBELS assessment.

Impact of Disability: N/A

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): 

Woodcock Johnson IV Scoring

Test Areas	SS	Classification
Broad Written Language	75	low
Spelling	95	average
Writing Samples	74	low
Sentence Writing Fluency	78	low

Strengths: When working one one one, Tifferet will write by moving left to write and top to bottom. Tifferet will write most uppercase and lowercase letters. Tifferet is able to produce very clear detailed drawings. Tifferet is able to follow simple one step oral directions.

Needs: None at this time

Impact of Disability: N/A

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Student **Date of Birth** **Meeting Date**

Section E: Present Level of Performance

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): 

Woodcock Johnson IV Scoring		
Test Areas	SS	Classification
Broad Mathematics	70	low
Math Calculations	77	low
Applied Problems	78	low
Math Facts Fluency	75	low

Strengths: When working in a small group Tiferet is able to count and recognize numbers in order up to 30. When working one on one Tiferet understands simple addition and subtraction problems. Tiferet is able to identify circles, triangles and squares.


Needs: None at this time

Impact of disability:

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): 

Strengths: Tiferet will attempt to be an active participant in small group discussions. Tiferet will attempt tasks when working one-on-one or in a small group.

Needs: Tiferet has not shown the ability to offer opinions in conversations or expand on group topics. Tiferet does not demonstrate active listening in the classroom. Tiferet has not yet learned the ability to dictate or write short literary texts. She has not been able to use an expanding list of verbs, nouns or prepositional phrases.

Impact of Disability:

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Meeting Date 23-JAN-2018

Section E: Present Level of Performance

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): 

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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Student **Date of Birth** **Meeting Date**


Section E: Present Level of Performance

Performance Area:	<input type="text" value="Cognition/Psychological Processing"/>
Assessment/Monitoring Process Used:	<input type="text" value="Psycho-Educational assessment which may include alternative means"/>
State/District Assessment Results:	<input type="text"/>

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

Strengths:
 Based on all information obtained from this initial psycho-educational assessment it appears that Tiferet is functioning within the average range of ability. Her auditory memory was within the average range. Average ability was noted in the areas of visual perception and memory. Tiferet demonstrated relative strengths in the areas of cognitive functioning. She performed within the average range in her ability to make decisions about how best to complete the tests, use strategies, monitor the effectiveness of strategies, change the plan when needed, and efficiently complete the tasks. Tiferet's ability to work with information that is organized into groups and form a cohesive whole was in the average range. In the area of attention processing was within the low average range which reflects her ability to focus and resist distractions. Although within the low average, Tiferet performed poorly on test that required repetition of words or numbers in order and an understanding of verbal statement when the meaning was dependent on the sequence of the words. Tiferet's Working Memory score was within or close to the average range. This means that she performed about average on tests that required evaluating and working with information that had to be remembered for a short period of time. Tiferet performed within the superior range in the area of visual perceptual skills. She was easily able to copy geometric shapes that became increasingly more difficult.

Performance Area:	<input type="text" value="CONTINUE"/>
Assessment/Monitoring Process Used:	<input type="text"/>
State/District Assessment Results:	<input type="text"/>

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

Areas of Need:
 Areas of difficulty for Tiferet included executive functioning. She performed poorly on tests that required control of thinking, behavior, and attention. She significantly struggled in the area of auditory cohesion and auditory reasoning. This is most likely due to her limited English experience.

Impact of Disability:
 No learning disability is evident. Inconsistent attention difficulties are most likely due to her ELD 1 status.

Supports:
 Tiferet should be placed in a general education ELD class to be able to access the most support. Her general education teacher should provide new information and directions need to be presented visually or with visual cues whenever possible. For example, charts, maps, and pictures of the directions or information would prove very helpful. The use of flashcards versus verbal repetitions is also recommended. Directions need to be given one at a time and always preceded by the student's name and direct eye contact.


INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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Student **Date of Birth** **Meeting Date**

Section E: Present Level of Performance


Performance Area:	<input type="text" value="Social Emotional"/>
Assessment/Monitoring Process Used:	<input type="text" value="Conners, ASRS, Teacher and Parent reports/interviews"/>
State/District Assessment Results:	<input type="text"/>

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

Strengths:Parent Interview:
 Per parent interview and parent questionnaire her mother reports at home she likes to play with her sister. Tiferet is very creative and smart. She enjoys coloring. Parent reports some concerns stating sometimes she doesn't understand social situations and parents have to explain what happened, why and how she should act on such situation. Mother reports she struggles with having friends. Mother also reports attention and concentration issues. Tiferet likes to color. She enjoys looking at books. In the school setting she has difficulty following directions in and out of the classroom. At times she struggles with getting along with her peers. She frequently will crawl on the floor or kick her peers during carpet time. When asked to comply she typically with very slowly complies and smiles. She will frequently laugh and giggle at inappropriate times. Tiferet also eats things that are not food including glue sticks. Tiferet reported to her examiner and at times with the support of a translator. Tiferet doesn't like school and reports not having friends. Yet in the following sentence she reported Tiferet stated she likes to play with one other Israel little girl in her classroom. She stated her teacher is nice and helps her all of the time. She was able to provide some information about her home and family. Tiferet was unable to identify a single thing she liked about school.

Areas of Need:
 Her behaviors have improved in the classroom setting. In the school setting Tiferet presents with immature behavior.

Performance Area:	<input type="text" value="Continued"/>
Assessment/Monitoring Process Used:	<input type="text"/>
State/District Assessment Results:	<input type="text"/>

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

Impact of Disability:
 Her social emotional functioning does not impede her ability to access her general education program at this time.

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Student

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:

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Social Maladjustment | <input checked="" type="checkbox"/> Temporary Physical Disability | <input checked="" type="checkbox"/> Lack of instruction in reading |
| <input checked="" type="checkbox"/> Lack of instruction in math | <input checked="" type="checkbox"/> Limited English Proficiency | <input checked="" type="checkbox"/> Environmental, Cultural or Economic Factors |

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Student	BORENSTEIN	TIFERET		Date of Birth	24-NOV-2011		Meeting Date	23-JAN-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.

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Student **Date of Birth** **Meeting Date**

Section Q: Parent Participation and Consent

Parent Participation	Parent Notification		
<input checked="" type="radio"/> Parent/Student (18-21) has participated in the IEP meeting. <input type="radio"/> Parent/Student (18-21) indicated before the meeting that they would not be able to attend. <input type="radio"/> Parent/Student (18-21) was notified 3 times of the meeting time and place. Parent/Student (18-21) did not respond to any of the meeting notifications and the meeting was held without the Parent/Student (18-21) present.. <input type="radio"/> Parent/Student (18-21) did not attend and gave permission to proceed without them if they did not attend.	Method	Whom	When
	US Mail	K.Wyatt	12-DEC-2017
	Work Visit	K.Wyatt	16-JAN-2018
<i>I (PARENT) acknowledge that the IEP meeting was rescheduled to this date at my request. _____ (Parent initials here ONLY if the PARENT requested that the IEP meeting be rescheduled.)</i>			

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

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

- Parent/Student (18-21) **AGREES** to all components of the IEP.
- Parent/Student (18-21) **AGREES** to all components of the proposed IEP **WITH THE SPECIFIC EXCEPTION(S)** stated below:
- Assessment Specify
 - Eligibility Specify
 - Instructional Setting Specify
 - Services Specify

The Parent/Student (18-21) **DOES NOT AGREE** with any of the components of the proposed IEP.

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

Parent Concerns and Comments

Signature(s) _____ / _____ **Date**

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**

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!

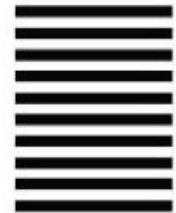


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NECESSARY
IF MAILED
IN THE
UNITED STATES

BUSINESS REPLY MAIL
FIRST-CLASS MAIL PERMIT NO. 33798 LOS ANGELES CA 90051

POSTAGE WILL BE PAID BY ADDRESSEE

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



PARENT INPUT SURVEY
English

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Reconvened Meeting Date

Student

Date of Birth

Meeting Date

Section R: Names and Signatures (Signatures on File)

Team Member	Print Name	Signature
Parent/Guardian	<input type="text" value="Miriam Borenstein"/>	
Parent/Guardian	<input type="text" value="Arie Borenstein"/>	
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="Ricardo Ayala"/>	
Administrative Designee	<input type="text"/>	
Special Education Teacher	<input type="text" value="Russell Wise"/>	
General Education Teacher	<input type="text" value="Susan St. John"/>	
School Psychologist	<input type="text" value="Cynthia Freeman"/>	
School Nurse	<input type="text" value="Nidhi Tomar"/>	
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"/>	