6/13/2018

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Student Identification Number 082009N	4013			Eligible (SLD)
Student CHEMELNIKER	AMIT			Date of Birth 20-AUG-2009
Last	First	MI tion A: Meeting In	formation	
Pertinent			Tormation	Type of Masting
Date of Initial IEP Team Meeting	07-DEC-2	012		Type of Meeting
Date of Present Meeting	30-MAY-2		nitial	Amendment of IEP dated
Annual Review to be conducted by	30-MAY-2	2019	Annual Review	• Early Start Transition
Next Three Year Review will be conducted	d by 30-AUG-2		Three Year Review	
Three Year Review or Evaluation was con	iducted on 30-AUG-2	2017	Other	Individual Transition Plan
Transition to Kindergarten to be conducted	d by			✓ Individual Transition Plan
Location of Meeting: Haynes CES		Distr	ict Name:	Los Angeles Unified School District
	Sec	tion B: Student In	formation	
Date of Birth 20-AUG-2009 Age 8	Grade 2	Gender 🖲 Male	Female Lir	nited English Proficient Student O Yes 🖲 No
Ethnic Code White				
Location of the Psych Folder: SUPPORT U	INIT NORTH	S	student has no Psy	ch Folder:
location of the Cum Folder: HAYNES CES			udent has no Cum	
Iome Language English	Student Language	English		
Alternate Mode of Communication				
Home Address of Student 24363 WELBY	WY			
	Y WY			CA ZIP Code 91307
City WEST HILLS	WY Daytime Telephone		Emergency Telep	
				hone
City WEST HILLS Home Telephone 818-447-8385 School of Attendance Haynes Ces			Emergency Telep Location Code Location Code	hone
City WEST HILLS Home Telephone 818-447-8385 School of Attendance Haynes Ces School of Residence Haynes Ces	Daytime Telephone	Telephone 818-	Location Code	hone
City WEST HILLS Home Telephone 818-447-8385 School of Attendance Haynes Ces School of Residence Haynes Ces Name of Parent/Guardian Luciana Ganach	Daytime Telephone	Telephone 818-	Location Code	hone
City WEST HILLS Home Telephone 818-447-8385 School of Attendance Haynes Ces School of Residence Haynes Ces Name of Parent/Guardian Luciana Ganach	Daytime Telephone	Telephone 818-	Location Code	hone
City WEST HILLS Home Telephone 818-447-8385 School of Attendance Haynes Ces School of Residence Haynes Ces Name of Parent/Guardian Luciana Ganach Address same as child	Daytime Telephone	Telephone 818-	Location Code	hone
City WEST HILLS Home Telephone 818-447-8385 School of Attendance Haynes Ces School of Residence Haynes Ces Name of Parent/Guardian Luciana Ganach Address same as child	Daytime Telephone		Location Code	hone
City WEST HILLS Home Telephone 818-447-8385 School of Attendance Haynes Ces School of Residence Haynes Ces Name of Parent/Guardian Luciana Ganach Address same as child City CA Z	Daytime Telephone		Location Code	hone
City WEST HILLS Home Telephone 818-447-8385 School of Attendance Haynes Ces School of Residence Haynes Ces Name of Parent/Guardian Luciana Ganach Address same as child City CA Z Surrogate Parent	Daytime Telephone		Location Code	e 4473
City WEST HILLS Home Telephone 818-447-8385 School of Attendance Haynes Ces School of Residence Haynes Ces Name of Parent/Guardian Luciana Ganach Address same as child City CA Z Surrogate Parent Attends CURRENT SCHOOL as a result	Daytime Telephone	hone	Location Code Location Code	hone
City WEST HILLS Home Telephone 818-447-8385 School of Attendance Haynes Ces School of Residence Haynes Ces Name of Parent/Guardian Luciana Ganach Address same as child City CA Z Surrogate Parent Attends CURRENT SCHOOL as a result Attends School of Residence s the student living in a Family Foster Hore	Daytime Telephone	hone	Location Code Location Code	hone
City WEST HILLS Home Telephone 818-447-8385 School of Attendance Haynes Ces School of Residence Haynes Ces Name of Parent/Guardian Luciana Ganach Address same as child City CA Z Surrogate Parent Attends CURRENT SCHOOL as a result Attends School of Residence	Daytime Telephone	hone	Location Code Location Code	hone
City WEST HILLS Home Telephone 818-447-8385 Gehool of Attendance Haynes Ces School of Residence Haynes Ces Name of Parent/Guardian Luciana Ganach Address same as child City CA Z Gurrogate Parent Attends CURRENT SCHOOL as a result Attends School of Residence s the student living in a Family Foster Hor Relationship Licensed Children's Institution No	Daytime Telephone	hone	Location Code Location Code 447-8385	hone e 4473 4473 4473 Provider related to student? No Ves

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

Los Angeles Unified School Distri		INDIVIDU	ALIZI	ED EDUCATION PROGRAM (IEP)	
Student CHEMELNIKER	AMIT			Date of Birth 20-AUG-2009	Meeting Date 30-MAY-2018
		5	Section	C: Language Acquisition	
Language Classification: Englis	sh Only			Start Date: 13-AUG-2013	Reclassification Date:
Parent Waiver: Yes O No			C.		
Elementary English Language D Secondary English Language De				t Date:	
Communication Observation Ma	-		t Date:		
				l Achievement from Current IEP	
			ieved		
Goal for: (example - Reading)		Yes	No	If No, explain the reason the goal/objectiv	ve was not achieved
1. Reading		۲	\bigcirc		
Objective 1 met		۲	\bigcirc		
Objective 2 met	1	۲	\bigcirc		
2. Writing		۲	\bigcirc		
Objective 1 met		۲	\bigcirc		
Objective 2 met		۲	\bigcirc		
3. Mathematics		۲	\bigcirc		
Objective 1 met		۲	\bigcirc		
Objective 2 met		۲	\bigcirc		
4. Counseling		\bigcirc	۲		
Objective 1 met		۲	\bigcirc		
Objective 2 met		\bigcirc	۲		
5.		\bigcirc	\bigcirc		
Objective 1 met		\bigcirc	\bigcirc		
Objective 2 met		0	\bigcirc		
6.		0	\bigcirc		
Objective 1 met		\bigcirc	\bigcirc		
Objective 2 met		\bigcirc	\bigcirc		
7.		0	\bigcirc		
Objective 1 met		0	\bigcirc		
Objective 2 met		0	\bigcirc		
8.		0	\bigcirc		
Objective 1 met		0	\bigcirc		
Objective 2 met		0	\bigcirc		
9.		0	\bigcirc		
Objective 1 met		0	0		
Objective 2 met		\odot	\bigcirc		
10.		0	0		
Objective 1 met		0	0		
Objective 2 met		0	0		

6/1:	3/20	18
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	Pa INDIVIDUALIZED EDUCATION PROGRAM (IEP)	age 3 of 19					
Los Angeles Unified School District							
Student CHEMELNIKER	AMIT Date of Birth 20-AUG-2009 Meeting Date 30-MAY-2	2018					
Section E: Present Level of Performance							
Performance Area:	Reading						
Assessment/Monitoring Process Used:	Informal						
State/District Assessment Results:	DIBELS EOY/Intensive: Fluency 47 (87); Accuracy 90 (97); Retell 39 (27)						
Current Performance/Assessment Sum	mary (include student strengths, student needs and impact of disability on student performance): $ onumber u$						
<pre>in Nonsense Word Fluency (NW Whole Words Read (WWR). On t Benchmark, which was 54), an recent progress monitoring p increased, from 0 at BOY to at BOY and 90% at EOY. In ad Amit actively uses visual cu decoding. He is approaching sight words, and he has lear words in isolation. With min level accuracy (above 90%). Needs: Although he has made benchmark of 87 WPM. He has or vowel-r patterns, and wor decoding strategies with min in text. On his most recent Toward Meeting Grade Level S Impact of disability: Amit's</pre>	Amit has improved in all early literacy skills assessed this year. Proficiency JF) is measured by scores on two indicators: Correct Letter Sounds (CLS) and the Beginning of Year (BOY) assessment, Amit's score in CLS was 8 (Well Below ad his score in WWR was 3 (Well Below Benchmark, which was 13). On his most probe, Amit scored 60 in CLS and 20 in WWR. Oral Reading Fluency has also 47 words per minute (WPM) on his End-of-Year (EOY) assessment. Accuracy was 0% dition, Retell Fluency at EOY was Above Benchmark (27) at 39 words per minute. Hes (e.g. sound-spelling cards; posters) in the classroom to assist with 90% accuracy in recognizing/reading grade-appropriate irregularly spelled Dolch end to consistently recognize closed, silent -e, and open syllable patterns in himal prompting and/or cueing, he can read decodable books with instructional progress in reading, Amit's fluency (47 WPM) is still Well Below the grade level difficulty decoding in context words with unfamiliar vowel team, variant vowel, rds with inflectional endings (e.ged). In addition, although Amit applies himal prompting/cueing, multisyllabic words are challenging both in isolation and report card, Amit's grade in Foundational Reading Skills was 2 (Progressing Standards). S SLD eligibility impairs his reading decoding and fluency skills, which impacts in the general education curriculum.						
Performance Area:	Written Language						
Assessment/Monitoring Process Used:	Informal						
State/District Assessment Results:							
Current Performance/Assessment Sum	mary (include student strengths, student needs and impact of disability on student performance): 🕖						
Strengths: Per teacher, with development and organization of discipline-specific tasks sources to answer a question Needs: Per teacher, Amit inc Although he seems to enjoy w completed a first draft. On Expression through Writing w Impact of disability: Amit's	n guidance and support from adults, Amit produces writing in which the n are appropriate to task and purpose. He is able to write routinely for a range 5, and to recall information from experiences or gather information from provided n. Amit is also able to write informative texts and opinion pieces. consistently strengthens his writing, as needed, by revising and editing. written assignments, he is reluctant to make changes to his work once he's his most recent report card, his grades in Language Conventions and Effective were 2s (Progressing Toward Meeting Grade Level Standards). S SLD eligibility impairs his revising and editing skills, which impacts his the general education curriculum.						

	INDIVIDUALIZ	ZED EDUCATION PROGRAM (IEP)	Page 4 of 19
Los Angeles Unified School District			
Student CHEMELNIKER	AMIT	Date of Birth 20-AUG-2009	Meeting Date 30-MAY-2018
		: Present Level of Performance	
	Mathematics		
Assessment/Monitoring Process Used:	Informal		
State/District Assessment Results:			
Current Performance/Assessment Sumn	nary (include student strengths,	, student needs and impact of disability on	student performance): 🕖
<pre>(by twos, fives, or tens) wit numerals, number names, and e sum of 20 with 80% accuracy. He is able to determine wheth use addition to find the tota columns. Amit is also able to Needs: Amit has difficulty su operations, and/or the relati assessments and student work when subtracting is required. Ten was 2 (Progressing Toward)</pre>	chin 1000, and he is ab expanded form. Amit has Per teacher, he can fl her a group of up to 20 al number of objects ar b add within 100 using ubtracting within 100 u conship between additio samples indicated that . On his most recent re d Meeting Grade Level S SLD eligibility impair	using strategies based on place on and subtraction. A review of the is not regrouping when need eport card, Amit's grade in Numb Standards).	o 1000 using base-ten uently add numbers up to a 20 using mental strategies. mber of items, and he can ith up to 5 rows and 5 value, properties of curriculum-based ded, and that he often adds ber & Operations in Base
Performance Area: Assessment/Monitoring Process Used:			
State/District Assessment Results:			
L			
		, student needs and impact of disability on	

	INDIVIDUALI	ZED EDUCATION PROGRAM (IEP)	Page 5 of
Los Angeles Unified School District Student CHEMELNIKER	AMIT	Date of Birth 20-AUG-2009	M
Student CHEMELNIKER	AMIT	Date of Birtin 20-A00-2009	Meeting Date 30-MAY-2018
	Section 1	E: Present Level of Performance	
Performance Area:	Social-emotional/Counsel	ing	
Assessment/Monitoring Process Used	1: Teacher report, observatio	ons, and counseling sessions.	
State/District Assessment Results:			
Current Performance/Assessment Sur	nmary (include student strength	ns, student needs and impact of disability on stude	ent performance): 🕡
confronted with challenging recover from a setback. He awareness and is motivated Areas of Need: Amit continu when he feels he can't do s challenging task.	g tasks. He responds wel also responds well to v to do well. He understa mes to have difficulty r comething, if his routir s Specific Learning Dis	gress in his ability to cope more eff Il when given additional time to prov verbal prompts from his teacher. Amit ands what triggers him and is good at regulating his emotions. He cries and he changes unexpectedly, and when cor sability negatively impact his educat n.	tess his emotions and t has good self- t self-reflecting. d becomes upset easily nfronted with a
Performance Area:			
Assessment/Monitoring Process Used	l:		
State/District Assessment Results:			
Current Performance/Assessment Sur	nmary (include student strength	ns, student needs and impact of disability on stude	ent performance):

				Page 6 of 19				
	INDIVIDUALIZED EDUCATION PROGRAM (IEP)							
Los Angeles Unified School District								
Student CHEMELNIKER	AMIT	Date of Birth	20-AUG-2009	Meeting Date 30-MAY-2018				
		Section F: Eligibility						
If applicable, areas discussed related to	disability or suspected disabilit	y:						
				1				
For Initial IEP, interventions attempted	prior to determining eligibility:							
Eligible as a student with the disability	of:							
	Learning Disability							
• Not Applicable, • Blind or	Partially Sighted							
Additional Low Incidence Eligibility (o	nlv for VI. DBL. DEA. HOH. o	or severe OI):						
Code:								
• Not Applicable, • Blind or	Partially Sighted							
Obes not meet eligibility criteria fo	or Special Education Services (I	Initial IEP).						
No Longer Eligible for Special Edit	acation Services (Review IEP).							
No Longer Eligible (Effective Date)								
This is a Final IEP, the student ren Final IEP Reason:	ains eligible for Special Educa	ition Services until the	e Effective Date belo	w.				
Final IEP Effective Date:								
The IEP Team has considered and ag	rees that the educational need	ls of the student are	not primarily due t	o.				
-			_					
Social Maladjustment	Temporary Physical D	•	Lack of instruc	-				
Lack of instruction in math	Limited English Profi	ciency	Environmental	Cultural or Economic Factors				

	INDIVI	DUALIZED EDUCATION PR	DOCDAM (IED)	Page 7 of 1
		DUALIZED EDUCATION FF	NOGRAM (IEF)	
Los Angeles Unified School				
Student CHEMELNIKER	AMIT	Date of Birth 2	0-AUG-2009	Meeting Date 30-MAY-2018
Section G: Annual Goals a				
Performance Area: Reading	gDecoding			
Annual Goal # 1	GB			
	gular, multisyllabic words, , as measured by informal a			n text with 90%
provided at either Progress	be reported to parents by comple Report or Report Card periods.	eting the "IEP Report of Progres	ss and Achievement from Cu	rrent IEP" form(s) which will be
Methods of Evaluation:				
State Assessments			Curriculum Based	Observation
Portfolio	Work Samples	Informal Of	ther:	
will decode the words	egular, multisyllabic words in isolation and/or in text tals, as measured by inform a assessment.	, Amit t with mal B0% accur and/or cu		tisyllabic words, Amit on and/or in text with easured by informal nt. 2019 V MO/YR
	IEP REPORT OF PE	ROGRESS AND ACHIEVEM EXPLANATION OF MAI		CP
4 GOAL MET OR EXCEEL	DED 3 SUBSTANTIAL PROG	GRESS (50-99% of goal met)	2 PARTIAL PROGRESS (1-	.49% of goal met) <i>1 NO PROGRESS</i>
1st Reporting Period Date:	2nd Reporting Period Date:	3rd Reporting Period Date:	4th Reporting Period (Secondary Only) Date:	Goal Achievement
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:
Is progress sufficient to me annual goal? O Yes O No	et 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? O Yes O No	Objective 2 Met:
If "No" please comment:	If "No" please comment:	If "No" please comment:	If "No" please comment:	Yes No
Needs More Time	Needs More Time	Needs More Time	Needs More Time	If "No" please explain:
 Needs More Time Excess Absence/Tardy 	Excess Absence/Tardy	Excess Absence/Tardy	Excess Absence/Tard	V
Assignments Not	Assignments Not	Assignments Not	Assignments Not	y
Completed	Completed	Completed	Completed	
Need to review/revise	Need to review/revise	Need to review/revise	Need to review/revise	e
Goal Other	Goal Other	Goal Other	Goal Other	
	Other	Uner	Uner	

	INDIVI	DUALIZED EDUCATION PI	ROGRAM (IEP)	Page 8 of 1
Los Angeles Unified School I	District			
Student CHEMELNIKER	AMIT	Date of Birth 2	20-AUG-2009	Meeting Date 30-MAY-2018
	-			e with 90%
	Report or Report Card periods.	_	ss and Achievement from Cur Curriculum Based	rrent IEP" form(s) which will be
Portfolio	Work Samples	nformal O	ther:	
90% accuracy in 2/3 tr: and/or curriculum-based Date to be achieved Septe		90% accur and/or cu	ead on-level text at 70 w racy in 2/3 trials, as me urriculum-based assessmen eachieved January V	easured by informal
	IEP REPORT OF PF	ROGRESS AND ACHIEVEM	IENT FROM CURRENT IF	<u>EP</u>
4 GOAL MET OR EXCEED		EXPLANATION OF MA GRESS (50-99% of goal met)		
1st Reporting Period Date:	2nd Reporting Period Date:	3rd Reporting Period Date:	4th Reporting Period (Secondary Only) Date:	Goal Achievement
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:
	et 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	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 Excess Absence/Tardy Assignments Not Completed Need to review/revise 	 Needs More Time Excess Absence/Tardy Assignments Not Completed 	 Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise 	 Needs More Time Excess Absence/Tard Assignments Not Completed 	у
Goal	Need to review/revise Goal	Need to review/revise Goal	Goal	e/.

	INDIVI	DUALIZED ED	UCATION PROGRAM (IEP)		Page 9 of 19
Los Angeles Unified School Dist		D			20 14 14 2010
Student CHEMELNIKER	AMIT	D	ate of Birth 20-AUG-2009	Meeting Date	30-MAY-2018
checklists) to develop and	guage GB from peers and adults, d strengthen his writing	as needed by	visual supports (e.g. graph planning, revising, and edi mples and informal and/or o	iting, such that he score	5
Progress on annual goals to be r provided at either Progress Repo Methods of Evaluation:		ting the "IEP Re	port of Progress and Achievemer	nt from Current IEP" form(s) v	⊘ vhich will be
	Norm Referenced	Criterion Referen	ced 🗹 Curriculum Based	Observ	ation
Portfolio	Work Samples 🛛 🗹 I	nformal	Other:		
Incremental objective #1 relate With guidance and support will use visual supports checklists) to develop and needed by planning, such the rubric in 2/3 trials, samples and informal and/d assessment. Date to be achieved Septemin	from peers and adults, (e.g. graphic organizers d strengthen his writing that he scores at least as measured by student or curriculum-based ber ▼ 2018 ▼ MO/YR IEP REPORT OF PR	g as 2 on work ROGRESS AND EXPLANAT	will use visual supports checklists) to develop a needed by revising and e least 2 on the rubric ir student work samples and based assessment. Date to be achieved Januar ACHIEVEMENT FROM CUI TON OF MARKS	rt from peers and adults, s (e.g. graphic organizer: and strengthen his writin editing, such that he sco n 2/3 trials, as measured d informal and/or curricu ry ▼ 2019 ▼ MO/YR RRENT IEP	s, g as res at by lum-
4 GOAL MET OR EXCEEDED		-		OGRESS (1-49% of goal met)	1 NO PROGRESS
	nd Reporting Period	3rd Reporting Date:	g Period 4th Reporting (Secondary On		ement
Progress Mark: P	rogress Mark:	Progress Mark	: Progress Mark:	Objective 1 M	Met:
⊙ Yes ⊙ No	s progress sufficient to me nnual goal? Yes No "No" please comment:	et Is progress su annual goal? Yes If "No" please	no Yes	No Objective 2 N	Met: No
Needs More Time	Needs More Time	Needs Mo	ore Time Needs Mo		
Excess Absence/Tardy	Excess Absence/Tardy	Excess At	osence/Tardy Excess Ab	sence/Tardy	
	Assignments Not	Assignme		nts Not	
Completed C	ompleted	Completed	Completed		
	Need to review/revise	Need to re Goal	eview/revise Deview/revise Goal	view/revise	//

	I	NDIVIDUALI	ZED EDUCATION PROC	GRAM (IEP)		-
Los Angeles Unified Schoo	l District					
Student CHEMELNIKER	AMIT		Date of Birth 20-A	.UG-2009	Meeting Date 30-MAY-	-2018
based on place value	GB dit will subtract from	ations with	er no greater than 1000 70% accuracy in 2/3 tri			
	to be reported to parents by s Report or Report Card pe		e "IEP Report of Progress ar	nd Achievement from (Current IEP" form(s) which will	be
State Assessments	Norm Referenced	Criterio	n Referenced 🛛 🗹 Curri	iculum Based	Observation	
Portfolio	Work Samples	Informa				
number no greater that	I related to the goal: mit will subtract from an 1000 using strategio place value and proper	es and	Given 10 pro number no gr	bjective #2 related to oblems, Amit will surprise	ubtract from a total ing strategies and	
operations with 50%	accuracy in 2/3 trials work samples and informessment. ptember V 2018 V M	, as mal and/or //	operations w measured by curriculum-t	ieved January ▼	n 2/3 trials, as es and informal and/or 2019 V MO/YR	
operations with 50% a measured by student o curriculum-based asso	accuracy in 2/3 trials work samples and informessment. ptember V 2018 V M	, as mal and/or IO/YR	operations w measured by curriculum-t Date to be ach	with 60% accuracy in student work sample based assessment. ieved January V	n 2/3 trials, as es and informal and/or 2019 V MO/YR	
operations with 50% a measured by student of curriculum-based asso Date to be achieved Se 4 GOAL MET OR EXCENT	accuracy in 2/3 trials work samples and informessment. ptember ▼ 2018 ▼ M IEP REPORT EDED 3 SUBSTANTIAL	, as mal and/or IO/YR OF PROGRE EX PROGRESS (operations w measured by curriculum-t Date to be ach CSS AND ACHIEVEMEN PLANATION OF MARKS 50-99% of goal met) 2	with 60% accuracy in student work sample based assessment. ieved January V T FROM CURRENT S PARTIAL PROGRESS	n 2/3 trials, as es and informal and/or 2019 ▼ MO/YR IEP (1-49% of goal met) <i>1 NO PI</i>	ROGRESS
operations with 50% a measured by student of curriculum-based asso Date to be achieved Se 4 GOAL MET OR EXCER st Reporting Period	accuracy in 2/3 trials work samples and infor essment. ptember ▼ 2018 ▼ M IEP REPORT	, as mal and/or IO/YR OF PROGRE EX PROGRESS (operations we measured by curriculum-technology Date to be ach Date to be ach Date to be ach PLANATION OF MARKS 50-99% of goal met) 2 Reporting Period	with 60% accuracy in student work sample pased assessment. ieved January V T FROM CURRENT S	a 2/3 trials, as as and informal and/or 2019 ▼ MO/YR IEP (1-49% of goal met) 1 NO Pl Goal Achievement	ROGRESS
operations with 50% a measured by student of curriculum-based asso Date to be achieved Se 4 GOAL MET OR EXCENT Ist Reporting Period Date:	accuracy in 2/3 trials work samples and informessment. ptember ▼ 2018 ▼ M IEP REPORT EDED 3 SUBSTANTIAL 2nd Reporting Period	as mal and/or IO/YR OF PROGRE EX C PROGRESS (1 3rd F Date:	operations w measured by curriculum-b Date to be ach CSS AND ACHIEVEMEN PLANATION OF MARKS 50-99% of goal met) 2 Reporting Period	with 60% accuracy in student work sample based assessment. ieved January V T FROM CURRENT S PARTIAL PROGRESS Ath Reporting Period	a 2/3 trials, as as and informal and/or 2019 ▼ MO/YR IEP (1-49% of goal met) 1 NO Pl Goal Achievement	ROGRESS
operations with 50% a measured by student of curriculum-based asso Date to be achieved Se <i>4 GOAL MET OR EXCEL</i> 5 Reporting Period Date: Progress Mark: s progress sufficient to n unnual goal?	accuracy in 2/3 trials, work samples and informessment. ptember ▼ 2018 ▼ M IEP REPORT EDED 3 SUBSTANTIAL 2nd Reporting Period Date: Progress Mark:	, as mal and/or IO/YR OF PROGRE EX <i>PROGRESS</i> (I 3rd F Date: Progr to meet Is pr annua	operations w measured by curriculum-t Date to be ach ESS AND ACHIEVEMEN PLANATION OF MARKS 50-99% of goal met) 2 Reporting Period ress Mark: [ogress sufficient to meet I al goal? [with 60% accuracy in student work sample based assessment. ieved January TFROM CURRENT S PARTIAL PROGRESS Ath Reporting Period (Secondary Only) Date: Progress Mark:	n 2/3 trials, as es and informal and/or 2019 ▼ MO/YR IEP (1-49% of goal met) 1 NO Pl Goal Achievement : Objective 1 Met: to meet Yes No Objective 2 Met: Objective 2 Met:	ROGRESS
operations with 50% a measured by student of curriculum-based asso Date to be achieved Se <i>4 GOAL MET OR EXCEP</i> st Reporting Period Date: Progress Mark: s progress sufficient to m nnual goal? Yes No	accuracy in 2/3 trials, work samples and informessment. ptember ▼ 2018 ▼ M IEP REPORT EDED 3 SUBSTANTIAL 2nd Reporting Period Date: Progress Mark: neet Is progress sufficient annual goal?	, as mal and/or IO/YR OF PROGRESS (PROGRESS (Date: Date: Progr to meet Is pr annua	operations were measured by curriculum-the Date to be ache Dat	with 60% accuracy in student work sample pased assessment. ieved January T FROM CURRENT S PARTIAL PROGRESS Ath Reporting Period (Secondary Only) Date: Progress Mark: is progress sufficient annual goal?	n 2/3 trials, as es and informal and/or 2019 ▼ MO/YR IEP (1-49% of goal met) I NO PI Goal Achievement • Objective 1 Met: • • <td>ROGRES</td>	ROGRES
operations with 50% a measured by student of curriculum-based asso Date to be achieved Se <i>4 GOAL MET OR EXCEL</i> Ist Reporting Period Date:	accuracy in 2/3 trials, work samples and inforressment. ptember ▼ 2018 ▼ M EDED 3 SUBSTANTIAL 2nd Reporting Period Date: Progress Mark: neet Is progress sufficient annual goal? ♀ Yes ♥ No If "No" please comment ♥ Needs More Time	as mal and/or OF PROGRE EX C PROGRESS (1 3rd I Date: Date: Progr to meet Is pr annua nt: If "N- com	operations were assured by curriculum-to be ach Date to be ach Dat	with 60% accuracy in student work sample pased assessment. ieved January ▼ T FROM CURRENT S PARTIAL PROGRESS th Reporting Period Secondary Only) Date: Progress Mark: is progress sufficient annual goal? Ves No	n 2/3 trials, as es and informal and/or 2019 ▼ MO/YR IEP (1-49% of goal met) I NO Pl Goal Achievement Cobjective 1 Met: to meet Yes Ves No Objective 2 Met: Yes No t: If "No" please explain: ardy	ROGRESS

		NIALIZED EDUCATIONI		Page 11 of 1
		DUALIZED EDUCATION	rkugkam (ier)	
Los Angeles Unified School I	District			
Student CHEMELNIKER	AMIT	Date of Birth	20-AUG-2009	Meeting Date 30-MAY-2018
Section G: Annual Goals a	nd Objectives			
Performance Area: Counsel	ing			
Annual Goal # 5	GB			
	an to respond to frustratin, oport as measured by Teache		d use this plan in 4 out of	5 trials per 5
	be reported to parents by comple Report or Report Card periods.	ting the "IEP Report of Progr	ress and Achievement from Curro	ent IEP" form(s) which will be
Methods of Evaluation:				
State Assessments			Curriculum Based	 Observation
Portfolio	Work Samples	nformal	Other: Parent report	
Incremental objective #1 1	related to the goal:	Increme	ntal objective #2 related to the	goal:
		dult Amit w situati in 3 ou as meas	ill develop a plan to respo ons or tasks and practice (t of 5 trials per 5 with mi ured by Teacher report.	role play) this plan
	IEP REPORT OF PR	OGRESS AND ACHIEVE	MENT FROM CURRENT IEP	
4 GOAL MET OR EXCEED	NED 3 SUBSTANTIAL PROG	EXPLANATION OF MA RESS (50-99% of goal met)	ARKS 2 PARTIAL PROGRESS (1-4	9% 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:
	et Is progress sufficient to mee		neet Is progress sufficient to n	neet Ves No
annual goal?	annual goal?	annual goal?	annual goal?	Objective 2 Met:
O Yes O No	○ Yes ○ No	O Yes O No	○ Yes ○ No	○ Yes ○ 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	1 <u>T</u>
Excess Absence/Tardy	Excess Absence/Tardy	Excess Absence/Tardy	Excess Absence/Tardy	
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	Goal	
	Other			
Other	Other	Other	Other	

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Г				Page 12 of 19
	INDIVI	DUALIZED	EDUCATION PROGRAM (IEP)	
Los Angeles Unified School Distr	ict			
Student CHEMELNIKER	AMIT		Date of Birth 20-AUG-2009	Meeting Date 30-MAY-2018
	ssessments administere	d will conforn	in State and District-wide Assessments n to those assessments determined for each on and/or the Los Angeles Unified School	
Student will participate in Regul (Designated Supports and/or Acco			licable)	CAASPP Subject ELA and Math
Designated Supports:		oeron ane app		
- Masking				
- Noise Buffers				
- Simplified or paraphrased test	t directions (non-embed	lded designate	d support)	
- Test in a separate/smaller setti		8		
- Text-to-speech software enabl		ELA items ex	ccept for reading passages)	
Accommodations:	、			
- Text-to-Speech software enab	led for ELA reading pa	ssages (embed	lded accommodation).	
-				

	n			Page 13 of 19
		NDIVIDUALI	IZED EDUCATION PROGRAM (IEP)	
Los Angeles Unified School Dist Student CHEMELNIKER	AMIT		Date of Birth 20-AUG-2009	Meeting Date 30-MAY-2018
		tion N: Proce	dural Safeguards and Follow-up Actions	
A Parent's Guide to Specia			rocedural Rights & Safeguards was provided	to the parent in his/her primary language.
			d at the beginning of the IEP Team meeting.	Further
The parent/guardian was inf				
Is the parent/guardian reque				
			on of the IEP in Hebrew	
Specify the Individual I	Pages to be translated:	all		
Special Requests:				
For students who are 17 yea student at 18 years of age, unless	rs old, the student and the court has determi	l parent(s)/gua ined otherwise	urdian(s) have been informed that the education	hal decision-making rights will transfer to the
		THIS SPAC	CE DELIBERATELY LEFT BLANK.	

			INDIVIDUAL	IZED EDUG	CATION PROGE	RAM (TE	P)	Page 14 of 1
Los Angeles I	Jnified School Di	strict					.)	
Student CHE		AMIT		Date o	f Birth 20-AUG-	2009		Meeting Date 30-MAY-2018
			Section Q	: Parent Par	ticipation and Co	onsent		0
		Parent Participation					Parent Notific	
• Parent/St	udent (18-21) has	s participated in the IEP	meeting.		Method Student		Whom A. Valenzuela	When 16-MAY-2018
Parent/Str to attend.	udent (18-21) ind	licated before the meetin	g that they would	l not be able	Student		A. Valenzuela	10-141-2016
Parent/Student meeting was h Parent/Stu	t (18-21) did not n eld without the P udent (18-21) did	s notified 3 times of the respond to any of the me arent/Student (18-21) pr l not attend and gave per	eting notification	and the	I (PARENT) ackn request IEP meeting be re	(Pa	rent initials here ON	was rescheduled to this date at my LY if the PARENT requested that the
them if they di	d not attend.	Parent	Student (18-21)	Agreement	 to Components o	f the Pro	posed IEP	
			the components of	of a proposed			-	of the IEP to which the
O Parent/Stu	ident (18-21) AG	REES to all component	s of the IEP.					
O Parent/Stu	ident (18-21) AG	REES to all component	s of the proposed	IEP WITH	THE SPECIFIC	EXCEP	TION(S) stated below	v:
As	sessment	Specify						
🗆 Eli	gibility	Specify						
Ins Setting	structional	Specify						
_	rvices	Specify						
A Parent/Studen	dent (18-21) is no t (18-21) does wi	ish to initiate a form of d	form of dispute ispute resolution	resolution as as to the con	to components of aponents of the pr	the prop oposed II	EP, the parent can find	parent does not agree. If a d information on dispute resolution
processes in t	ne District's publ	ication, A Parent's Guid	-		s and Comments	eaurai R	ignts ana sajeguaras)	·.
Signature(s)		//				Date		
• Parent	Guardian	O Student age 18-2	1 years	O Surr	ogate Parent	\bigcirc	Emancipated Minor	O Foster Parent
Did the schoo	l district facilitate	e parent involvement as	a means of impro	wing services	s and results for yo	our child	y • Yes O No	No Response
		e received a copy of the after the IEP meeting	Parent Input Surv	vey regarding	the IEP process.	I understa	and that my completion	on of the form is voluntary and can
Signature(s)	-	/				Date	6-JUN-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.

Α.	Regarding your child's current IEP:	Yes	No	Does Not Apply
1.	I am satisfied with the IEP meeting.			
2.	I feel that the IEP accurately reflects the decisions made at the IEP meeting.			
3.	I received notice of the IEP meeting.			
4.	I received "The IEP and You" handbook with the notice of the IEP meeting.			
5.	During the IEP process I received "A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)" explaining my rights as a parent.			
6.	The IEP meeting was held in an appropriate setting.			
7.	I feel I was treated as an equal and important part of the IEP team.			
8.	The participants at the IEP meeting were prepared and informed.			
9.	Placements for my child, including the general education setting, were discussed and decided upon.			
10.	Related services were discussed and decided upon, if relevant.			
11.	If my child is 14 years old or older, an Individualized Transition Plan (ITP) was developed with my child's and my concerns in mind.			
12.	At the end of the IEP meeting the decisions were summarized.			
13.	If I needed an oral interpretation of the IEP team meeting an interpreter was provided.			
14.	The interpretation of the IEP team meeting enabled me to participate and make an informed decision regarding my child's IEP during the IEP meeting.			
15.	The interpreter stayed for the duration of the IEP team meeting.			
16.	If the interpreter left the IEP meeting before it was over, another staff member served as the interpreter and the interpretation was adequate.			
17.	I am aware that, if I am dissatisfied with the adequacy of the oral interpretation at the IEP team meeting, I can file a complaint with the Educational Equity Compliance Office at (213) 241-7682.			
18.	If I needed a written translation of the IEP, translation services were offered.			
19.	I am aware that, if I do not receive a copy of the translated IEP, I can contact the site administrator or call the Division of Special Education at (213) 241-6701.			
	any of the answers to items 13–16 or 18–19 was No, please discuss your concern(s) with the te administrator or call the Division of Special Education at (213) 241-6701.			
12000	Regarding your child's previous IEP (if relevant):			
20.	I am satisfied that my child received the services described on the previous IEP. (If your answer to this question is "No", please write concerns below.)			
		2	Addition	al Comments

Ple	ase fold along dotted lines with the address showing. Seal and mail. Postage is pre-paid. Again, Thank you!
	NO POSTAGE NECESSARY IF WAILED IN THE UNITED STATE DOSTAGE WILL BE PAID BY ADDRESSEE ATTN PARENT RESOURCE NETWORK LOS ANGELES UNIFIED SCHOOL DISTRICT PO BOX 613307 LOS ANGELES CA 90099-4093
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SURVEY	
PARENT INPUT SURVE English	

Terretary in the second decision of the second decision		IN	DIVIDUAL	IZED EDUCATION PROGR	AM (IEP)	Page 15 of 19
Studen AMIT Date of Birch 20-AUG-2007 Meeting gate 20-AUG-2007 Taan Member Find Name Signature Signature Parent/Guardin Inciana Ganach Inciana Ganach Inciana Ganach Inciana Ganach Parent/Guardin Inciana Ganach Inciana Ganach Inciana Ganach Inciana Ganach Student Age 18 - 21 years Inciana Ganach Inciana Ganach Inciana Ganach Student Age 18 - 21 years Inciana Ganach Inciana Ganach Inciana Ganach Student Age 18 years Inciana Ganach Inciana Ganach Inciana Ganach Student Under Age 18 years Inciana Ganach Inciana Ganach Inciana Ganach Student Under Age 18 years Inciana Ganach Inciana Ganach Inciana Ganach Student Under Age 18 years Inciana Ganach Inciana Ganach Inciana Ganach Student Under Age 18 years Inciana Ganach Inciana Ganach Inciana Ganach Student Under Age 18 years Inciana Ganach Inciana Ganach Inciana Ganach Student Student On Gane Parent Inciana Gana Parent Inciana Ganach Inciana Ganach Student Student On Gane Parent Inciana Gana Parent Inciana Ganach Inciana Ganach Student Student On Gane Parent Incina Gan	Los Angeles Unified School District					
Section & Sequences Signatures (Signatures (Signat	Student CHEMEL NIKED	AMIT		Data of Birth 20 AUG	2009	
Param VenuePrint NameSeguatureParent GuardianIaciana GanachIParent GuardianIIStudent Age 18-21 yearsIIStudent Age 18 yearsIIStudent Age 18 yearsIIStrongue ParentIIStrongue ParentIIFoster ParentIIFoster ParentIIAdministratorAnna ValenzalaIAdministratorIman DayerIGeneral Education TeacherIman DayerISchool PaychologistIISchool PaychologistIIRelated Service StaffIIInterpreterIISing Language InterpreterIIAgery RepresentativeIIAgery RepresentativeIIAgery RepresentativeIIAgery RepresentativeIIAgery RepresentativeIIAgery RepresentativeIIAgery RepresentativeIIAgery RepresentativeIIOtherIIAgery RepresentativeIIAgery RepresentativeIIAgery RepresentativeIIAgery RepresentativeIIAgery RepresentativeIIAgery RepresentativeIIAgery RepresentativeIIAgery RepresentativeIIAgery Re			ction R · Na			Meeting Date 30-MAT-2018
Parent/Guardian Laciana Ganach Parent/Guardian Image: Comparison of the second of the sec	Team Member	St				ture
Parent/Guardian Image: Comparison of the section o						
Student Under Age 18 years						
Surrogate Parent Image: Content of the second of the s	Student Age 18 - 21 years					
Foster ParentImage: Constraint of the sector of	Student Under Age 18 years					
Family Foster Home ProviderImage: Content of the sector of th	Surrogate Parent					
AdministratorAnna ValenzuelaAdministratorAnna ValenzuelaAdministrative DesigneeIma ValenzuelaSpecial Education TeacherDana DwyerGeneral Education TeacherTracy OliviaSchool PsychologistMichelle MoralesSchool NurseImage State Sta	Foster Parent					
Administrative DesigneeImage: Constraint of the second	Family Foster Home Provider					
Special Education TeacherDana DwyerGeneral Education TeacherTracy OliviaSchool PsychologistMichelle MoralesSchool NurseRelated Service StaffRelated Service StaffRelated Service StaffRelated Service StaffSign Language InterpreterAgency RepresentativeOther </td <td>Administrator</td> <td></td> <td>Aı</td> <td>nna Valenzuela</td> <td></td> <td></td>	Administrator		Aı	nna Valenzuela		
General Education TeacherTracy OliviaGeneral Education TeacherTracy OliviaSchool PsychologistMichelle MoralesSchool Nurse	Administrative Designee					
School PsychologistMichelle MoralesSchool NurseRelated Service StaffRelated Service StaffRelated Service StaffRelated Service StaffRelated Service StaffInterpreterSign Language InterpreterAgency RepresentativeAgency RepresentativeOtherOtherOtherOtherInterpreterInterpr	Special Education Teacher		Da	ana Dwyer		
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			INDIV	IDUALIZED EDU	CATION PROGRAM (IEP)	Page 16 of 19
Los An	geles Unifie	d School Di	strict			
	CHEMELI		AMIT		Date of Birth 20-AUG-2009	Meeting Date 30-MAY-2018
					NVIRONMENT ANALYSIS Team at the IEP Team Meeting	
				Student's Curren	t Placement Type:	
			General Education Site		Special Day Program/Gene	ral Education Site
\circ s _p	pecial Day P	rogram/Spe	cial Education Center		Nonpublic School	
Он	ome/Hospita	al or Resider	ntial Care Facility			
DIRE	<u>CTIONS</u> : C	omplete the	information below as part of		sion regarding placement from the dicates YES.	e beginning at Step A until the team reaches the
more re suppler	estrictive set mentary aids	ting should and service	only occur if the nature or se s cannot be achieved satisfac	verity of the student's torily. The lack of cu	s disability is such that placement urrent availability of a student's rec	east restrictive environment. Placement in a in a less restrictive setting with the use of quired supports, services, accommodations and ason why they cannot be provided.
Step	Can the su	pports, servi	ces, accommodations and/or	modifications in the	student's IEP be made available in	a general education classroom/setting?
A.	• YES	○ _{NO}	If the answer is YES, then question below.	a general education of	classroom/setting is the appropriate	e placement. If the answer is NO, go to the
	O YES	○ _{NO}	general education classroom	n/setting? If YES, al	l required supports, services, acco	d/or modifications be made available in a mmodations and/or modifications must be in the box below. Then go to Step B.
Step B.	Can the suprogram?	pports, servi	ces, accommodations and/or	modifications in the	student's IEP be made available o	n a general education site in a special day
	○ YES	○ _{NO}	If the answer is YES, then to the question below.	a special day progra	n on a general education site is the	e appropriate placement. If the answer is NO, go
	• YES	○ _{NO}	special day program on a g	eneral education site	? If YES, all required supports, se	d/or modifications be made available in a rvices, accommodations and/or modifications ate why in the box below. Then go to Step C.

6/13/2018

Individualized	Education	Program	(IEP)	

	NIKER	AMIT		Date	of Birth 20-AUG-20	009	Meeting Date	e 30-MAY-2018
							6	
					ONMENT ANALY at the IEP Team Mo		ed)	
cp Can the su	pports, serv	ices, accommodations and/	or modifica	tions in the stude	nt's IEP be made ava	ailable in a spe	cial school setting?	
· O YES	\bigcirc NO	If the answer is YES, the	n a special	school setting is	the appropriate place	ement. If the ar	nswer is NO, go to th	ne question below
O YES	○ _{NO}	If not currently available, special school setting? If reasonable timeline. If th	YES, all re	quired supports,	services, accommod	ations and/or r	nodifications must b	
	pports, serv	ices, accommodations and/	or modifica	tions in the stude	nt's IEP be made ava	ailable in a hor	ne/hospital setting?	
• VES	\bigcirc NO	If the answer is YES, the If the answer is NO, go to			the appropriate place	ement.		
○ _{YES}	○ _{NO}	If not currently available home/hospital setting? If reasonable timeline. If th	YES, all re	quired supports,	services, accommod	ations and/or r	nodifications must b	
p Can the su	innorte corr	. 1 1/						
	ipports, serv						idential care facility	
	_{NO}	If not currently available in this setting.						
		If not currently available						
		If not currently available						
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		If not currently available						

Student CHEMELNIKE	R AMIT		Date of Birth 20-AUG-2009	Meeting l	Date 30-MAY-2018
		Effe	ective With this IEP	Future Changes Re	lated to this IEP
	As of Date:				
			Eligible (SLD)		
Eligibility: (from Page 4)	Final IEP Reason Final IEP Effective Date:				
Curriculum		General Education			
	Type of School	District Resident Se	chool		
Placement	Name of School	HAYNES CES			
Instructional Setting	Setting	General Education			
	Program	GE			
	Special Day Minutes/Wk				
	Addresses Goals	3(Written Langua Fluency),5(Couns),4(Mathematics)			
Additional Factors	Low Incident Support	None			
	Assistive Technology Support	No			
	Transportation Extended School	None			
	Year/Intersession		Yes O No		
-	Parent Counseling and Training (PCT)		Yes O No		
	ESY Transportation				
Accommodation, Modifications, Supports	Instructional Accommodations	instruction; repeat directions, as nee appropriate, to re- provide additional provide extra tim or outside of class assignments/tests choice during non peer assistance w education activity provide time (10- and recover; prom social-emotional task/situation; ho- as appropriate, fo	ng near adult or point of t, rephrase, simplify, or clarify ded; shorten assignments, as ward quality over quantity; l prompts/ cues, as needed; e and/or smaller setting within sroom to complete , if needed; offer structured 1-preferred activities; adult or ith transitioning to general v when returning to classroom; minutes) to process emotions npt to use previously learned skills when faced with a difficult mework assignments modified r student's ability level; adult to g down homework assignments		
			//		
	Instructional Modifications				

6

13/2018		Individualized Edu	ucation Program (IEP)	
	including Non- Academic and Extra- curricular Activities			//
Preparation for Three Year Review IEP (At the second Annual Review IEP Meeting, the team must discuss and document the	District (local educational agency) agree that a reassessment is unnecessary?	Yes O No		
decision to conduct or not conduct a three- year comprehensive reassessment.)	If the Parent does not agree, specify the area(s) to be reassessed.		//	
		Comments, as appropri	ate	
Low Incidence Equipment				 11
Assistive Technology Equipment				//
Participation in General Education				 //

los Angeles Unified School District			IEP FAPE Part 2 - Summary of Servi
Student CHEMELNIKER	AMIT Dat	e of Birth 20-AUG-2009	Meeting Date 30-MAY-2018
		Effective With This IEP	Future Changes Related To This IEP
Service 1	Start Date:	Effective on Signature Date	
04	End Date:		
Counseling and Guidance	Service applies to:	Regular	
	Frequency:	1-10	
This service addresses the following goals:	Interval:	Monthly	
5(Counseling)	Minutes/Interval:		
	Minutes/Interval (Pullout from Gen Ed):	120	
	Service Delivery Model:	Direct Service (By a Single Provider)*	
	Responsible Personnel:	Licensed/Credentialed Provider	
Service 2	* Start Date:	Effective on Signature Date	
RSP	End Date:		
RSP	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals:	Interval:	Weekly	
4(Mathematics)	Minutes/Interval:	90	
(())	Minutes/Interval (Pullout from Gen Ed):	90	
	Service Delivery Model:	RSP: Direct Instruction Services*	
	RSP Area:		Math
	Responsible Personnel:	Resource Specialist Teacher	
		General Education Teacher	
		Other Provider(s)	
*			
Service 3	Start Date:	e	
RSP	End Date:		
RSP	Service applies to:		
	Frequency:	1-5	
This service addresses the following goals:	Interval:	Weekly	
1(Reading Decoding)	Minutes/Interval:	180	

6/13/2018		Individua	Individualized Education Program (IEP)				
	2(Reading Fluency)	Minutes/Interval (Pullout from Gen	180				
	3(Written Language)	Ed): Service Delivery Model:	RSP: Direct Instruction S	amiaaa*			
		RSP Area:	KSP: Direct instruction S	Literacy/ELA/ELD			
		Responsible Personnel:	Resource Specialist Te				
		Responsible i ersonner.	General Education Tea				
			Other Provider(s)				
*							
Notes: Parents	of students who are Medi-Cal	eligible authorize LAUSD to submit claims	s for reimbursement by Med	li-Cal funded services unless parent(s) signs a Parent			
		orm. Please see Parent's Guide to Special E					
Part	3 - Percentage of	of Time Outside of Ge	eneral Educati	on			
			Effective With this	IEP Future Changes Related to this IEP			
	% of Time per Week out	side of General Education	19 %				
	4 A 11'		• ,• 11	<u>`</u>			
Part	4 - Additional I	Discussion (This secti	on is optional)			
Parent	requests Occupational Fied in IEE (dated 08/0	Therapy and vision therapy asse	ssment to address co	ncerns with visual motor skills as			
	ied in ill (dated 00/0	· · / · /) ·					

Page												
INDIVIDUALIZED EDUCATION PROGRAM (IEP)												
Los Angeles Unified School District												
Student CHEMELNIKER	AMIT			Date	e of Birth 20-AUG	-2009	Meeting Date 30-MAY-	2018				
FAPE Summary Grid												
Program: GE Setting: General Education												
Eligibility:	Eligible (SLD)	Curriculum: General Education										
Transportation:	None	Low Incident Support: None										
Service Service Code Desc	Start Date	Service Applies To		Frequency	Area	Total Minutes	Addresses Goal(s)	No Consent				
04 Counseling and Guidance	Effective on Signature Date		Monthly		~	120	Counseling					
RSP RSP	Effective on Signature Date	Regular		1-5	RSP-Math	90	Mathematics					
RSP RSP	Effective on Signature Date	Regular	Weekly	1-5	RSP- Literacy/ELA/ELD	180	Reading Decoding, Reading Fluency, Written Language					
By clicking this box the	· IEP team has review	red the FA			nformation	ets the IEP	Team decisions.					