

Individualized Education Program (IEP)
INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

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Student Identification Number W2688815

Eligible (OHI)

Student COHEN NEHORAI
Last First MI

Date of Birth 15-JUN-2009

Section A: Meeting Information

Pertinent Dates	Type of Meeting
Date of Initial IEP Team Meeting: 23-MAR-2017	<input checked="" type="radio"/> Initial <input type="radio"/> Annual Review <input type="radio"/> Three Year Review <input type="radio"/> Other <input type="radio"/> Amendment of IEP dated <input type="radio"/> Early Start Transition <input type="radio"/> Expulsion Analysis <input type="radio"/> Individual Transition Plan
Date of Present Meeting: 23-MAR-2017	
Annual Review to be conducted by: 23-MAR-2018	
Next Three Year Review will be conducted by: 23-MAR-2020	
Three Year Review or Evaluation was conducted on: 23-MAR-2017	
Transition to Kindergarten to be conducted by:	
Location of Meeting: Burbank El	District Name: Los Angeles Unified School District

Section B: Student Information

Date of Birth 15-JUN-2009 Age 7 Grade 2 Gender Male Female Limited English Proficient Student Yes No

Ethnic Code White

Location of the Psych Folder: SP ED SVC CTR - NE Student has no Psych Folder:

Location of the Cum Folder: BURBANK BLVD EL Student has no Cum Folder:

Home Language Hebrew Student Language Hebrew

Alternate Mode of Communication

Home Address of Student 5809 RHODES AVE.

City VALLEY VILLAGE CA ZIP Code 91607

Home Telephone 818-633-8771 Daytime Telephone 818 448 8818dc Emergency Telephone

School of Attendance Private School Office (1536) Location Code 1536

School of Residence Burbank Blvd El Location Code 2630

Name of Parent/Guardian Haim & Iris Cohen Telephone

Address Same as the student's

City CA ZIP Code

Surrogate Parent Telephone

Attends **CURRENT SCHOOL** as a result of one of the following:
 Private School Enrollment Or Hachaim Academy

Is the student living in a Family Foster Home (FFH)? No Yes FFH# Is FFH Provider related to student? No Yes

Relationship

Licensed Children's Institution No Yes LCI Name LCI#

Out of home placement made by: Department of Mental Health Department of Children's Services Regional Center Superior Court

Other Child's family living within LAUSD's boundaries? No Yes

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

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Student COHEN

NEHORAI

Date of Birth 15-JUN-2009

Meeting Date 23-MAR-2017

Section C: Language Acquisition

Language Classification: Start Date: Reclassification Date:

Parent Waiver: Yes No

Elementary English Language Development Level: Start Date:

Secondary English Language Development Level: Start Date:

Communication Observation Matrix Level: Start Date:

Section D: Goal Achievement from Current IEP

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-objectives.

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Student COHEN

NEHORAI

Date of Birth 15-JUN-2009


Meeting Date 23-MAR-2017

Section E: Present Level of Performance

Performance Area: Cognitive Status

Assessment/Monitoring Process Used: Psychoeducational Assessment

State/District Assessment Results:

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

STRENGTHS: Nehorai cognitive ability is demonstrated to be in the average range. Results showed strengths in the following areas: Planning Skills (the ability to strategize solutions to problems), Phonological Processing (the ability to discriminate between sounds within words, segment words into morphemes, and blend phonemes into words), Association (the ability to memorize and learn by rote), Visual Processing (the ability to process and interpret visual stimuli), Conceptualization (the ability to see basic similarities and differences, draw conclusions, generalize information, classify, categorize, and summarize) and Attention (the ability to attend to a task and resist distractions). These areas were all in the average to above average range of ability when compared to peers with in the same age group. Skills in the low average range were found in the following areas: Expression (the process of ordering thought in a form that can be understood by others including the ability to effectively communicate ideas through language), Visual-Motor Integration (the ability to combine input of sensory information with output of motor activity), Successive Processing (the ability to work with information in linear order) and Simultaneous Processing (the ability to relate parts into groups and understand relationships).


AREAS OF CONCERNS. Nehorai presented with below average skills Auditory Processing (the ability to understand and process simple and complex information presented orally) and Understanding Directions (the ability to follow oral directions, step by step). Nehorai appears to show a processing deficit in Auditory Processing, specifically in the area of memory.

IMPACT ON DISABILITY: Nehorai's characteristics of ADHD as seen in the eligibility of Other Health Impairment impacts his ability to successfully access grade level curriculum. His inattention, hyperactivity and impulsivity affect his ability to access general education without accommodations.

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 COHEN

NEHORAI

Date of Birth 15-JUN-2009

Meeting Date 23-MAR-2017

Section E: Present Level of Performance

Performance Area: Social Emotional

Assessment/Monitoring Process Used: Psychoeducational Assessment

State/District Assessment Results:

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

STRENGTHS: In social emotional development, Nehorai states that he likes school especially recess. He states he likes his teachers. He states that math is his easiest subject whereas spelling is his hardest. Nehorai states he plans to attend college. His future career goal is to become a lawyer. Nehorai states that he has no problems paying attention in class. He states that he just gets bored at times. Father reports that he is a good boy who is warm and caring. Father states that enjoys soccer and playing sports. His teacher states that he follows school regulations. He speaks in a respectful manner. He likes to be a helper in class (e.g. paper monitor). He will participate in class discussions.

AREAS OF CONCERN: Father states that Nehorai struggles with paying attention, focusing, friendships at school, and always wanting to be in charge. Father states he gets very upset when he does not get his way and will cry and act out in anger if he is told one thing and then does not get it. Father states that he is very good and listening to father but he knows that mother is a little softer and he will seek her out to get his way. Father states that he is very fidgety especially at meals. He is always playing with something at the dinner table. Father states that these areas have always been a struggle for him. The teacher states that Nehorai appears sad, anxiety and depressed at school. He gets very upset (e.g.: cries, tantrums, argues) when he is not given first choice or first turn. He whines, cries or has a temper tantrum. He has difficulty with class rules. He wants to be picked first and is very ?me? oriented. He is argumentative with adults and peers. He does not make friends easily. He acts out when others receive praise or attention. He calls out in class. Makes noises or inappropriate comments. He struggles with paying attention and sitting still without moving about the classroom. He is easily distracted by sounds or people in immediate area. He does not share materials and moves others possessions even on the teacher's desk.

(continued below)

Performance Area: Social Emotional (continued)

Assessment/Monitoring Process Used: Psychoeducational Assessment

State/District Assessment Results:

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

In the area of ADHD/ADD-like behaviors, Nehorai's parents and teacher report elevated behaviors in the area of inattention, hyperactivity and impulsivity. Nehorai does evidence elevated behavioral symptoms across all settings (both home and school) and the severity of these behaviors do appear to occur frequently enough to be characteristics consistent with ADHD.

IMPACT ON DISABILITY: Nehorai's characteristics of ADHD as seen in the eligibility of Other Health Impairment impacts his ability to successfully access grade level curriculum. His inattention, hyperactivity and impulsivity affect his ability to self-manage and regulate his behavior.

RECOMMENDATIONS: It is recommended that Nehorai participate in DIS Counseling for 60 mins a month to address self-management techniques.

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Section E: Present Level of Performance

Performance Area: Health

Assessment/Monitoring Process Used: Parent interview

State/District Assessment Results:

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


Health Summary: Nehorai is a 7.9 year old boy attending 2nd grade at a private school. According to father, he has no history of serious illness, allergies, accident or injuries. There is no history of surgery or hospitalization but he is scheduled for surgery in 6/17 due to his snoring. Mother had uneventful pregnancy. There were no prenatal, birth or newborn complications. Developmental milestones were within the normal limits.
Strengths: Generally healthy. Father reported that he had his physical examination 2 months ago with normal findings. He passed his vision screening with glasses and passed also the hearing test. He is not taking medication on a daily basis.
Area of Need: Currently, his health is not an area of need.
Impact of Disability: Student's health does not impact his participation, performance and progress in the educational program.
Accommodation/Modification: None.

Buena de Veas,R.N. Credentialed School Nurse 3/9/17

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): 

Student **COHEN**

NEHORAI

Date of Birth **15-JUN-2009**


Meeting Date **23-MAR-2017**

Section E: Present Level of Performance

Performance Area: **Reading**

Assessment/Monitoring Process Used: **Assessment, Observation and Students Work Samples**

State/District Assessment Results:

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

The Woodcock Johnson IV A was administered to Nehorai on 2/21/17 with the following results:

Subtest	Standard Score	WJIII NU Classification
Letter-Word Identification	107	Average
Passage Comprehension	90	Average
Reading Fluency	99	Average
Overall Results		
Broad Reading	100	Average
Brief Reading	100	Average

Strengths: Nehorai volunteers to read aloud in class during whole group and small group reading activities. He also tries to participate in class discussions when checking for understanding of the text they read. In the assessment, he was able to identify and read 40 out of 51 letters and words presented. He was able to read single syllable words and some familiar multi-syllable words presented familiar words such as: because, sentence, and about. He also attempted unfamiliar multi-syllable words such as: against and distance, and scientist.


Needs: Nehorai needs to learn to use time-sequence language orally or in writing such as pertains to time, sequence and cause/effect when answering comprehension questions when assigned an informational text to read. Hie teacher shared that Nehorai in class, he has challenges in the area of reading comprehension

Impact of disability: Nehorai's eligibility of OHI-other health impairment hinders his ability to focus on the sequencing involved in the texts that he reads which makes it difficult for him to read grade level reading materials and this impacts his involvement and progress in the general education curriculum.

Performance Area: **Writing**

Assessment/Monitoring Process Used: **Assessment, Observation and Students Work Samples**

State/District Assessment Results:

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

The Woodcock Johnson IV A was administered to Nehorai on 2/21/17 with the following results:

Subtest	Standard Score	WJ III NU Classification
Spelling	84	Low Average
Writing Fluency	105	Average
Writing Samples	97	Average
Overall Results		
Broad Written Language	91	Average
Brief Writing	89	Low Average

Strengths: Nehorai is able to copy the written words from a model. When given three words to use in a sentence, he can write basic, complete sentences. He can also respond to the given prompts in writing using simple sentences. He can write letters and some one to two letter sight words following a dictation. He can also write more than ten sentences within a seven-minute time limit when on the given topic using the three target words per sentence.

Needs: Nehorai needs to learn to write sentences in which the development/organization when assigned a writing task. He will write the sentences with correct spelling of words.

Impact of disability: Nehorai's eligibility of OHI-other health impairment hinders his capacity to write sentences on the given topic which makes it difficult for him to complete grade level writing assignment and this impacts his involvement and progress in the general education curriculum.

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Meeting Date 23-MAR-2017

Section E: Present Level of Performance

Performance Area: Math

Assessment/Monitoring Process Used: Assessment, Observation and Student Work Samples

State/District Assessment Results:

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

The Woodcock Johnson IV A was administered to Nehorai on 2/21/17 with the following results:

Subtest	Standard Score	WJ III NU Classification
Calculation	73	Well Below Average
Math Fluency	94	Average
Applied Problems	90	Average
Overall Results		
Broad Math	81	Low Average
Brief Math	81	Low Average

Strengths: Nehorai is able to solve addition problems without regrouping. He can also solve subtraction problems of single digit numbers without regrouping. He can write the numbers from 1-100. When the word problems are read aloud by the teacher or adult, Nehorai can work on solving them. In the Applied Problems Test of assessment that measured Nehorai's ability to analyze and solve math problems that were read to him, he was able to solve some problems requiring simple calculations with single digit whole numbers that involved sorting objects in the pictures and some analysis. He was also able to tell time by the hour.


Needs: Nehorai needs to learn to solve subtraction problems. He needs to be able to subtract from a total number no greater than 1000 using strategies and algorithms based on place value and properties of operations.

Impact of disability: Nehorai's eligibility of OHI-other health impairment impedes his capacity to subtract based on place value and other strategies which makes it difficult for him to answer grade level math problems and this impacts his involvement and progress in the general education curriculum.

Performance Area: Behavior

Assessment/Monitoring Process Used: Observation

State/District Assessment Results:

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

STRENGTHS: In social emotional development, Nehorai states that he likes school especially recess. He states he likes his teachers. He states that math is his easiest subject whereas spelling is his hardest. Nehorai states he plans to attend college. His future career goal is to become a lawyer. Nehorai states that he has no problems paying attention in class. He states that he just gets bored at times. Father reports that he is a good boy who is warm and caring. Father states that enjoys soccer and playing sports. His teacher states that he follows school regulations. He speaks in a respectful manner. He likes to be a helper in class (e.g. paper monitor). He will participate in class discussions.

Needs: Nehorai needs to learn to stay on task when he is in the classroom in order for him to finish his work and to participate in class activities. His teacher reported that he does not complete his assignments.

Impact of disability: Nehorai's eligibility of OHI-other health impairment hinders his capacity to stay on task or participate actively in class and this makes it difficult for him to complete grade level work and this impacts his involvement and progress in the general education curriculum.

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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: OHI Other Health Impairment

Not Applicable, Blind or Partially Sighted

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

Code:

Not Applicable, Blind or Partially Sighted

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

or

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

No Longer Eligible (Effective Date):

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

Final IEP Reason:

Final IEP Effective Date:

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

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

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Student

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Section G: Annual Goals and Objectives

Performance Area:

Annual Goal #

Nehorai will develop a plan to respond to frustrating situations or tasks (e.g. calming techniques, evaluating choices, identifying his feelings) and use this plan in 4 out of 5 situations per week with minimum adult support as measured by observations and behavior logs.

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

Methods of Evaluation:

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

Incremental objective #1 related to the goal:

Nehorai will develop a plan to respond to frustrating situations or tasks (e.g. calming techniques, evaluating choices, identifying his feelings) and use this plan in 2 out of 5 situations per week with minimum adult support as measured by observations and behavior logs.

Date to be achieved MO/YR

Incremental objective #2 related to the goal:

Nehorai will develop a plan to respond to frustrating situations or tasks (e.g. calming techniques, evaluating choices, identifying his feelings) and use this plan in 3 out of 5 situations per week with minimum adult support as measured by observations and behavior logs.

Date to be achieved MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

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

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Student

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Section G: Annual Goals and Objectives

Performance Area:

Annual Goal #

Nehorai will stay on task to complete his work and to participate actively in class 80% of the time.

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

Methods of Evaluation:

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

Incremental objective #1 related to the goal:

Nehorai will stay on task to complete his work and to participate actively in class 60% of the time.

Date to be achieved MO/YR

Incremental objective #2 related to the goal:

Nehorai will stay on task to complete his work and to participate actively in class 70% of the time.

Date to be achieved MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

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

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Section G: Annual Goals and Objectives

Performance Area:

Annual Goal #

When reading an informational text, Nehorai will use time-sequence language orally or in writing such as pertains to time, sequence and cause/effect when answering comprehension questions with minimal guidance and support as measured by student's responses in 4 out of 5 trials with 80% accuracy.

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

Methods of Evaluation:

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

Incremental objective #1 related to the goal:

When reading an informational text, Nehorai will use time-sequence language orally or in writing such as pertains to time, sequence and cause/effect when answering comprehension questions with minimal guidance and support as measured by student's responses in 3 out of 5 trials with 60% accuracy.

Date to be achieved MO/YR

Incremental objective #2 related to the goal:

When reading an informational text, Nehorai will use time-sequence language orally or in writing such as pertains to time, sequence and cause/effect when answering comprehension questions with minimal guidance and support as measured by student's responses in 4 out of 5 trials with 70% accuracy.

Date to be achieved MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

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

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Student

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area:

Annual Goal #

With guidance and support from adults, Nehorai will write 12 sentences in which the development/ organization are appropriate to the task and/ or purpose with correct spelling of words as measured by student's work samples in 4 out of 5 trials with 80% accuracy.

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

Methods of Evaluation:

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

Incremental objective #1 related to the goal:

With guidance and support from adults, Nehorai will write 6 sentences in which the development/ organization are appropriate to the task and/ or purpose with correct spelling of words as measured by student's work samples in 3 out of 5 trials with 60% accuracy.

Date to be achieved MO/YR

Incremental objective #2 related to the goal:

With guidance and support from adults, Nehorai will write 9 sentences in which the development/ organization are appropriate to the task and/ or purpose with correct spelling of words as measured by student's work samples in 4 out of 5 trials with 70% accuracy.

Date to be achieved MO/YR

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EXPLANATION OF MARKS

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

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Student

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area:

Annual Goal #

Nehorai will subtract from a total number no greater than 1000 using strategies and algorithms based on place value and properties of operations with guidance and support as measured by student's work samples in 4 out of 5 trials with 80% accuracy.

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

Methods of Evaluation:

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

Incremental objective #1 related to the goal:

Nehorai will subtract from a total number no greater than 1000 using strategies and algorithms based on place value and properties of operations with guidance and support as measured by student's work samples in 3 out of 5 trials with 60% accuracy.

Date to be achieved MO/YR

Incremental objective #2 related to the goal:

Nehorai will subtract from a total number no greater than 1000 using strategies and algorithms based on place value and properties of operations with guidance and support as measured by student's work samples in 4 out of 5 trials with 70% accuracy.

Date to be achieved MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

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Student COHEN NEHORAI

Date of Birth 15-JUN-2009

Meeting Date 23-MAR-2017

Section K: Participation in State and District-wide Assessments

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

Student will participate in Regular State and District Assessments.

CAASPP Subject

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

ELA and Math

Designated Supports:

- Noise Buffers
- Test in a separate/smaller setting
- Text-to-speech software enabled (for math items and ELA items except for reading passages)

Accommodations:

- Speech-to-Text voice recognition software enabled for ELA performance writing tasks only (embedded accommodation). Can be used for note-taking-preparation for the assessment task and/or for the writing assessment task.

Student	COHEN	NEHORAI		Date of Birth	15-JUN-2009	Meeting Date	23-MAR-2017
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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 Hebrew

Specify the Individual Pages to be translated:

Special Requests:

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

THIS SPACE DELIBERATELY LEFT BLANK.

Individualized Education Program (IEP)
INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student COHEN NEHORAI Date of Birth 15-JUN-2009 Meeting Date 23-MAR-2017

Section Q: Parent Participation and Consent

Table with 2 main columns: Parent Participation and Parent Notification. Includes radio buttons for participation status and a table for notification methods (Phone, US Mail) to whom (D. Rodriguez) and when (13-MAR-2017).

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:
List of exceptions: Assessment, Eligibility, Instructional Setting, Services with 'Specify' fields.

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

Large empty box for Parent Concerns and Comments.

Signature(s) / Date 23-MAR-2017

Radio buttons for roles: 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 23-MAR-2017

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):	Yes	No	Does Not Apply
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.

Multiple horizontal lines for writing a response.

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

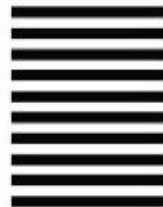


NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES

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 613307
LOS ANGELES CA 90099-4093



PARENT INPUT SURVEY
English

Individualized Education Program (IEP)
INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

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Reconvened Meeting Date

Student COHEN

NEHORAI

Date of Birth 15-JUN-2009

Meeting Date 23-MAR-2017

Section R: Names and Signatures (Signatures on File)

Team Member	Print Name	Signature
Parent/Guardian	Haim Cohen	
Parent/Guardian	Iris Cohen	
Student Age 18 - 21 years		
Student Under Age 18 years		
Surrogate Parent		
Foster Parent		
Family Foster Home Provider		
Administrator	Cecilia Riquelme	
Administrative Designee		
Special Education Teacher	Maria Maravilla	
General Education Teacher	Doris Krongold	
School Psychologist	Cindy Lawless	
School Nurse	Buena De Vaes	
Related Service Staff Principal	Deborah Raskin	
Related Service Staff		
Related Service Staff Hebrew Teacher	Elia Baalness	
Interpreter		
Sign Language Interpreter		
Agency Representative		
Agency Representative		
Agency Representative		
Other		
Other		
Other		
Other		

Individualized Education Program (IEP)
INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Date of Birth Meeting Date

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

Student's Current Placement Type:

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

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

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

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

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

Los Angeles Unified School District

Student

Date of Birth

Meeting Date

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

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

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

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

Individualized Education Program (IEP)
INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 1 - Eligibility, Placements and Supports

Student Date of Birth Meeting Date

		Effective With this IEP	Future Changes Related to this IEP
	As of Date:	<input type="text" value="23-MAR-2017"/>	<input type="text"/>
Eligibility: (from Page 4)		Eligible (OHI)	
	Final IEP Reason Final IEP Effective Date:		
Curriculum		General Education	
Placement	Type of School	District Resident School	
	Name of School	BURBANK BLVD EL	
Instructional Setting	Setting	General Education	
	Program	GE	
	Special Day Minutes/Wk		
	Addresses Goals	3(Writing),4(Math),2(Reading),1(Social Emotional)	
Additional Factors	Low Incident Support	None	
	Assistive Technology Support	No	
	Transportation	None	
	Extended School Year/Intersession	Yes <input type="radio"/> No <input checked="" type="radio"/>	
	Parent Counseling and Training (PCT)	Yes <input checked="" type="radio"/> No <input type="radio"/>	
	ESY Transportation		
Accommodation, Modifications, Supports	Instructional Accommodations	1.Use of multi-modality instruction. 2.Use of visual/verbal cues a much as possible for instruction. 3.Give directions/instructions one at a time. 4.Provide simplified directions. 5.Preview/review concepts and skills. 6.Allow more time to complete a task. 7.Break tasks into smaller parts. 8.Use a study carrel (Divider) for independent work or tests. 9.Provide immediate positive feedback. 10.Model tasks in whole group, small group, and one-to one when possible. 11.Provide more examples and clarification in math. 12.Provide a weekly grade-level spelling list for practice. 13.Provide positive reinforcement for work accomplishment to motivate the student and encourage more hard work.	
	Instructional Modifications		
	Other Supports, including Non-		

	Academic and Extra-curricular Activities		
Preparation for Three Year Review IEP (Complete at second annual review IEP Meeting)	Is formal assessment needed to re-establish eligibility?	Yes <input type="radio"/> No <input type="radio"/>	
	If yes, specify area(s) to be reassessed		
Comments, as appropriate			
Low Incidence Equipment			
Assistive Technology Equipment			
Participation in General Education			

Individualized Education Program (IEP)
INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student COHEN NEHORAI **Date of Birth** 15-JUN-2009 **Meeting Date** 23-MAR-2017

Effective With This IEP

**Future Changes
Related To This IEP**

Service 1

Start Date: Effective on Signature Date
23-Mar-2017

04

End Date:

Counseling and Guidance

Service applies to: Regular

Frequency: 1-5

This service addresses the following
goals:

Interval: Monthly

1(Social Emotional)

Minutes/Interval: 60

Minutes/Interval (Pullout from Gen Ed): 60

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

Responsible Personnel: Licensed/Credentialed Provider

*

Service 2

Start Date: Effective on Signature Date
23-Mar-2017

RSP

End Date:

RSP

Service applies to: Regular

Frequency: 1-5

This service addresses the following
goals:

Interval: Weekly

4(Math)

Minutes/Interval: 60

Minutes/Interval (Pullout from Gen Ed): 60

Service Delivery Model: Direct Service (Collaborative)*

RSP Area: Math

Responsible Personnel: Resource Specialist Teacher
General Education Teacher

*

Service 3

Start Date: Effective on Signature Date
23-Mar-2017

RSP

End Date:

RSP

Service applies to: Regular

Frequency: 1-5

This service addresses the following
goals:

Interval: Weekly

2(Reading)

Minutes/Interval: 60

3(Writing) Minutes/Interval (Pullout from Gen Ed): 60

Individualized Education Program (IEP)

Service Delivery Model: Direct Service (Collaborative)*
 RSP Area: Literacy/ELA/ELD
 Responsible Personnel: Resource Specialist Teacher
 General Education Teacher

*

Notes:

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

Part 3 - Percentage of Time Outside of General Education		
	Effective With this IEP	Future Changes Related to this IEP
% of Time per Week outside of General Education	8 %	

Part 4 - Additional Discussion (This section is optional)
<p>This is the offer of FAPE for Nehorai's initial IEP for in the least restrictive environment. Nehorai qualifies for special education under the eligibility of Other Health Impaired (OHI). The team determined that he will receive 60 weekly minutes of RSP support for reading and writing and 60 weekly minutes of RSP support for math. In addition the team found that Nehorai would benefit from 60 weekly minutes of counseling and guidance.</p>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

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Student COHEN NEHORAI **Date of Birth** 15-JUN-2009 **Meeting Date** 23-MAR-2017

FAPE Summary Grid

Program: GE **Setting:** General Education
Eligibility: **Curriculum:** General Education
Transportation: None **Low Incident Support:** None

Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)
04	Counseling and Guidance	Effective on Signature Date	Regular	Monthly	1-5	~	60	Social Emotional
RSP	RSP	Effective on Signature Date	Regular	Weekly	1-5	RSP-Math	60	Math
RSP	RSP	Effective on Signature Date	Regular	Weekly	1-5	RSP-Literacy/ELA/ELD	60	Reading, Writing

For IEP Team Information

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

Behavior Support Plan

(Behavior Support Plan, pg. 1 of 3)

For Behavior Interfering with Student's Learning or the Learning of His/Her Peers

Student COHEN NEHORAI Date of Birth 15-JUN-2009 Meeting Date 23-MAR-2017

- 1. The behavior impeding learning is: off task behavior Describe what it looks like: not completing work, not participating
It impedes learning because: lack of work production disrupts other students requires instruction to stop instructional time is lost
2. negative interaction with peers other
3. The need for a Behavior Support Plan: early stage intervention moderate serious extreme
Frequency or intensity or duration of behavior: Frequency (x) 5 Period daily Intensity low Duration (min) 5
4. Reported by teacher and/or observed by teacher and/or staff

PREVENTION PART 1 ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

5. What are the predictors for the behavior? (Situations in which the behavior is likely to occur: people, time, place, subject, etc).
6. What supports the student using the problem behavior? (What is missing in the environment/curriculum or what is in the environment/curriculum that needs changing?)

Remove student's need to use the problem behavior
7. What environmental changes, structure and supports are needed to remove the student's need to use this behavior? (Changes in Time/Space/Materials/Interactions to remove the likelihood of behavior)
Who will establish? teacher Who will monitor? teacher/staff Frequency daily

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INDIVIDUALIZED EDUCATION PROGRAM

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Behavior Support Plan

(Behavior Support Plan, pg. 2 of 3)

For Behavior Interfering with Student's Learning or the Learning of His/Her Peers

Student COHEN NEHORAI

Date of Birth 15-JUN-2009

Meeting Date 23-MAR-2017

ALTERNATIVE PART II FUNCTIONAL FACTORS AND NEW BEHAVIORS TO TEACH AND SUPPORT

Observation & Analysis

8. Team believes the behavior occurs because: (Function of behavior in terms of getting, protest or avoiding something)

To Get: Sensory input Attention (peer) Attention (staff)
 Tangible (desired item) Tangible (desired activity)

To Avoid: Sensory input Attention (peer) Attention (staff)
 Task (too difficult) Task (too easy) Task (too long)

Describe:

9. What team believes the student should do INSTEAD of the problem behavior? (How should the student escape/protest/avoid or get his/her need met in an acceptable way?)

To avoid: Task (too difficult) student will seek attention by raising his hand and asking clarifying questions.

To avoid: Task (too long) student will work with the teacher to break down the assignment and chunk the material.

Intervention

10. What teaching Strategies/Necessary Curriculum/Materials are needed?

Better communication skills Anger management Communication system Self-management systems
 Following schedules & routines Learning new social skills Learning how to negotiate Learning structured choice
 Learning new scripts Learning notebook organization Learning to use conflict resolution Learning to request breaks
 Other

Who will establish? Teacher/Parent Who will monitor? Teacher/Parent Frequency Weekly

11. What are reinforcement procedures to use for establishing, maintaining, and generalizing the replacement behavior(s)?

Physical: High-fives Smiles Handshake
 Pat on the back

Verbal: Use specific praises Recognition of student's strengths and talents Peer recognition

Contingent Access: Time on the computer Free time Listen to music
 Preferred activity Describe: extra time outside

Tangibles Positive phone calls or notes to home Certificate sent home Other

Tokens and Points: Tokens Points

Privileges: Exempt assignment Extra test points Seating Location

Other ideas: soccer and other sporting activities

Selection of reinforcer based on: student interview

reinforcer for using replacement behavior reinforcer for general increase in positive behaviors

By whom? Teacher/Staff Frequency Weekly

EFFECTIVE REACTION PART III REACTIVE STRATEGIES

12. What strategies will be employed if the problem behavior occurs again. (1. Prompt student to switch to the replacement behavior, 2. Describe how staff should handle the problem behavior if it occurs again, 3. Positive discussion with student after behavior ends, 4. Any necessary further classroom or school consequences)

1) Prompt student to switch to the replacement behavior
 2) Positive discussion with student after behavior ends

Personnel? Teacher, Staff, Parent

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM

IEP Page of

Behavior Support Plan

(Behavior Support Plan, pg. 3 of 3)

For Behavior Interfering with Student's Learning or the Learning of His/Her Peers

Student COHEN NEHORAI Date of Birth 15-JUN-2009 Meeting Date 23-MAR-2017

OUTCOMES PART IV BEHAVIORAL GOALS

13. Behavioral Goal: Goal #: 5 GB X

Nehorai will stay on task to complete his work and to participate actively in class 80% of the time.

The above behavioral goal is to: Increase use of replacement behavior and may also include:

- Reduce frequency of problem behavior Develop new general skills that remove student's need to use the problem behavior

Observation and Analysis Conclusion

Are curriculum accommodations or modifications also necessary? Where described?

Yes No

Are environmental supports/changes necessary?

Yes No

Is reinforcement of replacement behavior alone enough? (no new teaching is necessary)?

Yes No

Are both teaching of new replacement behavior AND reinforcement needed?

Yes No

This BSP to be coordinated with other agency's service plans? Agency?

Yes No

Person responsible for contact between agencies.

COMMUNICATION PART V COMMUNICATION PROVISIONS

14. Manner and content of [communication](#):

- Phone calls Email Written notes
- Daily reports Daily charting Behavioral logs
- Weekly reports
- Other

Between? Parent and teacher Frequency? as needed