| Student Identificati Number | ion | 200012X961 | | SSID 9 | 970237811 | | Elig | ible (AUT) |
|--|-------------|----------------|--------------------------|-------------------|---------------------------------|--------------------------|--------------|---------------------------------|
| Student ELEZRA | EIT | ΓΑΝ | | | | Date of Birth: | 0 | 4-FEB-2015 |
| Last | | First | MI Sec | tion A: Me | eeting Information | | | |
| | Pertir | nent Dates | 500 | | | Type of M | Meeting | |
| ate of Initial IEP Tean | n Meeting | 22-MAY-201 | 8 | | 0 | | | |
| eate of Present Meeting | C | 24-OCT-201 | | \exists | O Initial | | | ment of IEP dated |
| nnual Review to be co | | 22-MAY-201 | | \dashv | | | 22-MAY-2 | |
| ext Three Year Review | • | 22-MAY-202 | | \exists | Annual Review Three Year Review | ī | _ | tart Transition ion Analysis |
| onducted by | | | | _ | Other | , | | ual Transition Plan |
| hree Year Review or E as conducted on | evaluation | 22-MAY-201 | 8 | | | | | |
| ransition to Kindergar onducted by | ten to be | | | | | | | |
| ocation of Meeting | S | Sherman Oaks E | Elementary Cha | rte | District Name | Los Angel | es Unified | School Dist |
| | | | Sec | ction B: St | udent Information | | | |
| Date of Birth | 04-FEB-20 | 15 | Age | | 3 | Grade | | -1 |
| Gender | Male Male | Female | Limited En Proficient | nglish Student | Yes No | Ethnic Code | e | White |
| ocation of the Sych Folder | SUPPORT | UNIT NOR' | Student ha Folder | as no Psych | | | | |
| ocation of the Cum folder | PRIVATE : | SCHOOL OI | Student ha Folder | s no Cum | | | | |
| Iome Language | | | Student La | anguage | | Alternate M Communica | | |
| lome Address of tudent | 4718 TOB | IAS AV | | | | | | |
| City | SHERMA | N OAKS CA | ZIP Code | | 91403 | | | |
| ome Telephone | (818) 770-2 | 2202 | Daytime T | elephone | | Emergency Telephone | | |
| chool of Attendance | PRIVATE S | SCHOOL OI | Location C | Code | 1536 | Telephone | | |
| school of Residence | Sherman O | | Location C | | 6699 |) | | |
| Name of Parent/Gaurdian | | | Telephone | | | | | |
| Address | | | | | | | | |
| City | | CA | ZIP Code | | | ĺ | | |
| Surogate Parent | | | Telephone | ; | | ĺ | | |
| attends CURRENT SO f the following | CHOOL as a | result of one | | ool Enrollme | ent V | Private Scho | ool Office (| PSO) |
| s the student living in a Home (FFH)? | Family Fost | | o O Yes | | FFH# | | | |
| s FFH Provider related | to student? | \bigcirc N | o Yes | | Relationship | | | J |
| icensed Children's Inst | titution | \bigcirc N | o Yes | | LCI Name | | | J |
| | | | | | LCI# | | | J |
| out of the home placem | ent made by | | egional Center | | Department of Ment | al Health | Departn | nent of Children's Serv |
| Child's family living wi | thin LAUSD' | | uperior Court o Yes | | Other | | | |
| ooundaries? | 11 11 | | | 1 /1 1 | ave educational decision-ma | alaina ni 170 | | \bigcirc No \bigcirc Yes |

| Los Angele | s Unified School I | District | 11 | DIVIDUAL | AZED ED | UCATION PROGRA | AWI (IEF) | | |
|---------------------------|---------------------------------|----------|-------|------------|--------------|---------------------|-------------------|----------------------------|-------------|
| | | EITAN | | | | Date of Birth | 04-FEB-2015 | Meeting Date | 24-OCT-2018 |
| | Last | First | | MI Sect | ion C· La | nguage Acquisition | | | |
| anguage Cl | assification: | | | Sect | ion C. La | Start Date: | _ | | |
| arent Waive | | | O Vac | O No | | Reclassifica | tion Date: | | |
| lementary I | English Language | | TCS | O NO | | Start Date: | | | |
| | English Language t Level: | | | | | | | | |
| econdary En evelopment | nglish Language t Level: | | | | | Start Date: | | | |
| | ion Observation Mat | trix | | | | Start Date: | | | |
| | | | | Section D | : Goal Ac | hievement from Curi | rent IEP | | |
| Goal for (a | xample - Reading) | | | Ac Yes | hieved No | If No avalain the | ha rangan tha gan | l/objective was not achiev | vad. |
| 1 101. (e | xample - Keading) | | | O | | n/a - initial IEI | | robjective was not acmev | red |
| | Objective 1 met | | | 0 | 0 | | | | |
| | Objective 2 met | | | 0 | 0 | | | | |
| 2 | S S J S CHI T Z III CT | | | 0 | 0 | | | | |
| | Objective 1 met | | | 0 | 0 | | | | |
| | Objective 2 met | | | 0 | | | | | |
| 3 | Cojective 2 met | | | _ | 0 | | | | |
| | Objective 1 met | | | 0 | 0 | | | | |
| | Objective 2 met | | | 0 | 0 | | | | |
| 4 | Objective 2 met | | | 0 | 0 | | | | |
| • | Ohi satissa 1 mat | | | 0 | 0 | | | | |
| | Objective 1 met Objective 2 met | | | 0 | 0 | | | | |
| 5 | Objective 2 met | | | 0 | 0 | | | | |
| | | | | 0 | 0 | | | | |
| | Objective 1 met | | | 0 | 0 | | | | |
| (| Objective 2 met | | | 0 | 0 | | | | |
| 6 | | | | 0 | 0 | | | | |
| | Objective 1 met | | | 0 | 0 | | | | |
| | Objective 2 met | | | 0 | 0 | | | | |
| 7 | | | | | 0 | | | | |
| | Objective 1 met | | | 0 | 0 | | | | |
| | Objective 2 met | | | 0 | 0 | | | | |
| 8 | | | | 0 | 0 | | | | |
| | Objective 1 met | | | 0 | 0 | | | | |
| | Objective 2 met | | | | | | | | |
| 9 | | | | 0 | \circ | | | | |
| | Objective 1 met | | | | 0 | | | | |
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| 10 | | | | | | | | | |
| | Objective 1 met | | | | 0 | | | | |
| | Objective 2 met | | | | | | | | |

| Los Angeles Unified School Dist | INDIVIDUALIZED EDUCATION PROGRAM (IEP) | age 3 c |
|--|--|---------|
| Student ELEZRA EI | Date of Birth 04-FEB-2015 Meeting Date 24-OCT-2015 | .8 |
| Last | rst MI Section E: Present Level of Performance | |
| erformance Area: | Health | |
| ssessment/Monitoring Process Use | Parent Interview/Audio & Vision | |
| ate/District Assessment Results: | | |
| urrent Performance/Assessment Su | ary (include student strengths, student needs and impact of disability on student performance): | |
| Developmental milestones as repor rained and does not wear diaper. A HEARING: Normal LAUSD Otoa (5dBHL, indicating hearing is adec VISION: Attempted vision screen AREAS OF STRENGTHS: Eitan is laily basis. He eats a regular diet at AREAS OF NEED: Health is not a IMPACT OF DISABILITY: Health | 4/9/2018; no valid result due to inability to condition; grossly normal per parent report/observation. good general health, has no known significant health problems and does not take any medication on a routine, an feed himself using fingers/utensils and can drink from a sippy cup. He is alert, active and ambulatory. | |
| • | ported that Eitan is toilet conditioned for urinating, but still has bowel movements in his underwear. RS | |
| | ported that Estate is torret conditioned for demaning, out still has bower movements in his direct wedi. As | |
| erformance Area: | | |
| ssessment/Monitoring Process Use ate/District Assessment Results: | | |
| | pary (include student strengths, student needs and impact of disability on student performance): | |
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| Last First Section E: Present Level of Performance rformance Area: Communication sessment/Monitoring Process Used: Informal use of PLS-5, Observations, Parent Int. & Rec. Rev. tel District Assessment Results: N/A urent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): sackground: Eitan attends Daycare Monday through Friday from 8:00 am to 5:00 pm. He also is a client of NLARC since 31 months of age, a iagnosis of Autism was given as a result he received: Child Development Services as well as Language and Speech each service twice weekly 60- ninutes each session. Strengths: Oral motor function does not impede Eitan?s ability to communicate. He exhibits appropriate movement of his oral motor mechanism. His preced intelligibility is between 50-60% to both familiar and unfamiliar listeners. Receptively identifies common objects, gives toys upon request, and ompletes commands with the preposition in, off, and out. Eitan completes simple directions and locates objects in response to where-questions (e.g. ? Others is your monmy???) He pointed to her as well as identifies action words and use of common objects, Parent reported that Eitan can follow minutiar simple directions at home. Expressively, he labelse common objects, produces four-word sentences, as well as labelse colors. He mixes both inguage when spontaneously speaking. Hebrew and English; however, this is typical for bilingual speakers. Parent reports that Eitan has 60 words in its expressive voleabulary and uses words to communicate his needs and wants at home. Socially, joint attention dependent on tasks, self-directed chaviors, and non-verbal turn-taking when given prompts. Eitan also exhibits pretend play. Parent reports he will play alongside other children but represent the process Used: Informal use of PLS-5, Observations, Parent Int. & Rec. Rev. M/A wrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student perfor | C. I. (Pr. POP.) (Press) | t |
|--|--|---|
| sessment/Monitoring Process Used: Informal use of PLS-5, Observations, Parent Int. & Rec. Rev. Informal use of PLS-5, Observations, Parent Int. & Rec. Rev. | Student ELEZRA EITAN Last Fir | rst MI |
| Informal use of PLS-5, Observations, Parent Int. & Rec. Rev. N/A | A | |
| ate/District Assessment Results: N/A Arrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Background: Eitan attends Daycare Monday through Friday from 8:00 am to 5:00 pm. He also is a client of NLARC since 31 months of age, a liagnosis of Autism was given as a result he received: Child Development Services as well as Language and Speech each service twice weekly 60-minutes each session. Strengths: Oral motor function does not impede Eitan?s ability to communicate. He exhibits appropriate movement of his oral motor mechanism. His peech intelligibility is between 50-60% to both familiar and unfamiliar listeners. Receptively identifies common objects, gives toys upon request, and completes commands with the preposition in, off, and out. Eitan completes simple directions and locates objects in response to where-questions (e.g., ? Where is your mommy??) He pointed to her as well as identifies action words and use of common objects. Parent reported that Eitan can follow amiliar simple directions at home. Expressively, he labels common objects, produces four-word sentences, as well as labels colors. He mixes both anguage when spontaneously speaking, Hebrew and English; however, this is typical for bilingual speakers. Parent reports that Eitan has 60 words in its expressive vocabulary and uses words to communicate his needs and wants at home. Socially, joint attention dependent on tasks, self-directed behaviors, and non-verbal turn-taking when given prompts. Eitan also exhibits pretend play. Parent reports he will play alongside other children but ypically plays alone. His voice (pitch and tone) and his fluency (rate and rhythm) are appropriate for his age and gender. Communication continued Informal use of PLS-5, Observations, Parent Int. & Rec. Rev. Informance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Needs: Eitan demonstrates a need and meets eligibility criteria | | |
| Assessment Summary (include student strengths, student needs and impact of disability on student performance): 3ackground: Eitan attends Daycare Monday through Friday from 8:00 am to 5:00 pm. He also is a client of NLARC since 31 months of age, a liagnosis of Autism was given as a result he received: Child Development Services as well as Language and Speech each service twice weekly 60-ninutes each session. Strengths: Oral motor function does not impede Eitan?s ability to communicate. He exhibits appropriate movement of his oral motor mechanism. His peech intelligibility is between 50-60% to both familiar and unfamiliar listeners. Receptively identifies common objects, gives toys upon request, and ompletes commands with the preposition in, off, and out. Eitan completes simple directions and locates objects in response to where-questions (e.g. ? Where is your mommy??) He pointed to her as well as identifies action words and use of common objects. Parent reported that Eitan can follow amiliar simple directions at home. Expressively, he labels common objects, produces four-word sentences, as well as labels colors. He mixes both anguage when spontaneously speaking. Hebrew and English; however, this is typical for bilingual speakers. Parent reports that Eitan has 60 words in use expressive vocabulary and uses words to communicate his needs and wants at home. Socially, Journal attention dependent on tasks, self-directed sehaviors, and non-verbal turn-taking when given prompts. Eitan also exhibits pretend play. Parent reports he will play alongside other children but ypically plays alone. His voice (pitch and tone) and his fluency (rate and rhythm) are appropriate for his age and gender. Communication continued Informance Area: Communication continued Informance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Nodes: Eitan demonstrates a need and meets eligibility criteria for language and speech services to target his receptive, expressive and | • | |
| Background: Eitan attends Daycare Monday through Friday from 8:00 am to 5:00 pm. He also is a client of NLARC since 31 months of age, a liagnosis of Autism was given as a result he received: Child Development Services as well as Language and Speech each service twice weekly 60-ninutes each session. Strengths: Oral motor function does not impede Eitan?s ability to communicate. He exhibits appropriate movement of his oral motor mechanism. His peech intelligibility is between 50-60% to both familiar and unfamiliar listeners. Receptively identifies common objects, gives toys upon request, and completes commands with the preposition in, off, and out. Eitan completes simple directions and locates objects in response to where-questions (e.g. ? Where is your mommy??) He pointed to her as well as identifies action words and use of common objects, Parent reported that Eitan can follow amiliar simple directions at home. Expressively, he labels common objects, produces four-words and use of sentences, as well as labels colors. He mixes both anguage when spontaneously speaking. Hebrew and English; however, this is typical for bilingual speakers. Parent reported that Eitan has 60 words in its expressive vocabulary and uses words to communicate his needs and wants at home. Socially in attention dependent on tasks, self-directed behaviors, and non-verbal turn-taking when given prompts. Eitan also exhibits pretend play. Parent reports he will play alongside other children but ypically plays alone. His voice (pitch and tone) and his fluency (rate and rhythm) are appropriate for his age and gender. Communication continued Informal use of PLS-5, Observations, Parent Int. & Rec. Rev. ate/District Assessment Results: N/A Irrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Needs: Eitan demonstrates a need and meets eligibility criteria for language and speech services to target his receptive, expressive and pragmatic social) language skills. Recep | | |
| liagnosis of Autism was given as a result he received: Child Development Services as well as Language and Speech each service twice weekly 60- ninutes each session. Strengths: Oral motor function does not impede Eitan?s ability to communicate. He exhibits appropriate movement of his oral motor mechanism. His peech intelligibility is between 50-60% to both familiar and unfamiliar listeners. Receptively identifies common objects, gives toys upon request, and completes commands with the preposition in, off, and out. Eitan completes simple directions and locates objects in response to where-questions (e.g. ? Where is your mommy??) He pointed to her as well as identifies action words and use of common objects. Parent reported that Eitan can follow amiliar simple directions at home. Expressively, he labels common objects, produces four-word sentences, as well as labels colors. He mixes both anguage when spontaneously speaking, Hebrew and English; however, this is typical for bilingual speakers. Parent reports that Eitan has 60 words in is expressive vocabulary and uses words to communicate his needs and wants at home. Socially, joint attention dependent on tasks, self-directed sehaviors, and non-verbal turn-taking when given prompts. Eitan also exhibits pretend play. Parent reports he will play alongside other children but spically plays alone. His voice (pitch and tone) and his fluency (rate and rhythm) are appropriate for his age and gender. Communication continued Informal use of PLS-5, Observations, Parent Int. & Rec. Rev. Artormance Area: Communication continued Informal use of PLS-5, Observations, Parent Int. & Rec. Rev. N/A urrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Needs: Eitan demonstrates a need and meets eligibility criteria for language and speech services to target his receptive, expressive and pragmatic social) language skills. Receptively, he needs to follow unrelated two-step directions. Expressively | | |
| seech intelligibility is between 50-60% to both familiar and unfamiliar listeners. Receptively identifies common objects, gives toys upon request, and ompletes commands with the preposition in, off, and out. Eitan completes simple directions and locates objects in response to where-questions (e.g. ? /here is your mommy??) He pointed to her as well as identifies action words and use of common objects. Parent reported that Eitan can follow untiliar simple directions at home. Expressively, he labels common objects, produces four-word sentences, as well as labels colors. He mixes both in its expressive vocabulary and uses words to communicate his needs and wants at home. Socially, joint attention dependent on tasks, self-directed shaviors, and non-verbal turn-taking when given prompts. Eitan also exhibits pretend play. Parent reports he will play alongside other children but 'prically plays alone. His voice (pitch and tone) and his fluency (rate and rhythm) are appropriate for his age and gender. **Tormance Area:** Communication continued* Informal use of PLS-5, Observations, Parent Int. & Rec. Rev. tet/District Assessment Results: N/A **Trent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): **Reeds:* Eitan demonstrates a need and meets eligibility criteria for language and speech services to target his receptive, expressive and pragmatic social) language skills. Receptively, he needs to follow unrelated two-step directions. Expressively and Socially, he needs to answer a variety whuestions such as who, what and where to peers or adults. **Material Plays and the proposition of | iagnosis of Autism was given as a resu | |
| ssessment/Monitoring Process Used: Informal use of PLS-5, Observations, Parent Int. & Rec. Rev. | peech intelligibility is between 50-60% completes commands with the prepositi Where is your mommy??) He pointed to amiliar simple directions at home. Expanguage when spontaneously speaking is expressive vocabulary and uses wore behaviors, and non-verbal turn-taking were some the second of the present that the property is the property of the propert | to both familiar and unfamiliar listeners. Receptively identifies common objects, gives toys upon request, and ion in, off, and out. Eitan completes simple directions and locates objects in response to where-questions (e.g. ? to her as well as identifies action words and use of common objects. Parent reported that Eitan can follow pressively, he labels common objects, produces four-word sentences, as well as labels colors. He mixes both ag, Hebrew and English; however, this is typical for bilingual speakers. Parent reports that Eitan has 60 words in the tocommunicate his needs and wants at home. Socially, joint attention dependent on tasks, self-directed when given prompts. Eitan also exhibits pretend play. Parent reports he will play alongside other children but |
| ate/District Assessment Results: N/A urrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Needs: Eitan demonstrates a need and meets eligibility criteria for language and speech services to target his receptive, expressive and pragmatic social) language skills. Receptively, he needs to follow unrelated two-step directions. Expressively and Socially, he needs to answer a variety whquestions such as who, what and where to peers or adults. Impact of Disability: Eitan?s current communication skills negatively impacts his ability to access the general education curriculum appropriately and effectively. Danita Clark | erformance Area: | Communication continued |
| urrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Needs: Eitan demonstrates a need and meets eligibility criteria for language and speech services to target his receptive, expressive and pragmatic (social) language skills. Receptively, he needs to follow unrelated two-step directions. Expressively and Socially, he needs to answer a variety whquestions such as who, what and where to peers or adults. Impact of Disability: Eitan?s current communication skills negatively impacts his ability to access the general education curriculum appropriately and effectively. Danita Clark | ssessment/Monitoring Process Used: | Informal use of PLS-5, Observations, Parent Int. & Rec. Rev. |
| Needs: Eitan demonstrates a need and meets eligibility criteria for language and speech services to target his receptive, expressive and pragmatic social) language skills. Receptively, he needs to follow unrelated two-step directions. Expressively and Socially, he needs to answer a variety whquestions such as who, what and where to peers or adults. Impact of Disability: Eitan?s current communication skills negatively impacts his ability to access the general education curriculum appropriately and effectively. Danita Clark | ate/District Assessment Results: | N/A |
| social) language skills. Receptively, he needs to follow unrelated two-step directions. Expressively and Socially, he needs to answer a variety whuestions such as who, what and where to peers or adults. Impact of Disability: Eitan?s current communication skills negatively impacts his ability to access the general education curriculum appropriately and ffectively. Danita Clark | urrent Performance/Assessment Summa | ary (include student strengths, student needs and impact of disability on student performance): |
| | ffectively. Danita Clark | ommunication skills negatively impacts his ability to access the general education curriculum appropriately and |
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| Last First MI Section E: Present Level of Performance Priormance Area: Fine Motor Sessessment/Monitoring Process Used: Observation, interview, MSEL, SPM-P Late/District Assessment Results: N/A Lurrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Student's areas of strengths: Eitan demonstrates functional strength, balance, and endurance to participate in preschool motor activities. He can walk across a 4-inch wide balance beam and is reported to climb a playground apparatus without difficulty. Eitan can match by shape, color, and size and match letters, pictures, and numbers. He can stack 10 blocks and after a few demonstrations, was able to string 3, 1/2 inch beads. He displays a functional writing grasp, a static quadropod grasp, to draw strokes. He can initiate vertical and horizontal lines and draw circular scribbles. Eitan can mattate motor actions after watching a visual demonstration and he can keep himself busy exploring toys for over 20 minutes. He was able to touch shaving cream a few times without becoming dysregulated. Eitan can use utensils to feed himself and wash and dry his own hands. Student's areas of need: Eitan appears to have delays with respect to his fine motor skills and his sensory modulation. He was not familiar with snipping with scissors. Parent's responses were in the Definite Dysfunction in all areas of the SPM-P but during the assessment, Eitan did not display significant challenges with his tactile, auditory, visual, proprioceptive or vestibular system. He did, however, show some signs of mild tactile lefensiveness and may benefit from some occupational therapy for a short time to improve his tactile tolerance and fine motor skills within an educational environment. Eitan also is reported to have some limited food preferences; this is not area addressed by school occupational therapy and it is suggested family follow up with medical provider/insurance to address possible feeding concerns. Impact | os Angeles Unified School Student ELEZRA | EITAN | | | | Date of | Birth 04-FEB-2 | 015 | Meeting Date 24-OCT-2018 |
|--|---|--|--|--|---|---|--|--|--|
| erformance Area: Fine Motor | Last | Firs | t | | n F. Dussant | t I aval of Day | -fo | | |
| Observation, interview, MSEL, SPM-P tate/District Assessment Results: N/A N/A Sturrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): This is the summary of the occupational therapy assessment: Student's areas of strengths: Eitan demonstrates functional strength, balance, and endurance to participate in preschool motor activities. He can walk across a 4-inch wide balance beam and is reported to climb a playground apparatus without difficulty. Eitan can match by shape, color, and size and match letters, pictures, and numbers. He can stack 10 blocks and after a few demonstrations, was able to string 3, 12 inch beads. He displays a functional writing grasp, a static quadropod grasp, to draw strokes. He can imitate vertical and horizontal lines and draw circular scribbles. Eitan can imitate motor actions after watching a visual demonstration and he can keep himself busy exploring toys for over 20 minutes. He was able to touch shaving cream a few times without becoming dysregulated. Eitan can use utensils to feed himself and wash and dry his own hands. Student's areas of need: Eitan appears to have delays with respect to his fine motor skills and his sensory modulation. He was not familiar with snipping with scissors. Parent's responses were in the Definite Dysfunction in all areas of the SPM-P but during the assessment, Eitan did not display significant challenges with his tactile, auditory, visual, proprioceptive or vestibular system. He did, however, show some signs of mild tactile defensiveness and may benefit from some occupational therapy for a short time to improve his tactile tolerance and fine motor skills within an educational environment. Eitan also is reported to have some limited food preferences; this is not an area addressed by school occupational therapy and it is suggested family follow up with medical provider/insurance to address possible feeding concerns. Impact of student's disability on academic and overall perf | erformance Area: | | Fine Moto | | on E: Present | Level of Per | normance | | |
| tarter/District Assessment Results: N/A Aurrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): This is the summary of the occupational therapy assessment: Student's areas of strengths: Eitan demonstrates functional strength, balance, and endurance to participate in preschool motor activities. He can walk across a 4-inch wide balance beam and is reported to climb a playground apparatus without difficulty. Eitan can match by shape, color, and size and match letters, pictures, and numbers. He can stack 10 blocks and after a few demonstrations, was able to string 3, 1/2 inch beads. He displays a functional writing grasp, a static quadropod grasp, to draw strokes. He can imitate vertical and horizontal lines and draw circular scribbles. Eitan can imitate mortor actions after watching a visual demonstration and he can keep himself busy exploring toys for over 20 minutes. He was able to touch shaving cream a few times without becoming dysregulated. Eitan can use utensils to feed himself and wash and dry his own hands. Student's areas of need: Eitan appears to have delays with respect to his fine motor skills and his sensory modulation. He was not familiar with snipping with scissors. Parent's responses were in the Definite Dysfunction in all areas of the SPM-P but during the assessment, Eitan did not display significant challenges with his tactile, auditory, visual, proprioceptive or vestibular system. He did, however, show some signs of mild tactile defensiveness and may benefit from some occupational therapy for a short time to improve his tactile tolerance and fine motor skills within an educational environment. Eitan also is reported to have some limited food preferences; this is not an area addressed by school occupational therapy and it is suggested family follow up with medical provider/insurance to address possible feeding concerns. Impact of student's disability on academic and overall performance: Eitan's diagnosis of autism is | | s Used: | | | v. MSEL. SPM | -P | | | |
| Aurrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): This is the summary of the occupational therapy assessment: Student's areas of strengths: Eitan demonstrates functional strength, balance, and endurance to participate in preschool motor activities. He can walk across a 4-inch wide balance beam and is reported to climb a playground apparatus without difficulty. Eitan can match by shape, color, and size and match letters, pictures, and numbers. He can stack 10 blocks and after a few demonstrations, was able to string 3, 1/2 inch beads. He displays a functional writing grasp, a static quadropod grasp, to draw strokes. He can imitate vertical and horizontal lines and draw circular scribbles. Eitan can imitate motor actions after watching a visual demonstration and he can keep himself busy exploring toys for over 20 minutes. He was able to touch shaving cream a few times without becoming dysregulated. Eitan can use utensils to feed himself and wash and dry his own hands. Student's areas of need: Eitan appears to have delays with respect to his fine motor skills and his sensory modulation. He was not familiar with snipping with scissors. Parent's responses were in the Definite Dysfunction in all areas of the SPM-P but during the assessment, Eitan did not display significant challenges with his tactile, auditory, visual, proprioceptive or vestibular system. He did, however, show some signs of mild tactile defensiveness and may benefit from some occupational therapy for a short time to improve his tactile tolerance and fine motor skills within an educational environment. Eitan also is reported to have some limited food preferences; this not an area addressed by school occupational therapy and it is suggested family follow up with medical provider/insurance to address possible feeding concerns. Impact of student's disability on academic and overall performance: Eitan's diagnosis of autism is impacting his academic and overall performanc | S | | | on, mor vio | ,, ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,, | - | | | |
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| erformance Area: Assessment/Monitoring Process Used: tate/District Assessment Results: | across a 4-inch wide balance be match letters, pictures, and nu functional writing grasp, a star imitate motor actions after was shaving cream a few times with Student's areas of need: Eitan snipping with scissors. Parent's significant challenges with his defensiveness and may benefieducational environment. Eita and it is suggested family follows: | beam and is imbers. He tic quadrop teching a visit thout becon a appears to 's responses tactile, au- t from som an also is re- ow up with | reported to can stack 1 and grasp, to sual demonstrate | o climb a pla 0 blocks and o draw strok astration and gulated. Eita ys with respe ae Definite D tal, proprioce onal therapy ave some lin rovider/insur | ayground appard after a few de ces. He can imit he can keep hi in can use utens ect to his fine moysfunction in apptive or vestib for a short time inted food preferance to address | ratus without demonstrations, tate vertical an mself busy expsils to feed him notor skills and all areas of the bular system. He to improve he reences; this is a possible feed | ifficulty. Eitan car was able to string d horizontal lines oloring toys for over a self and wash and lines sensory mode SPM-P but during e did, however, slips tactile tolerance not an area addre- ing concerns. | n match by sl 3, 1/2 inch b and draw cirver 20 minute d dry his own ulation. He w g the assessment was ome signary and fine moessed by schools and the state of t | hape, color, and size and leads. He displays a cular scribbles. Eitan can ess. He was able to touch a hands. Tas not familiar with lent, Eitan did not display gns of mild tactile tor skills within an ol occupational therapy |
| erformance Area: Sassessment/Monitoring Process Used: State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Sample of the state of | -Judy Taur, MS, OTR/L | | | | | | | | |
| Assessment/Monitoring Process Used: Itate/District Assessment Results: | Performance Area: | | | | | | | | |
| tate/District Assessment Results: | Assessment/Monitoring Process | s Used: | | | | | | | |
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| | *** | D | | INDIVIDU | ALIZED EDU | JCATION PRO | GRAM (IEP) | | | Page 6 |
|---|--|--|--|---|---|---|---|--|---|--------|
| _ | s Unified School | | | | | D (CD) | 4 04 FFP 2015 | 3.6 | : D : 01 OCT 01 | 110 |
| Student | ELEZRA Last | EITAN Firs | st | MI | | | 1. 04-FEB-2015 | Mee | eting Date 24-OCT-20 | 018 |
| erformance | Area: | | Cognition | Section | n E: Present | Level of Perfo | rmance | | | |
| .ssessment/N | Monitoring Process | Used: | | Assessmer | ıt | | | | | |
| tate/District | t Assessment Result | ts: | N/A | | | | | | | |
| urrent Perfo | ormance/Assessmer | nt Summa | ry (include s | tudent strer | gths, student n | needs and impact | of disability on student | t performance | e): | |
| during the a method, imi Moreover, I average rang Needs: The behaviors the Educationa | assessment observatitating and complet Eitan demonstrated ge on the Visual Re evalidity of the test han a cognitive defi | tion. Through the ability ecception so ing was incit. | ughout the a term concret to sustain a cale. mpacted by l | ssessment, te tasks initiatention and Eitan?s task | ne exhibited ag ated by the exa I shift focus fro s refusal and so which may inc | ge appropriate abi miner, and acqui om one preferred elf-directed behav lude formal and i | addressed by the forma lity in solving simple p ring, storing, and recal activity to another. Over riors. Eitan scores appear | oroblems usin ling visual an erall, he perfo eared to be mo | g a trial and error doral information. ormed within the ore related to his | |
| erformance | Area: | | School Rea | ndiness | | | | | | |
| .ssessment/N | Monitoring Process | Used: | Psycho-Ed | | | | | | | |
| | | | 1 Sycho Lu | ucational A | ssessment | | | | | |
| tate/District | t Assessment Result | | N/A | ucational A | ssessment | | | | | |
| urrent Perfo | ormance/Assessmer | ts: nt Summa pes not den | N/A ry (include s | student strer e appropria | gths, student n | ills. | of disability on student | | | |
| Overall, Eith Strengths: I Needs: Wea settings as p | ormance/Assessment an demonstrates do Eitan?s profile as exaknesses were noted parent reports some al Impact: Based on | nt Summan es not den xamined u d general abilities in alternativ | N/A ry (include s monstrate ag using all forr fund of info n the home s e forms of a | e appropria ns of alterna rmation. It i not observed ssessment, | igths, student note academic sk attive assessments also noted that in the assessments which may inc | ills. It suggests streng at Eitan shows conent. At this time lude formal and is | of disability on student ths in pre-reading, pre- encerns related to his about it is noted that Eitan hard | -mathematics bility to show has some self- dews, review of | , and pre-writing. skills across directed behaviors. of records, | |
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| Coverall, Eitan?s social emotional functioning is found to be in the well below average range. Eitan demonstrates relative strengths in his social emotional functioning as he exhibits mood and approachability. During assessment Eitan allowed the assessors at times to invade his space and responded to some physical gestures and attended to preferred activities. Joint attention was noted for high interest activities. Eye contact was observed. He was also observed to willingly take item from the assessors. Needs: Eitan demonstrates challenges in social emotional functioning. Limited engagement was noted during formal tasks as joint attention decreased and he moved away from adult directed tasks. He had difficulty consistently responding to assessors when they spoke to him and called out his name. He had trouble engaging in non-preferred tasks/activities. While engaged in his preferred activities Eitan had trouble transitioning to other activities without support. Eitan had difficulty responding to direction and questions presented by assessors. Eitan also struggles with age appropriate social interactions. Educational Impact: Based on alternative forms of assessment, which may include formal and informal testing, interviews, review of records, observations, and rating forms it appears Eitan presents with Autistic like characteristic which may impact his ability to access a preschool curriculum. Adaptive Skills sessesment/Monitoring Process Used: Psycho-Educational Assessment Adaptive Skills varient Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Overall, Eitan?s adaptive behavior is found to be in the average range. Strengths: Eitan demonstrates age appropriate skills in clothing, feeding, and technology tasks. Needs: None at this time. Educational Impact: Based on alternative forms of assessment, which may include formal and informal testing, interviews, review of records, | Assessment Results: What a depriment of the second of the | | | Pag |
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| Student ELEZRA EITAN Date of Birth 04-FEB-2015 Meeting Date 24-OCT-2018 Last First MI Section E: Present Level of Performance rformance Area: Social Emotional sessment/Monitoring Process Used: Psycho-Educational Assessment atte/District Assessment Results: N/A urrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Overall, Eitan?s social emotional functioning is found to be in the well below average range. Eitan demonstrates relative strengths in his social emotional functioning as he exhibits mood and approachability. During assessment Eitan allowed he assessors at times to invade his space and responded to some physical gestures and attended to preferred activities. Joint attention was noted for tight interest activities. Eye contact was observed. He was also observed to willingly take item from the assessors. Needs: Eitan demonstrates challenges in social emotional functioning. Limited engagement was noted during formal tasks as joint attention decreased and he moved away from adult directed tasks. He had difficulty consistently responding to assessors when they spoke to him and called out his name. He had trouble engaging in non-preferred tasks/activities. While engaged in his preferred activities Eitan had trouble transitioning to other activities vithout support. Eitan had difficulty responding to direction and questions presented by assessors. Eitan also struggles with age appropriate social neteractions. Educational Impact: Based on alternative forms of assessment, which may include formal and informal testing, interviews, review of records, observations, and rating forms it appears Eitan presents with Autistic like characteristic which may impact his ability to access a preschool curriculum. Formance Area: Adaptive Skills Sessment/Monitoring Process Used: Psycho-Educational Assessment Little Characteristic which may include formal and impact of disability on student performance): Diverall, Eitan?s adaptive behavior | Student ELEZRA EITAN Date of Birth 04-FEB-2015 Meeting Date 24-OCT-2018 Last First MI Section E: Present Level of Performance rformance Area: Social Emotional sessment/Monitoring Process Used: Psycho-Educational Assessment atte/District Assessment Results: N/A urrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Overall, Eitan?s social emotional functioning is found to be in the well below average range. Eitan demonstrates relative strengths in his social emotional functioning as he exhibits mood and approachability. During assessment Eitan allowed he assessors at times to invade his space and responded to some physical gestures and attended to preferred activities. Joint attention was noted for tight interest activities. Eye contact was observed. He was also observed to willingly take item from the assessors. Needs: Eitan demonstrates challenges in social emotional functioning. Limited engagement was noted during formal tasks as joint attention decreased and he moved away from adult directed tasks. He had difficulty consistently responding to assessors when they spoke to him and called out his name. He had trouble engaging in non-preferred tasks/activities. While engaged in his preferred activities Eitan had trouble transitioning to other activities vithout support. Eitan had difficulty responding to direction and questions presented by assessors. Eitan also struggles with age appropriate social neteractions. Educational Impact: Based on alternative forms of assessment, which may include formal and informal testing, interviews, review of records, observations, and rating forms it appears Eitan presents with Autistic like characteristic which may impact his ability to access a preschool curriculum. Formance Area: Adaptive Skills Sessment/Monitoring Process Used: Psycho-Educational Assessment Little Characteristic which may include formal and impact of disability on student performance): Diverall, Eitan?s adaptive behavior | os Angeles Unified School Dis | trict | INDIVIDUALIZED EDUCATION PROGRAM (IEP) |
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| State/District Assessment Results: N/A Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Overall, Eitan?s adaptive behavior is found to be in the average range. Strengths: Eitan demonstrates age appropriate skills in clothing, feeding, and technology tasks. Needs: None at this time. Educational Impact: Based on alternative forms of assessment, which may include formal and informal testing, interviews, review of records, | State/District Assessment Results: N/A Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Overall, Eitan?s adaptive behavior is found to be in the average range. Strengths: Eitan demonstrates age appropriate skills in clothing, feeding, and technology tasks. Needs: None at this time. Educational Impact: Based on alternative forms of assessment, which may include formal and informal testing, interviews, review of records, | Performance Area: | Adapti | ive Skills |
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| | | Educational Impact: Based on alte | | |
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| T | | ID: 4 : 4 | INDIVIDUAL | IZED EDUCATION PR | ROGRAM (IEP) | | Page 8 of 27 |
|-------------------|---------------------------|-------------------------|--------------------|------------------------------|----------------------|---------------------------|---------------------|
| | les Unified School ELEZRA | EITAN | | Data of | Birth 04-FEB-201 | 5 Mosting Do | te 24-OCT-2018 |
| Student | Last | First | MI | , | | .5 Wreeting Da | 24-001-2018 |
| | | | | Section F: Eligibility | | | |
| | | elated to disability or | | | | | |
| Health, ger | neral ability, acaden | nics, speech and lang | uage, social emo | tional, self-help, motor | | | |
| | | | | | | | |
| | | tempted prior to dete | rmining eligibilit | y: | | | |
| NLACRC- | - LAS 2x/week, CD | S 2x/week | | | | | |
| Eligible as | a student with the di | isability of: | | | | | |
| Code: | AUT | Autism | | | | | |
| | Not Applicabl | | | OPartially Sighted | | | |
| | Low Incidence Elig | ibility (only for VI, I | OBL, DEA, HOH | , or severe OI): |) | | |
| Code: | | | | | J | | |
| | Not Applicabl | e, OBlind | or | Partially Sighted | | | |
| No Long Date): | ger Eligible (Effecti | | | ution Services until the Eft | fective Date below. | | |
| Final IEP R | | | 1 | | P Effective Date: | | |
| The IEP To | eam has considered | l and agrees that th | e educational ne | eds of the student are no | ot primarily due to: | : | |
| | al Maladjustment | | | orary Physical Disability | | Lack of instruction in | reading |
| ✓ Lack | of instruction in m | ath | ✓ Limit | ed English Proficiency | | Environmental, Cultural c | or Economic Factors |
| | | | | | | | |

| Student ELEZRA | EITAN | | Date of Birth 04-FEB-2015 | Meeting Date 24-OCT-2018 |
|---|--|--|---|--|
| Last | First | MI S. di G. A. LG | 1 101: " | |
| | | Section G: Annual G | _ | |
| formance Area: | Comn | nunication | Annual Goal #: | |
| pportunities. | related and unrelated direction | ns, during classroom activitie | s, when given minimal (2-4) verbal and vi | sual prompts in 4 out of 5 |
| | be reported to parents by co Report or Report Card perio | ods. | f Progress and Achievement from Curren | t IEP" form(s) which will be |
| | | Methods of | | |
| State Assessments Observation Other | Norm Portfo | Referenced lio | Criterion Referenced Work Samples | Curriculum Based Informal |
| tivities, when given max portunities. | simal (6-8) verbal and visual | MOND | activities, when given moderate (4-6) v opportunities. | |
| io to oo acime tou. | | | Date to be achieved: January | |
| | IEP REPOR | | Date to be achieved: CHIEVEMENT FROM CURRENT IS | 2017 |
| | IEP REPOR | T OF PROGRESS AND A | , | 2017 |
| 4 GOAL MET OR EXCEEDED | | T OF PROGRESS AND A | CHIEVEMENT FROM CURRENT IE | EP |
| EXCEEDED at Reporting Period | 3 SUBSTANTIAL PROG | T OF PROGRESS AND A EXPLANATION | CHIEVEMENT FROM CURRENT IS | EP |
| exCEEDED at Reporting Period ate: | 3 SUBSTANTIAL PROC met) 2nd Reporting Period | T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period | CHIEVEMENT FROM CURRENT IS ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) | EP oal met) 1 NO PROGRESS |
| EXCEEDED tt Reporting Period ate: | 3 SUBSTANTIAL PROC met) 2nd Reporting Period Date: | T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: | CHIEVEMENT FROM CURRENT IS ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: | cP oal met) 1 NO PROGRESS Goal Achievement |
| excepting Period ate: rogress Mark: progress sufficient to | 3 SUBSTANTIAL PROC met) 2nd Reporting Period Date: | T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: | CHIEVEMENT FROM CURRENT IS ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: | CP oal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: |
| exceeded ate: rogress Mark: progress sufficient to eet annual goal? | 3 SUBSTANTIAL PROCESSION Met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to | EXPLANATION OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal and a state of the state of t | CHIEVEMENT FROM CURRENT IS ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual | CP Oal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No |
| exceeded at Reporting Period ate: rogress Mark: progress sufficient to eet annual goal? Yes No | 3 SUBSTANTIAL PROCEED met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? | TOF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? | CHIEVEMENT FROM CURRENT IS ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? | CP oal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: |
| exceeded st Reporting Period ate: rogress Mark: progress sufficient to leet annual goal? Yes No | 3 SUBSTANTIAL PROCEED met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No | TOF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No | CHIEVEMENT FROM CURRENT IF ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No | CP Oal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No |
| exceeded ate: rogress Mark: progress sufficient to eet annual goal? Yes No "No" please comment: Needs More Time Excess | 3 SUBSTANTIAL PROCEMENT. 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess | EXPLANATION EXPLANATION STRESS (50-99% of goal and stress of goal and goal | CHIEVEMENT FROM CURRENT IF ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy | CP Oal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No |
| exceeded ate: progress Mark: progress sufficient to leet annual goal? Yes No "No" please comment: Needs More Time Excess bsence/Tardy Assignments Not | 3 SUBSTANTIAL PROCEMENT (METERICAL PROCEMENT) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed | EXPLANATION EXPLANATION STRESS (50-99% of goal and stress of goal and goal a | CHIEVEMENT FROM CURRENT IF ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal | CP Oal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No |
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| Student ELEZRA | EITAN | | Date of Birth 04-FEB-2015 | Meeting Date 24-OCT-2018 |
|--|--|--|---|--|
| Last | First | MI Section G: Annual G | oals and Objectives | |
| rformance Area: | Rahay | rioral Support | Annual Goal #: 2 | |
| | | | st 5 minutes, on 4 occasions during a school | alale |
| | | | | |
| | be reported to parents by co Report or Report Card period | ods. | f Progress and Achievement from Curren | t IEP" form(s) which will be |
| 1 | | Methods of | | |
| State Assessments Observation Other | Norm Portfol | Referenced | Criterion Referenced Work Samples | Curriculum Based Informal |
| cremental objective #1 i itan will play alongside a ninutes, on 4 occasions du | nother child, with adult sup | port, for at least 5 | Incremental objective #2 related to t Eitan will play alongside another child adult support, for at least 5 minutes, on | , with at least 3 positive interactions, v |
| | September ▼ 2018 | ▼ MO/YR | Date to be achieved: January | ▼ 2019 ▼ MO/Y |
| 4 GOAL MET OR | IEP REPOR | T OF PROGRESS AND A | CHIEVEMENT FROM CURRENT IN ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g | EP |
| EXCEEDED | 3 SUBSTANTIAL PROC | T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal | CHIEVEMENT FROM CURRENT IN ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g | oal met) 1 NO PROGRESS |
| EXCEEDED st Reporting Period | IEP REPOR | T OF PROGRESS AND A EXPLANATION | CHIEVEMENT FROM CURRENT IN | EP |
| exCEEDED st Reporting Period ate: | JEP REPOR 3 SUBSTANTIAL PROCE met) 2nd Reporting Period | T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period | CHIEVEMENT FROM CURRENT IN ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) | CP Oal met) I NO PROGRESS Goal Achievement Objective 1 Met: |
| EXCEEDED at Reporting Period ate: | 3 SUBSTANTIAL PROCEMENT OF THE PROPERTY OF T | T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: | CHIEVEMENT FROM CURRENT IN ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: | CP Oal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No |
| exceeded at Reporting Period ate: rogress Mark: progress sufficient to | 3 SUBSTANTIAL PROCEMENT OF THE PROPERTY OF T | T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: | CHIEVEMENT FROM CURRENT IN ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: | CP Oal met) 1 NO PROGRESS Goal Achievement Objective 1 Met: |
| excepting Period ate: rogress Mark: progress sufficient to eet annual goal? Yes No | JEP REPOR 3 SUBSTANTIAL PROCEMENT 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No | T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No | CHIEVEMENT FROM CURRENT II ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No | Coal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: |
| exceeded ate: rogress Mark: progress sufficient to eet annual goal? Yes No "No" please comment: | JEP REPOR 3 SUBSTANTIAL PROCEMENT 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: | T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: | CHIEVEMENT FROM CURRENT II ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: | CP Oal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No |
| exceeded ate: rogress Mark: progress sufficient to eet annual goal? Yes No "No" please comment: Needs More Time | JEP REPOR 3 SUBSTANTIAL PROCEMENT 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time | T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time | CHIEVEMENT FROM CURRENT II ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time | CP Oal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No |
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| exceeded ate: rogress Mark: progress sufficient to eet annual goal? Yes No "No" please comment: Needs More Time Excess bsence/Tardy Assignments Not completed Need to | IEP REPOR 3 SUBSTANTIAL PROCE met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to | T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to | CHIEVEMENT FROM CURRENT II ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed | CP Oal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No |
| st Reporting Period Date: rogress Mark: s progress sufficient to neet annual goal? Yes No S'"No" please comment: Needs More Time Excess bsence/Tardy Assignments Not completed | IEP REPOR 3 SUBSTANTIAL PROCE met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed | T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed | CHIEVEMENT FROM CURRENT II ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal | CP Oal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No |

| Student ELEZRA | EITAN | | Date of Birth 04-FEB-2015 | Meeting Date 24-OCT-2018 |
|---|--|--|---|--|
| Last | First | MI Section G: Annual G | oals and Objectives | |
| erformance Area: | Comp | nunication | Annual Goal #: 3 | |
| | | | room activities, when given minimal (2-4) | verbal and visual prompts in |
| out of 5 opportunities. | , , | 1 / 3 | , | |
| | be reported to parents by co Report or Report Card perio | ods. | f Progress and Achievement from Curren | t IEP" form(s) which will be |
| 1 | | Methods of | | |
| State Assessments Observation Other | Norm Portfo | Referenced | Criterion Referenced Work Samples | ✓ Curriculum Based✓ Informal |
| lassroom activities, when ut of 5 opportunities. | given maximal (6-8) verbal | l and visual prompts in 2 | classroom activities, when given mode of 5 opportunities. | rate (4-6) verbal and visual prompts in |
| ate to be achieved: | September ▼ 2018 | ▼ MO/YR | Date to be achieved: January | ▼ 2019 ▼ MO/YR |
| ate to be achieved: | | | Date to be achieved: CHIEVEMENT FROM CURRENT IF | |
| ate to be achieved: | | T OF PROGRESS AND A | | 2017 |
| ate to be achieved: 4 GOAL MET OR EXCEEDED | IEP REPOR | T OF PROGRESS AND A | CHIEVEMENT FROM CURRENT IE | CP |
| 4 GOAL MET OR EXCEEDED st Reporting Period | IEP REPOR | T OF PROGRESS AND A EXPLANATION | CHIEVEMENT FROM CURRENT IS | EP |
| 4 GOAL MET OR EXCEEDED st Reporting Period Date: | JEP REPOR 3 SUBSTANTIAL PROCE met) 2nd Reporting Period | T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period | CHIEVEMENT FROM CURRENT IN ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) | EP oal met) 1 NO PROGRESS |
| 4 GOAL MET OR EXCEEDED st Reporting Period Date: | 3 SUBSTANTIAL PROCESSED Period Date: | T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: | CHIEVEMENT FROM CURRENT IS ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: | cP oal met) 1 NO PROGRESS Goal Achievement |
| 4 GOAL MET OR EXCEEDED st Reporting Period Date: trogress Mark: | 3 SUBSTANTIAL PROCESSED Period Date: | T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: | CHIEVEMENT FROM CURRENT IS ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: | CP oal met) I NO PROGRESS Goal Achievement Objective 1 Met: |
| 4 GOAL MET OR EXCEEDED st Reporting Period Date: rogress Mark: s progress sufficient to neet annual goal? | 3 SUBSTANTIAL PROCEED and Reporting Period Date: Progress Mark: Is progress sufficient to | T OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal and goal and goal are are also and goal are are also are also are are als | CHIEVEMENT FROM CURRENT IS ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual | CP oal met) 1 NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: |
| 4 GOAL MET OR EXCEEDED st Reporting Period Date: Progress Mark: s progress sufficient to neet annual goal? Yes No | JEP REPOR 3 SUBSTANTIAL PROCE met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? | T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? | CHIEVEMENT FROM CURRENT IS ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? | CP Oal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No |
| 4 GOAL MET OR EXCEEDED st Reporting Period Date: Progress Mark: s progress sufficient to neet annual goal? Yes No f "No" please comment: Needs More Time | JEP REPOR 3 SUBSTANTIAL PROG met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time | EXPLANATION GRESS (50-99% of goal and seporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time | CHIEVEMENT FROM CURRENT IF ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time | CP Oal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No |
| 4 GOAL MET OR EXCEEDED st Reporting Period Date: Progress Mark: s progress sufficient to neet annual goal? Yes No f "No" please comment: Needs More Time Excess Absence/Tardy | JEP REPOR 3 SUBSTANTIAL PROG met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy | EXPLANATION EXPLANATION STATE OF PROGRESS AND A EXPLANATION STATE OF THE EXCESS AND A EXPLANATION STATE OF THE EXCESS AND A EXPLANATION STATE OF THE EXCESS Absence/Tardy | CHIEVEMENT FROM CURRENT IS ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: | CP Oal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No |
| 4 GOAL MET OR EXCEEDED st Reporting Period Date: Progress Mark: s progress sufficient to neet annual goal? Yes No f "No" please comment: Needs More Time Excess Subsence/Tardy Assignments Not | JEP REPOR 3 SUBSTANTIAL PROCE met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess | EXPLANATION EXPLANATION STATE OF PROGRESS AND A EXPLANATION STATE OF THE EXCESS (50-99% of goal and a state of goal and goal | CHIEVEMENT FROM CURRENT IF ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal | CP Oal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No |
| 4 GOAL MET OR EXCEEDED Ist Reporting Period Date: Progress Mark: S progress sufficient to meet annual goal? Yes No f "No" please comment: Needs More Time Excess Absence/Tardy | IEP REPOR 3 SUBSTANTIAL PROCE met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not | EXPLANATION EXPLANATION STATE OF PROGRESS AND A EXPLANATION STATE OF THE EXCESS (50-99% of goal and a state of goal and | CHIEVEMENT FROM CURRENT IF ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed | CP Oal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No |

| Student ELEZRA | EITAN | | Date of Birth 04-FEB-2015 | Meeting Date 24-OCT-2018 |
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| Last | First | MI | | |
| | E: > | Section G: Annual G | | |
| rformance Area: | Fine N | | Annual Goal #: 4 | |
| | paper with his other hand. | | ļ. · ļ · · ļ | |
| | be reported to parents by co Report or Report Card perio | | f Progress and Achievement from Curren | at IEP" form(s) which will be |
|) | | Methods of | | |
| State Assessments Observation Other | Norm Portfo | Referenced lio | Criterion Referenced Work Samples | ☐ Curriculum Based ☐ Informal |
| | gth, hand/eye coordination, scissors properly to make 3, other hand. | | | re coordination, and fine motor skills, E o cut on a 4 inch line with 50% accuracy hand. |
| to to be achieved. | | | | |
| ate to be achieved: | September ▼ 2018 | | Date to be achieved: January CHIEVEMENT FROM CURRENT II | 2017 |
| ne to be acmeved: | | T OF PROGRESS AND A | CHIEVEMENT FROM CURRENT II | 2017 |
| 4 GOAL MET OR EXCEEDED | IEP REPOR | T OF PROGRESS AND A | | EP |
| 4 GOAL MET OR EXCEEDED st Reporting Period | IEP REPOR | T OF PROGRESS AND A EXPLANATION | CHIEVEMENT FROM CURRENT II ON OF MARKS | EP |
| 4 GOAL MET OR EXCEEDED st Reporting Period eate: | 3 SUBSTANTIAL PROCESSION OF SUBSTANTIAL PROC | T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period | CHIEVEMENT FROM CURRENT II ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) | EP goal met) 1 NO PROGRESS |
| 4 GOAL MET OR EXCEEDED st Reporting Period eate: | 3 SUBSTANTIAL PROCESSION OF THE PROPERTY OF T | T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: | CHIEVEMENT FROM CURRENT II ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: | EP goal met) 1 NO PROGRESS Goal Achievement |
| 4 GOAL MET OR EXCEEDED St Reporting Period Pate: Progress Mark: | 3 SUBSTANTIAL PROCESSED Period Date: | T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: | CHIEVEMENT FROM CURRENT II ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: | Goal Achievement Objective 1 Met: Yes No Objective 2 Met: |
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| 4 GOAL MET OR EXCEEDED st Reporting Period date: rogress Mark: s progress sufficient to leet annual goal? Yes No | JEP REPOR 3 SUBSTANTIAL PROCE met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? | EXPLANATION OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal and state | CHIEVEMENT FROM CURRENT II ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? | Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No |
| at GOAL MET OR EXCEEDED st Reporting Period pate: rogress Mark: s progress sufficient to neet annual goal? Yes No E"No" please comment: Needs More Time | JEP REPOR 3 SUBSTANTIAL PROG met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time | EXPLANATION GRESS (50-99% of goal and seporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time | CHIEVEMENT FROM CURRENT II ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time | Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No |
| at GOAL MET OR EXCEEDED st Reporting Period pate: rogress Mark: s progress sufficient to neet annual goal? Yes No E"No" please comment: Needs More Time Excess | JEP REPOR 3 SUBSTANTIAL PROCEMENT 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess | EXPLANATION GRESS (50-99% of goal and seporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absen | CHIEVEMENT FROM CURRENT II ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy | Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No |
| 4 GOAL MET OR EXCEEDED st Reporting Period Date: rogress Mark: s progress sufficient to neet annual goal? Yes No ""No" please comment: Needs More Time Excess bsence/Tardy Assignments Not completed | JEP REPOR 3 SUBSTANTIAL PROCE met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed | EXPLANATION EXPLANATION GRESS (50-99% of goal and state | CHIEVEMENT FROM CURRENT II ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time | Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No |
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| Student ELEZRA | EITAN | | Date of Birth 04-FEB-2015 | Meeting Date 24-OCT-2018 |
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| Last | First | MI | | |
| | | Section G: Annual G | _ | |
| rformance Area: | Tactile | Modulation | Annual Goal #: 5 | |
| , improve dedite incodicion | on, zam war ee dele to put | io pue in a acute den rity in | volving wet, messy or sticky textures for | 1.5 minutes, 5,7 topportunites. |
| | be reported to parents by co Report or Report Card perio | ds. | f Progress and Achievement from Curre | nt IEP" form(s) which will be |
| | | Methods of 1 | | |
| State Assessments Observation Other | Portfol | Referenced io | Criterion Referenced Work Samples | Curriculum Based Informal |
| - | tion, Eitan will be able to passy or sticky textures for 1-2 | - | Incremental objective #2 related to To improve tactile modulation, Eitan involving wet, messy or sticky texture | will be able to participate in a tactile acti |
| ate to be achieved: | September ▼ 2018 IEP REPOR | ▼ MO/YR T OF PROGRESS AND A | Date to be achieved: January CHIEVEMENT FROM CURRENT I | ▼ 2019 ▼ MO/YR |
| | | EXPLANATIO | ON OF MARKS | |
| 4 GOAL MET OR EXCEEDED | 3 SUBSTANTIAL PROC met) | GRESS (50-99% of goal | 2 PARTIAL PROGRESS (1-49% of | goal met) 1 NO PROGRESS |
| st Reporting Period | 2nd Reporting Period | 3rd Reporting Period | 4th Reporting Period (Secondary | Goal Achievement |
| Date: | Date: | Date: | Only) Date: | |
| rogress Mark: | Progress Mark: | Progress Mark: | Progress Mark: | Objective 1 Met: |
| | | | | O Yes O No |
| s progress sufficient to neet annual goal? | Is progress sufficient to meet annual goal? | Is progress sufficient to meet annual goal? | Is progress sufficient to meet annual goal? | Objective 2 Met: Yes No |
| Yes No | O Yes O No | O Yes O No | ○ Yes ○ No | If "No" please explain: |
| "No" please comment: Needs More Time | If "No" please comment: Needs More Time | If "No" please comment: Needs More Time | If "No" please comment: Needs More Time | |
| Excess | Excess Absence/Tardy | Excess Absen ce/Tardy | Excess Absence/Tardy Assignments Not Completed | |
| | Assignments Not | Assignments Not Completed | Need to review/revise Goal Other | |
| Absence/Tardy Assignments Not Completed Need to | Completed Need to | Need to review/revise Goal | | |

| Student ELEZRA | EITAN | | Date of Birth 04-FEB-2015 | Meeting Date 24-OCT-2018 |
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| Last | First | MI | | _ |
| | | Section G: Annual G | oals and Objectives | |
| rformance Area: | Cogni | tive Devel | Annual Goal #: | |
| ian win count to objects, | on 5 occasions during a scho | ool week. | | |
| | be reported to parents by co Report or Report Card perio | ods. | f Progress and Achievement from Curren | at IEP" form(s) which will be |
| <u> </u> | | Methods of 1 | | |
| State Assessments Observation Other | Portfol | Referenced lio | Criterion Referenced Work Samples | ☐ Curriculum Based ☐ Informal |
| cremental objective #1 itan will count 3 objects, | related to the goal: on 5 occasions during a sch | ool week. | Incremental objective #2 related to t Eitan will count 5 objects, on 5 occasion | 0 |
| te to be achieved: | September ▼ 2018 | ▼ MO/YR | Date to be achieved: January | ▼ 2019 ▼ MO/YI |
| te to be achieved: 4 GOAL MET OR | IEP REPOR | T OF PROGRESS AND A | Date to be achieved: CHIEVEMENT FROM CURRENT II ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g | EP |
| EXCEEDED | IEP REPOR | T OF PROGRESS AND A | CHIEVEMENT FROM CURRENT II ON OF MARKS | EP |
| 4 GOAL MET OR EXCEEDED st Reporting Period | IEP REPOR | T OF PROGRESS AND A | CHIEVEMENT FROM CURRENT II ON OF MARKS | EP |
| 4 GOAL MET OR EXCEEDED st Reporting Period ate: | JEP REPOR 3 SUBSTANTIAL PROCE met) 2nd Reporting Period | T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period | CHIEVEMENT FROM CURRENT II ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) | EP goal met) I NO PROGRESS Goal Achievement Objective 1 Met: |
| 4 GOAL MET OR EXCEEDED st Reporting Period ate: | 3 SUBSTANTIAL PROCEMENT OF THE PROPERTY OF T | T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: | CHIEVEMENT FROM CURRENT II ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: | EP goal met) 1 NO PROGRESS Goal Achievement |
| 4 GOAL MET OR EXCEEDED at Reporting Period ate: rogress Mark: | 3 SUBSTANTIAL PROCEMENT OF THE PROPERTY OF T | T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: | CHIEVEMENT FROM CURRENT II ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: | EP goal met) I NO PROGRESS Goal Achievement Objective 1 Met: |
| 4 GOAL MET OR EXCEEDED St Reporting Period ate: rogress Mark: progress sufficient to eet annual goal? | 3 SUBSTANTIAL PROCEED TO THE PROPERTY OF THE P | T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to | CHIEVEMENT FROM CURRENT II ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual | Goal Achievement Objective 1 Met: Yes No Objective 2 Met: |
| 4 GOAL MET OR EXCEEDED St Reporting Period ate: rogress Mark: progress sufficient to eet annual goal? Yes No | JEP REPOR 3 SUBSTANTIAL PROCE met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? | EXPLANATION EXPLANATION OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal and a strength of goal and | CHIEVEMENT FROM CURRENT II ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? | Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No |
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| at GOAL MET OR EXCEEDED st Reporting Period late: rogress Mark: progress sufficient to leet annual goal? Yes No "No" please comment: Needs More Time Excess bsence/Tardy Assignments Not | JEP REPOR 3 SUBSTANTIAL PROCEMENT 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: | EXPLANATION EXPLANATION STRESS (50-99% of goal and stress of goal and goal | CHIEVEMENT FROM CURRENT II ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal | Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No |
| at GOAL MET OR EXCEEDED st Reporting Period bate: rogress Mark: s progress sufficient to neet annual goal? Yes No E"No" please comment: Needs More Time Excess bsence/Tardy | IEP REPOR 3 SUBSTANTIAL PROCE met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not | EXPLANATION EXPLANATION SERVICE STATES (50-99% of goal and state a | CHIEVEMENT FROM CURRENT II ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed | Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No |

| | EITAN | | Date of Birth 04-FEB-2015 | Meeting Date 24-OCT-2018 |
|--|--|--|--|---|
| Last | First | MI Section C: Annual C | oals and Objectives | |
| urformanas Area: | T - | Section G: Annual G | | |
| erformance Area: | | nage Devel | Annual Goal #: 7 ngerplays, on 4 occasions, during a school | |
| | | | | |
| | be reported to parents by co Report or Report Card period | ods. | f Progress and Achievement from Curren | at IEP" form(s) which will be |
| 1 | | Methods of | | |
| State Assessments Observation Other | Norm Portfo | Referenced | Criterion Referenced Work Samples | Curriculum Based Informal |
| • | criminate familiar sounds wates the sound 'beep beep bee | 0 0 | Eitan will imitate words and gestures in fingerplays, on 4 occasions, during a se | n familiar nursery rhymes, songs, and |
| ate to be achieved: | September ▼ 2018 | ▼ MO/YR | Date to be achieved: January | ▼ 2019 ▼ MO/Y |
| ate to be achieved: 4 GOAL MET OR | IEP REPOR | T OF PROGRESS AND A EXPLANATION | CHIEVEMENT FROM CURRENT II | EP |
| | IEP REPOR | T OF PROGRESS AND A | CHIEVEMENT FROM CURRENT II | EP |
| 4 GOAL MET OR EXCEEDED 1st Reporting Period | IEP REPOR | T OF PROGRESS AND A EXPLANATION | CHIEVEMENT FROM CURRENT II | EP |
| 4 GOAL MET OR | 3 SUBSTANTIAL PROCESSED 2nd Reporting Period | T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period | CHIEVEMENT FROM CURRENT II ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) | EP goal met) 1 NO PROGRESS Goal Achievement Objective 1 Met: |
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| 4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not | JEP REPOR 3 SUBSTANTIAL PROCE met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not | EXPLANATION EXPLANATION STATE OF PROGRESS AND A EXPLANATION STATE OF THE EXCESS (50-99% of goal and a state of goal and | CHIEVEMENT FROM CURRENT II ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal | Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No |
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| 4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed | JEP REPOR 3 SUBSTANTIAL PROCE met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed | EXPLANATION EXPLANATION SERVICE STATE OF PROGRESS AND A EXPLANATION SERVICE STATE OF THE SEX STATE OF THE SEX SERVICE | CHIEVEMENT FROM CURRENT II ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal | Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No |

| | ELEZRA | EITAN | | Date of Birth 04-FEB-2015 | Meeting Date 24-OCT-2018 |
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| | Last | First | MI Section G: Annual G | oals and Objectives | |
| rformance | Area: | Soc | al Emotional | - | 8 |
| | | ted, non-preferred task, Ei a time in 4 of 5 opportuniti | | voidance behaviors, then will stay on ta | sk, with minimal non-verbal |
| | | be reported to parents by Report or Report Card pe | riods. | f Progress and Achievement from Cur | rrent IEP" form(s) which will be |
| ١ | | | Methods of | | |
| State As Observa Other | sessments | Nort Port | n Referenced folio | Criterion Referenced Work Samples | Curriculum Based Informal |
| Vhen given rotest or av | a teacher selection | | Eitan will go with minimal c, with maximum verbal and opportunities. | - | preferred task, Eitan will go with minima n will stay on task, with moderate verbal an |
| ate to be ac | hieved: | September ▼ 20 | | Date to be achieved: Janua | ry ▼ 2019 ▼ MO/YI |
| | | | | | EXER |
| | | IEP REPO | | CHIEVEMENT FROM CURRENT | ГЕР |
| 4 GOAL I | | 3 SUBSTANTIAL PRO | | CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of | |
| EXCEED st Reporti | ED | | EXPLANATIO | ON OF MARKS | |
| EXCEED st Reporti Date: | ng Period | 3 SUBSTANTIAL PRomet) 2nd Reporting Period | EXPLANATION OF STATE | ON OF MARKS 2 PARTIAL PROGRESS (1-49% of the Reporting Period (Secondary Only) | of goal met) 1 NO PROGRESS Goal Achievement Objective 1 Met: |
| exceed st Reportion Date: Progress Management of the Street Stre | ng Period ark: | 3 SUBSTANTIAL PRomet) 2nd Reporting Period Date: | EXPLANATION OF STATE | ON OF MARKS 2 PARTIAL PROGRESS (1-49% of the Reporting Period (Secondary Only) Date: | Goal Achievement Objective 1 Met: Yes No Objective 2 Met: |
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| exceed st Reportion Date: Progress Mass progress seet annual Yes f "No" please | ng Period ark: sufficient to l goal? | 3 SUBSTANTIAL PRomet) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? | EXPLANATION OF EXPLAN | 2 PARTIAL PROGRESS (1-49% of the Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? | Objective 1 Met: Yes No Objective 2 Met: Yes No |
| EXCEED Ist Reporti Date: Progress Ma Is progress: meet annual Yes If "No" plea | ark: sufficient to a goal? No use comment: More Time rdy ments Not | 3 SUBSTANTIAL PROmet) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please commen | EXPLANATION OF EXPLAN | ON OF MARKS 2 PARTIAL PROGRESS (1-49% of the deporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annua goal? Yes No If "No" please comment: | Objective 1 Met: Yes No Objective 2 Met: Yes No |

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| | INDIVIDUALIZED ED | UCATION PROGRAM (IEP) | Page 17 of |
| os Angeles Unified School District | | | |
| Student ELEZRA EITAN | | Date of Birth 04-FEB-2015 | Meeting Date 24-OCT-2018 |
| Last First | MI | | |
| Sections satisfies a section of the | sments determined for each | tate and District-wide Assessments grade by the California Department of Educ District. | cation and/or the Los Angeles Unified Scho |
| RDP-A - (Adaptations identified below are applications) | able) | | |
| daptations: | | | |
| - Alternative response mode | | | |
| - Sensory support | | | |
| - Functional positioning | | | |
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| | | Page 18 of 2 INDIVIDUALIZED EDUCATION PROGRAM (IEP) |
|-----------------------------------|----------------------|--|
| Los Angeles Unified Schoo | ol District | INDIVIDUALIZED EDUCATION I ROGRAM (IEI) |
| Student ELEZRA | EITAN | Date of Birth 04-FEB-2015 Meeting Date 24-OCT-2018 |
| Last | First | MI Section N: Procedural Safeguards and Follow-up Actions |
| ✓ A Parent's Guide to Spec | ial Education Serv | vices including Procedural Rights & Safeguards was provided to the parent in his/her primary language. |
| ✓ The IEP Team Meeting Int | roductory Statemer | nts were read aloud at the beginning of the IEP Team meeting. |
| The parent/guardian was in | nformed of his/her i | right to a written translation of the IEP. |
| Is the parent/guardian requesti | ng translation servi | ices? • Yes No |
| If yes, the parent/guardian | has requested a wri | itten translation of the IEP in Hebrew |
| Specify the Individual Page all | es to be translated: | |
| Special Requests: | | |
| | ears old, the studen | at and parent(s)/guardian(s) have been informed that the educational decision-making rights will transfer to the student |
| | | |
| | | THIS SPACE DELIBERATELY LEFT BLANK. |
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| | | INDIVIDUALIZED ED | UCATION PROGRAM (IEP) | | Page 19 of 27 |
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| Los Angeles Unified School D | | | D-4£ Di-4h | Markin | - D-4- |
| Student ELEZRA Last | EITAN First | MI | Date of Birth 04-FEB-201 | 5 Weetin | ng Date 24-OCT-2018 |
| Last | FIISt | | articipation and Consent | | |
| | | | ir delpation and Consent | | |
| Pare | nt Participation | 1 | M-4b-J | Parent Notification | |
| Parent/Student (18-21) has part Parent/Student (18-21) indicate able to attend. | | | Method Other | Whom B. Binder | 22-OCT-2018 |
| Parent/Student (18-21) was not Parent/Student (18-21) did not responseting was held without the Parent Parent/Student (18-21) did not them if they did not attend. | ond to any of the t/Student (18-21) | meeting notifications and the present | t I (PARENT) acknowledge that to | | escheduled to this date at my he PARENT requested that the |
| | Parent/Stu | ident (18-21) Agreemen | t to Components of the Proj | posed IEP | |
| A Parent/Student (18-21) may a implement those portions of the | | | | | rvices. |
| Parent/Student (18-21) AGRE | ES to all compor | nents of the IEP. | | | |
| Parent/Student (18-21) AGRE | ES o all compor | nents of the proposed IEP WI | TH THE SPECIFIC EXCEPTIO | N(S) stated below: | |
| Assessment | Specify | | | | |
| Eligibility | Specify | | | | |
| Instructional Setti | ng Specify | | | | |
| Services | Specify | | | | |
| The Parent/Student (18-21) DC A Parent/Student (18-21) is not agree. If a parent/student (18-21 information on dispute resolutio and Safeguards). | required to initi) does wish to i | iate any form of dispute resinitiate a form of dispute rethe District's publication, A | olution as to components of the solution as to the components of | f the proposed IEP, | the parent can find |
| Signature(s) | | | | | |
| Signature(s) | | | | Date | |
| Guardian | 21 years | dent age 18-21 years age 18- | Surrogate Parent | Emancipated Mino | |
| Did the school district facilitate par | | | | | |
| | | | ng the IEP process. I understand | d that my completion | n of the form is voluntary |
| and can be done at anytime after Signature(s) | the IEP meetin | ng | | Date | 24-OCT-2018 |
| | | | _ | | |
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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

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

| A. | 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. | | | |
| si | 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. | | | |
| | 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.) | | | |
| | (if you answer to this question is '10', prease write concerns below.) | | | |
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| | | 1 | Addition | al Comments |

| ere anything n se write below | nore you would like to ask us or tell us? v or call the Parent Resource Network at 1-800-933-8133. |
|----------------------------------|--|
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| Ple | ase fold along dotted lines with the address showing. Seal and mail. Postage is pre-paid. Again, Thank you! |
| | IIII |
| | NO POSTAGE NECESSARY IF MAILED IN THE |
| | 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 |
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| | | Reconvened Meeting Date | | | | |
|--|----------------------|---------------------------------|--|--|--|--|
| Student ELEZRA EITAN First | Date of Birth 04-FEE | Meeting Date 24-OCT-2018 | | | | |
| Section R: Names and Signatures (Signatures on File) | | | | | | |
| Team Member | Print Name | Signature | | | | |
| arent/Guardian | Elinor Elezra | | | | | |
| rent/Guardian | | | | | | |
| udent Age 18 - 21 years | | | | | | |
| udent Under Age 18 years | | | | | | |
| urrogate Parent | | | | | | |
| oster Parent | | | | | | |
| amily Foster Home Provider | | | | | | |
| dministrator | Brandon Binder | | | | | |
| administrative Designee | | | | | | |
| pecial Education Teacher | | | | | | |
| General Education Teacher | Candace Weitzman | | | | | |
| chool Psychologist | | | | | | |
| chool Nurse | | | | | | |
| elated Service Staff | | | | | | |
| elated Service Staff | | | | | | |
| elated Service Staff | | | | | | |
| nterpreter | | | | | | |
| ign Language Interpreter | | | | | | |
| gency Representative | | | | | | |
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Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student ELEZRA Last

EITAN First

Date of Birth

04-FEB-2015

Meeting Date

24-OCT-2018

LEAST RESTRICTIVE ENVIRONMENT ANALYSIS

To Be Completed By the IEP Team at the IEP Team Meeting Student's Current Placement Type:

| General Education Class/General Education Site | Special Day Program/General Education Site |
|--|--|
| Special Day Program/Special Education Center | Nonpublic School |
| 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. | | supports, sem/setting? | ervices, accommodations and/or modifications in the student's IEP be made available in a general education |
|---------|-------------|------------------------|--|
| | • Yes No | 0 | 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. |
| | O Yes | O 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. |
| | | | |
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| Step B. | | supports, so lay progran | ervices, accommodations and/or modifications in the student's IEP be made available on a general education site in a n? |
|---------|-------|-----------------------------|--|
| | O Yes | O 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. |
| | O Yes | O 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. |
| | | | |

| s Unified S | School Dist | rict | INDIVIDUALI | ZED EDUCATION PRO | GRAM (IEP) | | | | | |
|----------------|--|--|---|---|---|---|---|--|--|--|
| ELEZRA Last | EIT | | MI | Date of Birth | 04-FEB-2015 | Meeting Date | 24-OCT-2018 | | | |
| 1 | ANNUA | | | | | (Continued) | | | | |
| Can the | supports, s | ervices, acc | ommodations and | or modifications in the s | tudent's IEP be made av | ailable in a specia | al school setting? | | | |
| O Yes | O 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. | | | | | | | | |
| O Yes | O No | available must be p | in a special schoo provided within a | l setting? If YES, all requ | aired supports, services, | accommodations | and/or modification | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| Can the | supports, s | | | | | | /hospital setting? | | | |
| O Yes | O No | If the ans | wer is NO, go to t | he question below. | | | | | | |
| O Yes | O No | available must be p | in a home/hospita provided within a | l setting? If YES, all requ | aired supports, services, | accommodations | and/or modification | | | |
| | | | | | | | | | | |
| Can the | supports, s | ervices, acc | ommodations and | or modifications in the s | tudent's IEP be made av | ailable in a reside | ential care facility? | | | |
| O Yes | O No | | | rticulate in the IEP what | supports, accommodation | ons and/or modifi | cations are required | | | |
| | | | | | | | | | | |
| | Can the Yes Can the Yes Yes Can the | Can the supports, s Yes No Yes No Yes No Yes No Can the supports, s Yes No Can the supports, s Yes No Yes No | Can the supports, services, acc Yes No If the ans question Yes No foot curravailable must be pto Step D Can the supports, services, acc Yes No If the ans If not curravailable must be pto Step E | ANNUAL LEAST RESTRICT To Be Completed I Can the supports, services, accommodations and question below. Yes No If the answer is YES, then question below. Yes No fonct currently available, ca available in a special school must be provided within a sto Step D. Can the supports, services, accommodations and Yes No If the answer is YES, then If the answer is NO, go to the Yes No If not currently available, ca available in a home/hospital must be provided within a sto Step E. Can the supports, services, accommodations and the Step E. | ANNUAL LEAST RESTRICTIVE ENVIRONMI To Be Completed By the IEP Team at the IE Can the supports, services, accommodations and/or modifications in the stages of the supports, services, accommodations and/or modifications in the stages of the supports, services of the supports, services of the supports of the supports, services of the supports of the supports, services of the supports of the support of | ELEZRA Last First MI Date of Birth ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS To Be Completed By the IEP Team at the IEP Team Meeting Can the supports, services, accommodations and/or modifications in the student's IEP be made averaged uestion below. Yes No If the answer is YES, then a special school setting is the appropriate placement question below. To to currently available, can the required supports, services, accommodation available in a special school setting? If YES, all required supports, services, must be provided within a reasonable timeline. If the answer is NO, please a few the answer is NO, go to the question below. If the answer is YES, then a home/hospital setting is the appropriate placement for the answer is NO, go to the question below. If not currently available, can the required supports, services, accommodation and the provided within a reasonable timeline. If the answer is NO, please a subject to Step E. Can the supports, services, accommodations and/or modifications in the student's IEP be made averaged to Step E. Can the supports, services, accommodations and/or modifications in the student's IEP be made averaged to Step E. | ELEZRA Last First MI Date of Birth 04-FEB-2015 Meeting Date ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued) To Be Completed By the IEP Team at the IEP Team Meeting Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a special school setting is the appropriate placement. If the answer is YES, then a special school setting is the appropriate placement. If the answer is YES, and the required supports, services, accommodations and/or modifications in the student's IEP be made available in a home available in a special school setting? If YES, all required supports, services, accommodations must be provided within a reasonable timeline. If the answer is NO, please articulate why in to Step D. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home of the captured supports, services, accommodations and/or modifications in the student's IEP be made available in a home of the captured supports, services, accommodations and/or modifications in the student's IEP be made available in a home of the captured supports, services, accommodations and/or modifications in the student's IEP be made available in a reside of the supports, services, accommodations and/or modifications in the student's IEP be made available in a reside of the supports, services, accommodations and/or modifications in the student's IEP be made available in a resident of the supports, services, accommodations and/or modifications in the student's IEP be made available in a reside of the supports, services, accommodations and/or modifications in the student's IEP be made available in a reside of the supports, services, accommodations and/or modifications in the student's IEP be made available in a reside of the supports, services, accommodations and/or modifications in the student's IEP be made available in a reside of the supports, services, accommodations and/or modifications in the student's IEP be made available in a reside of | | | |

| Student ELEZRA | EITAN | | 04-FEB-2015 Meeting Date 24-OCT-2018 |
|---|---|---|--------------------------------------|
| Last | First | MI | |
| | | Effective With this IEP | Future Changes Related to this IEP |
| | As of Date: | 24-OCT-2018 | |
| Eligibility: (from Page 4) | | Eligible (AUT) | GU |
| Hom Lage 4) | Final IEP Reason Final IEP Effective Date: | | |
| Curriculum | | General Education | |
| Placement | Type of School | Preschooler Non-LAUSD/Not Headstart | |
| | Name of School | SP ED INF/PRE (1989) | |
| | | SHERMAN OAKS EL CS | |
| nstructional Setting | Setting | DIS Only - Preschooler | |
| _ | Program | GE | |
| | Special Day Minutes/Wk | 0 | |
| | - | | |
| | Addresses Goals | 3(Communication),1(Communication),4 Motor),5(Tactile Modulation),7(Languag Devel),6(Cognitive Devel),8(Social Emotional),2(Behavioral Support) | (Fine ee |
| Additional Factors | Low Incident Support | None | |
| | Assistive Technology Support | No | |
| | Transportation | None | |
| | Extended School Year/Intersession | • Yes No | |
| | Parent Counseling and Training (PCT) | ○ Yes ● No | |
| | ESY Transportation | No | |
| Accommodation, Modifications, Supports | Instructional Accommodations | Check for understanding before and duri provide signals, scripts, and models for i communication; facilitate peer interactio tasks into small steps; prompt to stay on provide visuals with instruction; provide opportunities for hands-on learning | mproved ns; break task; |
| | Instructional Modifications | | |
| | Other Supports, including Non-Academic and Extra-curricular Activities | | |
| Preparation for Three Year Review IEP (At the second Annual Review IEP Meeting, the team nust discuss and | educational agency) agree that a reassessment is unnecessary? | Yes No | |
| document the decision to conduct or not conduct of three-year comprehensive reassessment.) | | | |
| | | Comments, as appropriate | |
| Low Incidence Equipment | | | |
| | | | |

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| 0/25/2018 | Individualized Education Program (IEP) |
|---------------------------------------|--|
| Equipment | |
| Participation in General Education | |

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INDIVIDUALIZED EDUCATION PROGRAM (IEP)

IEP FAPE Part 2 - Summary of Services

Los Angeles Unified School District Student ELEZRA EITAN Date of Birth 04-FEB-2015

Meeting Date 24-OCT-2018

| | | Effective With This IEP | Future Changes Related To This IEP |
|--|---|---|---------------------------------------|
| Service 1 | Start Date: | Effective on Signature Date 24-OCT-2018 | |
| 10 | End Date: | | |
| Language/Speech | Service applies to: | Regular | |
| | Frequency: | 1-5 | |
| This service addresses the following goals: | Interval: | Monthly | |
| 3(Communication) | Minutes/Interval: | 30 | |
| 1(Communication) | Minutes/Interval (Pullout from Gen Ed): | 0 | |
| 7(Language Devel) | Service Delivery Model: | Direct Service (By a Single Provider)* | |
| | Area: | School | -Based |
| | Responsible Personnel: | Licensed/Credentialed Provider | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Service 2 | Start Date: | Effective on Signature Date 24-OCT-2018 | |
| 16 | End Date: | | |
| Occupational Therapy | Service applies to: | Regular | |
| | Frequency: | 1 | |
| This service addresses the following goals: | Interval: | Weekly | |
| 4(Fine Motor) | Minutes/Interval: | 30 | |
| 5(Tactile Modulation) | Minutes/Interval (Pullout from Gen Ed): | 0 | |
| | Service Delivery Model: | Direct Service (Collaborative)* | |
| | Responsible Personnel: | Licensed/Credentialed Provider | |
| | | | |

| * | |
|---|--|

Notes:

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

Part 3 - Percentage of Time Outside of General Education **Effective With this IEP Future Changes Related to this IEP** 0 % of Time per Week outside of General Education

Part 4 - Additional Discussion (This section is optional)

Based upon Eitan's current needs, the IEP team recommends a Preschool for All Learners classroom (PAL). The PAL is an educationally-based special day program that operates 4 hours and 30 minutes 5 days a week. The preschool curriculum is delivered through evidenced-based practices. Eitan's Communication goals, included in the IEP, will be supported in an integrated model by a multidisciplinary on-site team comprised of a speech-language pathologist, early childhood special education teacher, and District special education assistants. The Speech-language pathologist will provide 2 hours of support in the classroom each week.

IEP team is recommending Extended School Year (ESY) for Eitan due to his significant delays in communication, cognitive, and adaptive skills. Eitan's mother has decided to wait and enroll Eitan in the fall, and not have him attend ESY this year.

Eitan is eligible for transportation since the offered program is not available at his school of residence. Home to school transportation is recommended due to Eitan's young age and delayed language, which is a safety concern.

The Parent Counseling and Training (PCT) worksheet was completed and parent does not feel she needs to attend.

District interpreter was provided, but mother denied district hired personnel since she brought her friend to interpret.

10/24/18: The IEP team met to document the terms of the Mediation/Informal Agreement for Eitan.

- 1. The parties agree that the school-based Designated Instructional Services ('DIS') of Occupational Therapy ('OT') offered in the 05/22/18 IEP will be available to the Student at the Student's school of residence. Should the Parent choose not to access the services offered, then no compensatory time will be owed to the Student.
- 2. The District agrees to provide the following DIS service:
- a. 30 minutes per week of school-based Language and Speech ('LAS') services
- b. The service provider will use the goal(s) and objectives as described in the Student's IEP dated 05/22/18. The parties agree that school-based LAS services will be available to the Student at the Student's school of residence. Should the parent choose not to access the services, offered, then no compensatory time will be owed to the Student.
- 3. The District agrees to reimburse Petitioner \$650.00 per month in an amount no to exceed \$1,462.00 (one thousand four hundred sixty two dollars) for basic tuition at Elinor Abutbul Family Day Care from 05/22/18 through 08/31/18. All other costs related to Student's attendance at Elinor Abutbul Family Day Care shall be borne
- 4. The District agrees to reimburse Petitioner \$650 per month in an amount no to exceed \$5,200.00 (five thousand two hundred dollars) for basic tuition at Musical Gan Preschool from 09/03/18 through 06/07/19. All other costs related to Student's attendance at Musical Gan Preschool shall be borne by Petitioner. Petitioner understands that Musical Gan Preschool nor Petitioner is entitled to any services under an Individual Services Plan, which is typically developed for student with disabilities who are enrolled by their parents in private schools.
- 5. The District agrees to reimburse Petitioner for 26 hours of Language and Speech services at the rate of \$135.00 per hour, and 64 hours of Language and Speech service at the rate of \$80.00 per hour provided by Tamar Barazani from 05/22/18 through 06/07/19. The total amount of reimbursement for these services shall not exceed \$8,630.00 (eight thousand six hundred thirty dollars.

| | | INDIVI | DIJAL IZE | D EDUC | ATION PROG | PAM (IFI | D) | Page 2 |
|------------------------------|-------------------------|-----------------------------|--------------------------|----------|---------------|------------------|------------------|--|
| s Ange | les Unified School | | DUALIZE | D EDUC | IEP FAPE P | | | Services |
| ident [| | ITAN | | | Date of Birth | 04-FEB-20 | 015 | Meeting Date 24-OCT-2018 |
| | Last | First M | | PE Sumr | nary Grid | | | |
| rogran | n: | GE | | | Setting: | | DIS On | ly - Preschooler |
| Eligibility: Transportation: | | Eligible (AUT) | | | Curriculum: | | General | Education |
| | | None | | | Low Incident | Support: | None | |
| ervice Code | Service Desc | Start Date | Service Applies To | Interval | Frequency | Area | Total Minutes | Addresses Goal(s) |
| 10 | Language/Speech | Effective on Signature Date | Regular | Monthly | 1-5 | School- Based | 30 | Communication, Communication, Language Devel |
| 16 | Occupational Therapy | Effective on Signature Date | Regular | Weekly | 1 | ~ | 30 | Fine Motor, Tactile Modulation |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

| | | | For Beha | vior Interfering | with Stude | ent's Learning o | or the Lear | ning of I | His/Her Peers | | |
|-----------------------|--------|-------------------------|---|------------------------------|--------------------------------------|-------------------|--------------|-------------------------------|--------------------------------|---------------------|--|
| |] | Los Ang | geles Unified Schoo | | , | | | | | havior Interve | ention Plan, pg. 1 |
| Student | ELEZF | ₹A | EITAN | | | Date | of Birth | 04-FE | EB-2015 | Meeting Date | 24-OCT-2018 |
| , | | ast | First | MI | | D " 1 | | | | | |
| 1 | | | beding learning is: | | | Describe what | | | | | |
| - | | | peer interaction ing because: lack | of work produ | | disrupts oth | | | requires instruct | ion to ston | |
| 2 | | | 0 | | | | ier students | | requires instruct | ion to stop | |
| | | uonai um | le is iost nega | tive interaction | with peers | | | | | | |
| | other | | | | | | | | | | |
| 2 | The ne | ed for a E | Behavior Intervention l | Plan: early | stage inter | vention r | noderate (| serio | ous extreme | | |
| 3 | | | | | | | | | | | |
| 4 | Freque | ncy or int | tensity or duration of b | ehavior: Frequ | ency (x) | Period | Intensit | у | Duration (min) | | |
| - | 2 | | | | | daily ▼ | low | ▼] | 2 | | |
| (| ✓ Rej | ported by | parent, as told by | daycare | | and/or | observ | ved by | | | |
| DD EXTENT | FION | | | DADT 1 | | | E | AT AT DO | IMENITAL FACT | ODG AND NEG | ECCADY CHANCE |
| PREVENT | HON | | XXII 4 4 1' 4 | PART 1 | . 0 (0.1 | 1.1 | | | | | ESSARY CHANGES |
| | 5 | ; | What are the predictor | ors for the beha | vior? (Situa | tions in which | the behavio | or is like | ely to occur: people | e, time, place, sut | oject, etc). |
| | | • | Disruption in rou | tines | Work l | evel higher tha | n | Verb | oal directives | ✓ La | ck of predictability |
| | | | Time of day | | student's a | | | | conflict | Ov | er stimulation |
| | | | Unstructured time | | Internal state | l physical/emo | tional | ☐ Roo | m conditions | □ Sp | ecific room arrangen |
| | | | Events from prev | ious | | f freedom, cho | ice. | | | | |
| | | | environments | | desirable a | ctivities, friend | ls | | | | |
| | | | Other Describe: | | Under | stimulation | | | | | |
| | | | | | | 1 1 2 777 | | | J | | |
| servatio | on 6 | • | What supports the st environment/curricu | udent using the | problem b | ehavior? (Wha | t is missing | in the e | environment/curric | ulum or what is i | n the |
| isei vaiid nalysis | JII U | , | | | 88/ | | | | | | |
| | MISS | sing in the | e environment: | misbehavie Transit Re-teac | ion skills ching skills instru | | Sch Tas | edule k structu rsequen | | Effecti parent | etar)solution skills we communication v nunications system |
| | | Other (N | dissing/Present): | Choice | s | | | | | | |
| | | ourer (iii | instang i resent). | | | | | | | | |
| | | | _ | | | | | | PROBLEM | | |
| erventio | on 7 | , | What environmental Time/Space/Material | | | | | e the stu | ident's need to use | this behavior? (C | Changes in |
| | | | Time Changes: Space Changes: | | | more time on t | asks | | ow completion in ovide a break | | ach a closure system ve less time on tasks |
| | | | | | | rred seating | | | ferent work areas | | udy carrels |
| | | | Material Changes: | | | nal space | | | nds-on learning | | sks organized |
| | | | Interaction: | | | mmodated wor | | | tebook organizer | | nlarged print size boo |
| | | | | | High | interest materi | als | | e the student | M | |
| | | | | | Use s words | pecific support | ive | | ise successes | | er Models |
| | | | | | | ally praise stud | ent | langua | e calm, de-escalati ge | ng | |
| | | | | | | , r-miss state | | 5 | 9 | | |
| | | | | | Use s | pecific support | | | | | |
| | | | Other C | | Use s | pecific support | | | | | |
| | | | Other | | Use s | cations | | | _ | | |
| | | o will esta ED teach | ablish? | | Use s communi | | |) | Frequence | у | |

| | | | DUALIZED EDUCATION PE Schavior Intervention Plan | | Page 26 of |
|-------------|----------------------------|---|---|-------------------------------------|-------------------------------------|
| | Los | | g with Student's Learning or the Lea | rning of His/Her Peers | or Intervention Plan, pg. 2 of |
| Student EI | | | Date of Birth | | eeting Date 24-OCT-2018 |
| Student El | LEZRA Last | EITAN First MI | Date of Birth | 04-FEB-2015 Me | 24-OC1-2018 |
| ALTERNATI | | PART II | ELINICTIONIAL EACTORS A | AND NEW BEHAVIORS TO TE | ACH AND SUDDODT |
| ALIEKNAII | IVE | Team believes the behavior occurs b | | | |
| | 8 | ream believes the behavior occurs t | | mis of getting, protest of avoiding | g someting) |
| | Ü | To Get: | Sensory input | Attention (peer) | Attention (staff) |
| | | To Avoid: | Tangible (desired item) | Tangible (desired activity) | |
| | | | Sensory input | Attention (peer) | Attention (staff) |
| | | D 1 | Task (too difficult) | Task (too easy) | Task (too long) |
| | | Describe: | | J | |
| Observation | 9 | What team believes the student sho need met in an acceptable way?) | uld do INSTEAD of the problem be | chavior? (How should the student | escape/protest/avoid or get his/her |
| Analysis | To get: T | angible (desired item) student will use | appropriate words to ask his peer | if he can have a turn with the to | y. |
| | To avoid | : Attention (peer) student will use his v | words to tell his peer he needs some | e personal space. | |
| | | | | | |
| | 10 | What teaching Strategies/Necessary | Curriculum/Materials are needed? | | |
| | 10 | | | | |
| | | Better communication skills | Anger management | Communication system | Self-management system |
| | | Following schedules & | Learning new social skills | Learning how to negotiate | Learning structured choice |
| | | routines | Learning notebook | Learning to use conflict | Learning to request break |
| | | Learning new scripts | organization | resolution | = Dearning to request oreal |
| | | Other | | | |
| | | Who will establish? | Who will monitor? | Frequency: | |
| | | SPED teacher | SPED teacher/aide | daily | |
| | | What are reinforcement procedures to | to use for establishing, maintaining, | and generalizing the replacement | behavior(s)? |
| | 11 | Physical: | High-fives | ✓ Smiles | Handshake |
| ntervention | l | , | Pat on the back | Smiles . | — Handsnake |
| | | Verbal: | Use specific praises | ✓ | Peer recognition |
| | | | Time on the computer | Recognition of student's st | Listen to music |
| | | Contingent Access: | Preferred activity | Free time | |
| | | | Positive phone calls or notes | Describe: trains, outdoor pl | Other |
| | | Tangibles | to home | Certificate sent home | Seating Location |
| | | Tokens and Points: | Tokens | Points | - |
| | | Privileges: | Exempt assignment | Extra test points | |
| | | | | 1 | |
| | | Other ideas: | | | |
| | | Selection of reinforcer based on: par | | 1: | |
| | | | behavior reinforcer for genera | il increase in positive benaviors | |
| | | By whom? SPED teacher/aide | Frequency | | |
| | | SPED teacher/aide | daily | | |
| EFFECTIVE | REACTIO | ON PART I | П | REACTIVE STRA | TEGIES |
| | | gies will be employed if the problem beh | | | |
| 12 h | | problem behavior if it occurs again, 3. Po | | | |
| W | Vhen Eitan ppropriately | is frustrated in play, he will be prompt y. | ed to use his words to get what he | wants or does not want. He sho | uld be praised when playing |
| | | | | | |
| aŗ | rsonnel? | | | | |

| | | | | EDUCATION PROGE ntervention Plan | | |
|-----------|---|---|--|-------------------------------------|---------------------|--------------------------------|
| | | For Behav | oior Interfering with Studen | t's Learning or the Learnin | g of His/Her Peer | rs |
| | Los An | geles Unified Scho | ol District | | (Behavi | or Intervention Plan, pg. 3 of |
| Student | ELEZRA | EITAN | M | Date of Birth 04- | FEB-2015 | Meeting Date 24-OCT-2018 |
| | Last | First | MI | | | |
| OUTCO | MES | | PART IV | | BEHAVIOR | AL GOALS |
| 13 | Behavioral (| Goal: Goal #: 1 | | | | |
| | Eitan will pla | y alongside another c | hild, with at least 3 positive | interactions, for at least 5 m | ninutes, on 4 occas | ions during a school week. |
| | | chavioral goal is to: (| ✓ Increase use of replace behavior ✓ Develop new | ment behavior and may als | | o use the problem behavior |
| servation | and Analysis C | Conclusion | | | | |
| | | ommodations or mod | ifications also necessary? V | Vhere described? | | |
| FA | PE 1 | | | | | |
| | Yes No | | | | | |
| Are | environmental s | supports/changes nec | essary? | | | |
| | Yes No | | | | | |
| | | | | | | |
| Is re | einforcement of | replacement behavio | r alone enough? (no new te | aching is necessary)? | | |
| | | replacement behavio | r alone enough? (no new te | aching is necessary)? | | |
| | Yes • No | | | | | |
| Are | Yes No No both teaching o | | r alone enough? (no new te | | | |
| Are | Yes No No both teaching o Yes No | f new replacement be | ehavior AND reinforcemen | t needed? | | |
| Are | Yes No No both teaching o Yes No | f new replacement be | | t needed? | | |
| Are | Yes No No both teaching o Yes No S BIP to be coord | f new replacement be | ehavior AND reinforcemen | t needed? | | |
| Are | Yes No No both teaching o Yes No S BIP to be coord | f new replacement be | ehavior AND reinforcemen gency's service plans? Agen | t needed? | | |
| Are | Yes No No both teaching o Yes No S BIP to be coord | f new replacement be | ehavior AND reinforcemen gency's service plans? Agen | t needed? | | |
| Are | Yes No No both teaching o Yes No S BIP to be coord. Yes No No | f new replacement be | ehavior AND reinforcemen gency's service plans? Agen | t needed? | | |
| Are | Yes No No both teaching o Yes No S BIP to be coord. Yes No No | f new replacement be | ehavior AND reinforcemen gency's service plans? Agen | t needed? | COMMUNI | CATION PROVISIONS |
| Are | Yes No both teaching o Yes No s BIP to be coord Yes No on responsible to UNICATION | f new replacement be | ehavior AND reinforcemen gency's service plans? Agen agencies. | t needed? | COMMUNI | CATION PROVISIONS |
| Are | Yes No both teaching o Yes No s BIP to be coord Yes No on responsible to UNICATION | f new replacement be dinated with other ag for contact between a d content of commun | ehavior AND reinforcemen gency's service plans? Agen agencies. | t needed? | | |
| Are | Yes No both teaching o Yes No s BIP to be coord. Yes No son responsible to Manner an | f new replacement be dinated with other ag for contact between a d content of communicalls | ehavior AND reinforcement gency's service plans? Agent gencies. PART V mication: | t needed? | Written note | ·s |
| Are | Yes No both teaching o Yes No s BIP to be coord Yes No son responsible to UNICATION Manner an Phone o Daily re | f new replacement be dinated with other ag for contact between a d content of communicalls | ehavior AND reinforcement gency's service plans? Agent gencies. PART V nication: | t needed? | | ·s |
| Are | Yes No both teaching o Yes No SBIP to be coord on responsible to UNICATION Manner an Phone of Daily re Weekly | f new replacement be dinated with other ag for contact between a d content of communicalls eports | ehavior AND reinforcement gency's service plans? Agent gencies. PART V mication: | t needed? | Written note | ·s |
| Are | Yes No both teaching o Yes No s BIP to be coord Yes No son responsible to UNICATION Manner an Phone o Daily re | f new replacement be dinated with other ag for contact between a d content of communicalls eports | ehavior AND reinforcement gency's service plans? Agent gencies. PART V mication: | t needed? | Written note | ·s |
| Are | Yes No both teaching o Yes No SBIP to be coord on responsible to UNICATION Manner an Phone of Daily re Weekly | f new replacement be dinated with other ag for contact between a d content of communicalls eports | ehavior AND reinforcement gency's service plans? Agent gencies. PART V mication: | t needed? | Written note | ·s |
| Are | Yes No both teaching of Yes No son responsible to the Coord Manner an Weekly Other | f new replacement be dinated with other ag for contact between a d content of communicalls eports | ehavior AND reinforcement gency's service plans? Agent gencies. PART V nication: Daily chartices. | t needed? | Written note | ·s |
| Are | Yes No both teaching of Yes No son responsible to the Coord Manner an Weekly Other | f new replacement be dinated with other ag for contact between a d content of communicalls eports | ehavior AND reinforcement gency's service plans? Agent gencies. PART V nication: Daily chartices. | ng | Written note | ·s |
| Are | Yes No both teaching of Yes No son responsible to the Coord Manner an Weekly Other | f new replacement be dinated with other ag for contact between a d content of communicalls eports | ehavior AND reinforcement gency's service plans? Agent gencies. PART V nication: Daily chartices. | ng | Written note | ·s |
| Are | Yes No both teaching of Yes No son responsible to the Coord Manner an Weekly Other | f new replacement be dinated with other ag for contact between a d content of communicalls eports | ehavior AND reinforcement gency's service plans? Agent gencies. PART V nication: Daily chartices. | ng | Written note | ·s |