Student Identificat Number	tion	102210M005		SSID 1	347645003		Eligi	ble (SLD)
Student OHANA	SH	ALEV				Date of Birth:	2	2-OCT-2010
Last		First	MI	Section A: Me	eeting Information			
	Pertii	nent Dates		ection A. Mic	Third mation	Type of M	leeting	
Date of Initial IEP Tear	n Meeting	02-OCT-201	3					
Date of Present Meetin	Č	02-0C1-201			O Initial		Ameno	lment of IEP dated
Annual Review to be c	_	09-APR-202]	O 4 1D :		OF 1.6	
by	*** 1	00 + PP 202)	Annual Review Three Year Review			Start Transition ion Analysis
Next Three Year Revie conducted by	w will be	09-APR-202	2	J	Other		_	lual Transition Plan
Three Year Review or I	Evaluation	09-APR-201	9)	Re-evaluation			
Transition to Kindergar conducted by	ten to be							
Location of Meeting	[5	Serrania CES			District Name	Los Angel	es Unified	School Dis
			5	Section B: Stu	ıdent Information			
Date of Birth	22-OCT-2		Age		8	Grade		2
Gender	Male	Female		d English ent Student	• Yes • No	Ethnic Code	;	White
Location of the Psych Folder	SUPPORT	UNIT NOF	Studen Psych	t has no Folder				
Location of the Cum Folder	SERRANI	A AVE CES	Studen Folder	t has no Cum				
Home Language	Hebrew		Studen	t Language	Hebrew	Alternate M Communica		
Home Address of Student	5049 Serra	nnia						
City	WOODLA	AND HII CA	ZIP Co	ode	91364			
Home Telephone	(818) 261-	8230	Daytin	ne Telephone		Emergency Telephone		
School of Attendance	Serrania A	ve Ces	Location	on Code	6606			
School of Residence	SERRANI	A AVE CES	Location	on Code	6606			
Name of Parent/Guardian Address			Teleph	one)		
City		CA	ZIP Co	ode				
Surogate Parent			Teleph	one		ĺ		
Attends CURRENT Sone of the following	CHOOL as	a result of		School of Resid	dence ▼			
s the student living in Home (FFH)?	a Family Fos	ster	o O Yes		FFH#			
s FFH Provider related	l to student?	\bigcirc N	o O Yes		Relationship			
Licensed Children's Ins	stitution	\bigcirc N	o O Yes		LCI Name			
					LCI#			
Out of the home placer	nent made by	_	egional Cen		Department of Men	tal Health	Departr	nent of Children's Servi
ornar e. H. H. H.	141.1 T A TIOT		uperior Cou o Yes	rt	Other			
Child's family living woundaries?	ıtnın LAUSI	rs \cup N	o 💚 Yes					

Student	OHANA SHALEV			Date of Birth 22-OCT-2010	Meeting Date 09-APR-2019
	Last First	MI	n C. Lang	uage Acquisition	
manage Cl	assification: Limit	ed English Prof		Start Date:	09-SEP-2015
anguage Ci arent Waive			ilcicit	Reclassification Date:	09-3E1-2013
	<u> </u>	es No			
evelopmen	English Language t Level:			Start Date:	
econdary E evelopmen	nglish Language t Level:			Start Date:	
ommunicat evel:	ion Observation Matrix			Start Date:	
		Section D: 0	Goal Achie	vement from Current IEP	
		Achi	eved		
	xample - Reading)	Yes	No	If No, explain the reason the go	
1	English Language Development		•	Not yet mastered single-syllab	le
	Objective 1 met	0	•		
	Objective 2 met		•		
2	Behavioral Support 1		•	Inconsistent accuracy	
	Objective 1 met		•		
	Objective 2 met				
3	Written Language		•	Incomplete assignments	
	Objective 1 met	•			
	Objective 2 met	•			
4	Mathematics	0	•	Does not complete subtraction	problems
	Objective 1 met	•	0		
	Objective 2 met	•	0		
5	Social/emotional (Counseling)		•	Needs more practice to genera	lize.
	Objective 1 met			(Treeds mere present to general	
	Objective 2 met	0	•		
6	Fine Motor	0	•	Needs more time and practice	(inconsistancies)
•			•	Needs more time and practice	(inconsistencies)
	Objective 1 met	•	0		
	Objective 2 met	•	0		
7					
	Objective 1 met	0			
	Objective 2 met				
8					
	Objective 1 met				
	Objective 2 met				
9					
	Objective 1 met				
	Objective 2 met	0	0		
10		0	0		
	Objective 1 met		0		
	Objective 2 met	0	0		

The American Hatter of Calculation and Calculation	INDIVIDUALIZED EDUCATION PROGRAM (IEP)	age 3 of 39
Student OHANA SHALE		10
Last Firs		19
	Section E: Present Level of Performance	
Performance Area:	Health	
Assessment/Monitoring Process Used:	Review of records, interview with mother, office visit	
State/District Assessment Results:		
Current Performance/Assessment Summ	ary (include student strengths, student needs and impact of disability on student performance):	
parent interview, and office visit by Sha year. No history of serious or chronic il optometrist on 2/26/19. According to the recommendations include: Optometric time, and annual eye examiniations with	tion IEP Health Assessment for Shalev completed with information provided by review of school records, alev. Shalev is in 2nd grade at Serrania Charter. Shalev has had no changes to his health within the last lnesses, accidents, surgeries, or hospitalizations. Shalev was assessed by a private developmental heir assessment, Shalev has Convergence Insufficiency and Oculomotor Dysfunction. The Vision Therapy, 20 office visits, supported with daily home procedures, no prescription eyeglasses at this h vision care provider. Accommodations from the eye doctor include: allow the use of a line marker to help rial presented in no smaller than 14-18 pt font, presented pages to be less visually dens (i.e. less printed on .	
	Hearing screen on 2/1/19, and vision screen on 4/2/19. Per mom, he is in good general health. Shalev is living, and requires no assistance with mobility.	
Area of Need: According to optometris		
Impact of Disability: Physical Health d	loes not adversely affect the student's participation, performance, and access in the educational program.	
	ent will be allowed to use materials as recommended from vision therapy assessment results for the use of a printed material no smaller than 14-18 pt font, and presented pages to be less visually dense to help avoid	
Completed By: Melissa Neal BSN, RN, LAUSD School 4/10/19	ol Nurse	
Performance Area:		
Assessment/Monitoring Process Used:		
State/District Assessment Results:		
Current Performance/Assessment Summ	ary (include student strengths, student needs and impact of disability on student performance):	
0.1.0.1.0.1.0.1.0.1.0.0.0.0.0.0.0.0.0.0	any (monata suatan suatagans, suatan notas and impart of alcaemy on suatan performance).	

Last First MI Section E: Present Level of Performance Performance Area: Reading Sassessment/Monitoring Process Jased: Current Performance/Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: Shalev identifies alphabet letter names with teacher modeling and maximum support. With adult modeling and support, Shalev can blend CVC words in isolation. Shalev knows some simple sight words with some verbal cues, such as a, cat, the, and, like, or I. Shalev attends during read aloud and demonstrates appropriate listening skills with some reminders. Shalev can answer literal type questions and inferential type questions. Shalev as the desire to learn how to read. He understands to read from left to right and top to bottom. He enjoys read aloud and will often ask an adult to read to him during their 'book look' time or he will join in on some peers who are looking through a book. Needs: Shalev needs support in blending single syllable short vowel words with and without blends. (e.g. flag, crash, this, etc.) During reading groups, Shalev will sometimes say, 'I don't know how to read' and leave the class or disrupt other students. Shalev has memorized many common phrases in stories which impacts his progress in reading. He begins to recite what he has memorized and does not look at the text. Shalev needs support in identifying target words and sight words in context. Shalev has a harder time recognizing them in sentences as opposed to in isolation. Impact of Disability: Shalev's eligibility of Specific Learning disability impacts his ability to read which impacts his involvement and progress in the general education curriculum. Serformance Area: Sessessment/Monitoring Process Jased: Ja	Student OHANA SHALE	t Date of Birth 22-OCT-2010 Meeting Date 09-APR-201	19
Reading Assessment/Monitoring Process Assessment/Monitoring Process Assessment/Monitoring Process Assessment/Monitoring Process Assessment/Monitoring Process Benchmark Advance, Informal, Observations Assessment Results: Current Performance/Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: Shalev identifies alphabet letter names with teacher modeling and maximum support. With adult modeling and support, Shalev can blend CVC words in isolation. Shalev knows some simple sight words with some verbal cues, such as a, cat, the, and, like, or I. Shalev attends during read aloud and demonstrates appropriate listening skills with some reminders. Shalev can answer literal type questions and inferential type questions. Shalev as the desire to learn how to read. He understands to read from left to right and top to bottom. He enjoys read aloud and will often ask an adult to read to him during their 'book look' time or he will join in on some peers who are looking through a book. Needs: Shalev needs support in blending single syllable short vowel words with and without blends. (e.g. flag, crash, this, etc.) During reading groups, Shalev will sometimes say, 'I don't know how to read' and leave the class or disrupt other students. Shalev has memorized many common phrases in stories which impacts his progress in reading. He begins to recite what he has memorized and does not look at the text. Shalev needs support in identifying target words and sight words in context. Shalev has a harder time recognizing them in sentences as opposed to in isolation. Impact of Disability: Shalev's eligibility of Specific Learning disability impacts his ability to read which impacts his involvement and progress in the general education curriculum. Performance Area: Assessment/Monitoring Process Joed: Assessment/Monitoring Process	Last First	st MI	
Benchmark Advance, Informal, Observations State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: Shalev identifies alphabet letter names with teacher modeling and maximum support. With adult modeling and support, Shalev can blend CVC words in isolation. Shalev knows some simple sight words with some verbal cues, such as a, cat, the, and, like, or I. Shalev attends during read aloud and demonstrates appropriate listening skills with some reminders. Shalev can answer literal type questions and inferential type questions. Shalev as the desire to learn how to read. He understands to read from left to right and top to bottom. He enjoys read aloud and will often ask an adult to read to him during their 'book look' time or he will join in on some peers who are looking through a book. Needs: Shalev needs support in blending single syllable short vowel words with and without blends. (e.g. flag, crash, this, etc.) During reading groups, Shalev will sometimes say, 'I don't know how to read' and leave the class or disrupt other students. Shalev has memorized many common phrases in stories which impacts his progress in reading. He begins to recite what he has memorized and does not look at the text. Shalev needs support in identifying target words and sight words in context. Shalev has a harder time recognizing them in sentences as opposed to in isolation. Impact of Disability: Shalev's eligibility of Specific Learning disability impacts his ability to read which impacts his involvement and progress in the general education curriculum.	Performance Area:		
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Performance Area: Assessment/Monitoring Process Used: State/District Assessment Results:	groups, Shalev will sometimes say, 'I do phrases in stories which impacts his pro- support in identifying target words and s	on't know how to read' and leave the class or disrupt other students. Shalev has memorized many common ogress in reading. He begins to recite what he has memorized and does not look at the text. Shalev needs sight words in context. Shalev has a harder time recognizing them in sentences as opposed to in isolation.	
Assessment/Monitoring Process Jsed: State/District Assessment Results:	the general education curriculum.		
Jsed: State/District Assessment Results:	Performance Area:		
State/District Assessment Results:	Assessment/Monitoring Process		
urrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):			

Los Angeles Unified School Distric	Page 5 INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student OHANA SHALL	
Last Fir	st MI Section E: Present Level of Performance
erformance Area:	English Language Development
Assessment/Monitoring Process Used:	Benchmark Advance, Informal, Observations
tate/District Assessment Results:	CELDT-4
urrent Performance/Assessment Sumn	nary (include student strengths, student needs and impact of disability on student performance):
information in the appropriate sequence listening comprehension. Shalev was re During the speaking portion, Shalev was able to complete the sample items. Alt respective to what he saw in given pict Needs: Shalev can speak at a really fat correct his pacing or sounds when rem	can communicate his basic needs and emotions with appropriate grammar and vocabulary. Shalev can retell be using visual supports. He can also explain information with minimal prompting. Shalev shows good eccently assessed with the ELPAC, but results are not yet available. Informal observation notes were taken. as able to answer the questions appropriately and demonstrate understandings of oral directions as he was hough he struggled with reading and writing, Shalev attempted to look for words with similar sounds tures. Shalev demonstrated the ability to identify initial sounds in unfamiliar words. st pace and at a loud range where his peers can sometimes not understand him. Sometimes Shalev will inded but can also ignore corrections. Shalev continues to need support in reading. He has a difficult time il group and one-on-one reading, Shalev will often say 'I don't know how to read' and can shut down. His
lack of participation affects his progres	ss with reading. Shalev needs to be reminded to look at the words when reading as he has a tendency to ll make the initial sound of the word and substitute the remainder of the word with what he thinks it might
erformance Area:	
ssessment/Monitoring Process sed:	
tate/District Assessment Results:	
urrent Performance/Assessment Sumn	nary (include student strengths, student needs and impact of disability on student performance):

os Angeles Unified School District Student OHANA SHALE	
Last Firs	st MI Section E: Present Level of Performance
erformance Area:	Writing Writing
ssessment/Monitoring Process	Benchmark Advance, Informal, Observations
ate/District Assessment Results:	
urrent Performance/Assessment Summ	ary (include student strengths, student needs and impact of disability on student performance):
opic. When Shalev participates in writing pencils even with a pencil grip. W	me with a capital letter S. Shalev is able to orally formulate and produce complete sentences that are on ing, his letters are legible with some reversals. Shalev prefers to write with pens or markers. He dislikes With word banks and visual support, Shalev is able to produce complete written sentences with 3 to 5 capitals and function. He has good spacing and letter size.
writing activity, Shalev will say, 'I can't spelling and in using phonetic skills to	en with writing. Writing is a non-preferred task and he will often refuse to complete the task. When given a spell. I don't know how to write.' and will often times avoid completing the task. Shalev needs support in spell unknown words. He needs support in building a paragraph. Although Shalev can orally dictate his ng with a topic sentence, support sentences, and finishing with a concluding sentence.
Impact of Disability: Shalev's eligibilit in the general education curriculum.	ty of Specific Learning disability impacts his ability to write which impacts his involvement and progress
erformance Area:	
assessment/Monitoring Process	
Jsed: tate/District Assessment Results:	
	ary (include student strengths, student needs and impact of disability on student performance):

	Page 7 of 39 INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student OHANA SHALE	
Last Firs	t MI
D. C. A.	Section E: Present Level of Performance
Performance Area:	Mathematics Mr.Math. Informal attribute work annula.
Assessment/Monitoring Process Used:	MyMath, Informal, student work samples
State/District Assessment Results:	
Current Performance/Assessment Summa	ary (include student strengths, student needs and impact of disability on student performance):
the thousands. Shalev is able to decomp hour. Shalev is about to subtract multi-c support. Shalev can count by 5s and 10s	area for Shalev. He shows good use of mental math. Shalev is able to add numbers with regrouping into cose numbers and use anchors of 10 to help his add mentally. Shalev is able to tell time to the hour and half ligit numbers without regrouping. Shalev can multiply numbers with facts of 1, 2, and 3 without any s. He is able to divide equally among objects and group them. Shalev shows good understanding of word her to add, subtract, multiply or divide simple numbers.
He will reverse the numbers to subtract and say 'this doesn't make any sense!' as Shalev. He has a difficult time learning	grade level math, Shalev has a difficult time with subtracting numbers that require borrowing/ regrouping. However, when trying to show Shalev different strategies of subtraction, he will begin to verbally protest and avoid completing the task. Multiple modalities of teaching new strategies have been attempted with new concepts. This can be a concern as Shalev progresses into more advanced and multi-step math cern for Shalev, however if Shalev is not open to learning new strategies or math concepts, it can become
Impact of Disability: Shalev's eligibilit involvement and progress in the general	y of Specific Learning disability impacts his ability to learn new math concepts which impacts his leducation curriculum.
Performance Area:	
Assessment/Monitoring Process	
Used: State/District Assessment Results:	
	ary (include student strengths, student needs and impact of disability on student performance):

	INDIVIDUALIZED EDUCATION PROGRAM (IEP)	Page
Student OHANA SHALE Last First	V Date of Birth 22-OCT-2010	Meeting Date 09-APR-2019
Performance Area:	Behavioral Support	
Assessment/Monitoring Process Used: State/District Assessment Results:	NPA Data collection	
Current Performance/Assessment Summ	ary (include student strengths, student needs and impact of disability on str	udent performance):
compromise with his peers. However, to access to a preferred item, wants to esc Shalev will complete his classwork if It tickets towards the classroom store on towards he will refuse to participate an engage for a specific amount of time. It he needs to complete before he earns a prompting and redirection. Throughouth he needs a break to sit at his desk with himself and use self-regulation technique instructions, class work or discussion is choices rather than making demands. S	Shalev demonstrates the ability to accept and follow directions, begin and his is not consistent and he still requires moderate support to use the replacape a non-preferred activity or is involved in a conflicting issue with a peer e is given choices, visual supports and is familiar with the concept. He is no Fridays. At times, he will state he wants to earn stars the next day or if feed domplete his classwork. If Shalev is given choices and space, he often refer will request breaks and will work towards breaks during each task. It help preferred activity. It will benefit Shalev to work towards accepting and foll the school day, Shalev has been working on using his words to communic out any distractions or to go outside and take a movement break. This allow uses. He responds to choices and directives that are brief and clear. Shalev is too long, too wordy or too loud. It is important to approach Shalev with shalev responds well to time and space to process the information and composite occurs when there are changes to his environment at home or at school of the constraint of the process of the information and composite occurs when there are changes to his environment at home or at school of the preferred activity is an acceptance of the process of the information and composite occurs when there are changes to his environment at home or at school of the preferred activity is an acceptance of the preferred activity in the preferred activity is an acceptance of the preferred activity in the preferred activity is a constant.	cement behaviors when he wants r. During class instruction, notivated to earn stars and s like there is nothing to work turns to the activity and will lps Shalev to know exactly what lowing directions given less ate his needs. There are times, ws Shalev to take time for can become overwhelmed if the upportive phrases and offer municate his needs. At times,
Performance Area:	Behavioral support continued	
Assessment/Monitoring Process Jsed:		
State/District Assessment Results:		
Current Performance/Assessment Summ	ary (include student strengths, student needs and impact of disability on str	udent performance):
monitoring system that he can see how results, feedback and observation; It we prompting. Challenges: Shalev requires when he does not get access to a prefer issue with a peer or feels the work is to eloping out of the classroom. If he is in this occurs, the rest of the class will be Shalev calms down, the teacher or BII and the Premack Principle (i.e., First, the given a preferred break. When the bethe the behaviors described above occur or services to teach Shalev the replacement	lev to be primed before changes occur during the school day, provided with he is progressing during the day (i.e., star system), and choices for work of all benefit Shalev to continue to work towards meeting the overall goal with moderate support when he escalates, elopes or throws a tantrum during the red item or activity, there are unexpected changes to the schedule or activity difficult or too long. Shalev will often push his work away or will quickly the classroom and he escalates, he will flip tables and chairs and throw ite redirected outside and the teacher/BII will stay inside giving Shalev space will offer choices and use supportive words. The BII will accommodate the neapproach). As soon as Shalev follows directions and completes a portice haviors escalate, the BIIs will document in ABC narrative data and notify average 2 times per week. Because of this, it is recommended to continue at behaviors given less prompting and greater accuracy.	ompletion. According to the data h greater consistency and less he school day. This often occurs ty, is involved in a conflicting y escalate by screaming and ems around the classroom. When and time to de-escalate. When e work by using visual supports on of the assigned work, he will the BID. According to the data, the NPA behavior supports and

Los Angeles Unified Scho Student OHANA	SHALE					Date of	f Birtl	h 22-0	OCT-20	010	M	eeting D	ate 09-AF	PR-2019
Last	Firs		MI											
Performance Area:		FBA Sur		n E: Presen	nt Lev	el of Po	ertorr	manc	e					
Assessment/Monitoring Proce	PCC		al Behavior A	Ssessment (FRA)							\dashv		
Used:	033	Tunction	ur Benavior r	rssessment (1 D/1)									
State/District Assessment Res	sults:													
Current Performance/Assessn	nent Summa	ary (inclu	de student str	engths, stude	ent nee	eds and i	mpact	of dis	ability	on stude	nt perform	nance):		
Strengths: Shalev enjoys tall his grandma visiting, his cat system that is visual or tang iPad time or various play tin started to verbally request be himself. Before engaging in	having bab ible. He ear ne activities reaks althou underside b	ies, or about the stars th	out his brothe roughout the rout the week sistent at time Shalev somet	rs and dad. S day to earn s , Shalev earn s. Shalev like imes verbaliz	Shalev someth ns red tes to s zes tha	's streng ning he i tickets the ucceed in the is g	ths in s work hat he n his tetting	acader king fo can sa tasks a angry	mics is or at the ive for and whe and ca	math. She end of the class on he is so	alev does ne day su store of I iccessful ze his en	s well winch as characteristics. Strictly well with the second control of the second con	th a reward ocolate, Shalev has ry proud of	d f
Needs: Shalev needs suppo protest, yelling or screaming tables. Shalev has also been disruption in routines. Shale compares himself to his gen would make fun of him. Sha peer relationships as can sor adults and challenge them.	g. Shalev car observed to ev does not l eral educati alev needs re	n hurt pee elope fro ike writin on peers o eminders	ors or adults vor the class. If g which can luring mainst to keep his ha	erbally and p He has a diff be an acaden ream and ver ands to himse	physic ficult to nic trigorbalized elf, use	ally. Sha ime tran- gger that es that the his wo	llev ha sitionin may o ley 'kn rds or	ns beer ng bet cause l ow mo to spe	n obses ween a him to ore' tha ak soft	sed to thr activities of engage in an him or er. Shalev	ow chairs or adjusti undesire are 'smar struggle	s, matering to chard behaved behaved ter' and its with m	als and flip ange or ior. Shalev fears they naintaining	,
Performance Area:		FBA con	tinued											
Assessment/Monitoring Proce	ess													
Used: State/District Assessment Res	eulte:													
Current Performance/Assessn		om (inalu	do student str	anatha atuda	ant na	de and i	mnaat	of die	ahilita	on studo	nt marfari	manaa):		
typically attention or escape can change the topic during behaviors it may result in el- When Shalev elopes, it can Impact of Disability: Shalev involvement and progress in	discussions opement fro range from a	or divert om the cla a few min	the attention ssroom. Shale utes up to 60 fic Learning	towards unre ev does not d minutes. disability im	elated do wel	issues. I l when r	t is lik equest	ely thats are o	at wher denied	n Shalev or if a peo	engages i er is not f	n aggres ollowing	sive	

Psychoeduational Assessment seed: atate/District Assessment Results: n/a urrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths/functional level: Results of the current assessment indicate Shalev is functioning within the Average range of cognitive ability based upon alternative assessment procedures. Average ability is noted in simultaneous processing, including non-verbal reasoning, working memory, verbal spatial relations, auditory cohesion, including auditory comprehension and reasoning, understanding directions, expressive attention, and overall visual processing. Needs: Low average ability is noted in successive processing, planning, phonological awareness, auditory memory, listening comprehension and broad oral language, Significant deficits, falling in below and well below average range, are indicated in phonological awareness, phonological memory, oral language, oral expression, and visual motor integration. Impact: Shalev's Specific Learning Disability (SLD), due to significant processing deficits in sensory motor skills, auditory processing, phonological processing and association negatively impact his ability to access the general education curriculum in the general education classroom and he appears to be in need of continued special educations supports. serformance Area: sessessment/Monitoring Process seed: atte/District Assessment Results:	Last First MI Section E: Present Level of Performance erformance Area: Cognitive/General ability ssessment/Monitoring Process Psychoeduational Assessment sect: tate/District Assessment Results: n/a turrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths/functional level: Results of the current assessment indicate Shalev is functioning within the Average range of cognitive ability based upon alternative assessment procedures. Average ability is noted in simultaneous processing, including non-verbal reasoning, working memory, verbal spatial relations, auditory cohesion, including auditory comprehension and reasoning, understanding directions, expressive attention, and overall visual processing. Needs: Low average ability is noted in successive processing, planning, phonological awareness, auditory memory, listening comprehension and broad oral language. Significant deficits, falling in below and well below average range, are indicated in phonological awareness, phonological memory, oral language, oral expression, and visual motor integration. Impact: Shalev's Specific Learning Disability (SLD), due to significant processing deficits in sensory motor skills, auditory processing, phonological processing and association negatively impact his ability to access the general education curriculum in the general education classroom and he appears to be in need of continued special educations supports. erformance Area: ssessment/Monitoring Process sect:	Last First MI Section E: Present I Performance Area: Cognitive/General ability Assessment/Monitoring Process Used: State/District Assessment Results: n/a Current Performance/Assessment Summary (include student strengths, student Strengths/functional level: Results of the current assessment indicate Shalev i upon alternative assessment procedures. Average ability is noted in simultane verbal spatial relations, auditory cohesion, including auditory comprehension overall visual processing. Needs: Low average ability is noted in successive processing, planning, phon broad oral language. Significant deficits, falling in below and well below aver memory, oral language, oral expression, and visual motor integration. Impact: Shalev's Specific Learning Disability (SLD), due to significant proce phonological processing and association negatively impact his ability to acces classroom and he appears to be in need of continued special educations suppo Performance Area: Assessment/Monitoring Process Used: State/District Assessment Results:	needs and impact of disability on student performance): Is functioning within the Average range of cognitive ability based ous processing, including non-verbal reasoning, working memory, and reasoning, understanding directions, expressive attention, and ological awareness, auditory memory, listening comprehension and age range, are indicated in phonological awareness, phonological ssing deficits in sensory motor skills, auditory processing, s the general education curriculum in the general education rts.
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Psychoeducational Assessment seed: Psychoeducational Assessment Psychoeducational Psychoeducational Assessment Psychoeducational Psychoed	Last First MI Section E: Present Level of Performance serformance Area: Social/emotional sessessment/Monitoring Process Psychoeducational Assessment seed: ate/District Assessment Results: n/a arrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: Shalev is a talkative and energetic student who likes to be independent and make his own decisions. He is friendly with peers and pipears to enjoy socializing with various classmates. He is clever and often negotiates with adults. Needs: Shalev can be defiant and oppositional with school staff and he struggles to accept the perspective of others. He verbalizes that he is mad and frustrated because he cannot read and he repeatedly becomes highly frustrated when presented with language arts tasks. His attention and mipulsive behavior is variable and he resists writing activities and completing classwork often. He can foother. He can foother he is motivated to complete tasks, particularly during math. Shalev can be impulsive and will run away and leave the room when he is dissatisfied or frustrated with chool demands, such as completing a test or an assignment during language arts. He tends to often be self-directed and needs frequent reminders o stay on task and remain with his group. Results of the rating scales indicate consistent impulsive and hyperactive behavior at school and at none, as well as learning difficulties and executive functioning struggles. Depression is not rated as an act of concern by the child, parent or eacher. Some characteristics of Autism are noted by the teacher but not by the parents on the ASRS and he is often social and engaged with seers. High socress at school on the ASRS may be impacted by impulsive behavior and oppositional behavior, which is a significant area of concern. Shalev appears to become significantly agitated and frustrated when presented with challenging academic tasks and he avoids tasks by images in behaviors of defiance, walking	Last First erformance Area: ssessment/Monitoring Process sed: ate/District Assessment Results: arrent Performance/Assessment Summa Strengths: Shalev is a talkative and energ appears to enjoy socializing with various Needs: Shalev can be defiant and oppos and frustrated because he cannot read an impulsive behavior is variable and he res complete tasks, particularly during math school demands, such as completing a te o stay on task and remain with his group nome, as well as learning difficulties and eacher. Some characteristics of Autism a ceacher. Some characteristics of Autism a ceacher. Shalev appears to become signi- sengaging is behaviors of defiance, walki- temotionally upset and experiencing confideression at this time. Results of the att not appear to be a consistent concern acr erformance Area: ssessment/Monitoring Process sed: ate/District Assessment Results: urrent Performance/Assessment Summa mpact: Shalev's Specific Learning Disal schonological processing and association classroom and he appears to be in need of	Social/emotional Psychoeducational Assessment In/a ary (include student strengths, student needs and impact of disability on student performangetic student who likes to be independent and make his own decisions. He is friendly with social classifications are classificated when presented with language arts tasks. His staists writing activities and completing classwork often. He can focus adequately when he in Shalev can be impulsive and will run away and leave the room when he is dissatisfied to est or an assignment during language arts. 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Continue Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Impact: Shalev's Specific Learning Disability (SLD), due to significant processing deficits in sensory motor skills, auditory processing, phonological processing and association and this negatively impact his ability to access the general education curriculum in the general education classroom and he appears to be in need of continued special educations supports. Shalev's significant learning difficulties, significantly frustrates	Continue Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Impact: Shalev's Specific Learning Disability (SLD), due to significant processing deficits in sensory motor skills, auditory processing, phonological processing and association and this negatively impact his ability to access the general education curriculum in the general education classroom and he appears to be in need of continued special educations supports. Shalev's significant learning difficulties, significantly frustrates	ssessment/Monitoring Process sed: tate/District Assessment Results: urrent Performance/Assessment Summa Impact: Shalev's Specific Learning Disal phonological processing and association classroom and he appears to be in need of	Continue n/a ary (include student strengths, student needs and impact of disability on student performantability (SLD), due to significant processing deficits in sensory motor skills, auditory process and this negatively impact his ability to access the general education curriculum in the goof continued special educations supports. Shalev's significant learning difficulties, significant services are continued special educations.	essing, general education
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Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Impact: Shalev's Specific Learning Disability (SLD), due to significant processing deficits in sensory motor skills, auditory processing, phonological processing and association and this negatively impact his ability to access the general education curriculum in the general education classroom and he appears to be in need of continued special educations supports. Shalev's significant learning difficulties, significantly frustrates	Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Impact: Shalev's Specific Learning Disability (SLD), due to significant processing deficits in sensory motor skills, auditory processing, phonological processing and association and this negatively impact his ability to access the general education curriculum in the general education classroom and he appears to be in need of continued special educations supports. Shalev's significant learning difficulties, significantly frustrates	tate/District Assessment Results: urrent Performance/Assessment Summa Impact: Shalev's Specific Learning Disal phonological processing and association classroom and he appears to be in need of	ary (include student strengths, student needs and impact of disability on student performantibility (SLD), due to significant processing deficits in sensory motor skills, auditory process and this negatively impact his ability to access the general education curriculum in the goof continued special educations supports. Shalev's significant learning difficulties, significant services are continued special educations.	essing, general education
Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Impact: Shalev's Specific Learning Disability (SLD), due to significant processing deficits in sensory motor skills, auditory processing, phonological processing and association and this negatively impact his ability to access the general education curriculum in the general education classroom and he appears to be in need of continued special educations supports. Shalev's significant learning difficulties, significantly frustrates	Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Impact: Shalev's Specific Learning Disability (SLD), due to significant processing deficits in sensory motor skills, auditory processing, phonological processing and association and this negatively impact his ability to access the general education curriculum in the general education classroom and he appears to be in need of continued special educations supports. Shalev's significant learning difficulties, significantly frustrates	urrent Performance/Assessment Summa Impact: Shalev's Specific Learning Disal phonological processing and association classroom and he appears to be in need of	ary (include student strengths, student needs and impact of disability on student performantibility (SLD), due to significant processing deficits in sensory motor skills, auditory process and this negatively impact his ability to access the general education curriculum in the goof continued special educations supports. Shalev's significant learning difficulties, significant services are continued special educations.	essing, general education
Impact: Shalev's Specific Learning Disability (SLD), due to significant processing deficits in sensory motor skills, auditory processing, phonological processing and association and this negatively impact his ability to access the general education curriculum in the general education classroom and he appears to be in need of continued special educations supports. Shalev's significant learning difficulties, significantly frustrates	Impact: Shalev's Specific Learning Disability (SLD), due to significant processing deficits in sensory motor skills, auditory processing, phonological processing and association and this negatively impact his ability to access the general education curriculum in the general education classroom and he appears to be in need of continued special educations supports. Shalev's significant learning difficulties, significantly frustrates	Impact: Shalev's Specific Learning Disal phonological processing and association classroom and he appears to be in need of	ability (SLD), due to significant processing deficits in sensory motor skills, auditory process and this negatively impact his ability to access the general education curriculum in the gof continued special educations supports. Shalev's significant learning difficulties, significant	essing, general education

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Las America Unified Cabaal District	INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student OHANA SHALE	
Last Firs	MI -
D.C.	Section E: Present Level of Performance
Performance Area:	Articulation
Assessment/Monitoring Process Used:	GFTA-3 and Speech Sample
State/District Assessment Results:	
Current Performance/Assessment Summ	ary (include student strengths, student needs and impact of disability on student performance):
Shalev is an eight year five month old be services for 30 minutes per week for art	oy who currently attends Serrania Charter and is in the second grade SLD SDP. He currently receives LAS iculation.
STRENGTHS: Shalev's overall intellig 80% intelligible to an unknown listener	ibility has improved. He is more understandable to both his peers and adults. He is judged to be about on unknown topics.
conversations and at times is not undersays it correctly and the neither yells at take into consideration when determining Education Code 56333, a student should	g /r/ and /r/ blends and /th/ in words, phrases, and sentences. His speech breaks down even more in tood. Shalev does not like to hear when he has not produced a sound incorrectly. He often argues that he the therapist or will shut down and not participate in speech after that. All of the above are important to g appropriate designated instruction services as per LAUSD Reference Guide- 4568.0 and California lbe considered for service completion if he or she has received maximum benefit from LAS services (or needs can be better met within the classroom, or if the student 'consistently demonstrates behavior that as lack of cooperation [or] motivation'.
	ticulation may affect his ability to access the curriculum.
Rachel Hochberg, M.S., CCC-SLP	
Performance Area:	Language
Assessment/Monitoring Process Used:	CASL-2 and Language Sample
State/District Assessment Results:	
Current Performance/Assessment Summ	ary (include student strengths, student needs and impact of disability on student performance):
his interests, his personal experiences a places, and adjectives to describe object higher level concepts. He often will init what, where, when and why questions a questions and abstract questions. His content is the content of the	rage to above average range for language. He is able to express his basic needs and wants, his preferences, and emotions, in order to use humor, and to socialize. His vocabulary includes objects, people, actions, so the will use simple sentence structures and often uses compound and complex sentences to discuss that communication and conversation with familiar peers and adults. He is able to answer a variety of who, accurately regarding his immediate environment and past events. He is able to answer concrete Whomerstational and turn-taking skills are appropriate for a young boy his age.
NEEDS: Shalev has no needs in the arc	a of language.
EDUCATIONAL IMPACT: Shalev's la	nguage does not impact his ability to access the curriculum.
Rachel Hochberg, M.S., CCC-SLP	

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INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Student OHANA Date of Birth | 22-OCT-2010 **Meeting Date** First ΜI Last **Section E: Present Level of Performance** Performance Area: FIne Motor Clinical Observation, Teacher and Parent Interview, Work Samples Assessment/Monitoring Process Used: State/District Assessment Results: N/A Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Students Areas of Strengths: Shalev presents with many strengths that assist him in accessing his educational curriculum. Shalev presents with normal range of motion adequate strength for participating in school-related activities. In terms of postural stability, Shalev is able to sit, stand, and walk with adequate strength for participating in school-related activities. posture and endurance while sitting at a table, standing in line, and walking around campus. Shalev demonstrates a functional ability to vis track a moving object in all directions. He is able to cut a paper in half as well as simple/complex shapes with ease. Shalev is able to execut step directions involving both fine motor and gross motor movements with min verbal prompts. Shalev is able to copy all uppercase and lowercase letters of the alphabet when provided a near point model. Shalev is able to write his first name and last name independently. He with fair legibility, good directionality of letters and applies sufficient muscle force on utensils to make writing visible. Shalev writes left to and orients his work functionally on his page. Shalev is making progress writing within the parallel lines as well as appropriate spacing bet letters and words. Shalev displays a left hand preference and utilizes a functional quadrupod grasp when using classroom utensils. He displ adequate trunk control and proximal stability to provide a stable base of support for table top activities. Students Areas of Need: Shalev displays challenges with fine motor skills. Shalev presents with challenges with inconsistencies with line adherence, letter sizes, let formation, and spacing between letters and words. Writing speed and fluidity is also a concern which affects his ability to complete assignment of the compl in the allotted time. He also struggles with letter formation and is still working on learning letters of the alphabet. Impact of student's disability on academic and overall performance: Shalev has needs in the area fine motor skills which impact his ability to produce/copy words and sentences with adequate legibility at this -Alexander Stone, OTR/L LAUSD School Occupational Therapist Performance Area: Assessment/Monitoring Process Used: State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):

/2019	Individualized Education Program (IEP)	
	INDIVIDUALIZED EDUCATION PROGRAM (IEP)	Page 14 of
os Angeles Unified School Distric Student OHANA SHALI Last Fir	Date of Birth 22-OCT-2010 Meeting Date 0	9-APR-2019
erformance Area:	Fine Motor (IEE)	
ssessment/Monitoring Process sed:	BOT-2, Teacher and Parent Interview, Clinical Observation, Work Samples	
ate/District Assessment Results:	N/A	
urrent Performance/Assessment Sumn	nary (include student strengths, student needs and impact of disability on student performance):	
on the floor and to carry necessary sch dexterity to manipulate small objects a buttoning, stapling, and cutting). Even When Shalev takes his time, he can co puzzles. Shalev demonstrates adequate without bumping into objects. He dem	tupper body strength and postural stability to maintain various upright positions both in his chair and sool materials. He is able to navigate his school environment independently. He also has adequate fine nd to perform school-related tasks requiring a sufficient amount of strength (i.e., opening containers, though his attention span for coloring is very limited, he is able to color showing attention to boundar py simple shapes, trace lines and draw within boundaries of a maze. He is able to complete age approprioceptive feedback to assume various positions (body awareness) and can navigate his environmentated the ability to use appropriate force with most classroom materials. Shalev is able to manage gmanaging his clothing and eating. Shalev has friends at school but has impulse control challenges the er children.	motor ries. priate ment his
erformance Area:	Fine Motor (IEE)	
ssessment/Monitoring Process sed:	BOT-2, Teacher and Parent Interview, Clinical Observation, Work Samples	
tate/District Assessment Results:		
urrent Performance/Assessment Summ	nary (include student strengths, student needs and impact of disability on student performance):	
skills, specifically, with fine motor coor below averaged in the BOT areas of fir with self-control, attention, task avoids seeking or avoiding, however sensory Recommendations: Shalev is displaying	ol Occupational Therapy Assessment: Shalev demonstrates concerns with his fine motor and visual mordination for controlling his pencil and holding writing utensils with a functional grasp. His scores we me motor control and manual coordination. Shalev's progress with these skills are affected by his difficance, and compliance in the classroom. These behaviors appear to be behaviorally based rather than se strategies may be further explored to determine their effectiveness on his attention. In a needs that interfere with his ability to access his curriculum and keep up with his class. School inued to be recommended as a support service to his school setting for a total of 30 minutes per week. In the supportive school staff.	ere culty ensory

_	eles Unified Scho			LIZED EDUCATION PROGRA		
Studen	nt OHANA	SHALEV	MI	Date of Birth 2	2-OCT-2010	Meeting Date 09-APR-2019
	Last	First	MII	Section F: Eligibility		
pplicab	ole, areas discussed	related to disability	or suspected di	sability:		
Initial	IEP, interventions a	attempted prior to d	etermining eligi	bility:		
rible as	s a student with the	disability of				
gioie as de:	SLD		c Learning Disa	bility		
	Not Applicat			Partially Sighted		
ditional				IOH, or severe OI):		
de:						
	Not Applicat	ole, OBline	l or	Partially Sighted		
Does n	not meet eligibility of	eriteria for Special	Education Servi	es (Initial IEP)		
This is	a Final IEP, the stu	dent remains eligib	le for Special E	ducation Services until the Effective	e Date below.	
	Reason:		-	Final IEP Effects		
e IEP T	Team has consider	ed and agrees that		d needs of the student are not pri	marily due to:	
	cial Maladjustment			nporary Physical Disability		ack of instruction in reading
✓ Lac	ck of instruction in 1	nath	✓ Lir	nited English Proficiency	Envir	onmental, Cultural or Economic Facto
					Liivii	ommentar, Curtarar or Leonomic Factor

Student OHANA	SHALEV		Date of Birth 22-OCT-2010	Meeting Date 09-APR-2019
Last	First	MI		
	(n)	Section G: Annual G	_	
erformance Area:		sh Language Dev	Annual Goal #: orts and teacher modeling as measured by	
observation in 4 out of 5 to	rials with 80% accuracy.			
rogress on annual goals t	to be reported to parents by Progress Report or Report (Card periods.	t of Progress and Achievement from C	urrent IEP" form(s) which
n		Methods of		
State Assessments Observation Other	Norm Portfo	Referenced olio		Curriculum Based Informal
supports and teacher mod	syllabic words in isolation a leling as measured by stude trials with 80% accuracy.		Shalev will decode multisyllabic wo supports and teacher modeling as moobservation in 4 out of 5 trials with 8	
Date to be achieved:	August ▼ 2019	▼ MO/YR	Date to be achieved: Decemb	pei ▼ 2019 ▼ MO/Y
late to be achieved:		T OF PROGRESS AND A	CHIEVEMENT FROM CURRENT	
Pate to be achieved: 4 GOAL MET OR EXCEEDED	IEP REPORT	T OF PROGRESS AND A		IEP
4 GOAL MET OR	IEP REPORT	Γ OF PROGRESS AND A EXPLANATIO	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of the Reporting Period (Secondary)	IEP
4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROmet)	F OF PROGRESS AND A EXPLANATION OGRESS (50-99% of goal	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of the description of the description) 4th Reporting Period (Secondary Only)	IEP f goal met)
4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROmet) 2nd Reporting Period	F OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of the Reporting Period (Secondary)	IEP f goal met)
4 GOAL MET OR EXCEEDED 1st Reporting Period Date:	3 SUBSTANTIAL PROmet) 2nd Reporting Period	F OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of the description of the description) 4th Reporting Period (Secondary Only)	IEP f goal met) I NO PROGRES Goal Achievement Objective 1 Met:
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date:	TOF PROGRESS AND A EXPLANATION OGRESS (50-99% of goal) 3rd Reporting Period Date:	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of the continuous of	IEP f goal met) 1 NO PROGRES Goal Achievement
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4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	FOF 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 ON OF MARKS 2 PARTIAL PROGRESS (1-49% of the description of the	IEP Goal Met: Objective 1 Met: Yes No Objective 2 Met: Yes No

Student OHANA	SHALEV		Date of Birth 22-OCT-2010	Meeting Date 09-APR-2019
Last	First	MI Section C. Annual C	and Objectives	
erformance Area:	Rahay	Section G: Annual G	Annual Goal #:	
			ting access to preferred item/activity, confi	Fligt with a magn) Shalay will
top, accept help from an a	adult to de-escalate and use l	nis words to communicate h	is needs, given no more than 2 prompts in	1 4 out of 5 opportunities.
	o be reported to parents by Progress Report or Report C	Card periods.	t of Progress and Achievement from Cu	rrent IEP" form(s) which
		Methods of		
State Assessments Observation Other	Norm Portfo	Referenced lio	Criterion Referenced Work Samples	☐ Curriculum Based ☐ Informal
stop, accept help from an communicate his needs, gopportunities.	erred item/activity, conflict adult to de-escalate and use given no more than 3 promp	e his words to tts in 3 out of 5	getting access to preferred item/activi accept help from an adult to de-escala needs, given no more than 2 prompts	ate and use his words to communicate
Date to be achieved:	August ▼ 2019	▼ MO/YR	Date to be achieved: December	ei ▼ 2019 ▼ MO/Y
Date to be achieved:			Date to be achieved: December CHIEVEMENT FROM CURRENT	
Date to be achieved:		OF PROGRESS AND A		2017
2 A GOAL MET OR EXCEEDED	IEP REPORT	OF PROGRESS AND A	CHIEVEMENT FROM CURRENT	EP 2015
4 GOAL MET OR EXCEEDED	IEP REPORT	OF PROGRESS AND A	CHIEVEMENT FROM CURRENT ION OF MARKS 2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary	EP 2015
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4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROmet) 2nd Reporting Period	EXPLANATION OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal and Gregoring Period)	CHIEVEMENT FROM CURRENT ION OF MARKS 2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary	goal met) 1 NO PROGRESS Goal Achievement
4 GOAL MET OR EXCEEDED 1st Reporting Period Date:	3 SUBSTANTIAL PROmet) 2nd Reporting Period	EXPLANATION OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal and Gregoring Period)	CHIEVEMENT FROM CURRENT IN ON OF MARKS 2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary Only)	Goal Achievement Objective 1 Met:
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4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date:	EXPLANATION GRESS (50-99% of goal and Reporting Period Date:	CHIEVEMENT FROM CURRENT IN ON OF MARKS 2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary Only) Date:	Goal Achievement Objective 1 Met:
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date: Progress Mark:	EXPLANATION OF PROGRESS AND A EXPLANATION OF PROGRESS (50-99% of goal and Street Stree	CHIEVEMENT FROM CURRENT IN ON OF MARKS 2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual	goal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met:
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Student OHANA	chool District SHALEV		Date of Birth 22-OCT-2010	Meeting Date 09-APR-2019
Last	First	MI	Date of Birtin 22-00 1-2010	Witting Date 07-Ai R-2017
		Section G: Annual G	oals and Objectives	
erformance Area:	Readi	ng	Annual Goal #:	
	to the text as the basis for a servations in 4 out of 5 trial		with adult modeling and visual support a	s measured by student
	o be reported to parents by Progress Report or Report C		t of Progress and Achievement from Cu	arrent IEP" form(s) which
		Methods of	Evaluation	
State Assessments Observation Other	Norm Portfo	Referenced lio	✓ Criterion Referenced✓ Work Samples	Curriculum Based Informal
	and visual support by follow by student response and/o accuracy. August 2019	r teacher observations in	text with adult modeling and visual si and/or teacher observations in 3 out of	of 5 trials with 75% accuracy.
	Tragast 2017	v inevite	Date to be achieved: Decemb	eı ▼ 2019 ▼ MO/Y
		OF PROGRESS AND A	CHIEVEMENT FROM CURRENT	
4 GOAL MET OR EXCEEDED	IEP REPORT	OF PROGRESS AND A		IEP
EXCEEDED	IEP REPORT	OF PROGRESS AND A	CHIEVEMENT FROM CURRENT	IEP
EXCEEDED 1st Reporting Period	IEP REPORT 3 SUBSTANTIAL PRO met)	EXPLANATION OF GRESS (50-99% of goal	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of	goal met) 1 NO PROGRES
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EXCEEDED 1st Reporting Period Date:	3 SUBSTANTIAL PROmet) 2nd Reporting Period	EXPLANATION OF PROGRESS AND A EXPLANATION OF GOAL STREET OF THE STREET O	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary Only)	goal met) 1 NO PROGRES Goal Achievement
EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date:	EXPLANATION OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal and Barbara Period Date:	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary Only) Date:	goal met) I NO PROGRES Goal Achievement Objective 1 Met:
Ist Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date: Progress Mark:	EXPLANATION OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal and statement of green of goal of g	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual	goal met) I NO PROGRES Goal Achievement Objective 1 Met: Yes No Objective 2 Met:
	JEP REPORT 3 SUBSTANTIAL PRO met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	EXPLANATION GRESS (50-99% of goal and Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment:	goal met) I NO PROGRES Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
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Student OHANA	chool District SHALEV		Date of Rivtl	22-OCT-2010	Meeting Date	09-APR-2010
Last	First	MI	Date Of Dil (I	22-001-2010	Miccing Date	07-AI K-2019
		Section G: Annual G	oals and Obje	ectives		
erformance Area:	Writin	ıg	Annual G	oal #:		
		rite 4 or more sentences in w measured by student work s	_			c and/
	o be reported to parents by Progress Report or Report C	_		d Achievement from Cur	rrent IEP" form(s) w	which
		Methods of 1				
State Assessments Observation Other	Norm Portfo	Referenced lio	Criterior Work Sa	n Referenced amples	Curriculur Informal	m Based
purpose with visual suppo	t/ organization are appropri- orts such as word banks as it 5 trials with 70% accuracy August 2019	neasured by student	with visual s	velopment/ organization a upports such as word bani trials with 70% accuracy	ks as measured by st	_
	IEP REPORT	OF PROGRESS AND A			EP	
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PRO	EXPLANATION GRESS (50-99% of goal	ON OF MARKS 2 PARTIAL	S PROGRESS (1-49% of g	goal met) 1	NO PROGRESS
1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting	g Period (Secondary	Goal Achieveme	ent
Date:	Date:	Date:	Only)			
			Date:			
Progress Mark:	Progress Mark:	Progress Mark:	Progress Marl	ζ:	Objective 1 Me	et:
					O Yes O	No
	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress surgoal?	fficient to meet annual	Objective 2 Me	
meet annual goal?						No
meet annual goal? Yes No	meet annual goal?	meet annual goal?	goal? Yes If "No" please	No comment:	O Yes O 1	No
If "No" please	meet annual goal? Yes No If "No" please	meet annual goal? Yes No If "No" please	goal? Yes If "No" please Needs Mo Excess A Assignme	No comment:	O Yes O 1	No

Student OHANA	chool District		Data of Birds 22 OCT 2010		Mooting Dad	00 ADD 2010
Last	SHALEV First	MI	Date of Birth 22-OCT-2010		Meeting Date	09-APR-2019
Lust	11130	Section G: Annual G	oals and Objectives			
erformance Area:	Mathe	ematics	Annual Goal #:			
	-	to solve word problems in s	ituations involving equal groups, 185% accuracy.	, arrays, and m	easurement qu	antities
	o be reported to parents by Progress Report or Report (t of Progress and Achievement	from Current	IEP" form(s) v	which
		Methods of	Evaluation			
State Assessments Observation Other	Norm Portfo	Referenced lio	Criterion Referenced Work Samples	6	Curriculu Informal	ım Based
and algorithms based on p	a total number no greater to place value and properties of eling as measured by stude racy	of operations with visual	Shalev will divide a total nun situations involving equal grovisual supports as measured to 75% accuracy.	oups, arrays, a	nd measureme	nt quantities with
ate to be achieved:	August ▼ 2019	▼ MO/YR	Date to be achieved:	Decembei ▼	2019	▼ MO/Y
	IEP REPORT		CHIEVEMENT FROM CUR ON OF MARKS	RENT IEP		
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PRO				met) I	I NO PROGRES.
EXCEEDED		EXPLANATIO	ON OF MARKS	-49% of goal	met) I	
EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROmet)	EXPLANATION OF EACH OF THE PROPERTY OF THE PRO	ON OF MARKS 2 PARTIAL PROGRESS (1-	-49% of goal	,	
EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROmet) 2nd Reporting Period	EXPLANATION OF EXPLAN	ON OF MARKS 2 PARTIAL PROGRESS (1- 4th Reporting Period (Second	-49% of goal	,	
EXCEEDED 1st Reporting Period Date:	3 SUBSTANTIAL PROmet) 2nd Reporting Period	EXPLANATION OF EXPLAN	ON OF MARKS 2 PARTIAL PROGRESS (1- 4th Reporting Period (Second Only)	-49% of goal andary Go	,	ent
EXCEEDED 1st Reporting Period Date:	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date:	EXPLANATION OF EXPLAN	ON OF MARKS 2 PARTIAL PROGRESS (1- 4th Reporting Period (Second Only) Date:	-49% of goal andary Go	oal Achievem	ent
EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date:	EXPLANATION OF EXPLAN	ON OF MARKS 2 PARTIAL PROGRESS (1- 4th Reporting Period (Second Only) Date:	-49% of goal andary Go	oal Achievemo	ent [et: No
EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to	EXPLANATION OF STATE	2 PARTIAL PROGRESS (1- 4th Reporting Period (Secondary) Date: Progress Mark: Is progress sufficient to meet	annual	Objective 1 M Yes Objective 2 M	ent Vet: No Vet:
EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	EXPLANATION OF GRESS (50-99% of goal o	ON OF MARKS 2 PARTIAL PROGRESS (1- 4th Reporting Period (Second Only) Date: Progress Mark: Is progress sufficient to meet goal? Yes No If "No" please comment:	annual	Objective 1 M Yes Objective 2 M Yes	ent Vet: No Vet:
	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please	EXPLANATION OF GRESS (50-99% of goal o	ON OF MARKS 2 PARTIAL PROGRESS (1- 4th Reporting Period (Second Only) Date: Progress Mark: Is progress sufficient to meet goal? Yes No	annual	Objective 1 M Yes Objective 2 M Yes	ent Vet: No Vet:

	chool District SHALEV		Date of Birth 22-OCT-2010	Meeting Date 09-APR-2019
Student OHANA Last	First	MI		g(1-1-1-2-11)
		Section G: Annual G		
erformance Area:	Social	ization	Annual Goal #:	
pportunities.	iaiev wiii initiate peer intera	ctions using appropriate spa	ce and comments, given no more than 2 p	rompts in 4 out of 3
	o be reported to parents by Progress Report or Report C		t of Progress and Achievement from Cu	rrent IEP" form(s) which
_		Methods of	Evaluation	
State Assessments Observation Other	Norm Portfo	Referenced lio	Criterion Referenced Work Samples	Curriculum Based Informal
	related to the goal: halev will initiate peer inter mments, given no more than		Incremental objective #2 related to During recess or lunch, Shalev will ir space and comments, given no more to	itiate peer interactions using appropr
		1.50.77		
ate to be achieved: 4 GOAL MET OR		OF PROGRESS AND A	Date to be achieved: CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of	IEP
EXCEEDED	IEP REPORT 3 SUBSTANTIAL PRO met)	EXPLANATION OF GRESS (50-99% of goal	CHIEVEMENT FROM CURRENT ION OF MARKS 2 PARTIAL PROGRESS (1-49% of	goal met) 1 NO PROGRES.
4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROmet) 2nd Reporting Period	EXPLANATION OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal and Reporting Period	CHIEVEMENT FROM CURRENT IN ON OF MARKS 2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary)	EP 2017
4 GOAL MET OR EXCEEDED Ist Reporting Period	IEP REPORT 3 SUBSTANTIAL PRO met)	EXPLANATION OF GRESS (50-99% of goal	CHIEVEMENT FROM CURRENT ION OF MARKS 2 PARTIAL PROGRESS (1-49% of	goal met) 1 NO PROGRES.
4 GOAL MET OR EXCEEDED Ist Reporting Period Date:	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date:	EXPLANATION OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal and a strength of green of goal and a strength of goal and goal a	CHIEVEMENT FROM CURRENT IN ON OF MARKS 2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary Only) Date:	goal met) 1 NO PROGRES. Goal Achievement
4 GOAL MET OR EXCEEDED Ist Reporting Period Date:	3 SUBSTANTIAL PROmet) 2nd Reporting Period	EXPLANATION OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal and Reporting Period	CHIEVEMENT FROM CURRENT IN ON OF MARKS 2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary Only)	goal met) I NO PROGRES. Goal Achievement Objective 1 Met:
4 GOAL MET OR EXCEEDED Ist Reporting Period Date:	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date:	EXPLANATION OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal and a strength of green of goal and a strength of goal and goal a	CHIEVEMENT FROM CURRENT IN ON OF MARKS 2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary Only) Date:	goal met) I NO PROGRES. Goal Achievement Objective 1 Met: Yes No
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark:	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date:	EXPLANATION OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal and a strength of green of goal and a strength of goal and goal a	CHIEVEMENT FROM CURRENT IN ON OF MARKS 2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary Only) Date:	goal met) I NO PROGRES. Goal Achievement Objective 1 Met:
4 GOAL MET OR EXCEEDED Ist Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date: Progress Mark:	EXPLANATION OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal and statement of green of goal and statement of green of goal and green of goal and green of goal and green of green of goal and green of green	CHIEVEMENT FROM CURRENT IN ON OF MARKS 2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual	goal met) I NO PROGRES. Goal Achievement Objective 1 Met: Yes No Objective 2 Met:
4 GOAL MET OR EXCEEDED Ist Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please	JEP REPORT 3 SUBSTANTIAL PROmet) 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 are	CHIEVEMENT FROM CURRENT IN ON OF MARKS 2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment:	goal met) I NO PROGRES. Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
4 GOAL MET OR EXCEEDED	JEP REPORT 3 SUBSTANTIAL PRO met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please	Progress Mark: Progress Mark: Progress Mark: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please	CHIEVEMENT FROM CURRENT IN ON OF MARKS 2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No	goal met) I NO PROGRES. Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No

Student OHANA	SHALEV		Date of Birth 22-OCT-2010	Meeting Date 09-APR-2019
Last	First	MI		8
		Section G: Annual G		
erformance Area:		l Therapy	Annual Goal #: n 3 out of 4 trials with 80% accuracy.	
rogress on annual goals t ill be provided at either I	o be reported to parents by Progress Report or Report C	completing the "IEP Repor Card periods.	t of Progress and Achievement from Cur	rrent IEP" form(s) which
		Methods of	Evaluation	
State Assessments		Referenced	Criterion Referenced	Curriculum Based
Observation Other	Portfo	llio	Work Samples	☐ Informal
ncremental objective #1 Shalev will orally track n measured in 2 out of 4 tri	umbers with accuracy with	visual supports as	Incremental objective #2 related to Shalev will orally track numbers with measured in 3 out of 4 trials with 75%	accuracy with visual supports as
ate to be achieved:	August ▼ 2019	▼ MO/YR	Date to be achieved: December	2019 ▼ MO/Y
4 GOAL MET OR	IEP REPORT	Γ OF PROGRESS AND A	Date to be achieved: CHIEVEMENT FROM CURRENT I ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g	EP
4 GOAL MET OR EXCEEDED	JEP REPORT 3 SUBSTANTIAL PROmet)	F OF PROGRESS AND A EXPLANATION OGRESS (50-99% of goal	CHIEVEMENT FROM CURRENT I ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g	EP goal met) 1 NO PROGRES
4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROmet) 2nd Reporting Period	F OF PROGRESS AND A EXPLANATION OGRESS (50-99% of goal 3rd Reporting Period	CHIEVEMENT FROM CURRENT I ON OF MARKS	EP
4 GOAL MET OR EXCEEDED	JEP REPORT 3 SUBSTANTIAL PROmet)	F OF PROGRESS AND A EXPLANATION OGRESS (50-99% of goal	CHIEVEMENT FROM CURRENT I ON OF MARKS 2 PARTIAL PROGRESS (1-49% of games) 4th Reporting Period (Secondary	EP goal met) 1 NO PROGRES
4 GOAL MET OR EXCEEDED Ist Reporting Period Date:	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date:	TOF PROGRESS AND A EXPLANATION OGRESS (50-99% of goal) 3rd Reporting Period Date:	CHIEVEMENT FROM CURRENT IDON OF MARKS 2 PARTIAL PROGRESS (1-49% of grant o	EP goal met) 1 NO PROGRES
4 GOAL MET OR EXCEEDED 1st Reporting Period Date:	3 SUBSTANTIAL PROmet) 2nd Reporting Period	F OF PROGRESS AND A EXPLANATION OGRESS (50-99% of goal 3rd Reporting Period	CHIEVEMENT FROM CURRENT IDON OF MARKS 2 PARTIAL PROGRESS (1-49% of good state) 4th Reporting Period (Secondary Only)	EP goal met) 1 NO PROGRES Goal Achievement Objective 1 Met:
4 GOAL MET OR EXCEEDED 1st Reporting Period Date:	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date:	TOF PROGRESS AND A EXPLANATION OGRESS (50-99% of goal) 3rd Reporting Period Date:	CHIEVEMENT FROM CURRENT IDON OF MARKS 2 PARTIAL PROGRESS (1-49% of grant o	EP goal met) I NO PROGRES Goal Achievement Objective 1 Met: Yes No
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark:	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date:	TOF PROGRESS AND A EXPLANATION OGRESS (50-99% of goal) 3rd Reporting Period Date:	CHIEVEMENT FROM CURRENT IDON OF MARKS 2 PARTIAL PROGRESS (1-49% of grant o	EP Goal Achievement Objective 1 Met: Yes No Objective 2 Met:
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date: Progress Mark:	FOF PROGRESS AND A EXPLANATION OGRESS (50-99% of goal) 3rd Reporting Period Date: Progress Mark: Is progress sufficient to	CHIEVEMENT FROM CURRENT I ON OF MARKS 2 PARTIAL PROGRESS (1-49% of grant o	EP goal met) I NO PROGRES Goal Achievement Objective 1 Met: Yes No
	JEP REPORT 3 SUBSTANTIAL PROmet) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	FOF PROGRESS AND A EXPLANATION OGRESS (50-99% of goal) 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	CHIEVEMENT FROM CURRENT IDN OF MARKS 2 PARTIAL PROGRESS (1-49% of grant of	EP Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment:	JEP REPORT 3 SUBSTANTIAL PROmet) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment:	Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment:	CHIEVEMENT FROM CURRENT I ON OF MARKS 2 PARTIAL PROGRESS (1-49% of grant	EP Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
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	JEP REPORT 3 SUBSTANTIAL PROmet) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	CHIEVEMENT FROM CURRENT I ON OF MARKS 2 PARTIAL PROGRESS (1-49% of grant	EP Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
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	JEP REPORT 3 SUBSTANTIAL PROmet) 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	Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	CHIEVEMENT FROM CURRENT IDON OF MARKS 2 PARTIAL PROGRESS (1-49% of grant o	EP Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
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 REPORT 3 SUBSTANTIAL PROmet) 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	Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	CHIEVEMENT FROM CURRENT I ON OF MARKS 2 PARTIAL PROGRESS (1-49% of grant	EP Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
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 REPORT 3 SUBSTANTIAL PROmet) 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	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 I ON OF MARKS 2 PARTIAL PROGRESS (1-49% of grant	EP Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
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 REPORT 3 SUBSTANTIAL PROmet) 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	Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	CHIEVEMENT FROM CURRENT I ON OF MARKS 2 PARTIAL PROGRESS (1-49% of grant	EP Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
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 Need to	JEP REPORT 3 SUBSTANTIAL PROmet) 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	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 I ON OF MARKS 2 PARTIAL PROGRESS (1-49% of grant	EP Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No

O. I LOTTICE	chool District			
Student OHANA Last	SHALEV First	MI	Date of Birth 22-OCT-2010	Meeting Date 09-APR-2019
Last	FIFSt	Section G: Annual G	oals and Objectives	
erformance Area:	Social	l/emotional	Annual Goal #:	
		nthing, self-talk, visualization casured by counselor observa	n, mindfulness) for managing negative feation.	elings of frustration in 3 out
	o be reported to parents by Progress Report or Report C		t of Progress and Achievement from Cu	urrent IEP" form(s) which
		Methods of	Evaluation	
State Assessments Observation Other	Norm Portfo	Referenced lio	Criterion Referenced Work Samples	Curriculum Based Informal
visualization, mindfulness	calming strategies (e.g., dee s) for managing negative fe ith maximum adult support	eelings of frustration in 2		ging negative feelings of frustration in e adult support as measured by counse
Date to be achieved:	August ▼ 2019	▼ MO/YR	Date to be achieved: Decemb	e₁ ▼ 2020 ▼ MO/Y
Date to be achieved:		T OF PROGRESS AND A	CHIEVEMENT FROM CURRENT	2020
Pate to be achieved: 4 GOAL MET OR EXCEEDED	IEP REPORT	T OF PROGRESS AND A		IEP
4 GOAL MET OR EXCEEDED	IEP REPORT	Γ OF PROGRESS AND A EXPLANATIO	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary	IEP
4 GOAL MET OR EXCEEDED 1st Reporting Period	JEP REPORT 3 SUBSTANTIAL PRO met)	F OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary Only)	IEP Signal met) I NO PROGRESS
4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROmet) 2nd Reporting Period	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary	IEP Goal Met) I NO PROGRESS Goal Achievement
4 GOAL MET OR EXCEEDED 1st Reporting Period Date:	3 SUBSTANTIAL PROmet) 2nd Reporting Period	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary Only)	IEP Goal Met) I NO PROGRESS Goal Achievement Objective 1 Met:
4 GOAL MET OR EXCEEDED 1st Reporting Period Date:	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date:	TOF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date:	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary Only) Date:	IEP Goal Machievement
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark:	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date:	TOF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date:	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary Only) Date:	IEP Goal Met) I NO PROGRESS Goal Achievement Objective 1 Met:
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date: Progress Mark:	FOF PROGRESS AND A EXPLANATION GRESS (50-99% of goal) 3rd Reporting Period Date: Progress Mark: Is progress sufficient to	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual	IEP Goal Achievement Objective 1 Met: Yes No Objective 2 Met:
4 GOAL MET OR	JEP REPORT 3 SUBSTANTIAL PROmet) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	FOF 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 ON OF MARKS 2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal?	IEP Goal Met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No

Student OHANA	SHALEV		Date of Birth 22-OCT-2010	Meeting Date 09-APR-2019
Last	First	MI		
		Section G: Annual G		
erformance Area:	Articular d /r/ blends in words with 80	ılation	Annual Goal #: 9	
rogress on annual goals t	o be reported to parents by Progress Report or Report C	Card periods.	t of Progress and Achievement from Cur	rent IEP" form(s) which
		Methods of		
State Assessments		Referenced	Criterion Referenced	Curriculum Based
Observation	Portfo	lio	Work Samples	✓ Informal
Other ocremental objective #1			Incremental objective #2 related to	
ate to be achieved:	August ▼ 2019	▼ MO/YR	Date to be achieved: December	1 ▼ 2019 ▼ MO/Y
4 GOAL MET OR	IEP REPORT	T OF PROGRESS AND A	Date to be achieved: CHIEVEMENT FROM CURRENT ID ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g	EP
4 GOAL MET OR EXCEEDED	JEP REPORT 3 SUBSTANTIAL PROmet)	F OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal	CHIEVEMENT FROM CURRENT II ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g	EP goal met) 1 NO PROGRES.
4 GOAL MET OR EXCEEDED Ist Reporting Period	3 SUBSTANTIAL PROmet) 2nd Reporting Period	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period	CHIEVEMENT FROM CURRENT II ON OF MARKS	EP
4 GOAL MET OR EXCEEDED	JEP REPORT 3 SUBSTANTIAL PROmet)	F OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal	CHIEVEMENT FROM CURRENT II ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary	EP goal met) 1 NO PROGRES.
4 GOAL MET OR EXCEEDED st Reporting Period Date:	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date:	TOF 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 PROGRES. Goal Achievement
4 GOAL MET OR EXCEEDED Ist Reporting Period Date:	3 SUBSTANTIAL PROmet) 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 PROGRES. Goal Achievement Objective 1 Met:
4 GOAL MET OR EXCEEDED st Reporting Period Date:	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date:	TOF 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 PROGRES. Goal Achievement Objective 1 Met: Yes No
4 GOAL MET OR EXCEEDED St Reporting Period Date: Progress Mark:	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date:	TOF 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 PROGRES. Goal Achievement Objective 1 Met:
4 GOAL MET OR EXCEEDED Let Reporting Period Date: Progress Mark: s progress sufficient to neet annual goal?	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date: Progress Mark:	FOF 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: Yes No
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Us progress sufficient to meet annual goal? Yes No If "No" please	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	FOF 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 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:	Goal Achievement Objective 1 Met: Yes No Objective 2 Met:
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Student OTTANIA	chool District		Data of Birth 22 OCT 2010	Mosting Date 00 ADD 2010
Student OHANA Last	SHALEV First	MI	Date of Birth 22-OCT-2010	Meeting Date 09-APR-2019
Lust	11130	Section G: Annual G	oals and Objectives	
erformance Area:	Fine	Motor	Annual Goal #:	
	ls, Shalev will be able to wa fore than 2 visual/verbal pro		in length) with 85% accuracy for line reg	ard, sizing, and appropriate
rogress on annual goals t ill be provided at either I	o be reported to parents by Progress Report or Report	Card periods.	t of Progress and Achievement from Cu	rrent IEP" form(s) which
1		Methods of		
State Assessments Observation Other		Referenced blio	✓ Criterion Referenced✓ Work Samples	Curriculum Based Informal
vords in length) with 65%	lls, Shalev will be able to o 6 accuracy for line regard, nore than 3 visual/verbal p	sizing, and appropriate	To address fine motor skills, Shalev win length) with 75% accuracy for line formation with no more than 4 visual.	regard, sizing, and appropriate letter
ate to be achieved:	Septembe ▼ 2019	y MO/YR	Date to be achieved: January	▼ 2020 ▼ MO/Y
ate to be achieved:		Γ OF PROGRESS AND A	Date to be achieved: CHIEVEMENT FROM CURRENT ION OF MARKS	2020
ate to be achieved: 4 GOAL MET OR EXCEEDED	IEP REPOR	Γ OF PROGRESS AND A	CHIEVEMENT FROM CURRENT I	ЕР
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os Angeles Unified School	l District	INDIVIDUALIZ	ZED EDUCATION PROGRAM (IEP)	Page 26 o
Student OHANA	SHALEV		Date of Birth 22-OCT-2010	Meeting Date 09-APR-2019
Last	First	MI		
essments administered will co			ion in State and District-wide Assessments ned for each grade by the California Department of School District.	f Education and/or the Los Angeles Unifi
tudent will participate in Designated Supports and/o				CAASPP Subject ELA and Math
		nath items and EL	A items except for reading passages)	
- Test in a separate/small	er setting			
Accommodations: - Read aloud in English b	by an adult (non-	-embedded accom	modation) for ELA reading passages.	
tudent will participate in Designated Supports and/o				ELPAC
Designated Supports: - Testing in a separate roo	om			·
Accommodations: - Supervised breaks with	in a section of th	ne test		

Augusts: Unified School District Student (BHAN) SHALEY	A1TI 1C 1	and Director	INDIVIDU	ALIZED EDUCATION	PROGRAM (IEP)	Page 27
Last First MI Section N: Procedural Safeguards and Follow-up Actions A Parent's Guide to Special Education Services including Procedural Rights & Safeguards was provided to the parent in his/her primary language. The IEP Team Meeting Introductory Statements were read aloud at the beginning of the IEP Team meeting. The parent/guardian was informed of his/her right to a written translation of the IEP. The parent/guardian requesting translation services? Yes No Tyes, the parent/guardian has requested a written translation of the IEP in Hebrew Specify the Individual Pages to be translated: For students who are 17 years old, the student and parent(s)/guardian(s) have been informed that the educational decision-making rights will transfer to the student at 18 years of age, unless the court has determined otherwise.				Doto	of Pirth 22 OCT 2010	Mosting Date 00 APP 2010
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e parent/guardian requesting translation services?	The IEP Team Meeting	Introductory Staten	nents were read a	aloud at the beginning of	the IEP Team meeting.	
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Special Requests: For students who are 17 years old, the student and parent(s)/guardian(s) have been informed that the educational decision-making rights will transfer to the student at 18 years of age, unless the court has determined otherwise.	ne parent/guardian reque	sting translation sci	Ye	es		
Special Requests: For students who are 17 years old, the student and parent(s)/guardian(s) have been informed that the educational decision-making rights will transfer to the student at 18 years of age, unless the court has determined otherwise.	If yes, the parent/guardia	an has requested a v	vritten translatio	n of the IEP in Hebrev	I	
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For students who are 17 years old, the student and parent(s)/guardian(s) have been informed that the educational decision-making rights will transfer to the student at 18 years of age, unless the court has determined otherwise.	G IID					
student at 18 years of age, unless the court has determined otherwise.			1 (1)	\/ 1. (\)1 1 .	6 14 4 1 2 11	
	students who are 1/ student at 18 years of ag	years old, the studge, unless the court	ent and parent(s) has determined)/guardian(s) have been ii otherwise.	iformed that the educational de	ecision-making rights will transfer to th
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	INDIVIDUALIZED EDU	CATION PROGRAM (IEP)		Page 28 of
Los Angeles Unified School District		, ,		D 4
Student OHANA SHALEV	MI	Date of Birth 22-OCT-2	010 Meeti	ing Date 09-APR-2019
Last First	MI	<i></i>		
	Section Q: Parent Par	ticipation and Consent		
Parent Participation			Parent Notification	
Parent/Student (18-21) has participated in the II Parent/Student (18-21) indicated before the mediable to attend. Parent/Student (18-21) was notified 3 times of the Parent/Student (18-21) did not respond to any of the the meeting was held without the Parent/Student (18-21) did not attend and gave without them if they did not attend.	the meeting time and place. meeting notifications and -21) present		ıt initials here ONLY i	When 22-MAR-2019 26-MAR-2019 11-APR-2019 s rescheduled to this date at m
Parent/Stud	ent (18-21) Agreement	to Components of the Pi	roposed IEP	
A Parent/Student (18-21) may agree to all or so implement those portions of the IEP to which the	ne parent/student (18-21) a			nd services.
Parent/Student (18-21) AGREES to all compor				
Parent/Student (18-21) AGREES o all compor	ents of the proposed IEP W	ITH THE SPECIFIC EXCE	PTION(S) stated belo	ow:
Assessment Specify				
Eligibility Specify Specify				
Instructional SettingSpecify				
Instructional SettingSpecify Services Specify The Parent/Student (18-21) DOES NOT AGR A Parent/Student (18-21) is not required to init not agree. If a parent/student (18-21) does wish information on dispute resolution processes in	ate any form of dispute re to initiate a form of dispu	esolution as to components of the resolution as to the comp	onents of the propos	sed IEP, the parent can find
Services Specify The Parent/Student (18-21) DOES NOT AGR A Parent/Student (18-21) is not required to init not agree. If a parent/student (18-21) does wish	ate any form of dispute re to initiate a form of dispu he District's publication, 2	esolution as to components of the resolution as to the comp	onents of the propos	sed IEP, the parent can find
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Services Specify The Parent/Student (18-21) DOES NOT AGR A Parent/Student (18-21) is not required to init not agree. If a parent/student (18-21) does wish information on dispute resolution processes in	ate any form of dispute re to initiate a form of dispu he District's publication, 2	esolution as to components of the resolution as to the component's Guide to Special	onents of the propos	sed IEP, the parent can find
Services Specify The Parent/Student (18-21) DOES NOT AGR A Parent/Student (18-21) is not required to init not agree. If a parent/student (18-21) does wish information on dispute resolution processes in Rights and Safeguards). Signature(s) Guardian Guardian Student Student (18-21) DOES NOT AGR A Parent Student (18-21) does wish information on dispute resolution processes in Student Safeguards.	ate any form of dispute reto initiate a form of disputhe District's publication, a Parent Concern ent age 18-21 years age 18-	esolution as to components of the resolution as to the components of the resolution as to the components of the resolution as	Date Emancipated Minor	sed IEP, the parent can find (Including Procedural Foster Parent
Services Specify The Parent/Student (18-21) DOES NOT AGR A Parent/Student (18-21) is not required to init not agree. If a parent/student (18-21) does wish information on dispute resolution processes in Rights and Safeguards). Signature(s) Guardian Parent Guardian Student Stu	ent age 18-21 years age 18- as a means of improving ser Parent Input Survey regard	esolution as to components of the resolution as to the components of the resolution as to the components of the resolution as	Date Emancipated Minor Yes No	sed IEP, the parent can find (Including Procedural Foster Parent No Response
Services Specify The Parent/Student (18-21) DOES NOT AGR A Parent/Student (18-21) is not required to init not agree. If a parent/student (18-21) does wish information on dispute resolution processes in Rights and Safeguards). Signature(s) Guardian Student (18-21) DOES NOT AGR A Parent/Student (18-21) is not required to init not agree. If a parent/student (18-21) does wish information on dispute resolution processes in Rights and Safeguards).	ent age 18-21 years age 18- as a means of improving ser Parent Input Survey regard	esolution as to components of the resolution as to the components of the resolution as to the components of the resolution as	Date Emancipated Minor Yes No	sed IEP, the parent can find (Including Procedural Foster Parent No Response

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.

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 e 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.)			
		2	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.
Ple	ase fold along dotted lines with the address showing. Seal and mail. Postage is pre-paid. Again, Thank you!
	NO POSTAGE NECESSARY IF MAILED IN THE
	BUSINESS REPLY MAIL FIRST-CLASS MAIL PERIMIT 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 OHANA	SHALEV	3.47	Date of Birth 22-OC	T-2010 Meeting Date	09-APR-2019
Last	First	MI			
		Section R: N	fames and Signatures (Signatures on I	File)	
Te	am Member		Print Name	Signatu	ire
arent/Guardian			Elnav Amar		
arent/Guardian					
tudent Age 18 - 21 years					
tudent Under Age 18 yea	ars				
ırrogate Parent					
oster Parent					
amily Foster Home Prov	ider				
dministrator			Maria Vallone		
dministrative Designee					
pecial Education Teacher	•		Jann manorothkul		
eneral Education Teache	r		Rebeca Czigler		
chool Psychologist			Yolanda Garcia		
chool Nurse			Melissa Neal		
elated Service Staff OT			Alexander Stone		
elated Service Staff LA	S		Rachel Hochberg		
elated Service Staff					
nterpreter					
ign Language Interpreter					
gency Representative					
gency Representative					
gency Representative					
ther					

		Reconvened Meeting Date
Student OHANA SHALEV Last First MI	Date of Birth 22-OCT-	-2010 Meeting Date 09-APR-2019
	on R: Names and Signatures (Signatures on Fi	ile)
Team Member	Print Name	Signature
arent/Guardian	Elmav Amar	
rent/Guardian		
adent Age 18 - 21 years		
udent Under Age 18 years		
urrogate Parent		
ster Parent		
amily Foster Home Provider		
lministrator	Maria Vallone	
dministrative Designee	T. M. dl. l.	
pecial Education Teacher	Jann Manorothkul	
eneral Education Teacher	Rebeca Czigler Yolanda Garcia	
chool Psychologist	Melissa Neal	
chool Nurse elated Service Staff OT	Alexander Stone	
elated Service Staff LAS	Rachel Hochberg	
elated Service Staff		
terpreter		
gn Language Interpreter		
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os Angeles Student		SHA	LEV MI		Date of Birth	22-OCT-2010	Meeting Date	09-APR-2019
			LEAST REST	RICTIVE E	NVIRONM	ENT ANALYSI	S	
			To Be Comp	oleted By the IEF	P Team at the II	P Team Meeting		
				Student's Current	nt Placement T	<u>/pe:</u>		
General	Education	Class/Gen	eral Education Site		Special	Day Program/General	Education Site	
Special	Day Progr	am/Special	Education Center		O Nonpul	olic School		
O Home/H	Hospital or	Residential	Care Facility					
						regarding placement fr eates YES, it is also rec		
estrictive se equired sup here is a co child or on t	etting with oports, serv ompelling r the quality	the use of vices, accor- reason why of services	supplementary aids a nmodations and mod they cannot be provious that he or she needs.	nd services cann ifications is not t ded. In selecting	not be achieved the sole justifica the LRE, consi	e student's disability is satisfactorily. The lack ation for placement in deration is given to an	of current availa a more restrictive y potential harm	ability of a student's e setting, unless ful effect on the
Step A.	classroo	supports, s om/setting?				student's IEP be made	_	
	O Yes		NO, go to the quest		i caacamon cias	sroom seeing is the up	propriate places	ione. If the unswer is
	O Yes	No	available in a gener	ral education class ns must be provide	ssroom/setting?	s, services, accommodal If YES, all required susonable timeline. If the	apports, services	, accommodations
	Shalev ne	eeds a small	class size to support hi	-	cs.			
Step B.		supports, s		ions and/or mod	ifications in the	student's IEP be made	e available on a g	general education site
	Yes	O No				n a general education s	site is the approp	riate placement. If the
	O Yes	O No	If not currently ava	ilable, can the re	equired supports	s, services, accommoda acation site? If YES, al	l required suppor	rts, services,

Student	OHANA		LEV		Date of	22-OCT-2010	Meeting	09-APR-2019			
	Last]	First	MI	Birth		Date				
	A	NNUAL			E ENVIRONMI the IEP Team at the IE		(Continued))			
Step C.	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a special school setting?										
	O Yes	O No	question b	elow.	special school setting i						
	O Yes	O No	available i modificati	n a special school	the required supports, setting? If YES, all recoded within a reasonable D.	quired supports, servic	es, accommodati	ons and/or			
Step D.					or modifications in the			ome/hospital setting			
	O Yes	O No	If the answ	ver is NO, go to the				difications he made			
	O Yes	O No	available i modificati	n a home/hospital	setting? If YES, all red led within a reasonable	quired supports, servic	es, accommodati	ons and/or			
Step E.	Can the facility?		ervices, acco	ommodations and/o	or modifications in the	student's IEP be made	e available in a re	esidential care			
	O Yes	O No		ently available, art dent in this setting.	iculate in the IEP what	t supports, accommoda	ations and/or mod	difications are requi			

os Angeles	Unified Scho	ool District	INDIVIDUALIZED	DEDUCATION PRO	GRAM (IEP)		
Student		SHALEV First	MI	Date of Birth	22-OCT-2010	Meeting Date	09-APR-2019
	Last	FIFSt	IVII	DITUI		Date	
	ANN	TUAL LEAS	ST RESTRICTIVI	E ENVIRONMI	ENT ANALYSIS	S (Continued)
			To Be Completed By th	ne IEP Team at the IE	EP Team Meeting		
Step F.			ected in the contents of the this time, including (che		ement being considered	d by the IEP tean	n, outweigh any
			access to the full range				
		Missed gen	eral education instructio	n taught by highly qu	ualified staff		
		Rate at which	ch student may earn cree	dits for graduation			
		Lack of opp	portunity for social intera	action			
		Lack of opp	ortunities for age-appro	priate peer role mode	els		
			socialization opportuniti				
			ess to peers in student's				
		-	osure to appropriate bel	navioral models from	peers		
	4	Other:	Student needs a small class	s size to support his ac	ademics.		

Student OHANA	SHALEV	Date of Birth 22-OCT-	Meeting Date 09-APR-
Last	First	MI	8 (v,
		Effective With this IEP	Future Changes Related to this IEP
	As of Date:	Elective With this IEI	ruture Changes Related to this 121
Eligibility:	As of Date.		
from Page 4)		Eligible (SLD)	
	Final IEP Reason Final IEP Effective Date:		
Curriculum		General Education	
Placement	Type of School	Affiliated Charter	
	Name of School	SERRANIA AVE CES	
Instructional Setting	Setting	Special Education	
	Program	SLD	
	Special Day	1285	
	Minutes/Wk	(Visual Therapy),(Fine Motor),9(Articulation),	
	Addresses Goals	(Social/emotional),(Reading),(English Language Dev),(Writing),(Mathematics),1(Behavioral Support),(Socialization)	
Additional Factors	Low Incident Support	None	
	Assistive Technology	No	
	Support		
	Transportation	None	
	Extended School Year/Intersession	• Yes No	
	Parent Counseling and Training (PCT)	• Yes O No	
	ESY Transportation	School to School	
Accommodation, Modifications, Supports	Instructional Accommodations	Researching, attaining Shalev's attention before asking questions; number lines, problems and text read to him, accept oral response, opportunities to respond and participate, assignments chunked and broken down, additional time as needed, opportunities for breaks, word banks, reinforcement for completion of work and behavior, graphic organizers as needed, allow Shalev to explain his thought process for answers, etc.	
	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 must discuss and document the decision to conduct or not conduct a three- year comprehensive reassessment.)	Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary?	O Yes O No	
	If the Parent does not agree, specify the area(s) to be reassessed.		

	Comments, as appropriate						
Low Incidence Equipment							
Assistive Technology Equipment							
Participation in General Education	Music, Science Lab, Math, Arts Program						

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INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

SHALEV Date of Birth 22-OCT-2010 09-APR-2019 Student OHANA Meeting Date Last First MI

		Effective With This IEP	Future Changes Related To This IEP
Service 1	Start Date:	Effective on Signature Date	
04	End Date:		
Counseling and Guidance	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals:	Interval:	Monthly	
(Social/emotional)	Minutes/Interval:	120	
	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	Direct Service (By a Single Provider)*	
	Responsible Personnel:	Licensed/Credentialed Provider	
6	*		
Service 2	Start Date:	Effective on Signature Date	
10	End Date:		
Language/Speech	Service applies to:	Regular	
	Frequency:	1	
This service addresses the following goals:	Interval:	Weekly	
9(Articulation)	Minutes/Interval:	30	
	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	Direct Service (Collaborative)*	
	Area:	School	-Based
	Responsible Personnel:	Licensed/Credentialed Provider	
		Special Education Teacher	

Service 3	Start Date:	Effective on Signature Date	
33	End Date:	23-APR-2020	
Behavior Intervention Development (BID)	Service applies to:	Regular	
	Frequency:	1-10	
This service addresses the following goals:	Interval:	Monthly	
1(Behavioral Support)	Minutes/Interval:	360	
(Socialization)	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	Direct Service (Collaborative)*	
	Responsible Personnel:	Licensed/Credentialed Provider	
		Other Provider(s)	
	*		
6 . 4	G. J.D.	EW C C P	
Service 4	Start Date:	Effective on Signature Date	
32	End Date:		
Behavior Intervention Implementation (BII)	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals:	Interval:	Weekly	
1(Behavioral Support)	Minutes/Interval:	1800	
(Socialization)	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	Direct Service (By a Single Provider)*	

	Responsible Personnel:	Other Provider(s)	
	*		
Service 5	Start Date:	Effective on Signature Date	
16	End Date:		
Occupational Therapy	Service applies to:	Regular	
	Frequency:	1-10	
This service addresses the following goals:	Interval:	Weekly	
(Fine Motor)	Minutes/Interval:	30	
	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	Direct Service (Collaborative)*	
	Responsible Personnel:	Licensed/Credentialed Provider	
		General Education Teacher	
	*		

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

Part 3 - Percentage of Time Outside of General Education						
	Effective With this IEP	Future Changes Related to this IEP				
% of Time per Week outside of General Education	81					
D . A A 1111 1 D (FIL)						

Part 4 - Additional Discussion (This section is optional)

April 9, 2019: The IEP team met reviewed the Psychoeducational Assessment, Functional Behavior Assessment, Language and Speech Assessment, Occupational Therapy Assessment. IEP was recessed. The team agreed to hold the recessed IEP on April 23, 2019 at 10:45am.

Reconvened meeting (April 23, 2019): The team reviewed the Academic Assessment, Vision Therapy Assessment, Eligibility, Goals, LRE, and FAPE.

The IEP team determined that student will be able to maintain the level of speech and language skills during the summer months without significant recoupment, therefore ESY is not being recommended. Parent Counseling Training worksheet was completed. The team agrees that PCT would help support Shalev. PCT invitation was handed to parent.

		n	IDIMIDITAT 17	VED EDUCATION BROCK	M (IED)	Page 34 of 39
	Los An	IN geles Unified School		ED EDUCATION PROGRA	M (IEP)	(SLD, pg. 1 of 1)
Student	OHANA	SHALEV	District	Date of Birth 22-	-OCT-2010	Meeting Date 09-APR-2019
Student	Last	First	MI	Dutt of Birth 22	0012010	recting Bute (b) TH R 2017
		SP	ECIFIC LEAR	NING DISABILITIES CERT	FIFICATION	
It is the co This form 1. Are then If Yes, des	students with characters of the III serves as the write educationally acribe	ree Year Reviews and or aracteristics of dyslexic EP Team that the student tten report of the IEP Televant medical condi	comprehensive as a. This form is no at meets the eligi ream consensus. tions which shou	ssessments for students eligible as at required at Annual Review meet	having a Specific Le tings. g Disability based up ? Yes No	arning Disability, including but not on the information which follows.
2 During	the observation of	of the student in the ger	neral education se	etting, was behavior noted that rela	ates to the student's a	eneral academic functioning?
Yes N		of the student in the gen	iciai cuucation so	etting, was benavior noted that rea	ates to the student's g	eneral academic functioning:
If Yes, des	scribe					
Student v	was inattention,	distracted and at tim	es uncooperativ	ve during class lessons.		
			_	demic areas: (Check all that apply		
	stening Compreh ritten Expression		sic Reading Skil ath Calculation			Reading Comprehension Reading Fluency
w w	ritten Expression	□ M	ath Calculation	Math Reasoni	ing	Reading Fluency
At	tention ognitive abilities		sual Processing	following psychological processes Auditory Processes and Phonological	cessing	ly) ✓ Sensory Motor Skills
5. The Tea	m agrees that the	e discrepancy is not pri			_	
	mited school exp			chool attendance		mental, economic or cultural
₽ ~	-1-1 1 -P - 4	4	✓ Intelle	atualla Diad I I	disadvantage	
	cial maladjustmonfamiliarity with	ent the English language	▼ Intelle	ectually Disabled	☑ Visual, h	earing or motor impairment

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INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Ang	eies Uninea S	School District		IEF FAFE F	art 2 - Summa	ry of Services	
Student	OHANA	SHALEV		Date of Birth	22-OCT-2010	Meeting Date	09-APR-2019
	Last	First	MI				

FAPE Summary Grid

Program:	SLD	Setting:	Special Education
Eligibility:	Eligible (SLD)	Curriculum:	General Education
Transportation:	None	Low Incident Support:	None
Date District Received Parent Signature:			

Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)	No Consent		
33	Behavior Intervention Development (BID)	Effective on Signature Date	Regular	Monthly	1-10	~	360	Behavioral Support, Socialization			
32	Behavior Intervention Implementation (BII)	Effective on Signature Date	Regular	Weekly	1-5	~	1800	Behavioral Support, Socialization			
04	Counseling and Guidance	Effective on Signature Date	Regular	Monthly	1-5	~	120	Social/emotional			
10	Language/Speech	Effective on Signature Date	Regular	Weekly	1	School- Based	30	Articulation			
16	Occupational Therapy	Effective on Signature Date	Regular	Weekly	1-10	~	30	Fine Motor			

For IEP Team Information

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

		r n i		or Intervention		. CTT.	/Han Do		
	Los A	For Behav Ingeles Unified School	vior Interfering with Stu ool District	ident's Learning or	he Learni	ing of His		r Interven	tion Plan, pg. 1 o
Student	OHANA	SHALEV		Date of	Birth	22-OCT-		eeting Date	09-APR-2019
	Last	First	MI					8	(,, ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
1		impeding learning is:		Describe what i					
1		ge/explosive reactions					lipping desks, task		
2	1	_	ck of work production		er student	s 🗸	requires instruction	on to stop	
	instructional	time is lost 🕢 neg	gative interaction with p	peers 🕢					
	other								
•	The need for	a Behavior Intervention	ı Plan: early stage	intervention on	noderate (serio	us extreme		
3									
4	Frequency o	r intensity or duration of	behavior: Frequency (2	x) Period	Intensi	ty	Duration (min)		
•	5			daily ▼		ım 🔻	10		
		Teacher/ staff/ B	SII	and/or	obsei	rved by	Teacher/ staff/ Bl	П	
PREVE	NTION		PART 1		ENI	ЛРОИМ	ENTAL FACTORS	S AND NECL	ESSADV CHANGI
IKEVE	NTION	What are the predict	tors for the behavior? (S	Situations in which t					
	5	_	_ `					time, place, s	abject, etc).
		Disruption in rou		rk level higher than		70	directives		x of predictability
		Time of day		's ability ernal physical/emotic	mal [1 001 00			r stimulation
		Unstructured time	. state			□ Room o	conditions	□ Spe	cific room arranger
		Events from preventionments	Laci	k of freedom, choice	e,				
				le activities, friends ler stimulation					
		Other Describe		ier sumulation					
		What supports the s	student using the proble	em behavior? (What	is missing	g in the er	vironment/curricul	um or what i	s in the
bserva	tion 6	environment/curricu	ulum that needs changing	ng?)					
nalysis	Present in	the environment:	C1	4:	Nation	e levels		T.,	: (- 414 4/
			Peer status gain	ting arrangement			naterials (age-appro		ions (adult and/or
	Missing ii	n the environment:	misbehavior	ned for	Schee		materials (age-appro	Conflic	t resolution skills
			Transition skill	ls		structurir	ıg		e communication
			Re-teaching			equences	not clear to	parent	nications system
			Social skills in Choices	struction	student			_ Commit	inications system
	Othe	r (Missing/Present):	Choices						
	_								
		REMOV	VE STUDENT'S	S NEED TO	USE T	HE PE	ROBLEM BE	EHAVIO	R
		What environmental	l changes, structure and	supports are needed	to remov	e the stud	dent's need to use th	nis behavior?	(Changes in
		Time/Space/Materia	als/Interactions to remov	ve the likelihood of	behavior)				
terven	tion 7	1						s Tea	ch a closure systen
terven	tion 7	Time Changes:	✓ Gi	ive more time on tas	ks (✓ Allow	completion in parts		on a crosure system
terven	tion 7	Time Changes:		ive more time on tas			completion in parts le a break	Giv	e less time on task
terven	tion 7	Time Changes: Space Changes:	Sig	ive more time on tas gnal transition referred seating		Provid			e less time on task dy carrels
terven	tion 7	Time Changes:	Signal Property of the Control of th	gnal transition		Provid	le a break	Stu	
terven	tion 7	Time Changes: Space Changes:	Siq Pro	gnal transition referred seating		Provide Differ Hands	le a break ent work areas	Stu Tas Enl	dy carrels ks organized arged print size boo
terven	tion 7	Time Changes: Space Changes: Material Changes:	 ✓ Si₁ ✓ Pr ✓ Pe ✓ Ac ✓ Hi 	gnal transition referred seating resonal space ecommodated work igh interest materials		Provided Pro	le a break ent work areas -on learning ook organizer e student	Stu Tas Enl Mo	dy carrels ks organized arged print size boo del
terven	tion 7	Time Changes: Space Changes: Material Changes:	 ✓ Si₁ ✓ Pr ✓ Pe ✓ Ac ✓ Hi ✓ Us 	gnal transition referred seating ersonal space ecommodated work igh interest materials se specific supportive	() () () ()	Provided Provided Praise	le a break ent work areas -on learning book organizer e student successes	Stu Tas Enl Mo	dy carrels ks organized arged print size boo
terven	tion 7	Time Changes: Space Changes: Material Changes:	Signary Property Pe According Hi Words	gnal transition referred seating ersonal space ecommodated work igh interest materials se specific supportive	; e	Provided Provided Praise Praise Use ca	le a break ent work areas -on learning ook organizer e student	Stu Tas Enl Mo	dy carrels ks organized arged print size boo del
terven	tion 7	Time Changes: Space Changes: Material Changes:	 ✓ Si₁ ✓ Pr ✓ Ac ✓ Hi ✓ Us words ✓ Ve 	gnal transition referred seating resonal space ccommodated work igh interest materials se specific supportiv berbally praise studen	; e	Provided Provided Praise	le a break ent work areas -on learning book organizer e student successes	Stu Tas Enl Mo	dy carrels ks organized arged print size boodel
terven	tion 7	Time Changes: Space Changes: Material Changes: Interaction:	 ✓ Si₁ ✓ Pr ✓ Ac ✓ Hi ✓ Us words ✓ Ve Us 	gnal transition referred seating ersonal space ecommodated work igh interest materials se specific supportive	; e	Provided Provided Praise Praise Use ca	le a break ent work areas -on learning book organizer e student successes	Stu Tas Enl Mo	dy carrels ks organized arged print size boodel
terven		Time Changes: Space Changes: Material Changes: Interaction:	Signal Properties Signal Prope	gnal transition referred seating resonal space eccommodated work igh interest materials se specific supportive rebally praise studen se specific support unications	; e	Provided Provided Praise Praise Use ca	le a break ent work areas -on learning ook organizer e student successes alm, de-escalating	Stu Tas Enl Mo	dy carrels ks organized arged print size boo del
terven	Who will	Time Changes: Space Changes: Material Changes: Interaction:	Sig Property	gnal transition referred seating resonal space ccommodated work igh interest materials se specific supportiv berbally praise studen se specific support	; e	Provided Provided Praise Praise Use ca	le a break ent work areas -on learning book organizer e student successes	Stu Tas Enl Mo	ks organized arged print size boo del

			IDUALIZED EDUCATION PI Behavior Intervention Plar		
	Los A	For Behavior Interferin	ng with Student's Learning or the Lea		· Intervention Plan, pg. 2 of
Student O	HANA	SHALEV	Date of Birth		eting Date 09-APR-2019
Student O	Last	First M		22-001-2010	tung Date 09-AFR-2019
ALTERNAT		PART II		AND NEW BEHAVIORS TO TI	FACH AND SUPPORT
71LTLICUTI	IVE		ars because: (Function of behavior in t		
	8		is securior (1 unction of senavior in a	or getting, protest or avoids	_
		To Get:	Sensory input	Attention (peer)	Attention (staff)
		To Avoid:	Tangible (desired item)	Tangible (desired activity)	
			Sensory input Task (too difficult)	Attention (peer)	Attention (staff)
		Describe:	Task (too difficult)	Task (too easy)	Task (too long)
		What team believes the student	should do INSTEAD of the problem l		ent escape/protest/avoid or get
Observation	1 9	his/her need met in an acceptabl		eenaviori (irew bheara ine biaac	in escape, process avera er gev
Analysis	To get at	ttention: Shalev will raise his hand a	and request help		
	10 get at	Actition. Shalev will false his hand a	ind request help.		
	To avoid	d task: Shalev will raise his hand and	d request a break.		
	10 47 010	, waste 21.010 v v 11.11 1.020 11.02	arequest a cream		
	10	What teaching Strategies/Necess	sary Curriculum/Materials are needed	?	
	10				
		Better communication	Anger management	Communication system	Self-management system
		skills	Learning new social skills	Learning how to negotiate	Learning structured cho
		Following schedules & routines	Learning notebook	Learning to use conflict	Learning to request brea
		Learning new scripts	organization	resolution	
		Other			
		Who will establish?	Who will monitor?	Frequency:	
		Teacher/ staff/ BII	Teacher/ staff/ BII	weekly	
	11	What are reinforcement procedur	res to use for establishing, maintaining	g, and generalizing the replacement	ent behavior(s)?
Intervention	11	Physical:	High-fives	Smiles	Handshake
			Pat on the back		
		Verbal:	Use specific praises	Recognition of student's	Peer recognition
		Contingent Access:	Time on the computer	Free time	Listen to music
		C	Preferred activity	Describe:	Other
		Tangibles	Positive phone calls or notes to home		
		Tokens and Points:	Tokens	Certificate sent home	Seating Location
			Exempt assignment	Points	
		Privileges:		Extra test points	
		Other ideas: chocolate, snacks, l	Pokemon cards		
		Selection of reinforcer based on:			
			nent behavior reinforcer for gene	eral increase in positive behaviors	S
		By whom? Teacher/ staff/ BII	Frequency		
		Teacher/ stall/ bil	weekly		
	DE CONT	ON DARK	D 111	DE A CITILIE CITID AS	PROJEG
EFFECTIVE	E REACTION			REACTIVE STRAT	
		dle the problem behavior if it occurs a	behavior occurs again. (1. Prompt stuagain, 3. Positive discussion with stud		
12 s	school cons			for safaty 2 Positive discussion	on with student after behavior
12 s s	chool cons Prompt st	tudent to switch to the replacement		for safety. 5. Positive discussion	
12 s s	chool cons Prompt st	tudent to switch to the replacement y necessary further classroom or sch		for safety. 3. Positive discussion	
12 s s s	school cons Prompt st nds, 4. Any	•		for safety. 3. Positive discussion	
12 s s s s	chool cons Prompt st	y necessary further classroom or sch		Tot safety. 3. Fositive discussion	

Individualized Education Program (IEP) Page 38 of 39 INDIVIDUALIZED EDUCATION PROGRAM Behavior Intervention Plan For Behavior Interfering with Student's Learning or the Learning of His/Her Peers Los Angeles Unified School District (Behavior Intervention Plan, pg. 3 of 3) SHALEV Student OHANA Date of 22-OCT-2010 Meeting 09-APR-2019 Birth Date Last First ΜI **OUTCOMES** BEHAVIORAL GOALS PART IV 13 Behavioral Goal: Goal #: 1 Shalev will communicate with teachers and/or aides to request a break when he feels frustrated and to ask for clarification of instruction or help with academics when needed by raising his hand or signaling the teacher/ aides in 4 out of 5 trials with 85% accuracy. The above behavioral goal is to: <a>Increase use of replacement behavior and may also include: 🗹 Reduce frequency of problem behavior 🗹 Develop new general skills that remove student's need to use the problem behavior Observation and Analysis Conclusion Are curriculum accommodations or modifications also necessary? Where described? FAPE 1, FBA O No Yes Are environmental supports/changes necessary? Yes Is reinforcement of replacement behavior alone enough? (no new teaching is necessary)? Yes Are both teaching of new replacement behavior AND reinforcement needed? This BIP to be coordinated with other agency's service plans? Agency? IECP Yes O No Person responsible for contact between agencies. Teacher/ Staff/ BII COMMUNICATION PART V COMMUNICATION PROVISIONS Manner and content of communication: 14 Phone calls Email Written notes Daily reports Daily charting Behavioral logs Weekly reports Other Between? Frequency? Teacher/staff/BII -parents weekly or as needed

Individualized Education Program (IEP) Page 39 of 39 INDIVIDUALIZED EDUCATION PROGRAM LANGUAGE AND SPEECH SERVICES CERTIFICATION (LAS CERTIFICATION) Los Angeles Unified School District Attachment B StudenHALEV OHANA 22-OCT-2010 Meeting 09-APR-2019 Date Birth This page is to be completed for students with Special Education eligibility other than SLI when determining the need for LAS services to support the provision of FAPE. Complete Step 1a or 1b Step 1a. General Education Interventions - Check items as completed Intervention strategies implemented, including English Language Instruction or Rt12 prevention support (including but not limited to school staff development regarding language standards in the curriculum and referral for Special Education, consultation between the classroom teacher and school speech therapist for appropriate classroom accommodations, consultation with the SSPT that includes an EL expert if student is identified as an English Intervention support monitored over several weeks, and modified interventions as necessary based on student response. Interventions were not successful, student referred for special education assessment. Screening by a speech therapist or a Student Success Team meeting (including a speech therapist) with the focus being speech and language concerns OR an approved screening instrument for non-LAUSD enrolled preschoolers. Step 1b. Interventions Not Applicable Interventions not applicable for non-LAUSD enrolled preschoolers or when determined unnecessary by the speech therapist. Step 2. Review of Pre-referral Information - Check items as applicable The speech or language delay does not appear to be due to unfamiliarity with English. The delay does not appear to be due to a lack of instruction in English, dialectical factors or limited language experience. The delay does not appear to be due to environmental factors. The delay does not appear to be due to economic factors The delay does not appear to be due to social or cultural factors. Step 3. Assessment - Check either A or B, and complete the remaining items A. Student has received an assessment by a school psychologist that gives an indication of where the student's general ability lies. (if a language impairment is suspected) OR B. A Psychological Assessment is not required if the suspected area of disability is voice, fluency or articulation. Student has received a health assessment that rules out whether an inability to communicate effectively is a result of a health or sensory condition. A credentialed or licensed speech therapist has conducted a comprehensive evaluation, including assessment in the student's primary language, that consists of multiple measures of assessment, including but not limited to standardized test instruments (or alternate forms of assessment if necessary), formal speech/language sample, parent interview or checklist, teacher interview or checklist, and observation in various communication settings. Step 4. Determination of the Need for LAS Service (for students with Special Education eligibility other than SLI): The IEP team has determined that speech and language related services and support are necessary for the student to benefit from Special Education. Speech and Language Services are necessary due to the results of a formal assessment, which indicates that the student demonstrates difficulty understanding or using spoken language to such an extent that it adversely affects his/her educational performance and cannot be corrected without speech and language related services. 🗹 The presenting need for LAS service is not due to: social maladjustment, health factors, poor school attendance, environmental, economic, or social disadvantage, or lack of instruction or the unfamiliarity with the English language. If the above is so, identify the area(s) of difficulty: Language disorder Articulation disorder Fluency disorder Voice disorder

If the student is eligible, the IEP Team must consider service delivery models based on the student's identified needs and appropriate placement in the least restrictive environment. The IEP team should also include teacher and parent participation in the implementation of goals and supports and accommodations to ensure achievement of goals and objectives in a time-efficient manner and carry-over to multiple communication contexts.