

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Identification Number 102210M005

Eligible (SLD)

Student OHANA SHALEV MI

Date of Birth 22-OCT-2010

Section A: Meeting Information

Table with columns: Pertinent Dates, Type of Meeting. Includes fields for meeting dates, types (Initial, Annual Review, etc.), and location (Serrania Ave. CES).

Section B: Student Information

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Date of Birth Meeting Date

Section C: Language Acquisition

Language Classification: Start Date: Reclassification Date:

Parent Waiver: Yes No

Elementary English Language Development Level: Start Date:

Secondary English Language Development Level: Start Date:

Communication Observation Matrix Level: Start Date:

Section D: Goal Achievement from Current IEP

Goal for: (example - Reading)	Achieved		If No, explain the reason the goal/objective was not achieved
	Yes	No	
1. English Language Development	<input type="radio"/>	<input checked="" type="radio"/>	Not enough time since Annual IEP
Objective 1 met	<input type="radio"/>	<input checked="" type="radio"/>	Not enough time since Annual IEP
Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	Not enough time since Annual IEP
2. Articulation	<input type="radio"/>	<input checked="" type="radio"/>	Not intended to be met at this time
Objective 1 met	<input type="radio"/>	<input checked="" type="radio"/>	Not intended to be met at this time
Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	Not intended to be met at this time
3. Fine Motor	<input type="radio"/>	<input checked="" type="radio"/>	New goal (March 2018)
Objective 1 met	<input type="radio"/>	<input checked="" type="radio"/>	
Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	
4. Written Language	<input type="radio"/>	<input checked="" type="radio"/>	Not enough time since Annual IEP
Objective 1 met	<input type="radio"/>	<input checked="" type="radio"/>	Not enough time since Annual IEP
Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	Not enough time since Annual IEP
5. Mathematics	<input type="radio"/>	<input checked="" type="radio"/>	Not enough time since Annual IEP
Objective 1 met	<input type="radio"/>	<input checked="" type="radio"/>	Not enough time since Annual IEP
Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	Not enough time since Annual IEP
6. Behavior Support	<input type="radio"/>	<input checked="" type="radio"/>	Not enough time since Annual IEP
Objective 1 met	<input type="radio"/>	<input checked="" type="radio"/>	Not enough time since Annual IEP
Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	Not enough time since Annual IEP
7. Reading	<input type="radio"/>	<input checked="" type="radio"/>	Not enough time since Annual IEP
Objective 1 met	<input type="radio"/>	<input checked="" type="radio"/>	Not enough time since Annual IEP
Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	Not enough time since Annual IEP
8.	<input type="radio"/>	<input type="radio"/>	
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	
9.	<input type="radio"/>	<input type="radio"/>	
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	
10.	<input type="radio"/>	<input type="radio"/>	
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	


INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student OHANA SHALEV **Date of Birth** 22-OCT-2010 **Meeting Date** 11-APR-2018

Section E: Present Level of Performance

Performance Area: English Language Development
Assessment/Monitoring Process Used:
State/District Assessment Results: CELDT SCORE (31-OCT-2016) - 4


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

Strengths: Shalev has met his prior year IEP ELD goal. His most recent CELDT test score is '4,' early advanced level. Shalev's classroom teacher reports that he participates in classroom discussions about stories read and is engaged during reading time.

Needs: While Shalev enjoys being read to and participates in classroom discussions about stories read, he has difficulty reading independently and is challenged to apply decoding skills to read accurately.

Impact of Disability: Shalev's special education eligibility of specific learning disability (SLD), may impact his ability to fully access the Common Curriculum in the area of decoding and applying phonetic skills when reading independently.

Performance Area: Reading
Assessment/Monitoring Process Used: WJIV/Teacher Input/Student Observations
State/District Assessment Results: N/A

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

Strengths: Shalev's classroom teacher reports that he is able to name and pronounce approximately 80% of the letters in the alphabet with teacher guidance and masking. At times, Shalev will correctly answer reading comprehension questions. Shalev is able to listen to and follow verbal directions.

Needs: Shalev's classroom teacher reports that he has not met his prior year's IEP reading goal. Shalev does is not able to identify all 26 letters of the alphabet, he does not recognize the difference between upper and lower case letters, or recognize common sight words. Shalev struggles to produce a sound associated with a letter, recognize consonant digraphs, isolate initial and final sounds in words, and blend letters to form words. He has difficulty reading orally with accuracy, and understanding what he reads. His MOY Dibels Next scores are at 'Well Below Benchmark. Shavlev was administered the Woodcock Johnson IV Tests of Achievement. His standard scores in reading areas are as follows:

Letter-Word Identification: 53
 Passage Comprehension: 64
 Word Attack: 52

Impact of Disability: Shalev's special education eligibility of specific learning disability (SLD), may impact his ability to fully access the Common Curriculum in the area of recognizing differences in upper and lower case letters, recognizing common sight words, reciting the alphabet, using phonetic skills to analyze words, really orally with accuracy, and understand what he reads..

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student OHANA

SHALEV

Date of Birth 22-OCT-2010


Meeting Date 11-APR-2018

Section E: Present Level of Performance

Performance Area: Written Language

Assessment/Monitoring Process Used: WJIV/Teacher Input/Student Observations

State/District Assessment Results: N/A

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

Strengths: Shalev's classroom teacher reports that he is able to copy sentences from the whiteboard neatly. He is able to write his first name correctly. Shalev is able to write most numbers correctly.

Needs: Shalev is not at grade level in written language. He is not able to correctly write all 26 letters of the alphabet, and writes some with reversals. He struggles to spell words correctly when writing, He has difficulty using correct punctuation and capitalization when writing. Shalev does not express his ideas clearly when speaking and writing. Shalev was administered the Woodcock Johnson IV Tests of Achievement. His standard scores on the writing/language portion are as follows:


Spelling: 65
Writing Samples: 41

Impact of Disability: Shalev's eligibility of SLD impacts his ability to access the general education core curriculum without the support of special education services in the areas of spelling, the correct usage of punctuation and written expression.

Performance Area: Mathematics

Assessment/Monitoring Process Used: WJIV/Teacher Input/Observations

State/District Assessment Results: N/A

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

Strengths: Shalev's classroom teacher reports that he understands the meaning of math symbols and is able to add and subtract basic facts and can regroup when adding. He understands the concept of 1 to 1 correspondence. Shalev can solve one-step addition and subtraction word problems when they are read to him, he understands math fact families and can count by tens. Shalev has met his prior IEP's math goal to count to 120 to 75% accuracy.

Needs: Shalev's classroom teacher reports that he writes his numbers backwards on occasion and has difficulty computing word problems. Shalev does not recognize the difference between addition and subtraction problems without teacher guidance. Shalev is not performing at grade level in mathematics.

Impact of Disability: Shalev's eligibility of SLD impacts his ability to access the general education core curriculum without the support of special education services in the areas of solving mathematical word problems.

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Student OHANA

SHALEV

Date of Birth 22-OCT-2010

Meeting Date 11-APR-2018

Section E: Present Level of Performance

Performance Area: Behavior Support

Assessment/Monitoring Process Used: Teacher Input/Student Observations

State/District Assessment Results: N/A

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

Strengths: Shalev's classroom teacher reports that he is very social and is liked by his peers. He has good relationship, assumes responsibility for his actions, has a positive self-image, participates and plays well in a group setting and has an appropriate attention span.

Needs: Shalev's classroom teacher reports that he has difficulty coping with frustration, working in a noisy environment, beginning work on time and making acceptable or appropriate decisions independently.

Impact of Disability: Shalev's specific learning disability makes it difficult for him to cope with frustration, work in a noise environment, begin work on time and make acceptable and appropriate decisions independently.

Performance Area:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

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Student OHANA


SHALEV

Date of Birth 22-OCT-2010

Meeting Date 11-APR-2018

Section E: Present Level of Performance


Performance Area:	Fine Motor
Assessment/Monitoring Process Used:	Standardized Assessment, Observation, Work Samples
State/District Assessment Results:	N/A

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

Student's Areas of Strength:

Shalev is able to maintain upright postural control while seated in the classroom and demonstrates appropriate range of motion and strength to appropriately access/reach/retrieve/grasp/carry items in the educational setting. Shalev is appropriately able to navigate his school environment, demonstrating intact balance skills and protective responses. Per Beery VMI results, Shalev exhibits average visual motor and visual perceptual skills. . This reveals that Shalev has typical ability in integrating his visual and motor skills and perceiving visual stimuli appropriately. Shalev exhibits appropriate spacing between words. He uses an appropriate pincer grasp bilaterally as needed to place pegs in a pegboard. He was able to correctly orient pegs using complex and simple rotation skills bilaterally without assist. Shalev demonstrates appropriate in-hand manipulation skills including finger to palm translation (e.g. picking up coins using thumb and pads of fingers and transferring to the palm), palm to finger translation, simple rotation (e.g. unscrewing a bottle cap), and shift (e.g. repositioning a pencil lower or higher in the hand). He is able to color within 1/8-1/16th inch of the boundary. A cutting sample revealed that Shalev is able to cut within 1/8th inch of the boundary. He stabilizes the paper and rotates paper accordingly using his nondominant hand when cutting out simple or complex shapes. Shalev is independent in toileting, dressing, and feeding at school. Shalev is able to engage in both parallel and cooperative tasks with his peers at this time. He maintains appropriate personal space with peers and is able to take turns, share, and follow rules of a game. He can take part in school-wide events and is able to hold

Performance Area:	
Assessment/Monitoring Process Used:	
State/District Assessment Results:	

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

Student's Areas of Strength CONTINUED:

conversations with his peers. During assessment, presented Shalev with a variety of manipulatives and tools, which he was successfully able to manipulate. Assessed Shalev's ability to complete a multi-step activity, in giving him a 5 step drawing task to complete. Shalev was able to complete this activity with 100% accuracy given 1 verbal prompt. He does not demonstrate any gross motor delays that are inhibiting his school-based functioning. He does not currently exhibit any sensory based behaviors inhibiting his classroom functioning at this time.

Student's Areas of Need:

Shalev demonstrates below average motor coordination abilities at this time according to Beery VMI results. He exhibits underlying difficulties controlling movements guided by his vision (eye-hand coordination). Shalev uses a five finger grasp with his thumb IP joint in extension. He required 2 cues throughout assessment to stabilize his paper but otherwise was noted to do so automatically. He protests when provided with a pencil grip or when prompted to correct his writing grasp. . He occasionally requires moderate verbal prompting to use correct finger positioning when grasping scissors. He uses heavy pencil pressure during writing tasks. In a handwriting sample consisting of 9 words and 35 letters with no prompting provided, Shalev demonstrated 23/35 letters with appropriate line regard (66% accuracy), 29/35 letters with appropriate sizing (83% accuracy), and 30/35 letters with appropriate letter formation (86% accuracy).

Impact of Disability on Student Performance:

Shalev's eligibility of SLD paired with his fine motor skills, inhibit his ability to fully access his curriculum at this time.

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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 Summary (include student strengths, student needs and impact of disability on student performance):

Shalev is a seven year five month old boy who currently attends Serrania Charter and is in the first grade SLD SDP. He currently receives LAS services for 30 minutes per week for articulation.

STRENGTHS: Shalev's overall intelligibility has improved. He is more understandable to both his peers and adults. He is able to produce /l/ and /l/ blends in words.

NEEDS: Shalev has difficulty producing /r/ and /r/ blends and /sh/ in words, phrases, and sentences. His speech breaks down even more in conversations and at times is not understood. This makes him difficult to understand by both his peers and adults.

EDUCATIONAL IMPACT: Shalev's articulation affects his ability to access the curriculum.

Rachel Hochberg, M.S., CCC-SLP

Performance Area:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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


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Section E: Present Level of Performance

Performance Area:	Cognitive Ability
Assessment/Monitoring Process Used:	Alternative Assessment Procedures
State/District Assessment Results:	N/A


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

Strengths: Shalev's overall cognitive ability is estimated to be within the average range, based on alternative assessment procedures of measuring intellectual ability. Current assessment results indicate a significant strength in Successive processing with skills in the Superior range. His Planning, Attention and Simultaneous processing skills, as well as his overall visual processing skills were in the Average range. His overall auditory processing skills were also in the Average range.

Areas of Need: In the phonological area, Shalev demonstrated significant difficulties in segmentation and blending, with skills in the Low to Below Average range. His visual motor integration skills were also in the Below Average range.

Impact of Disability: Shalev's Specific Learning Disability with processing deficits in phonological processing and sensory motor skills impact his ability to successfully access the general education curriculum without additional supports.

Performance Area:	Social Emotional
Assessment/Monitoring Process Used:	BASC-3, observations, reports
State/District Assessment Results:	N/A

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

Strengths: Shalev's teacher reported that he is creative and highly verbal. He participates in class activities and discussions, and occasionally works independently.

Areas of Need: Shalev's teacher reported Shalev talks excessively, shows inappropriate behaviors, and is often disrespectful towards others. She reported that Shalev is defiant to authority, needs constant redirection to stay on task, and talks about inappropriate subjects such as guns and other topics that are not appropriate for his age level. His teacher also reported that he has difficulty staying on task, has poor self-control and shows little empathy and concern for others. Results of a behavioral scale completed by his teacher indicated Clinically Significant concerns in Aggression and Conduct Problems, as well as in his overall Behavioral Symptoms Index.

Impact of Disability: Shalev's Specific Learning Disability with processing deficits in phonological processing and sensory motor skills impact his ability to successfully access the general education curriculum without additional supports.

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Meeting Date 11-APR-2018

Section E: Present Level of Performance

Performance Area: Language (Psych)

Assessment/Monitoring Process Used: observation, reports, interviews

State/District Assessment Results: N/A

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

Strengths: During the evaluation, Shalev demonstrated age appropriate language and vocabulary. He was able to express his wants and needs appropriately. He shared information about his family. He shared that his parents are not together, and that he resides with his mother and his two older brothers, ages 9 and 13. He also shared about his pets. He said that he has a cat, which just had 5 kittens. While he is able to initiate and maintain a conversation, his speech is often very difficult to understand due to articulation errors (See LAS report)


Areas of Need: None.

Impact of Disability:None.

Performance Area: FIne/Gross Motor Skills

Assessment/Monitoring Process Used: VMI-6, observation, reports

State/District Assessment Results: N/A

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

Strengths: Based on parent and teacher reports, as well as observations of student, Shalev appears to demonstrate age appropriate gross motor skills for the purpose of accessing the curriculum. Shalev can walk, run, jump and engage in physical activity appropriately for his age. He has age appropriate motor skills to maneuver around a general education campus without difficulties. He has gotten passing grade in Physical Education.

Areas of Need: Shalev's visual-motor integration is within the Below Average range with a standard score of 79 and a percentile rank of 8. Shalev was presented with a series of increasingly complex forms and asked to reproduce them using paper and pencil without making any erasures. These tasks would reflect in classroom tasks requiring eye-hand coordination, including writing. Poor performance can indicate poor visual perception, and/or fine motor coordination problems. It may also indicate that a child has adequate visual perceptual and motor coordination but has not yet learned to integrate or coordinate these two domains. Shalev's ability to integrate visual and fine motor skills is significantly below expectancy when compared to same aged peers. Shalev is left handed and has an awkward pencil grasp. He seemed to struggle copying the shapes presented.

Impact of Disability: Shalev's Specific Learning Disability with processing deficits in phonological processing and sensory motor skills impact his ability to successfully access the general education curriculum without additional supports.

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Student OHANA

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Date of Birth 22-OCT-2010

Meeting Date 11-APR-2018

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 Summary (include student strengths, student needs and impact of disability on student performance):

Health Summary: LAUSD Triennial IEP Health Assessment for Shalev Ohana was completed on 4-11-18 with information provided by review of health records by Melissa Neal R.N. School Nurse, office interview with mother, and office visit by Shalev. Shalev is a 1st grader at Serrania Charter Elementary. He has no significant history of serious illnesses, surgeries, hospitalizations, counseling or psychiatric care. No significant changes in his health within the last three years. Per mother, Shalev is in general good health. His last doctor visit was summer of 2017.

Strengths: Shalev passed LAUSD hearing screening on 2-26-18, and LAUSD vision screening on 3-21-18. Shalev is in general good health, per mom. He is able to communicate well, and was respectful and polite during his health assessment.

Area of Need: Physical health is not an area of need.

Impact of Disability: Physical health does not impact the student's participation, performance, or access in the educational program.

Accommodations/Modifications: None in the area of health.

Completed by:

Melissa Neal RN, BSN, School Nurse
4-11-18

Performance Area:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

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Section F: Eligibility

If applicable, areas discussed related to disability or suspected disability:

[Empty text box for disability discussion]

For Initial IEP, interventions attempted prior to determining eligibility:

[Empty text box for interventions]

Eligible as a student with the disability of:

Code: SLD Specific Learning Disability

Not Applicable, Blind or Partially Sighted

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

Code: [Empty]

Not Applicable, Blind or Partially Sighted

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

or

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

No Longer Eligible (Effective Date): [Empty]

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

Final IEP Reason: [Empty]

Final IEP Effective Date: [Empty]

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Date of Birth Meeting Date

Section G: Annual Goals and Objectives

Performance Area:

Annual Goal #

Shalev will decode 10 regularly spelled two-syllable words with long vowels when reading words in isolation and/or in text with fading teacher support as measured by student work samples and teacher observations in 4 out of 5 trials with 85% accuracy.

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

Methods of Evaluation:

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

Incremental objective #1 related to the goal:

Shalev will decode 5 regularly spelled two-syllable words with long vowels when reading words in isolation and/or in text with fading teacher support as measured by student work samples and teacher observations in 3 out of 5 trials with 65% accuracy.

Date to be achieved MO/YR

Incremental objective #2 related to the goal:

Shalev will decode 8 regularly spelled two-syllable words with long vowels when reading words in isolation and/or in text with fading teacher support as measured by student work samples and teacher observations in 3 out of 5 trials with 75% accuracy.

Date to be achieved MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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Student Date of Birth Meeting Date

Section G: Annual Goals and Objectives

Performance Area:

Annual Goal #

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 of 5 trials with 85% accuracy.

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

Methods of Evaluation:

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

Incremental objective #1 related to the goal:

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 3 of 5 trials with 65% accuracy.

Date to be achieved MO/YR

Incremental objective #2 related to the goal:

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 3 of 5 trials with 75% accuracy.

Date to be achieved MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

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

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Section G: Annual Goals and Objectives

Performance Area:

Annual Goal #

Shalev will orally read on-level text at 52 words per minute when reading at his independent reading level as measured by student work samples and teacher observations in 4 out of 5 trials with 85% accuracy. (CCSS 2.RF.4)

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

Methods of Evaluation:

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

Incremental objective #1 related to the goal:

Shalev will isolate and pronounce initial, medial vowel, final sounds (phonemes) in most spoken single-syllable words with faded teacher guidance and support as measured by student work samples and teacher observations in 3 out of 5 trials with 70% accuracy. (CCSS 1.RF.2)

Date to be achieved MO/YR

Incremental objective #2 related to the goal:

Shalev will distinguish long and short vowels when reading regularly spelled one-syllable words in isolation and/or in text with faded teacher support and guidance as measured by student work samples and teacher observations in 3 out of 5 trials with 75% accuracy. (CCSS 2.RF.3)

Date to be achieved MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Date of Birth Meeting Date

Section G: Annual Goals and Objectives

Performance Area:

Annual Goal #

With guidance and support from adults, Shalev will write 3 or more sentences in which the development/ organization are appropriate to the task and/ or purpose with the use of word banks and with teacher guidance as measured by student work samples and teacher observations in 3 out of 5 trials with 75% accuracy. (CCSS 2.W.4)

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

Methods of Evaluation:

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

Incremental objective #1 related to the goal:

When given letters, words, and sentences from a written model/dictation, Shalev will use correct letter formation and spacing with 70% accuracy in 3 of 5 trials as measured by student work samples. (CCSS 1.1.3)

Date to be achieved MO/YR

Incremental objective #2 related to the goal:

Shalev will generalize learned spelling patterns when writing words when writing using word banks and with faded teacher support as measured by student work samples and teacher observations in 3 out of 5 trials with 75% accuracy. (CCSS 2.L.2)

Date to be achieved MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Date of Birth Meeting Date

Section G: Annual Goals and Objectives

Performance Area:

Annual Goal #

When given 5 or more three-digit addition and subtraction number sentences with regrouping, Shalev will calculate the correct answers using visuals when needed with 75% accuracy in 3 of 5 trials as measured by teacher-made tests. (CCSS 2.2.2)

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

Methods of Evaluation:

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

Incremental objective #1 related to the goal:

When given 10 or more addition/subtraction problems to 20, Shalev will write answers to problems using visuals if needed with 75% accuracy in 3 of 5 trials as measured by teacher-charted observations. (CCSS 1.1.2)

Date to be achieved MO/YR

Incremental objective #2 related to the goal:

When given 3 or more three-digit addition and subtraction number sentences with regrouping, Shalev will calculate the correct answers using visuals when needed with 65% accuracy in 3 of 5 trials as measured by teacher-made tests. (CCSS 2.2.2)

Date to be achieved MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Date of Birth Meeting Date

Section G: Annual Goals and Objectives

Performance Area:

Annual Goal #

To address fine motor skills, Shalev will be able to copy 2 sentences (4-6 words in length) with 85% accuracy for line regard, sizing, and appropriate letter formation with no more than 2 visual/verbal prompts in 3/4 opportunities.

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

Methods of Evaluation:

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

Incremental objective #1 related to the goal:

To address fine motor skills, Shalev will be able to copy 2 sentences (4-6 words in length) with 75% accuracy for line regard, sizing, and appropriate letter formation with no more than 2 visual/verbal prompts in 3/4 opportunities.

Date to be achieved MO/YR

Incremental objective #2 related to the goal:

To address fine motor skills, Shalev will be able to copy 2 sentences (4-6 words in length) with 80% accuracy for line regard, sizing, and appropriate letter formation with no more than 2 visual/verbal prompts in 3/4 opportunities.

Date to be achieved MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Date of Birth Meeting Date

Section G: Annual Goals and Objectives

Performance Area:

Annual Goal #

Shalev will produce /r/ and /r/ blends in words with 80% accuracy in 5 trials.

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

Methods of Evaluation:

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

Incremental objective #1 related to the goal:

Shalev will produce /r/ and /r/ blends in words with 60% accuracy in 5 trials.

Date to be achieved MO/YR

Incremental objective #2 related to the goal:

Shalev will produce /r/ and /r/ blends in words with 70% accuracy in 5 trials.

Date to be achieved MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Date of Birth Meeting Date

Section G: Annual Goals and Objectives

Performance Area:

Annual Goal #

Shalev will produce /sh/ in words with 80% accuracy in 5 trials.

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

Methods of Evaluation:

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

Incremental objective #1 related to the goal:

Shalev will produce /sh/ in words with 60% accuracy in 5 trials.

Date to be achieved MO/YR

Incremental objective #2 related to the goal:

Shalev will produce /sh/ in words with 70% accuracy in 5 trials.

Date to be achieved MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Date of Birth Meeting Date

Section G: Annual Goals and Objectives

Performance Area:

Annual Goal #

Shalev will practice self calming techniques (e.g., deep breathing, self-talk, visualization, mindfulness) for managing negative feelings during conflict in 3 out of 4 trials per week with minimal adult support as measured by observation.

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

Methods of Evaluation:

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

Incremental objective #1 related to the goal:

Shalev will practice self calming techniques (e.g., deep breathing, self-talk, visualization, mindfulness) for managing negative feelings during conflict in 2 out of 4 trials per week with maximum adult support as measured by observation.

Date to be achieved MO/YR

Incremental objective #2 related to the goal:

Shalev will practice self calming techniques (e.g., deep breathing, self-talk, visualization, mindfulness) for managing negative feelings during conflict in 3 out of 4 trials per week with moderate adult support as measured by observation.

Date to be achieved MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

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

Section K: Participation in State and District-wide Assessments

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

Student will participate in Regular State and District Assessments.

ELPAC

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student	OHANA	SHALEV		Date of Birth	22-OCT-2010		Meeting Date	11-APR-2018
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Section N: Procedural Safeguards and Follow-up Actions

- A Parent's Guide to Special Education Services including Procedural Rights & Safeguards** was provided to the parent in his/her primary language.
- The IEP Team Meeting Introductory Statements were read aloud at the beginning of the IEP Team meeting.
- The parent/guardian was informed of his/her right to a written translation of the IEP.

Is the parent/guardian requesting translation services? Yes No

If yes, the parent/guardian has requested a written translation of the IEP in

Specify the Individual Pages to be translated:

Special Requests:

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

THIS SPACE DELIBERATELY LEFT BLANK.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student OHANA SHALEV Date of Birth 22-OCT-2010 Meeting Date 11-APR-2018

Section Q: Parent Participation and Consent

Table with 2 main columns: Parent Participation and Parent Notification. Includes radio button options for meeting attendance and a table for notification details (Method, Whom, When).

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

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

- Radio button options for agreement: 'AGREES to all components of the IEP.' and 'AGREES to all components of the proposed IEP WITH THE SPECIFIC EXCEPTION(S) stated below:' followed by checkboxes for Assessment, Eligibility, Instructional Setting, and Services.

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

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

Parent Concerns and Comments

Large empty box for Parent Concerns and Comments.

Signature(s) / Date Parent Guardian Student age 18-21 years Surrogate Parent Emancipated Minor Foster Parent

Did the school district facilitate parent involvement as a means of improving services and results for your child? Yes No No Response

I certify that I have received a copy of the Parent Input Survey regarding the IEP process. I understand that my completion of the form is voluntary and can be done at anytime after the IEP meeting. Signature(s) / Date 11-APR-2018

PARENT INPUT SURVEY

Would you please take a moment to complete the survey below.
 The information you provide will help us improve the Individualized Education Program (IEP) process. Thank you in advance for your time and interest.

ALL INFORMATION IS CONFIDENTIAL

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

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

If any of the answers to items 13-16 or 18-19 was No, please discuss your concern(s) with the site administrator or call the Division of Special Education at (213) 241-6701.

B. Regarding your child's previous IEP (if relevant):	Yes	No	Does Not Apply
20. I am satisfied that my child received the services described on the previous IEP. (If your answer to this question is "No", please write concerns below.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional Comments			

Is there anything more you would like to ask us or tell us?
Please write below or call the Parent Resource Network at 1-800-933-8133.

Handwriting lines for providing feedback.

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

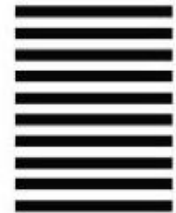


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ATTN PARENT RESOURCE NETWORK
LOS ANGELES UNIFIED SCHOOL DISTRICT
PO BOX 513307
LOS ANGELES CA 90099-4093



PARENT INPUT SURVEY
English

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Reconvened Meeting Date

Student

Date of Birth

Meeting Date

Section R: Names and Signatures (Signatures on File)

Team Member	Print Name	Signature
Parent/Guardian	<input type="text" value="Elnav Amar"/>	
Parent/Guardian	<input type="text"/>	
Student Age 18 - 21 years	<input type="text"/>	
Student Under Age 18 years	<input type="text"/>	
Surrogate Parent	<input type="text"/>	
Foster Parent	<input type="text"/>	
Family Foster Home Provider	<input type="text"/>	
Administrator	<input type="text" value="Maria Vallone"/>	
Administrative Designee	<input type="text"/>	
Special Education Teacher	<input type="text" value="Laura Schussman"/>	
General Education Teacher	<input type="text" value="Erin Parks"/>	
School Psychologist	<input type="text" value="Claudia Diaz De Leon"/>	
School Nurse	<input type="text" value="Melissa Neal"/>	
Related Service Staff <input type="text" value="OT"/>	<input type="text" value="Rachel Bittenson"/>	
Related Service Staff <input type="text" value="LAS"/>	<input type="text" value="Rachel Hochberg"/>	
Related Service Staff <input type="text"/>	<input type="text"/>	
Interpreter	<input type="text"/>	
Sign Language Interpreter	<input type="text"/>	
Agency Representative	<input type="text"/>	
Agency Representative	<input type="text"/>	
Agency Representative	<input type="text"/>	
Other <input type="text" value="Special Ed. Teacher"/>	<input type="text" value="Emma Gordon"/>	
Other <input type="text"/>	<input type="text"/>	
Other <input type="text"/>	<input type="text"/>	
Other <input type="text"/>	<input type="text"/>	

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student OHANA SHALEV

Date of Birth 22-OCT-2010

Meeting Date 11-APR-2018

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

Student's Current Placement Type:

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

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

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

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

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

Los Angeles Unified School District

Student OHANA

SHALEV

Date of Birth 22-OCT-2010

Meeting Date 11-APR-2018

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

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

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 1 - Eligibility, Placements and Supports

Student OHANA SHALEV **Date of Birth** 22-OCT-2010 **Meeting Date** 11-APR-2018

		Effective With this IEP	Future Changes Related to this IEP
	As of Date:		
Eligibility: (from Page 4)		Eligible (SLD)	
	<i>Final IEP Reason</i> <i>Final IEP Effective Date:</i>		//
Curriculum		General Education	
Placement	Type of School	District Non-Resident School	
	Name of School	SERRANIA AVE CES	
Instructional Setting	Setting	Special Education	
	Program	SLD	
	Special Day Minutes/Wk	1285	
	Addresses Goals	2(English Language Development),5(Mathematics),8(Articulation 2), (Fine Motor),(Counseling),3(Reading),1(Behavioral Support 1),4(Written Language),7(Articulation)	//
Additional Factors	Low Incident Support	None	
	Assistive Technology Support	No	
	Transportation	School to School	
	Extended School Year/Intersession	Yes <input checked="" type="radio"/> No <input type="radio"/>	
	Parent Counseling and Training (PCT)	Yes <input checked="" type="radio"/> No <input type="radio"/>	
	ESY Transportation	School to School	
Accommodation, Modifications, Supports	Instructional Accommodations	Reteaching, attaining Shalev's attention before asking questions, number lines, problems read to him, assignments broken down into smaller segments, privacy carrels, noise buffers, opportunities for breaks, sound spelling charts, reinforcement for completion of work and behavior, use of word banks, graphic organizers when needed, math manipulative materials when needed.	//
	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	Do the Parent and the District (local educational agency) agree that a	Yes <input type="radio"/> No <input type="radio"/>	

and document the decision to conduct or not conduct a three-year comprehensive reassessment.)	reassessment is unnecessary?	
	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		

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student OHANA SHALEV **Date of Birth** 22-OCT-2010 **Meeting Date** 11-APR-2018

Effective With This IEP

**Future Changes
Related To This IEP**

Service 1

**16
Occupational Therapy**

This service addresses the following **goals:**

(Fine Motor)

Start Date: Effective on Signature Date
End Date:
Service applies to: Regular
Frequency: 1-10
Interval: Monthly
Minutes/Interval: 60
Minutes/Interval (Pullout from Gen Ed): 60
Service Delivery Model: Direct Service (Collaborative)*
Responsible Personnel: Licensed/Credentialed Provider

*

Service 2

**04
Counseling and Guidance**

This service addresses the following **goals:**

(Counseling)

Start Date: Effective on Signature Date
End Date:
Service applies to: Regular
Frequency: 1-5
Interval: Monthly
Minutes/Interval: 120
Minutes/Interval (Pullout from Gen Ed): 120
Service Delivery Model: Direct Service (By a Single Provider)*
Responsible Personnel: Licensed/Credentialed Provider

*

Service 3

**10
Language/Speech**

This service addresses the following **goals:**

7(Articulation)
8(Articulation 2)

Start Date: Effective on Signature Date
End Date:
Service applies to: Regular
Frequency: 10-40
Interval: Weekly
Minutes/Interval: 810
Minutes/Interval (Pullout from Gen Ed): 0

Ed):
 Service Delivery Model: Direct Service (Collaborative)*
 Area: School-Based
 Responsible Personnel: Licensed/Credentialed Provider
 General Education Teacher

*

Notes:

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

Part 3 - Percentage of Time Outside of General Education		
	Effective With this IEP	Future Changes Related to this IEP
% of Time per Week outside of General Education	83 %	

Part 4 - Additional Discussion (This section is optional)

The IEP team determined that student will be able to maintain the level of speech and language skills during the summer months without significant regression or recoupment, therefore ESY is not being recommended.

Parent Counseling Training (PCT) worksheet was completed. PCT would help support Shalev. PCT invitation was handed to parent.

Los Angeles Unified School District **INDIVIDUALIZED EDUCATION PROGRAM**

(SLD, pg. 1 of 1)

Student OHANA

SHALEV

Date of Birth 22-OCT-2010

Meeting Date 11-APR-2018

SPECIFIC LEARNING DISABILITIES CERTIFICATION

Use this form at Initial, Three Year Reviews and comprehensive assessments for students eligible as having a Specific Learning Disability, including but not limited to students with characteristics of dyslexia. This form is not required at Annual Review meetings.

It is the consensus of the IEP Team that the student meets the eligibility criteria for Specific Learning Disability based upon the information which follows. This form serves as the written report of the IEP Team consensus.

1. Are there educationally relevant medical conditions which should be considered by the IEP Team? Yes No

If Yes, describe

2. During the observation of the student in the general education setting, was behavior noted that relates to the student's general academic functioning? Yes No

If Yes, describe

3. A severe discrepancy exists in one or more of the following academic areas: (Check all that apply)

- Listening Comprehension
- Basic Reading Skills
- Oral Expression
- Reading Comprehension
- Written Expression
- Math Calculation
- Math Reasoning
- Reading Fluency

4. The discrepancy is the result of a disorder in one or more of the following psychological processes: (Check all that apply)

- Attention
- Visual Processing
- Auditory Processing
- Sensory Motor Skills
- Cognitive abilities including association, conceptualization and expression
- Phonological Processing

5. The Team agrees that the discrepancy is not primarily the result of:

- Limited school experience
- Poor school attendance
- Environmental, economic or cultural disadvantage

Social maladjustment

Intellectually Disabled

Visual, hearing or motor impairment

Unfamiliarity with the English language

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Date of Birth Meeting Date

FAPE Summary Grid

Program: SLD **Setting:** Special Education
Eligibility: Eligible (SLD) **Curriculum:** General Education
Transportation: School to School **Low Incident Support:** None

Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)
04	Counseling and Guidance	Effective on Signature Date	Regular	Monthly	1-5	~	120	Counseling
10	Language/Speech	Effective on Signature Date	Regular	Weekly	10-40	School-Based	810	Articulation, Articulation 2
16	Occupational Therapy	Effective on Signature Date	Regular	Monthly	1-10	~	60	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.