

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Identification Number 060508M116 SSID 2200313711

Eligible (SLD)

Student SHVARTZ NEHORAY N Last First MI

Date of Birth: 05-JUN-2008

Section A: Meeting Information

Table with 2 columns: Pertinent Dates, Type of Meeting. Includes fields for meeting dates and types like Initial, Annual Review, etc.

Location of Meeting: Hale Charter Academy; District Name: Los Angeles Unified School Dis

Section B: Student Information

Form with multiple fields for student details: Date of Birth, Gender, Age, Grade, Ethnic Code, Home Address, etc.

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student SHVARTZ NEHORAY N Last First MI

Date of Birth 05-JUN-2008

Meeting Date 06-FEB-2020

Section C: Language Acquisition

Language Classification: Limited English Proficient Start Date: 03-NOV-2016
Parent Waiver: Yes No Reclassification Date:
Elementary English Language Development Level: Start Date:
Secondary English Language Development Level: 1 Start Date: 31-DEC-2016
Communication Observation Matrix Level: Start Date:

Section D: Goal Achievement from Current IEP

Table with 5 columns: Goal for (example - Reading), Achieved (Yes/No), and If No, explain the reason the goal/objective was not achieved. Rows include numbered goals (1-9) and objective categories (Objective 1 met, Objective 2 met).

	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
10	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Category	<input type="text" value="▼"/>			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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Student SHVARTZ NEHORAY N Date of Birth 05-JUN-2008 Meeting Date 06-FEB-2020
Last First MI

Section E: Present Level of Performance

Performance Area: Health
Assessment/Monitoring Process Used: Assessment/parent/record review
State/District Assessment Results: N/A

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

History: Student is the product of a full term pregnancy without any prenatal, birth or newborn complications. Nehoray is in good general health with normal growth and development. No history of serious or chronic illness, allergies, injuries, accidents, surgeries or hospitalizations. There are no daily medications. Immunizations are up to date.
Strengths: Nehoray passed a vision screening on 3/15/19 without correction and an audio screening on 3/6/19. Student is able to perform activities of daily living independently. Student is verbal and able to communicate needs.
Areas of need: Health is not an area of need.
Impact of disability: Health does not adversely affect his participation, performance, and access in his educational program.
Accommodations/modifications: None
Vanita Star, MS, BSN, RN, PHN
Credentialed School Nurse
12/6/19

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):

[Empty text box for current performance/assessment summary]

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Section E: Present Level of Performance

Performance Area: Reading Comprehension

Category:

Assessment/Monitoring Process Used: Teacher comments, Woodcock Johnson IV adim. 11/22/2020

State/District Assessment Results: SBAC 2019 Standard Not Met (-184) 2318

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

Cluster/Test Standard Score WJIV Classification
BROAD READING 49 Very Low
Letter-Word ID 66 Low
Passage Comprehension 62 Low
Sentence Reading Fluency 46 Very Low

Strengths: Nehoray's highest score was with Letter-Word Identification assessment measuring Nehoray's ability to identify letters and words, he was not required to know the meaning of any word, He was able to identify 43 letters and words out of 67, earning a score of Low when compared to his age level peers. His second highest score was in the passage comprehension assessment, measuring his ability to understand what he reads, he read the passages silently and then said the missing word(s) to complete the sentence. Nehoray earned a comprehension score in the Low area when compared to his age level peers. The English Language Development Teacher reports Nehoray is able to comprehend material when it is read aloud to him.

Area of Need: From the Woodcock Johnson IV, Nehoray scored in the Very Low range when reading for speed on the sentence reading fluency test. Nehoray's science, history and ELD teachers report his reading comprehension is an area of need, so is his ability to read aloud with expression, being able to find information in grade level test/ materials.

Impact of Disability: Nehoray's eligibility of Specific Learning Disability, (SLD) impairs his reading comprehension of grade level material which impacts his involvement and progress in the general education curriculum.

Performance Area: Written Language

Category:

Assessment/Monitoring Process Used: Teacher Observations/reports, Woodcock Johnson IV admin. November 22, 2019

State/District Assessment Results: SBAC 2019 Standards NOt et (-184) 2318

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

Cluster/Test Standard Score WJ IV Classification
BROAD Written Language 50 Very Low
Spelling 47 Very Low
Writing Samples 84 Low Average
Sentence Writing Fluency <40 Very Low

Strengths: Since Nehoray has rarely completed written work, his strengths have not been observed in this area from the math, history or science teachers.

Area of Need: From the WJIV Nehoray needs support in the area of spelling at grade level, writing a simple sentence with correct punctuation and grammar, as well as being able to take notes (from the sentence writing fluency assessment) From the ELD teacher, Nehoray needs help with writing sentences, producing a paragraph with the use of correct spelling,, vocabulary, expressing himself with reasonable clarity and the use of grammar and capitalization. The science and history teachers also report weakness with Nehoray expressing himself through writing with reasonable clarity.

Impact of Disability: Nehoray's eligibility of Specific Learning Disability, (SLD) impairs his written language ability which impacts his involvement and progress in the general education curriculum.

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Section E: Present Level of Performance

Performance Area: Math

Category:

Assessment/Monitoring Process Used: Teacher comments, Woodcock Johnson IV admin. Nov. 22, 2019

State/District Assessment Results: SBAC 2019 (-201) 2327 Standards Not Met

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

Cluster/Test Standard Score WJ IV Classification
BROAD Mathematics 73 Low
Applied Problems 101 Average
Calculation 60 Very Low
Math Facts Fluency 71 Low

Strengths: From the WJIV, Nehoray earned a score of average in the area of applied problems measuring his ability to analyze and solve math problems that were read aloud with him answering verbally. Because he does not turn in class or homework or complete math tests, the teacher could not determine any strengths.

Area of Need: From the WJIV, Nehoray scored very low with being able to calculate mathematical computations. He scored low in the are of adding, subtracting and multiplying simple math equations within a three minute time period. The math teacher reports that he could not determine any strengths and or weaknesses due to a lack of home/class work and tests/quizzes.

Impact of Disability: Nehoray' eligibility of Specific Learning Disability, (SLD) impairs his math skills with addition/subtraction which impacts his involvement and progress in the general education curriculum.

Performance Area: Vocational Education

Category:

Assessment/Monitoring Process Used: Teacher comments, observations

State/District Assessment Results:

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

Strengths: The history teacher reported he stays seated in his chair during class.

Area of Need: Nehoray's teachers all report he does not try to work in class, makes minimal attempt to participate in class. He comes to class without the proper materials such as pencils and or pens, at times he does not even have paper. He has difficulty following classroom rules such as staying seated in his seat, not talking during lectures or while teacher is giving instructions. He will disrupt his table mates/classmates, not allowing them to learn or pay attention.

Impact of Disability: Nehoray' eligibility of Specific Learning Disability, (SLD) impairs his use of grade level work and study skills which impacts his involvement and progress in the general education curriculum.

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Section E: Present Level of Performance

Performance Area: Cognitive Abilities

Category:

Assessment/Monitoring Process Used: Psycho-educational assessment

State/District Assessment Results:

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

Based on testing conducted in English, Nehoray demonstrates overall average cognitive abilities based on his visual skills, non-verbal reasoning and auditory reasoning. Overall average skills were demonstrated in his visual processing which includes visual discrimination, visual figure ground, visual closure and visual memory. Non-verbal reasoning abilities and verbal spatial relations were also within the average range. Nehoray demonstrated average abilities in his phonological processing with relative strengths in word discrimination and phonological blending. Auditory reasoning abilities were within the low average range, however this appears to be an underestimate of his true abilities as he tended to space out and would say, 'I don't know'.
 Visual motor integration skills appears to be within the low average range.

Nehoray demonstrated low average overall auditory processing skills. Phonological segmentation was in the low average range. Auditory memory and successive processing appear to be within the low average range and can fluctuate to the well below average range. His working memory appears to be in the low average range.

Nehoray demonstrated below average abilities in his comprehension, which appeared to be impacted by his inattention. On standardized tests, Nehoray demonstrated below average abilities in his planning and executive functioning skills and well below average abilities in his attention, which appears to be an accurate reflection of his skills in the classroom.

Nehoray's Specific Learning Disability (auditory memory/comprehension/attention processing) significantly impacts his participation, progress and involvement in the general education program.

Performance Area: Gross and Fine Motor Skills

Category:

Assessment/Monitoring Process Used: Psycho-educational assessment

State/District Assessment Results:

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

Interviews/Observations
 Nehoray is able to run, jump, throw and walk based on informal observations, teacher reports and school nurse's informal assessment. He is able to navigate the educational environment without difficulty. Parent and teachers do not report concerns.

Fine Motor skills refer to the ability to use one's hands and fingers precisely for a skilled activity. Nehoray is a left handed dominant. Results of the VMI-6 indicate Low Average sensory motor skills. These tasks would reflect in classroom tasks requiring eye-hand coordination, including writing. Penmanship appears messy and immature. Teachers indicate that they are concerned about his writing and that he has a difficult time writing things down on paper, often tearing up his papers from frustration.

Impact: Nehoray's disability appears to impact his production of written work.

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Section E: Present Level of Performance

Performance Area: Language Abilities
Category:
Assessment/Monitoring Process Used: Psycho-educational assessment
State/District Assessment Results:

Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):
Per parent report, Nehoray met his language milestones within normal limits. Hebrew is the primary language spoken at home. Nehoray is currently designated ELD-1. Nehoray is classified as an LEP student who is demonstrating Minimally Developed English language skills. Hebrew is spoken within the home, and he primarily communicates in Hebrew at home. Nehoray is able to express himself in English with adequate ability. Per current assessment results, he does present with age appropriate basic interpersonal communication skills. Presently, Nehoray was able to engage in conversation, follow directions and answer questions with relative ease in English. Nehoray was able to comprehend information presented and he demonstrated low average reasoning skills to answer questions in English. He asked clarification questions when he did not understand something. He was able to discuss and explain how he enjoys flying planes with his dad, playing with his flip-boards and how difficult it is for him to learn to read and write. He was able to convey his thoughts and feelings in English with clarity. Areas of concern: Nehoray's cognitive and academic language proficiency skills in English based on standardized scores are not developing as expected given the amount of exposure to English language instruction. Nehoray was administered the Broad Oral Language cluster of the WMLS-3 in English to better ascertain his receptive and expressive language skills. The Basic Oral Language cluster is composed of the Analogies, Oral Comprehension, and Picture Vocabulary subtests. Nehoray's overall skills fall within the Well Below Average range. IMPACT: Nahoray's Specific Learning Disability (auditory memory, comprehension, attention, hyperactivity, impulsivity) significantly impacts his ability to make progress in his English language development as well as his participation, progress and involvement in the general education program.

Performance Area: Bilingual Suplimental Assessment
Category:
Assessment/Monitoring Process Used: Bilingual assessment in Hebrew and English
State/District Assessment Results:

Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):
Current assessment results in Hebrew indicate that Nehoray appeared to have some difficulty naming pictures of nouns in Hebrew. Nehoray exhibited difficulty repeating back the sentences he heard in Hebrew, as he mispronounced words within the sentences he repeated back. Nehoray was able to follow directions of pointing, and appeared to understand what was being asked of him in Hebrew on the Understanding Directions subtest. On auditory memory tasks, Nehoray exhibited less than adequate ability recalling numbers in Hebrew. He was able to recall four digit numbers in forward order, compared to five digit numbers in English. In reversed order, Nehoray was able to recall three digit numbers, similar to his performance in English. When asked to repeat words in order, Nehoray was able to correctly recall eight items with a maximum of four words, compared to his performance in English in which he recalled six items with a maximum of 4 words. Overall, Nehoray's auditory memory skills appeared to measure equally in English and in Hebrew. At this time, and based on all of the information, reports, and test results available it appears that the lack of academic progress and difficulties that Nehoray is exhibiting at school are not primarily due to second language acquisition. Lack of English language proficiency can be ruled out as the probable cause for low scores when assessed in English.

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Section E: Present Level of Performance

Performance Area: Social Emotional Functioning

Category:

Assessment/Monitoring Process Used: Psycho-educational assessment

State/District Assessment Results:

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

Areas of Strengths: Liraz Shvartz, Nehoray's mother, describes Nehoray as enjoying building and flying planes with his dad. His adaptive skills are reported to be within the average range and typical for his age based on parent observations, specifically in the areas of daily activities, social communication and motor skills. Mrs. Shvartz reports that Nehoray socializes with peers, does not have difficulty making friends nor has issues relating to his peers. Nehoray is described by his teachers as creative (can build toys out of minimal supplies-cardboard/tape), resourceful, personable, fun and shows a sense of humor. His ELD teacher shared that he seems to have good listening comprehension skills. She indicated that Nehoray appears to really care for his family and shows concern when he feels he has let them down. He is described as wanting to be a 'good boy'. Nehoray indicated that he enjoys hobbies such as flying remote control planes, skating with friends at skate parks and his hand board. He shared that he enjoys watching You-tube videos on airplanes and how to make finger boards. He also likes to play soccer. Based on teacher, parent and self rating scales, internalizing problems were within the average range and not a concern.

Areas of concern indicated by his mother include his hyperactivity, behavior, inability to sit still, and lack of progress in his English and math skills. She indicates that Nehoray is observed to have a short attention span, is easily distracted, easily agitated, over-reacts when faced with a problem, and cannot calm down. Nehoray is also reported to get easily discouraged, and when he doesn't understand something he breaks pencils everyday. His mother indicated he doesn't follow the rules and doesn't listen to the teachers.

Adaptive areas that are not as well developed includecomprehending directions, community use, leadership skills and working with others.

1 of 4

Performance Area: Social Emotional Functioning continued-2

Category:

Assessment/Monitoring Process Used: Psycho-educational assessment

State/District Assessment Results:

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

Areas of concern continued: His math/science teacher shared that Nehoray can be uncooperative, inattentive and disrespectful. He indicates that Nehoray is very rarely paying attention or on task. He frequently distracts others and disrupts class. This behavior is described to happen on a daily basis, 3 to 5 times. His history teacher shared that all academic areas are of concern. She indicates that Nehoray makes no effort to participate in anything presented to him. He will sit through the entire class, but does nothing. Even when given alternative assignments, he does not want them. His English/ELD teacher indicated that he struggles to remember how to spell, has poor retention, has poor handwriting and struggles with writing. She shared that it appears to be very difficult to get the words down onto the paper. He is also reported to become easily frustrated and discouraged, indicating that he demonstrates feelings of inadequacy. Nehoray is reported to frequently destroy materials for class (multiple comp books), exhibit excessive talking, can be disrespectful and inappropriate. When Nehoray does do some work, he almost always destroys it before finishing, even if it is just coloring something in.

Nehoray can be argumentative when not getting his way and likes to make deals based on teacher observations. With his peers, he jokes and laughs with them, but he can also be rude and mean (thoughtless of their feelings). He has been observed to use Hebrew profanity and is quick to tell on others when they do the same.

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Section E: Present Level of Performance

Performance Area: Social Emotional Functioning-3

Category: [dropdown arrow]

Assessment/Monitoring Process Used: Rating scales

State/District Assessment Results: [input field]

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

Areas of concern: Based on teacher and parent broad band rating scales, areas within the at risk to clinically significant range were externalizing behaviors (hyperactivity, aggression, conduct problems), school problems (attention problems, learning problems) overall behavioral symptoms and adaptive skills (functional communication, study skills, adaptability, social skills and leadership). Nehoray is reported as often being restless and overactive, and he may have difficulty controlling his impulses. Nehoray's teacher reports that Nehoray displays a high number of aggressive behaviors and may be reported as being argumentative, defiant, and/or threatening to others. Nehoray's teacher reports that Nehoray frequently engages in rule-breaking behavior such as cheating, deception, and/or stealing. The teacher rating scale further indicated depression was in the At-Risk range and atypicality to be in the clinically significant range.

Nehoray's BASC-3 Self Report revealed school problems to be in the Clinically Significant range, specifically his attitude toward teachers and school. Other areas identified by Nehoray to be in the clinically significant range were sense of inadequacy, attention problems, and hyperactivity. Self esteem was in the at risk range.

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Performance Area: Social Emotional Functioning-4

Category: [dropdown arrow]

Assessment/Monitoring Process Used: [input field]

State/District Assessment Results: [input field]

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

Areas of concern continued: Based on narrow band rating scales that are specific to inattention and hyperactivity/impulsivity, parent and teachers (math/science & history teachers) indicate Nehoray places in the 'Very Likely' range for behaviors generally associated with attention deficit hyperactivity disorder. Nehoray is reported to very often have difficulty concentrating, fails to finish assignments, is disorganized and has difficulty getting started on assignments, has difficulty planning and carrying out plans, is absent-minded or forgetful, is inattentive, doesn't listen well, has difficulty following directions, has short attention span, is easily distracted and frequently off task and tunes out, forgets what he is reading (has trouble reading) and has poor study skills.

Teacher and parent also indicated that he is often highly energetic, engages in significant amount of unnecessary movements, fidgets, cannot sit still, is frequently out of assigned area without permission, fails to wait his turn in activity, acts without thinking, knows the rules and consequences but acts without thinking, often interrupts when others are talking and has difficulty inhibiting what he is saying (says whatever pops into his head).

IMPACT: Nahoray's Specific Learning Disability (auditory memory/comprehension/attention processing) significantly impacts his participation, progress and involvement in the general education program.

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Section F: Eligibility

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

Other Health Impairment
Specific Learning Disability

For Initial IEP, interventions attempted prior to determining eligibility:

Documentation reflects in 4th grade that actions taken to support Nehoray included parent consulting with pediatrician regarding ADHD diagnosis, RST will informally screen and determine ELA and math levels, intervention strategies developed by intervention coordinator/art teacher/3rd grade teacher, attend learning center, small group instruction, work in LEXIA and IXL at school and home, modified homework, supplemental work for practice, and parent read homework with Nehoray and provide assistance. At follow up meeting, he was displaying disruptive behaviors in the learning center and was not utilizing the programs at home to improve his reading or math.

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:

Not Applicable, Blind or Partially Sighted

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

or

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

No Longer Eligible (Effective Date):

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

Final IEP Reason: Final IEP Effective Date:

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

Nehoray will use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words when given a list and or subject specific words as measured by teacher observations in 3 out of 5 trials with 75% 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
- Observation
- Other
- Norm Referenced
- Portfolio
- Criterion Referenced
- Work Samples
- Curriculum Based
- Informal

Incremental objective #1 related to the goal:

Nehoray will use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words when given a list and or subject specific words as measured by teacher observations in 2 out of 5 trials with 56% accuracy.

Incremental objective #2 related to the goal:

Nehoray will use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words when given a list and or subject specific words as measured by teacher observations in 3 out of 5 trials with 70% accuracy.

Date to be achieved: MO/YR

Date to be achieved: MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

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

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Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

Nehoray will need to follow classroom and school rules such as not speaking or interrupting the teacher, and or staying in his seat when instructed as measured by 'cooperation' grade on progress and report cards, no lower than an S in all his classes.

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

Incremental objective #1 related to the goal:

Nehoray will need to follow classroom and school rules such as not speaking or interrupting the teacher, and or staying in his seat when instructed as measured by 'cooperation' grade on progress and report cards, no lower than an S in all his classes.

Incremental objective #2 related to the goal:

Nehoray will need to follow classroom and school rules such as not speaking or interrupting the teacher, and or staying in his seat when instructed as measured by 'cooperation' grade on progress and report cards, no lower than an S in all his classes.

Date to be achieved: MO/YR

Date to be achieved: MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

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

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Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

Nehoray will produce clear and coherent writing of 5 or more sentences in which the organization is appropriate to the task, purpose, and/or audience on class/homework and writing assignments as measured by student work samples and teacher observations in 3 out of 5 trials with 75% 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
- Observation
- Other
- Norm Referenced
- Portfolio
-
- Criterion Referenced
- Work Samples
- Curriculum Based
- Informal

Incremental objective #1 related to the goal:

Nehoray will produce clear and coherent writing of 5 or more sentences in which the organization is appropriate to the task, purpose, and/or audience on class/homework and writing assignments as measured by student work samples and teacher observations in 2 out of 5 trials with 65% accuracy

Incremental objective #2 related to the goal:

Nehoray will produce clear and coherent writing of 5 or more sentences in which the organization is appropriate to the task, purpose, and/or audience on class/homework and writing assignments as measured by student work samples and teacher observations in 3 out of 5 trials with 70% accuracy

Date to be achieved: MO/YR

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 Date: <input type="text"/>	2nd Reporting Period Date: <input type="text"/>	3rd Reporting Period Date: <input type="text"/>	4th Reporting Period (Secondary Only) Date: <input type="text"/>	Goal Achievement
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
 Last First MI

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

Nehoray will fluently add, subtract, multiply, and divide multi-digit whole numbers using the standard algorithm for each operation on class/homework and tests/quizzes as measured by student work samples and/or teacher made tests/quizzes in 3 out of 4 trials with 75% 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
- Observation
- Other
- Norm Referenced
- Portfolio
-
- Criterion Referenced
- Work Samples
- Curriculum Based
- Informal

Incremental objective #1 related to the goal:

Nehoray will fluently add, subtract, multiply, and divide multi-digit whole numbers using the standard algorithm for each operation on class/homework and tests/quizzes as measured by student work samples and/or teacher made tests/quizzes in 2 out of 4 trials with 65% accuracy

Incremental objective #2 related to the goal:

Nehoray will fluently add, subtract, multiply, and divide multi-digit whole numbers using the standard algorithm for each operation on class/homework and tests/quizzes as measured by student work samples and/or teacher made tests/quizzes in 2 out of 4 trials with 70% accuracy

Date to be achieved: MO/YR

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 Date: <input type="text"/>	2nd Reporting Period Date: <input type="text"/>	3rd Reporting Period Date: <input type="text"/>	4th Reporting Period (Secondary Only) Date: <input type="text"/>	Goal Achievement
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: <div style="border: 1px solid black; height: 100px; width: 100%;"></div>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
 Last First MI

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

Nehoray will bring all required class room materials to class, ie. pens, pencils, paper and textbooks to all his classes with 90% accuracy as measured by teacher observations.

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

Incremental objective #1 related to the goal:

Nehoray will bring all required class room materials to class, ie. pens, pencils, paper and textbooks to all his classes with 90% accuracy as measured by teacher observations.

Incremental objective #2 related to the goal:

Nehoray will bring all required class room materials to class, ie. pens, pencils, paper and textbooks to all his classes with 90% accuracy as measured by teacher observations.

Date to be achieved: MO/YR

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 Date: <input type="text"/>	2nd Reporting Period Date: <input type="text"/>	3rd Reporting Period Date: <input type="text"/>	4th Reporting Period (Secondary Only) Date: <input type="text"/>	Goal Achievement
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
 Last First MI

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

Nehoray will give details and examples in a text when explaining what the text says at a literal level when reading academic texts as measured by teacher observations in 3 out of 4 trials with 70% 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
- Observation
- Other
- Norm Referenced
- Portfolio
- Criterion Referenced
- Work Samples
- Curriculum Based
- Informal

Incremental objective #1 related to the goal:

Nehoray will give details and examples in a text when explaining what the text says at a literal level when reading academic texts as measured by teacher observations in 2 out of 4 trials with %60 accuracy.

Incremental objective #2 related to the goal:

Nehoray will give details and examples in a text when explaining what the text says at a literal level when reading academic texts as measured by teacher observations in 3 out of 4 trials with 70% accuracy.

Date to be achieved: MO/YR

Date to be achieved: MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student SHVARTZ NEHORAY N
 Last First MI

Date of Birth 05-JUN-2008

Meeting Date 06-FEB-2020

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.

<p>Student will participate in Regular State and District Assessments. <i>(Designated Supports and/or Accommodations identified below are applicable)</i></p>	<p>CAASPP Subject ELA and Math</p>
<p>Designated Supports: - Text-to-speech software enabled (for math items and ELA items except for reading passages)</p>	
<p>Accommodations: - Text-to-Speech software enabled for ELA reading passages (embedded accommodation). - Multiplication table for single digits 1-9 (paper-based; not allowed for Grade 3; non-embedded accommodation)</p>	
<p>Student will participate in Regular State and District Assessments. <i>(Designated Supports and/or Accommodations identified below are applicable)</i></p>	<p>ELPAC Subject Writing</p>
<p>Student will participate in Regular State and District Assessments. <i>(Designated Supports and/or Accommodations identified below are applicable)</i></p>	<p>ELPAC Subject Reading</p>
<p>Student will participate in Regular State and District Assessments. <i>(Designated Supports and/or Accommodations identified below are applicable)</i></p>	<p>ELPAC Subject Speaking</p>
<p>Student will participate in Regular State and District Assessments. <i>(Designated Supports and/or Accommodations identified below are applicable)</i></p>	<p>ELPAC Subject Listening</p>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student SHVARTZ NEHORAY N
Last First MI

Date of Birth 05-JUN-2008

Meeting Date 06-FEB-2020

Section N: Procedural Safeguards and Follow-up Actions

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

Is the parent/guardian requesting translation services? Yes No

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

Specify the Individual Pages to be translated:

all pages

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.

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student SHVARTZ NEHORAY N Last First MI

Date of Birth 05-JUN-2008

Meeting Date 06-FEB-2020

Section Q: Parent Participation and Consent

Parent Participation

- Parent/Student (18-21) has participated in the IEP meeting.
Parent/Student (18-21) indicated before the meeting that they would not be able to attend.
Parent/Student (18-21) was notified 3 times of the meeting time and place.
Parent/Student (18-21) did not respond to any of the meeting notifications and the meeting was held without the Parent/Student (18-21) present..
Parent/Student (18-21) did not attend and gave permission to proceed without them if they did not attend.

Parent Notification

Table with 3 columns: Method, Whom, When. Row 1: Phone, DEICY PEREZ, 14-JAN-2020

I (PARENT) acknowledge that the IEP meeting was rescheduled to this date at my request. (Parent initials here ONLY if the PARENT requested that the IEP meeting be rescheduled.)

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

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

- Parent/Student (18-21) AGREES to all components of the IEP.
Parent/Student (18-21) AGREES o all components of the proposed IEP WITH THE SPECIFIC EXCEPTION(S) stated below:
Assessment Specify
Eligibility Specify
Instructional SettingSpecify
Services Specify

- 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

Signature(s)

Signature(s)

Date 07-FEB-2020

- Parent Guardian Student age 18-21 years 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)

Signature(s)

Date 6-FEB-2020

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):			
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!



NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES

BUSINESS REPLY MAIL
FIRST-CLASS MAIL PERMIT NO. 33798 LOS ANGELES CA 90051

POSTAGE WILL BE PAID BY ADDRESSEE

ATTN PARENT RESOURCE NETWORK
LOS ANGELES UNIFIED SCHOOL DISTRICT
PO BOX 613307
LOS ANGELES CA 90099-4093



PARENT INPUT SURVEY
English

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Reconvened Meeting Date

Student
 Last First MI

Date of Birth

Meeting Date

Section R: Names and Signatures (Signatures on File)

Team Member	Print Name	Signature
Parent/Guardian	<input type="text" value="Liraz Shvartz"/>	<input type="text" value="Liraz Shvartz"/>
Parent/Guardian	<input type="text"/>	<input type="text"/>
Student Age 18 - 21 years	<input type="text"/>	<input type="text"/>
Student Under Age 18 years	<input type="text"/>	<input type="text"/>
Surrogate Parent	<input type="text"/>	<input type="text"/>
Foster Parent	<input type="text"/>	<input type="text"/>
Family Foster Home Provider	<input type="text"/>	<input type="text"/>
Administrator	<input type="text" value="Kristi Santi"/>	<input type="text" value="Kristi Santi"/>
Administrative Designee	<input type="text"/>	<input type="text"/>
Special Education Teacher	<input type="text" value="Cecilia Walsh"/>	<input type="text" value="Cecilia Walsh"/>
General Education Teacher	<input type="text" value="Alex Anderson"/>	<input type="text" value="Alex Anderson"/>
School Psychologist	<input type="text" value="Kathy Jackson"/>	<input type="text" value="Kathy Jackson"/>
School Nurse	<input type="text"/>	<input type="text"/>
Related Service Staff <input type="text"/>	<input type="text"/>	<input type="text"/>
Related Service Staff <input type="text"/>	<input type="text"/>	<input type="text"/>
Related Service Staff <input type="text"/>	<input type="text"/>	<input type="text"/>
Interpreter	<input type="text"/>	<input type="text"/>
Sign Language Interpreter	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
 Last First MI

Date of Birth

Meeting Date

LEAST RESTRICTIVE ENVIRONMENT ANALYSIS

To Be Completed By the IEP Team at the IEP Team Meeting

Student's Current Placement Type:

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

DIRECTIONS: Complete the information below as part of the IEP team discussion regarding placement from the beginning at Step A until the team reaches the Step that indicates YES. After reaching the Step that indicates YES, it is also required to complete Step F.

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. In selecting the LRE, consideration is given to any potential harmful effect on the child or on the quality of services that he or she needs.

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.
Nehoray is already in classes with resource support and does not accept help/support, needs a small learning environment and is successful with adult supervision.	

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.
Nehoray needs a smaller learning environment to help with learning	

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student SHVARTZ
Last

NEHORAY
First

N
MI

Date of Birth 05-JUN-2008

Meeting Date 06-FEB-2020

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?

Yes 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.

Yes 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?

Yes 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.

Yes 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?

Yes 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

Student SHVARTZ
Last

NEHORAY
First

N
MI

Date of Birth 05-JUN-2008

Meeting Date 06-FEB-2020

ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)

To Be Completed By the IEP Team at the IEP Team Meeting

Step F.	<p>The student's needs as reflected in the contents of this IEP, and the placement being considered by the IEP team, outweigh any potential harmful effects at this time, including (check all that apply):</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Diminished access to the full range of the curriculum <input checked="" type="checkbox"/> Missed general education instruction taught by highly qualified staff <input checked="" type="checkbox"/> Rate at which student may earn credits for graduation <input type="checkbox"/> Lack of opportunity for social interaction <input type="checkbox"/> Lack of opportunities for age-appropriate peer role models <input type="checkbox"/> Amount of socialization opportunities with typical peers <input type="checkbox"/> Limited access to peers in student's home community <input type="checkbox"/> Lack of exposure to appropriate behavioral models from peers <input type="checkbox"/> Other: <input type="text"/>
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INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 1 - Eligibility, Placements and Supports

Student
 Last First MI

Date of Birth Meeting Date

		Effective With this IEP	Future Changes Related to this IEP
	As of Date:	<input type="text" value="07-FEB-2020"/>	<input type="text"/>
Eligibility: (from Page 4)		Eligible (SLD)	
	Final IEP Reason Final IEP Effective Date:		
Curriculum		<input type="text" value="General Education"/>	<input type="text"/>
Placement	Type of School	<input type="text" value="Affiliated Charter"/>	<input type="text"/>
	Name of School	<input type="text" value="HALE CA"/>	<input type="text"/>
Instructional Setting	Setting	<input type="text" value="Special Education"/>	<input type="text"/>
	Program	<input type="text" value="SLD"/>	<input type="text"/>
	Special Day Minutes/Wk	<input type="text" value="988"/>	<input type="text"/>
	Addresses Goals	<input type="text" value="1(Language),3(WRITING),4(Mathematics),5(Vocational Education),6(Reading Comprehend.),2(Behavioral Support)"/>	<input type="text"/>
Additional Factors	Low Incident Support	<input type="text" value="None"/>	<input type="text"/>
	Assistive Technology Support	<input type="text" value="No"/>	<input type="text"/>
	Transportation	<input type="text" value="None"/>	<input type="text"/>
	Extended School Year/Intersession	<input type="radio"/> Yes <input checked="" type="radio"/> No	
	Parent Counseling and Training (PCT)	<input type="radio"/> Yes <input checked="" type="radio"/> No	
	ESY Transportation	<input type="text"/>	<input type="text"/>
Accommodation, Modifications, Supports	Instructional Accommodations	<input type="text" value="preferential seating (does not have to be in front of class), use of calculator or multiplication chart on class/homework and tests/quizzes, movement breaks, allow typed written work, scaffold work, reduce work assignments, use of voice to text software (student provided), audio books when available"/>	<input type="text"/>
	Instructional Modifications	<input type="text" value="n/a"/>	<input type="text"/>
	Other Supports, including Non-Academic and Extracurricular Activities	<input type="text" value="n/a"/>	<input type="text"/>
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?	<input type="radio"/> Yes <input type="radio"/> No	
	If the Parent does not agree, specify the area(s) to be reassessed.	<input type="text"/>	<input type="text"/>

Comments, as appropriate

Low Incidence Equipment

Assistive Technology Equipment	
Participation in General Education	Nehoray will participate in special education classes. He will be in general ed. P.E. and elective class.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student
 Last First MI

Date of Birth Meeting Date

		Effective With This IEP	Future Changes Related To This IEP
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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	<input type="text" value="52"/>	

Part 4 - Additional Discussion (This section is optional)

The Parent/guardian is offered to attend Parent Counseling and Training (PCT) workshops. PCT workshops are offered weekly. Parents may opt to attend mornings from 8:15-10:15 a.m., and/or evenings from 5:00-7:00 PM at any of the locations offered. PCT workshops are offered at each LAUSD Local District: Northeast, Northwest, East, West, Central, and South. The PCT invitation packet was provided to the parent during today's IEP.

Assessment results were discussed including psycho-educational assessment, supplemental bilingual assessment and standardized academic achievement scores. Team determined that he qualifies as a student with a Specific Learning Disability. Bilingual assessment was conducted in Hebrew and determined that lack of English language proficiency can be ruled out. Team determined that since he has already been in a resource class for math and the ELD program, with limited progress, the the special day program would be the most appropriate placement to address his needs and goals. Parent was in agreement. Parent wrote a letter stating she wants her son out of the ELD program and is revoking ELD services. Parent also signed change of program request and withdraw waiver.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

(SLD, pg. 1 of 1)

Student SHVARTZ NEHORAY N
Last First MI

Date of Birth 05-JUN-2008

Meeting Date 06-FEB-2020

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? No

If Yes, describe

[Empty text box for describing medical conditions]

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

If Yes, describe

lack of focus, hyperactivity, impulsivity and effort

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

IEP FAPE Part 2 - Summary of Services

Student SHVARTZ NEHORAY N
 Last First MI

Date of Birth 05-JUN-2008 Meeting Date 06-FEB-2020

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:	07-Feb-2020		

Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)	No Consent
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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.

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. 1 of 3)

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

1 The behavior impeding learning is: Describe what it looks like:

2 It impedes learning because: lack of work production disrupts other students requires instruction to stop
 instructional time is lost negative interaction with peers
 other

3 The need for a Behavior Intervention Plan: early stage intervention moderate serious extreme

4 Frequency or intensity or duration of behavior: Frequency (x) Period Intensity Duration (min)
 Reported by and/or observed by

PREVENTION

PART 1

ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

5 What are the predictors for the behavior? (Situations in which the behavior is likely to occur: people, time, place, subject, etc).

<input type="checkbox"/> Disruption in routines	<input checked="" type="checkbox"/> Work level higher than student's ability	<input type="checkbox"/> Verbal directives	<input type="checkbox"/> Lack of predictability
<input type="checkbox"/> Time of day	<input checked="" type="checkbox"/> Internal physical/emotional state	<input type="checkbox"/> Peer conflict	<input type="checkbox"/> Over stimulation
<input type="checkbox"/> Unstructured time	<input type="checkbox"/> Lack of freedom, choice, desirable activities, friends	<input type="checkbox"/> Room conditions	<input type="checkbox"/> Specific room arrangement
<input type="checkbox"/> Events from previous environments	<input type="checkbox"/> Under stimulation		

Other Describe:

Observation Analysis **6**

What supports the student using the problem behavior? (What is missing in the environment/curriculum or what is in the environment/curriculum that needs changing?)

Present in the environment:	<input checked="" type="checkbox"/> Classroom seating arrangement	<input type="checkbox"/> Noise levels	<input type="checkbox"/> Interactions (adult and/or peers)
Missing in the environment:	<input type="checkbox"/> Peer status gained for misbehavior	<input type="checkbox"/> Inappropriate materials (age-appropriate, size, etc.)	<input type="checkbox"/> Conflict resolution skills
	<input type="checkbox"/> Transition skills	<input type="checkbox"/> Schedule	<input type="checkbox"/> Effective communication with parent
	<input checked="" type="checkbox"/> Re-teaching	<input type="checkbox"/> Task structuring	<input type="checkbox"/> Communications system
	<input type="checkbox"/> Social skills instruction	<input type="checkbox"/> Consequences not clear to student	
	<input type="checkbox"/> Choices		

Other (Missing/Present):

REMOVE STUDENT'S NEED TO USE THE PROBLEM BEHAVIOR

Intervention **7**

What environmental changes, structure and supports are needed to remove the student's need to use this behavior? (Changes in Time/Space/Materials/Interactions to remove the likelihood of behavior)

Time Changes:	<input type="checkbox"/> Give more time on tasks	<input checked="" type="checkbox"/> Allow completion in parts	<input type="checkbox"/> Teach a closure system
Space Changes:	<input type="checkbox"/> Signal transition	<input checked="" type="checkbox"/> Provide a break	<input type="checkbox"/> Give less time on tasks
Material Changes:	<input type="checkbox"/> Preferred seating	<input type="checkbox"/> Different work areas	<input checked="" type="checkbox"/> Study carrels
Interaction:	<input type="checkbox"/> Personal space	<input checked="" type="checkbox"/> Hands-on learning	<input type="checkbox"/> Tasks organized
	<input checked="" type="checkbox"/> Accommodated work	<input type="checkbox"/> Notebook organizer	<input type="checkbox"/> Enlarged print size books
	<input checked="" type="checkbox"/> High interest materials	<input type="checkbox"/> Cue the student	<input type="checkbox"/> Model
	<input type="checkbox"/> Use specific supportive words	<input type="checkbox"/> Praise successes	<input type="checkbox"/> Peer Models
	<input type="checkbox"/> Verbally praise student	<input type="checkbox"/> Use calm, de-escalating language	
	<input type="checkbox"/> Use specific support communications		

Other

Who will establish? Who will monitor? Frequency

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. 2 of 3)

Student **SHVARTZ** **NEHORAY** **N** **MI** Date of Birth **05-JUN-2008** Meeting Date **06-FEB-2020**

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

8

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

- To Get: Sensory input Attention (peer) Attention (staff)
- To Avoid: Tangible (desired item) Tangible (desired activity)
- Sensory input Attention (peer) Attention (staff)
- Task (too difficult) Task (too easy) Task (too long)

Describe: will disrupt class to bring attention to self and avoid work

Observation Analysis 9

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

When work is too difficult for Nehoray he will a quietly raise his hand for help.

Empty text box for observation analysis notes.

10

What teaching Strategies/Necessary Curriculum/Materials are needed?

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

Who will establish? school staff Who will monitor? school staff Frequency: as required

Intervention 11

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

- Physical: High-fives Smiles Handshake
- Verbal: Pat on the back Recognition of student's ... Peer recognition
- Contingent Access: Use specific praises Free time Listen to music
- Time on the computer Describe: Other
- Preferred activity Positive phone calls or notes to home Certificate sent home Seating Location
- Tangibles Tokens Points
- Tokens and Points: Exempt assignment Extra test points
- Privileges:

Other ideas: Selection of reinforcer based on: what might work
 reinforcer for using replacement behavior reinforcer for general increase in positive behaviors
By whom? school staff Frequency: as required

EFFECTIVE REACTION PART III REACTIVE STRATEGIES

12

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

Nehoray will need to be prompted to get on task or back on task with a verbal prompt and stop talking . If this does not work then ask him to move to another area to help with the work, if this does not work then remind him of the classroom rule and what the consequences are...note, email or call to mother

Personnel? school staff

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)

Student
Last First MI

Date of Birth

Meeting Date

OUTCOMES

PART IV

BEHAVIORAL GOALS

13 Behavioral Goal: Goal #:

Nehoray will need to follow classroom and school rules such as not speaking or interrupting the teacher, and or staying in his seat when instructed as measured by 'cooperation' grade on progress and report cards, no lower than an S in all his classes.

The above behavioral goal is to: Increase use of replacement behavior and may also include:
 Reduce frequency of problem behavior Develop new general skills that remove student's need to use the problem behavior

Observation and Analysis Conclusion

Are curriculum accommodations or modifications also necessary? Where described?

Yes No

Are environmental supports/changes necessary?

Yes No

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

Yes No

Are both teaching of new replacement behavior AND reinforcement needed?

Yes No

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

Yes No

Person responsible for contact between agencies.

COMMUNICATION

PART V

COMMUNICATION PROVISIONS

14 Manner and content of communication:
 Phone calls Email Written notes
 Daily reports Daily charting Behavioral logs
 Weekly reports
 Other

Between? Frequency?