

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Identification Number 080410M055 SSID 9680927354

Eligible (OHI)

Student Last: SONINO First: JONATHAN MI: Date of Birth: 04-AUG-2010

Section A: Meeting Information

Pertinent Dates	Type of Meeting
Date of Initial IEP Team Meeting: 04-JUN-2019	<input type="radio"/> Initial <input checked="" type="radio"/> Amendment of IEP dated 04-JUN-2019 <input type="radio"/> Annual Review <input type="radio"/> Three Year Review <input type="radio"/> Other <input type="radio"/> Early Start Transition <input type="radio"/> Expulsion Analysis <input type="radio"/> Individual Transition Plan
Date of Present Meeting: 06-JUN-2019	
Annual Review to be conducted by: 04-JUN-2020	
Next Three Year Review will be conducted by: 04-JUN-2022	
Three Year Review or Evaluation was conducted on: 04-JUN-2019	
Transition to Kindergarten to be conducted by:	
Location of Meeting: NESTLE AVE CHARTER	District Name: Los Angeles Unified School Dist

Section B: Student Information

Date of Birth: 04-AUG-2010	Age: 8	Grade: 3
Gender: <input checked="" type="radio"/> Male <input type="radio"/> Female	Limited English Proficient Student: <input checked="" type="radio"/> Yes <input type="radio"/> No	Ethnic Code: White
Location of the Psych Folder: SUPPORT UNIT NOR	Student has no Psych Folder: <input type="checkbox"/>	
Location of the Cum Folder: NESTLE AVE CHART	Student has no Cum Folder: <input type="checkbox"/>	
Home Language: Hebrew	Student Language: Hebrew	Alternate Mode of Communication:
Home Address of Student: 18624 CALVERT ST		
City: TARZANA CA	ZIP Code: 91356	
Home Telephone: (818) 758-9525	Daytime Telephone:	Emergency Telephone:
School of Attendance: Nestle Ave Charter	Location Code: 5452	
School of Residence: Vanalden Ave El	Location Code: 7411	
Name of Parent/Guardian: MAYA LIBERMAN	Telephone: 310-625-1004	
Address: 18624 Calvert Street , Tarzana, CA 91356		
City: TARZANA CA	ZIP Code: 91356	
Surogate Parent:	Telephone:	
Attends CURRENT SCHOOL as a result of one of the following	Attends School of Residence: <input type="text" value="NESTLE AVE CHARTER"/>	
Is the student living in a Family Foster Home (FFH)? <input checked="" type="radio"/> No <input type="radio"/> Yes	FFH#:	
Is FFH Provider related to student? <input type="radio"/> No <input type="radio"/> Yes	Relationship:	
Licensed Children's Institution: <input type="radio"/> No <input type="radio"/> Yes	LCI Name:	
	LCI#:	
Out of the home placement made by: <input type="radio"/> Regional Center <input type="radio"/> Superior Court	<input type="radio"/> Department of Mental Health <input type="radio"/> Department of Children's Services	
Child's family living within LAUSD's boundaries? <input type="radio"/> No <input checked="" type="radio"/> Yes	<input type="radio"/> Other:	
If the student is 18 years old or older or is an emancipated minor, does he/she have educational decision-making rights?	<input type="radio"/> No <input type="radio"/> Yes	

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Date of Birth

Meeting Date

Section C: Language Acquisition

Language Classification: Start Date:
 Parent Waiver: Yes No Reclassification Date:
 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 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	INITIAL
Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
2 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
3 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
4 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
5 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
6 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
7 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
8 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
9 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
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"/>
Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>

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Student SONINO
Last

JONATHAN
First

MI
MI

Date of Birth 04-AUG-2010

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Section E: Present Level of Performance

Performance Area: Health

Assessment/Monitoring Process Used: Interview with mother

State/District Assessment Results:

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

Health Summary: Healthy 8 years and 9 months old student .
 He is not on any routine medications at home or school.

Strengths: General good health; Ambulatory with normal gait and balance. He is verbal .
 Able to perform activities of daily living like feeding, dressing, and toileting.
 passed vision screening on 05/08/19; hearing normal: passed audio screening 03/20/19
 by LAUSD audiometrist.

Area of Need: Health is not an area of need.

Impact of Disability: Health does not impact the student's participation, performance,
 and access in the educational program.

Accommodations: None.

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]

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student
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First
MIDate of Birth Meeting Date

Section E: Present Level of Performance

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):

STRENGTHS: Based on alternative procedures for measuring intellectual ability, including performance on tasks attempted, interpretation of processing strengths and areas of need, observations, interviews and a review of data, Jonathan's estimated cognitive ability is within the Average range. Strengths were noted in visual (non-motor) processing (ability to recognize and interpret visual stimuli (i.e. tracking, recognition, interpretation, discrimination, closure, and sequence), sensory-motor (ability to combine input of sensory information - auditory, visual, tactile - with output of motor activity -i.e. eye-hand coordination, general body control and hand control), auditory processing (ability to recognize and interpret auditory stimuli (i.e. perception, discrimination, working memory and auditory reasoning), and expression (ability to communicate wants, needs, and ideas through language). In addition, Jonathan's Working Memory was within the average range. He has a personal strength on tasks that required evaluating and working with information that had to be remembered for a short period of time and on measures of Executive Function with Working Memory, Jonathan was in the low average range. Jonathan has adequate ability completing tasks that involved the control of thinking, behavior, and attention when working with information that had to be evaluated and remembered for a short period of time.

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):

AREAS OF NEED: Areas of need were noted in attention (ability to select and direct attention, to discriminate among, respond to, to sustain or to shift focus as necessary -i.e. persistence, rate of responding, alertness, and concentration). Jonathan performed within the below average range on cognitive / processing measures of attention. On the Attention Scale of the CAS-2, Jonathan performed within the below average range. This scale measured his ability to sustain attention, as well as selectively focus on particular stimuli while ignoring other competing stimuli. His performance on the Attention scale indicates that Jonathan has difficulty focusing on tasks require visual attention. In addition, attention difficulties (short attention span, distractibility, difficulty focusing and staying on task, and sustaining attention for extended periods of time) were observed during testing session. In addition, both parent and teacher have reported that Jonathan exhibits attention difficulties with home and school settings. Furthermore, RST reports that Jonathan exhibited attention difficulties during administration of standardized academic measures (WJ-IV Tests of Achievement). Finally, Jonathan's Executive Function score was in the below average range, indicating that he has difficulty on tasks that required control of thinking, behavior, and attention.

IMPACT OF DISABILITY: As a result of Jonathan's Other Health Impairment (OHI), he may experience difficulty in the classroom. For example, he may have difficulty learning at a rapid rate, learning new material, and understanding new concepts that are presented orally. Additionally, Jonathan may experience difficulty in the area of reading comprehension, and memorizing information. He may also experience difficulty attending to oral lessons, focusing on his assignments independently, and keeping his work space organized.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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Student SONINO JONATHAN Last First

MI

Date of Birth 04-AUG-2010

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Section E: Present Level of Performance

Performance Area: Social-Emotional Status

Assessment/Monitoring Process Used: Psycho-educational Assessment

State/District Assessment Results: N/A

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

STRENGTHS: In the social-emotional domain, Jonathan appears to be functioning mostly within normal limits for age and grade level. On the day of assessment, Jonathan made excellent eye contact, smiled, and responded appropriately when greeted by examiner. Jonathan was very friendly, smiled frequently, and seemed to be in good mood. He was well-groomed and dressed appropriately for the weather. During testing, Jonathan was very friendly, cooperative, respectful, polite, and hard working. In general, he was attentive and approached most tasks in a careful manner. He seemed motivated to perform well and enjoyed most testing activities. At times, he became distracted, but he was easily redirected and responded well to praise and positive reinforcement. Jonathan showed interest in most testing activities and asked relevant questions about testing materials / tasks. He was able to transition with ease from one task to another. Jonathan interacted very well with examiner and demonstrated a good sense of humor. Overall, Jonathan was a very nice, pleasant, and fun student work with throughout assessment session. During interview, Jonathan readily engaged in reciprocal conversation with examiner. He was articulate, communicated clearly and spoke in completed and detailed sentences. He demonstrated excellent communication skills. Jonathan shared information about himself, family, and school. Jonathan stated that some of his favorite activities include playing on his computer, skateboarding, playing with his friends, teaching his friends how to skate board, playing basketball and soccer, playing video games (Roblox), and playing on iPhone 8. At school, Jonathan shared that he has many friends and enjoys attending school. Academically, Jonathan stated that 'math, reading, and English' are difficult and Science 'too, sometimes.'

Within the home setting, mother has reported that Jonathan is friendly, cooperative, and 'sometimes' he gets along with his siblings. BASC-3 Parent Ratings indicate all average scores; no at-risk and/or clinically significant scores noted.

Performance Area: Continued . . .

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Within the school setting, teacher describes Jonathan as a nice, polite, respectful, and friendly student who gets along well with peers and adults and who 'tries to do his best.' Socially, teacher reports that Jonathan relates positively to peers and adults, takes responsibility for his actions, copes well with frustration, makes acceptable or appropriate decisions independently, plays appropriately with others on the playground, participates in small group and large group activities, follows classroom, playground, and school rules, and demonstrates respect for authority figures at school. BASC-3 Teacher Ratings indicated all average scores, except for, 'at-risk' score in Learning Problems; no clinically significant scores noted. Also, Attention Problems scale score fell right at the cut-off of average/at-risk range.

AREAS OF NEED: During testing, occasionally, Jonathan rushed through tasks, answered too quickly, and needed to be encouraged slow down and be more careful. He seemed motivated to perform well and enjoyed most testing activities. At times, Jonathan became distracted while examiner read instructions on how to complete testing activities and he would ask for directions to be repeated. Other times, he would stop in the middle of a task to make a comment about the task he was working on. Jonathan needed to be redirected back to task at times throughout assessment session; however, he was easily redirected and responded well to praise and positive reinforcement. Throughout testing session, Jonathan exhibited some difficulty staying focused and on task and needed to be redirected back to task.

Impact of Disability: As a result of Jonathan's Other Health Impairment (OHI), he may experience difficulty in the classroom. For example, he may have difficulty learning at a rapid rate, learning new material, and understanding new concepts that are presented orally. Additionally, Jonathan may experience difficulty in the area of reading comprehension, and memorizing information. He may also experience difficulty attending to oral lessons, focusing on his assignments independently, and keeping his work space organized.

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MI

Section E: Present Level of Performance

Performance Area:

Social-Emotional Status (Continued . . .)

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

AREAS OF NEED: Within the home setting, mother has reported that Jonathan 'sometimes' gets along with his siblings. She also has reported that Jonathan 'has some peer issues with same age and older peers.' Mother reports that Jonathan exhibits significant difficulties focusing at home and school and tends to get 'very emotional;' she reports that Jonathan began to experience these difficulties in preschool. Jonathan has difficulty completing homework 'all the time' and 'can't stay focused' long enough to complete it. BASC-3 Parent Ratings indicate all average scores; no at-risk and/or clinically significant scores noted. However, ADHD-T 2 Parent Ratings indicate significant issues with Inattention and Hyperactivity / Impulsivity and ADHD Index suggests that Jonathan is 'Likely' exhibiting ADHD behaviors.

Within the school setting, teacher reports that Jonathan 'lacks focus and finds it hard to pay attention and concentrate on lessons as well as well as seat work.' Teacher adds that Jonathan is 'inattentive, highly distracted, disorganized, lacks focus, restless, cannot seem to follow multi-step directions, and low in English and Math.' According to teacher, Jonathan has difficulty staying on task, 'feels bad that he can't stay focused,' and 'wants to do better.' In the area of work habits, teacher reports that Jonathan works hastily rather than carefully, does not return homework on time, has difficulty staying focused, on task, and working independently, is frequently out of his seat, and needs to be monitored in order to stay on task and focused on his work. BASC-3 Teacher Ratings indicated 'at-risk' score in Learning Problems; all other scores fell within the average range; no clinically significant scores noted. However, Attention Problems scale score fell right at the cut-off of average/at-risk range. In addition, teacher completed the ADHDT-2 and ADHD Index results suggest that Jonathan is 'Very Likely' exhibiting ADHD behaviors.

Performance Area:

Continued . . .

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Finally, End of Year Report Card (3rd Reporting Period), Jonathan earned S's (Sometimes) marks in all areas of Characteristics and Behaviors of a College-Prepared and Career-Ready Learner including Effectively communicates and Collaborates, Understands Other Perspectives, Thinks Critically, Solves Problems Creatively, and Values Evidence, Acts Responsibly, Ethically, and is a Productive Citizen.

IMPACT OF DISABILITY:

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Section E: Present Level of Performance

Performance Area: Language Function / Communication Status

Assessment/Monitoring Process Used: Psycho-educational Assessment

State/District Assessment Results: N/A

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

STRENGTHS: In the language function / communication domain, Jonathan appears to be functioning within normal limits for age and grade level. Jonathan is a bilingual student who has an LAUSD language classification of English Language Development (ELD) 4 - Well Developed. The primary language spoken within Jonathan's household Hebrew; English is secondary language. Jonathan has been receiving all academic/language instruction in English in a General Education instructional setting since Kindergarten. Review of records indicates that Jonathan has made average progress in English Language Development yearly. According parent, Hebrew is the primary language spoken at home; English is secondary language. Jonathan understands and speaks both Hebrew and English. Per LAUSD school records, he is classified as an English Learner (EL) with current English Language Development Level (4 - Well Developed). Mother reports that Jonathan began to speak Hebrew at 12-months of age and he reached developmental milestones including language within normal limits.

Performance Area: Continued . . .

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

He speaks clearly. He can follow directions (2-3 steps) and is able to grasp and retain academic concepts. In oral language, teacher reports that Jonathan shows strength in his ability to express his ideas effectively. Teacher adds that Jonathan shows 'empathy and maturity in communication.' Jonathan speaks and communicates clearly, using age appropriate vocabulary, and complete sentences. Per psychologist observation and interview, Jonathan does present with age appropriate basic interpersonal communication skills and cognitive and academic language proficiency skills in English.

Significant concerns are not noted in language functioning based upon observation and parent and teacher input. Jonathan's language skills were assessed in English using the Woodcock-Johnson IV Tests of Oral Language (WJ IV-TOL), which is a measure of receptive and expressive language in English. It measures language processing and academic language proficiency. The subtests administered can be categorized into the following clusters: Oral Language, Broad Oral Language, Oral Expression, and Listening Comprehension. Jonathan's performance on the WJ-IV TOL was as follows: In Oral Language, Jonathan performed in the average range. This cluster measures comprehension knowledge including word relationships and meaning, listening ability, and verbal comprehension.

Impact of Disability:
As a result of Jonathan's Other Health Impairment (OHI), he may experience difficulty in the classroom. For example, he may have difficulty learning at a rapid rate, learning new material, and understanding new concepts that are presented orally. Additionally, He may experience difficulty in the area of reading comprehension, and memorizing information. He may also experience difficulty attending to oral lessons, focusing on his assignments independently, and keeping his work space organized.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student SONINO JONATHAN MI Date of Birth 04-AUG-2010 Meeting Date 06-JUN-2019

Section E: Present Level of Performance

Performance Area: Language Function / Communication Status
Assessment/Monitoring Process Used: Psycho-educational Status
State/District Assessment Results: N/A

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

Overall, on the WJ-IV TOL, Jonathan performed within the average range. Jonathan demonstrated strengths in both receptive language and expressive language. Results from the WJ-IV TOL are consistent with examiner's observations during interview, parent information, and teacher information. In addition, on the BASC-3 Functional Communication scale, parent and teacher indicated that Jonathan demonstrates 'average' expressive and receptive communication skills and is able to seek out and find information independently. English Language Learner Summary: Assessment results including review of records, parent information, teacher information, interviews, and standardized language and academic measures indicate that Jonathan has strong academic oral language skills in English suggesting that English is his dominant language at this time. Given assessment results, Jonathan's performance on cognitive and psychological processing tests conducted in English should be considered valid. Therefore, second language acquisition issues do not appear to be the primary factors contributing to Jonathan's academic performance. Based on observations, interviews, teacher information, parent information, review of records, and current assessment results, Jonathan's oral language skills in English appear to be within normal limits and adequate for access to his educational setting. Jonathan is not exhibiting any needs in the area of language function.
AREAS OF NEED: None.
IMPACT OF DISABILITY: None.

Performance Area: Motor Abilities
Assessment/Monitoring Process Used: Psycho-educational Assessment
State/District Assessment Results: N/A

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

STRENGTHS: In the motor domain, Jonathan appears to be functioning within normal limits for age and grade level. Jonathan's sensory motor skills / fine motor skills (eye-hand coordination) fell within the low average range. Jonathan is left-hand dominant. He approached paper and pencil tasks in quick manner and did not always refer to geometric designs as he copied them. Jonathan's writing samples were neat and legible. Overall, based on observations, writing samples, and standardized measures, Jonathan does not appear to be exhibiting any significant and/or severe processing deficits in the sensory motor domain. He appears to have acquired the underlying skills to be able to complete paper and pencil tasks / assignments. In the area of gross motor skills, based on observations, teacher information, parent information, progress reports, and review of records, Jonathan appears to be working within normal limits. He is able to participate in physical education activities and access playground equipment without difficulty. He is able to navigate the school environment safely independently. In addition, review of Progress Reports indicates that Jonathan has consistently met grade level standards in Physical Education. At this time, Jonathan is not exhibiting any significant areas of need in the gross motor domain.
AREAS OF NEED: None.
IMPACT OF DISABILITY: None.

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Section E: Present Level of Performance

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):

WJ4: The Letter-Word Identification Test measured Jonathan's ability to identify letters or words. He is not required to know the meaning of any word. Jonathan's score of 106 was average for his age range. The Passage Comprehension Test measures ability to understand what he reads or sees. Jonathan's score of 87 was low average compared to students his age. The Reading Fluency Test measured Jonathan's ability to quickly read simple sentences or letters and decide if the statement is true. He was asked to complete as many items as possible within a 3-minute time limit. Jonathan's score was, 93 which is average for his age. Overall, Jonathan's Broad Reading Score (95) is within the average range for his age.

Strengths: Jonathan has shown an ability understand complex word families and use them to decode familiar words. Jonathan will choose letter patterns and translate them into spoken language by using phonics, syllabication and word parts. Jonathan can read grade level sight words. Jonathan has an emerging ability to read text aloud with pacing and expression. Jonathan is beginning to understand prefixes and how they are used to find the meaning of unknown words. Jonathan's middle of the year DIBELS assessment has him at BENCHMARK.

Needs: Jonathan struggles to use context clues to find the meaning of unfamiliar words. When reading Jonathan does not use comprehension strategies such as: predicting or asking/answering questions. Jonathan has not shown the ability to find the main idea of a story with its supporting details. He has not shown the ability to identify theme, plot, setting or characters of grade level text. Jonathan has not yet been able to find problems and solutions in text.

Impact of Disability: Jonathan's eligibility of OHI impacts his ability to find the main idea of a story with its supporting details which affects his ability to participate in his general education reading curriculum.

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):

WJ4: The Spelling Test measured Jonathan's ability to write orally presented words or letters correctly. His score of 113 is within the low average range for his age. The Writing Samples Test measured Jonathan's ability to write responses to a variety of demands. He was asked to produce writings that were evaluated with respect to the quality of expression. His score of 96 is average range for his age group. Sentence Writing fluency test measured Jonathan's skill in formulating and writing simple sentences quickly. This test has a five minute time limit. Jonathan's score of 119 is within the high average range for his age. Overall, Jonathan's Broad Written Language Score (110) is within the average range for his age.

Strengths: Jonathan will use a growing numbers of verbs, nouns and prepositional phrases in his writing. Jonathan has shown an ability to write using one to two sentences. When writing Jonathan will write compositions that explain personal events or experiences.

Needs: Jonathan has not shown an ability to create a single paragraph that includes a topic sentence, supporting details and a concluding sentence. Jonathan has not yet shown the ability to write personal or formal letters. Jonathan's paragraphs often suffer from poor sentence structure, grammar, punctuation and spelling.

Impact of Disability: Jonathan's eligibility of OHI impacts his ability to write grade appropriate paragraphs which affects his ability to participate in his general education writing curriculum.

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Section E: Present Level of Performance

Performance Area:

Mathematics

Assessment/Monitoring Process Used:

WJ4, teacher survey, observation, work samples

State/District Assessment Results:

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

WJ4: The Calculation Test measured Jonathan's ability to analyze and solve math problems that were presented to him. Jonathan's score of 104 was within the average range for his age. The Applied Problems Test measured Jonathan's ability to analyze and solve math problems that were read to him. Jonathan's score of 89 was in the low average range for his age. The Math Facts Fluency Test measured Jonathan's ability to solve simple math facts quickly. He was presented with a series of simple problems to complete in a 3-minute time limit. Jonathan's score of 90 is within the average range for his age. Overall, Jonathan's Broad Math Score (94) is within the average range for his age.

Strengths: Jonathan is able to count and read numbers up to 10,000. Jonathan is able to solve single and double digit addition/subtraction problems. Jonathan has shown an ability to find the sum of three multiple digit numbers (42+21+13). Jonathan has begun to understand the concepts of multiplication and has memorized his 1s 2s and 5s.

Needs: Jonathan struggles to round numbers to the nearest ten, hundred and thousand. She has not memorized all of his multiplication times tables and has not learned how to skip count all single digit numbers. Jonathan has not yet shown an ability to solve simple division problems. Jonathan is unable to identify and compare fractions. Jonathan has not learned grade level math vocabulary that would help him solve word problems. Jonathan struggles to use words, numbers, symbols or diagrams to explain math reasoning.

Impact of Disability: Jonathan's eligibility of OHI impacts his ability to solve word problems which affects his ability to participate in his general education math curriculum.

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:

Jonathan has difficulty staying focused and following through in the school and home setting. He is also demonstrating some peer issues.

For Initial IEP, interventions attempted prior to determining eligibility:

Small group, peer tutoring, repeat directions

Eligible as a student with the disability of:

Code: OHI Other Health Impairment

Not Applicable, Blind or Partially Sighted

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

Code:

Not Applicable, Blind or Partially Sighted

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

or

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

No Longer Eligible (Effective Date):

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

Final IEP Reason: Final IEP Effective Date:

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

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

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Section G: Annual Goals and Objectives

Performance Area: Annual Goal #:

Jonathan will use division or multiplication to solve word problems as measured by work samples in 3 out of 4 trials with 80% accuracy.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

Jonathan will use division or multiplication to solve word problems as measured by work samples in 3 out of 4 trials with 60% accuracy.

Incremental objective #2 related to the goal:

Jonathan will use division or multiplication to solve word problems as measured by work samples 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 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"/> Is progress sufficient to meet annual goal? <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"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <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"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <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"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <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"/>	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No If "No" please explain: <input type="text"/>

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student
 Last First MI

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area: Annual Goal #:

Jonathan will produce clear and coherent writing of 4 or more paragraphs in which the organization is appropriate to the task, purpose, and/or audience as measured by work samples in 2 out of 3 trials with 80% accuracy.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

Jonathan will produce clear and coherent writing of 2 or more paragraphs in which the organization is appropriate to the task, purpose, and/or audience as measured by work samples in 2 out of 3 trials with 80% accuracy.

Incremental objective #2 related to the goal:

Jonathan will produce clear and coherent writing of 3 or more paragraphs in which the organization is appropriate to the task, purpose, and/or audience as measured by work samples in 2 out of 3 trials with 80% 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"/> Is progress sufficient to meet annual goal? <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"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <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"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <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"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <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"/>	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No If "No" please explain: <input type="text"/>

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student
 Last First MI

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area: Annual Goal #:

Jonathan will give details and examples from a literary text when drawing inferences from the text as measured by observation in 4 out of 5 trials with 80% accuracy.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

Jonathan will give details and examples from a literary text when drawing inferences from the text as measured by observation in 4 out of 5 trials with 60% accuracy.

Incremental objective #2 related to the goal:

Jonathan will give details and examples from a literary text when drawing inferences from the text as measured by observation in 4 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"/> Is progress sufficient to meet annual goal? <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"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <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"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <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"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <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"/>	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No If "No" please explain: <input type="text"/>

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student
 Last First MI

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area: Annual Goal #:

Jonathan will identify and use strategies to overcome obstacles in achieving a goal (e.g., distractions, factors you cannot change, negative behaviors, negative influences) in 4 out of 5 trials per session with minimal adult support as measured by counselor.

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:

Jonathan will identify and use strategies to overcome obstacles in achieving a goal (e.g., distractions, factors you cannot change, negative behaviors, negative influences) in 2 out of 5 trials per session with maximum adult support as measured by counselor.

Incremental objective #2 related to the goal:

Jonathan will identify and use strategies to overcome obstacles in achieving a goal (e.g., distractions, factors you cannot change, negative behaviors, negative influences) in 3 out of 5 trials per session with minimal adult support as measured by counselor.

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"/> Is progress sufficient to meet annual goal? <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"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <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"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <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"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <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"/>	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No If "No" please explain: <input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student

SONINO

Last

JONATHAN

First

MI

Date of Birth

04-AUG-2010

Meeting Date

06-JUN-2019

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.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
Last

First

MI

Date of Birth

Meeting Date

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.

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student Last: SONINO, First: JONATHAN, MI

Date of Birth: 04-AUG-2010

Meeting Date: 06-JUN-2019

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 (Other), Whom (MR. AYALA), When (06-JUN-2019)

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 to all components of the proposed IEP WITH THE SPECIFIC EXCEPTION(S) stated below:
Assessment Specify
Eligibility Specify
Instructional Setting Specify
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 box]

Date: 06-JUN-2019

- 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 box]

Date: 6-JUN-2019

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!

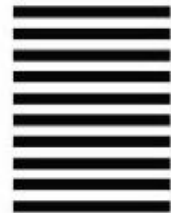


NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES

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="MAYA LIBERMAN"/>	<input type="text"/>
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="RICARDO AYALA"/>	<input type="text"/>
Administrative Designee	<input type="text"/>	<input type="text"/>
Special Education Teacher	<input type="text" value="Russell Wise"/>	<input type="text"/>
General Education Teacher	<input type="text" value="Jill Sethi"/>	<input type="text"/>
School Psychologist	<input type="text" value="Cynthia Freeman"/>	<input type="text"/>
School Nurse	<input type="text" value="Nidhi Tomar"/>	<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 checked="" type="radio"/> Yes <input type="radio"/> No If the answer is YES, then a general education classroom/setting is the appropriate placement. If the answer is NO, go to the question below.
	<input type="radio"/> Yes <input type="radio"/> No If not currently available, can the required supports, services, accommodations and/or modifications be made available in a general education classroom/setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step B.
<div style="border: 1px solid black; height: 80px;"></div>	

Step B.	Can the supports, services, accommodations and/or modifications in the student's IEP be made available on a general education site in a special day program?
	<input type="radio"/> Yes <input type="radio"/> No If the answer is YES, then a special day program on a general education site is the appropriate placement. If the answer is NO, go to the question below.
	<input type="radio"/> Yes <input type="radio"/> No If not currently available, can the required supports, services, accommodations and/or modifications be made available in a special day program on a general education site? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step C.
<div style="border: 1px solid black; height: 80px;"></div>	

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
 Last First MI

Date of Birth

Meeting Date

ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)

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

Step C.	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a special school setting?	
	<input type="radio"/> Yes <input type="radio"/> No	If the answer is YES, then a special school setting is the appropriate placement. If the answer is NO, go to the question below.
	<input type="radio"/> Yes <input type="radio"/> No	If not currently available, can the required supports, services, accommodations and/or modifications be made available in a special school setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step D.
<div style="border: 1px solid black; height: 80px;"></div>		

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.
<div style="border: 1px solid black; height: 80px;"></div>		

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.
<div style="border: 1px solid black; height: 80px;"></div>		

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Last SONINO

First JONATHAN

MI

Date of Birth 04-AUG-2010

Meeting Date 06-JUN-2019

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 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 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="06-JUN-2019"/>	<input type="text"/>
Eligibility: (from Page 4)		Eligible (OHI)	
	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="District Non-Resident School"/>	<input type="text"/>
	Name of School	<input type="text" value="NESTLE AVE CHARTER"/>	<input type="text"/>
Instructional Setting	Setting	<input type="text" value="General Education"/>	<input type="text"/>
	Program	<input type="text" value="GE"/>	<input type="text"/>
	Special Day Minutes/Wk	<input type="text" value="0"/>	<input type="text"/>
	Addresses Goals	<input type="text" value="(Mathematics),(DIS COUNSELING),(Written Language),(Reading)"/>	<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	<input type="text"/>
Parent Counseling and Training (PCT)		<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="text"/>
	ESY Transportation	<input type="text"/>	<input type="text"/>
Accommodation, Modifications, Supports	Instructional Accommodations	<input type="text" value="extra time for assments, break task into small manageable parts, individual and small group instruction when available, manipulatives for math, multisensory teaching strategies, preferential seating, breaks as needed, graphic organizer for writing, preferential seating, check for understanding"/>	<input type="text"/>
	Instructional Modifications	<input type="text"/>	<input type="text"/>
	Other Supports, including Non-Academic and Extra-curricular Activities	<input type="text"/>	<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	<input type="text"/>
	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	<input type="text"/>		
Assistive Technology Equipment	<input type="text"/>		

Participation in General Education	

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Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student SONINO JONATHAN MI

Date of Birth 04-AUG-2010 Meeting Date 06-JUN-2019

Table with 4 columns: Service 1, Start Date, Effective With This IEP, Future Changes Related To This IEP. Includes rows for RSP, Service Delivery Model, and Responsible Personnel.

* [Empty row]

Table with 4 columns: Service 2, Start Date, Effective With This IEP, Future Changes Related To This IEP. Includes rows for 04 Counseling and Guidance, Service Delivery Model, and Responsible Personnel.

*

Service 3	Start Date:	Effective on Signature Date 06-JUN-2019		
RSP	End Date:			
RSP	Service applies to:	Regular		
	Frequency:	1-5		
This service addresses the following goals:	Interval:	Weekly		
	Minutes/Interval:	45		
<div style="border: 1px solid black; padding: 5px;">(Mathematics)</div>	Minutes/Interval (Pullout from Gen Ed):	45		
	Service Delivery Model:	RSP: Direct Instruction Services*		
	RSP Area:	Math		
	Responsible Personnel:	Resource Specialist Teacher		
		General Education Teacher		

*

Notes:

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

Part 3 - Percentage of Time Outside of General Education

	Effective With this IEP	Future Changes Related to this IEP
% of Time per Week outside of General Education	<input type="text" value="8"/>	

Part 4 - Additional Discussion (This section is optional)

ESY was discussed and the IEP team did not feel that the student was a good candidate for extended school year SUMMER 2019.
 PCT was offered to the parent and they were provided with information on the LAUSD Parent Portal and Parent Counseling and Training Meetings for FALL 2019.

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

FAPE Summary Grid

Program:	GE		Setting:	General Education					
Eligibility:			Curriculum:	General Education					
Transportation:	None		Low Incident Support:	None					
Date District Received	06-Jun-2019								
Parent Signature:									
Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)	No Consent
04	Counseling and Guidance	Effective on Signature Date	Regular	Weekly	1-5	~	30	DIS COUNSELING	--
RSP	RSP	Effective on Signature Date	Regular	Weekly	1-5	RSP- Literacy/ELA/ELD	45	Written Language, Reading	--
RSP	RSP	Effective on Signature Date	Regular	Weekly	1-5	RSP-Math	45	Mathematics	--

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.