Student Identificat Number	ion	122209M055		SSID 1	649092768	Eli	gible (AUT)
Student ZAFRAN	I EL	IYAH				Date of Birth:	22-DEC-2009
Last		First	MI	Section A: Me	eting Information		
	Pertin	nent Dates				Type of Meeting	
Date of Initial IEP Tear	n Meeting	14-MAY-201	8		0		
Date of Present Meetin	Č	12-FEB-2020			(Initial	O Am	endment of IEP dated
annual Review to be co		12-FEB-202					L G The state
у					Annual Review Three Year Review		ly Start Transition oulsion Analysis
lext Three Year Revie onducted by	w will be	13-MAY-202	.1	J	Other	<u> </u>	vidual Transition Plan
Three Year Review or I	Evaluation	14-MAY-201	8				
ransition to Kindergar onducted by	ten to be						
ocation of Meeting	N	Nestle			District Name	Los Angeles Unif	ned School Dis
				Section B: Stu	dent Information		
Date of Birth	22-DEC-20	009	Age		10	Grade	4
Gender	• Male	Female		ed English ient Student	Yes No	Ethnic Code	White
ocation of the Sych Folder	SUPPORT	UNIT NOF		nt has no Folder			
ocation of the Cum older	NESTLE A	AVE CHAR'	Stude: Folde:	nt has no Cum			
Iome Language	English		Stude	nt Language	English	Alternate Mode of Communication	
Iome Address of tudent	5224 ZELZ	ZAH AVE UN	IT 201				
City	ENCINO	CA	ZIP C	ode	91316		
Iome Telephone	(818) 445-	0090	Daytir	ne Telephone		Emergency Telephone	
chool of	Nestle Ave	Charter	Locati	ion Code	5452	Гегерионе	
chool of Residence	Nestle Ave	Charter	Locati	ion Code	5452		
Name of 'arent/Guardian	EFRAIM 2	ZAFRANI	Telepl	none			
Address							
City		CA	ZIP C	ode			
urogate Parent			Telepl	none			
Attends CURRENT Some of the following	CHOOL as a	result of	Attends	School of Resid	lence 🔻		
ne of the following is the student living in a Home (FFH)?	a Family Fos	ter No	o O Yes		FFH#		
s FFH Provider related	to student?	\bigcirc N	o O Yes		Relationship		
icensed Children's Ins	titution	O _N	o O Yes		LCI Name		
					LCI#		
Out of the home placen	nent made by	, Re	egional Ce	nter	O Department of Ment	tal Health Depa	artment of Children's Service
			perior Cou	urt	Other		
Child's family living w	ithin LAUSE	o's N	Yes				

os Angolos	Unified School District	INI	DIVIDUALI	ZED EDUC	CATION PROGRAM (IEP)	Page 2
	ZAFRANI ELIYAH				Date of Birth 22-DEC-2009	Meeting Date 12-FEB-2020
	Last First		MI	n C. I		,
nguage Cla	ssification:	English		n C: Lang	uage Acquisition Start Date:	18-AUG-2015
anguage Cia arent Waivei					Reclassification Date:	16-A0G-2013
		Yes	O No			
lementary E evelopment	nglish Language Level:				Start Date:	
	glish Language				Start Date:	
ommunicati evel:	on Observation Matrix				Start Date:	
					vement from Current IEP	
Goal for (as	cample - Reading)		Achi Yes	ieved No	If No, explain the reason the go	al/abjective was not ashiowed
1	Reading		O	•	Does not complete assignment	
Category		▼				
	Objective 1 met		0	•		
	Objective 2 met					
2	Written Language		0	•	Does not complete assignment	S
Category	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	▼	0	•	Boes not complete assignment	
Caregory	Objective 1 mat					
	Objective 1 met		0	•		
3	Objective 2 met		0	•	Door not com-1-ti	
	Math			•	Does not complete assignment	S
Category		▼	_	_		
	Objective 1 met			•		
	Objective 2 met		\bigcirc			
4	Behavioral Support		\circ	•	Has not met % goal	
Category		▼)				
	Objective 1 met			•		
	Objective 2 met					
5						
Category		▼				
	Objective 1 met			0		
	Objective 2 met		0	0		
6			0	0		
Category		▼)				
	Objective 1 met		0	0		
	Objective 2 met		0	0		
7	<u>, </u>		0	0		
Category		▼)				
<i>o</i> •	Objective 1 met					
	Objective 2 met		0	0		
8	Sojective 2 met		0	0		
Category		▼	0	0		
Category	01: 1: 1					
	Objective 1 met		0	0		
	Objective 2 met		0	0		
9				\bigcirc		
Category		▼				

	Objective 1 met			
	Objective 2 met	0		
10			0	
Category		▼		
	Objective 1 met	0	0	
	Objective 2 met	0	0	

	Page 3 of 22
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	1	INDIVIDITAT	IZED EDUC	ATION PROGR	AM (IFP)		Page 3
Los Angeles Unified School Distri		INDIVIDUAL	IZED EDUC.	ATIONTROGN	AWI (IEI)		
Student ZAFRANI ELIYA	AH (Date of Birth	22-DEC-2009	Meeting Date 12-FE	EB-2020
Last Fin	rst	MI Section 1	E. Dussant I.	evel of Perform			
Performance Area:	Reading	Section	E. Fresent L	evel of Feriorii	iance		
	Reading						
Category:				▼			
Assessment/Monitoring Process Used:	work sam	ples, teacher si	urvey, observat	cion			
State/District Assessment Results:	DIBELS						
Current Performance/Assessment Summ	nary (includ	e student stren	gths, student n	eeds and impact of	of disability on stude	nt performance):	
Strengths: Eliyah has shown the abilit supporting details. Eliyah has an emer phonics and word parts to help read grant Needs: Eliyah struggles with understate the meaning of words or phrases. He has meaning of unknown words. Eliyah st texts. Eliyah's most recent DIBELS as Impact of Disability: Eliyah's eligibilinvolved in the general education read	ging ability rade level ter anding and u as not yet gr ruggles with seessment as	to distinguish a xt. Eliyah is be asing new voca rasped the con- a comprehensic him scoring at	and interpret weginning to react bulary. He is ue cept of using the on of grade level to below benchn	ords with multipled grade level text mable to apply his ne root words alouel reading. Eliyahnark.	le meanings. Eliyah aloud with fluency a s knowledge of word ng with prefixes or s is unable to compar	can use his knowledge of and accuracy. I origins to help understand uffixes to determine the re theme in two different	pe
Performance Area:	Written La	anguage					
Category:				▼			
Assessment/Monitoring Process Used:	work sam	ples, teacher su	urvey, observat	ion			
State/District Assessment Results:							
Current Performance/Assessment Summ	nary (includ	e student stren	gths, student n	eeds and impact of	of disability on stude	nt performance):	
Strengths: Eliyah has shown the abilit that contain a central theme of someth knowledge of sentence structure, parts Needs: Eliyah has not shown an abilit drafts to improve coherence and program prepositions. Eliyah will often product Impact of Disability: Eliyah's eligibilithe general education writing curricular that the product of Disability is the general education writing curricular that the product of Disability is the general education writing curricular that the product of Disability is the general education writing curricular that the product of Disability is the general education writing curricular that the product of Disability is the general education writing curricular that the product of Disability is the general education writing curricular that the product of Disability is the general education writing curricular that the product of Disability is the general education writing curricular that the product of Disability is the general education writing curricular that the product of Disability is the general education writing curricular that the product of Disability is the general education writing curricular that the product of Disability is the general education writing curricular that the product of Disability is the general education writing curricular that the product of Disability is the general education writing the general education write the general education writing the general education writing th	ty to write m ression. Whe e writing tha	ead. Eliyah wil and punctuation nultiple paragra en writing Eliya at is difficult to	Il write and spen when writing aph composition ah will not use read.	eak in simple sent ns that develop a compound senter	main idea. Eliyah w	ideas. Eliyah will use his ill often not edit or revise tt contain adverbs or	

Used: State/District Assessment Results:	Student ZAFRANI Last ELIYAH Performance Area:	
Last First MI Section E: Present Level of Performance Performance Area: Mathematics Category: Assessment/Monitoring Process work samples, teacher survey, observation Used: State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: Eliyah has shown the ability to read and write numbers from 0 to one million. He is also able to write decimals to the tenths and hundredths. Eliyah is able to solve single step equations that use the basic order of operations. Eliyah is beginning to understand how to measure squares/rectangles and find their areas. Eliyah has learned his multiples of 0s, 1s, 2s, and 5s. Needs: When working with word problems Eliyah struggles to understand and make graphs. Eliyah is unable to use different methods or skills to make decisions about how to solve problems. Eliyah has not shown the ability to compare fractions and decimals. Impact of Disability: Eliyah's eligibility of AUT affects his ability to solve grade level math. This impacts his ability to progress and be involved in the general education math curriculum. Performance Area: Behavior Category: Category: Behavior Category: Category: State/District Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: Eliyah is an active participant in small group instruction. Eliyah will complete his work done in Resource regularly. Eliyah has shown that he is able to have appropriate relations with teachers and staff. Needs: Eliyah has shown an inability to cope with frustrating situations, both in and out of the classroom. Eliyah struggles to make appropriate decisions with peers and will often not take responsibility for inappropriate actions. Eliyah is unable to work independently and will need many	Last First Performance Area:	Date of Birth 22-DEC-2009 Meeting Date 12-FEB-2020
Performance Area: Mathematics Category: 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: Eliyah has shown the ability to read and write numbers from 0 to one million. He is also able to write decimals to the tenths and hundredths. Eliyah is able to solve single step equations that use the basic order of operations. Eliyah is beginning to understand how to measure squares/rectangles and find their areas. Eliyah sha learned his multiples of 0s, 1s, 2s, and 5s. Needs: When working with word problems Eliyah struggles to understand and make graphs. Eliyah is unable to use different methods or skills to make decisions about how to solve problems. Eliyah has not shown the ability to explain math reasoning in word problems. Eliyah is struggles to show the ability to compare fractions and decimals. Impact of Disability: Eliyah's eligibility of AUT affects his ability to solve grade level math. This impacts his ability to progress and be involved in the general education math curriculum. Performance Area: Behavior Category: Total 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: Eliyah is an active participant in small group instruction. Eliyah will complete his work done in Resource regularly. Eliyah has shown that he is able to have appropriate relations with teachers and staff. Needs: Eliyah has shown an inability to cope with frustrating situations, both in and out of the classroom. Eliyah struggles to make appropriate decisions with peers and will often not take responsibility for inappropriate actions. Eliyah is unable to work independently and will need many		st MI
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Used: State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: Eliyah is an active participant in small group instruction. Eliyah will complete his work done in Resource regularly. Eliyah has shown that he is able to have appropriate relations with teachers and staff. Needs: Eliyah has shown an inability to cope with frustrating situations, both in and out of the classroom. Eliyah struggles to make appropriate decisions with peers and will often not take responsibility for inappropriate actions. Eliyah is unable to work independently and will need many		
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ability to begin work on time and will stay with tasks until they are completed. Impact of Disability: Eliyah's eligibility of AUTaffects his ability to work independently complete work. This impacts his ability to progress and be involved in the general education curriculum.	decisions with peers and will often not t reminders/prompts to complete tasks. El ability to begin work on time and will st Impact of Disability: Eliyah's eligibility	take responsibility for inappropriate actions. Eliyah is unable to work independently and will need many Eliyah has poor peer relations and struggles to keep his hands and feet to himself. Eliyah has not shown the stay with tasks until they are completed. y of AUTaffects his ability to work independently complete work. This impacts his ability to progress and

Los Angeles Unified School Distric	Page INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student ZAFRANI ELIYAI	
Last Firs	t MI Section E: Present Level of Performance
Performance Area:	Counseling
Category:	▼
Assessment/Monitoring Process Used:	observation
State/District Assessment Results:	
Current Performance/Assessment Summ	ary (include student strengths, student needs and impact of disability on student performance):
spoke with him, and he figured out that group appropriately or go back to class appropriately with his peers and DIS pr	is school year (August 2019) as being defiant and noncompliant during group sessions. Once his father he was not in control, and could not manipulate the situation, as well as he could choose to participate in his behaviors in group drastically changed. Typically, these days Eliyah comes to group and engages ovider. He participates in group activities and has demonstrated insight into his behaviors, choices, and liyah is capable of making good choices in the classroom and on the yard.
playing with items, has inconsistent tas overactive, annoys and taunts his peers	with attention, organization, needs directions repeatedly, rushes work, is off task, often is out of seat and k completion, social difficulties with peers, plays on her own terms, is inattentive during discussions, is has poor self-control, wanders, and blurts out during inappropriate times. Elyiah often acts without a not always respond to adult intervening.
	es in the areas of social skills, understanding others perspectives as well as attention, focus, and autistic to access his general education curriculum without special education supports.
Performance Area:	
Category:	▼
Assessment/Monitoring Process	
Used: State/District Assessment Results:	

I og Ange	olog Unified Coho	al Diatwiat	INDIVIDUA	LIZED EDUCAT	TION PROGRAM (IEI	')		Page 6 of 2
	eles Unified Schoot ZAFRANI	ELIYAH			Date of Birth 22-DEC	-2009	Meeting Date 1	2-FEB-2020
State	Last	First	MI	_			meeting Dute 1	21222020
If applicab	ole, areas discussed	related to disability	or suspected di	Section F: Elisability:	igibility			
For Initial	IEP, interventions a	attempted prior to d	etermining elig	ibility:				
		1 1						
Eligible as	a student with the	disability of:						
Code:	AUT	Autism						
	Not Applicab	ole, OBlind	lor	OPartially Sig	hted			
	Low Incidence Eli	gibility (only for V	I, DBL, DEA, I	HOH, or severe OI)	:			
Code:		. 0	-					
	Not Applicab			OPartially Sig	hted			
	ot meet eligibility of	criteria for Special I	Education Servi	ces (Initial IEP).				
or No Los	nger Eligible for Sp	agial Education San	rvices (Peview)	IED)				
	nger Eligible (Effec		vices (Review	icr).				
This is	a Final IEP the stu	dent remains eligih	le for Special E	ducation Services i	antil the Effective Date l	nelow		
Final IEP 1		Controlled on the control	ie for Special E		Final IEP Effective Date			
The IEP T	Team has considere	ed and agrees that	the educationa	al needs of the stu	dent are not primarily	due to:		
✓ Soc	cial Maladjustment		Ter	nporary Physical Γ	Disability	✓ Lack	of instruction in rea	ding
✓ Lac	ck of instruction in 1	math	Lir	nited English Profi	ciency	Envisor	mental, Cultural or E	aanamia Eastars
						Environ	mental, Cultural or E	conomic Factors

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Student ZAFRANI	ELIYAH	MI	Date of Birth 22-DEC-	2009	Meeting Date	12-FEB-2020
Last	First	Section G: Annual G	Goals and Objectives			
rmance Area:	Reading		ading ▼	Annual Goa	1#:	
	and comparisons in text) as		words and/or phrases based ovord or phrase as measured b	-		
	o be reported to parents by Progress Report or Report C		t of Progress and Achieven	ent from Curre	nt IEP" form(s) v	which
		Methods of	Evaluation			
State Assessments Observation Other	Norm Portfo	Referenced lio	Criterion Reference Work Samples	d	Curriculu Informal	m Based
eaning words and/or ph e.g., cause /effect relation leaning of a word or phr	clarify the meaning of 5 unl rases based on grade level to inships and comparisons in to ase as measured by work so rials with 70% accuracy.	text by using context text) as a clue to the	Eliyah will determine or meaning words and/or pl cause /effect relationship word or phrase as measu 3 trials with 60% accura-	hrases based on s and comparison red by work san	grade level text bons in text) as a cl	y using context (lue to the meanin
ie to be achieved:	V	▼ MO/YR	Date to be achieved:		▼	▼ MO/Y
4 GOAL MET OR	IEP REPORT	OF PROGRESS AND A	Date to be achieved: ACHIEVEMENT FROM O ON OF MARKS 2 PARTIAL PROGRES		•	
EXCEEDED	3 SUBSTANTIAL PROmet)	EXPLANATION OF GRESS (50-99% of goal	ACHIEVEMENT FROM OON OF MARKS 2 PARTIAL PROGRES	S (1-49% of go	al met)	NO PROGRESS
4 GOAL MET OR EXCEEDED st Reporting Period	3 SUBSTANTIAL PROmet) 2nd Reporting Period	EXPLANATION OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal and ard Reporting Period)	CHIEVEMENT FROM CON OF MARKS 2 PARTIAL PROGRES 4th Reporting Period (S	S (1-49% of go	•	NO PROGRESS
4 GOAL MET OR EXCEEDED st Reporting Period	3 SUBSTANTIAL PROmet)	EXPLANATION OF GRESS (50-99% of goal	ACHIEVEMENT FROM OON OF MARKS 2 PARTIAL PROGRES	S (1-49% of go	al met)	NO PROGRESS
4 GOAL MET OR EXCEEDED st Reporting Period Date:	3 SUBSTANTIAL PROmet) 2nd Reporting Period	EXPLANATION OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal and ard Reporting Period)	CHIEVEMENT FROM CON OF MARKS 2 PARTIAL PROGRES 4th Reporting Period (SOnly) Date:	S (1-49% of go	al met) I	NO PROGRESS
4 GOAL MET OR EXCEEDED st Reporting Period Date:	3 SUBSTANTIAL PROmet) 2nd Reporting Period	EXPLANATION OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal and ard Reporting Period)	CHIEVEMENT FROM CON OF MARKS 2 PARTIAL PROGRES 4th Reporting Period (SOnly)	S (1-49% of go	Goal Achieveme	NO PROGRESS
4 GOAL MET OR EXCEEDED st Reporting Period Date:	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date:	EXPLANATION OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal and art Reporting Period Date:	CHIEVEMENT FROM CON OF MARKS 2 PARTIAL PROGRES 4th Reporting Period (SOnly) Date:	S (1-49% of go	al met) I	NO PROGRESS
4 GOAL MET OR EXCEEDED st Reporting Period Date: crogress Mark:	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date:	EXPLANATION OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal and art Reporting Period Date:	CHIEVEMENT FROM CON OF MARKS 2 PARTIAL PROGRES 4th Reporting Period (SOnly) Date:	S (1-49% of godecondary	Goal Achieveme	NO PROGRESS ent et: No
4 GOAL MET OR EXCEEDED st Reporting Period Date: Progress Mark:	JEP REPORT 3 SUBSTANTIAL PROmet) 2nd Reporting Period Date: Progress Mark:	EXPLANATION OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal and a strength of green of goal and green of	CHIEVEMENT FROM CON OF MARKS 2 PARTIAL PROGRES 4th Reporting Period (SOnly) Date: Progress Mark: Is progress sufficient to n	S (1-49% of godecondary	Objective 1 M Objective 2 M Yes Yes	ent et: No et: No
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a	chool District		n			
Student ZAFRANI	ELIYAH	MI	Date of Birth 22-DEC-2009	N	Aeeting Date	12-FEB-2020
Last	First	MI Section G: Annual G	oals and Objectives			
rmance Area:	Behavioral Support C	Category:		ual Goal #:	1	
When presented with a tas aily data collection.	ik or assignment, Eliyah will	l independently initiate and o	complete the task/assignment, in 90%	% of opport	unities measur	red by
	o be reported to parents by Progress Report or Report (t of Progress and Achievement from	m Current l	IEP" form(s) v	which
) a					a	D 1
State Assessments Observation Other	Portfo	Referenced lio	Criterion Referenced Work Samples		Curriculu Informal	ım Based
ne task/assignment, in 70 ollection.	0% of opportunities measure	ed by daily data	and complete the task/assignmendata collection.	nt, in 80% c	of opportunitie	s measured by da
ate to be achieved:	•	▼ MO/YR	Date to be achieved:	▼		▼ MO/Y
ate to be achieved:			Date to be achieved: CHIEVEMENT FROM CURRE			▼ MO/Y
ate to be achieved: 4 GOAL MET OR EXCEEDED	IEP REPORT	T OF PROGRESS AND A		ENT IEP	met)	▼ MO/Y
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROmet)	F OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal	CHIEVEMENT FROM CURRE ON OF MARKS 2 PARTIAL PROGRESS (1-49)	ENT IEP % of goal r	net) i	NO PROGRESS
4 GOAL MET OR	IEP REPORT 3 SUBSTANTIAL PRO	F OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period	CHIEVEMENT FROM CURRE	ENT IEP % of goal r		NO PROGRESS
4 GOAL MET OR EXCEEDED st Reporting Period	3 SUBSTANTIAL PROmet) 2nd Reporting Period	F OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal	CHIEVEMENT FROM CURRE ON OF MARKS 2 PARTIAL PROGRESS (1-49) 4th Reporting Period (Secondar	ENT IEP % of goal r		NO PROGRESS
4 GOAL MET OR EXCEEDED st Reporting Period Date:	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date:	TOF PROGRESS AND A EXPLANATION GRESS (50-99% of goal) 3rd Reporting Period Date:	CHIEVEMENT FROM CURRED ON OF MARKS 2 PARTIAL PROGRESS (1-49) 4th Reporting Period (Secondary) Date:	% of goal r		! NO PROGRESS
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4 GOAL MET OR EXCEEDED st Reporting Period Date: crogress Mark:	JEP REPORT 3 SUBSTANTIAL PROmet) 2nd Reporting Period Date: Progress Mark:	FOF PROGRESS AND A EXPLANATION GRESS (50-99% of goal) 3rd Reporting Period Date: Progress Mark: Is progress sufficient to	CHIEVEMENT FROM CURRED ON OF MARKS 2 PARTIAL PROGRESS (1-49) 4th Reporting Period (Secondar Only) Date: Progress Mark:	% of goal rry Go	Objective 1 M Yes Objective 2 M	ent Set: No
4 GOAL MET OR EXCEEDED st Reporting Period Date: crogress Mark:	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date: Progress Mark:	TOF PROGRESS AND A EXPLANATION GRESS (50-99% of goal) 3rd Reporting Period Date: Progress Mark:	CHIEVEMENT FROM CURRED ON OF MARKS 2 PARTIAL PROGRESS (1-49) 4th Reporting Period (Secondar Only) Date: Progress Mark:	% of goal rry Go	Objective 1 M	ent et: No et: No
4 GOAL MET OR EXCEEDED st Reporting Period Date: Progress Mark: s progress sufficient to neet annual goal? Yes No f "No" please	JEP REPORT 3 SUBSTANTIAL PRO met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	FOF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	CHIEVEMENT FROM CURRED ON OF MARKS 2 PARTIAL PROGRESS (1-49) 4th Reporting Period (Secondar Only) Date: Progress Mark: Is progress sufficient to meet and goal? Yes No If "No" please comment:	% of goal rry Go	Objective 1 M Yes Objective 2 M Yes	ent et: No et: No
4 GOAL MET OR EXCEEDED	JEP REPORT 3 SUBSTANTIAL PROmet) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please	Progress Mark: By progress Sand A EXPLANATION GRESS (50-99% of goal) 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please	CHIEVEMENT FROM CURRED ON OF MARKS 2 PARTIAL PROGRESS (1-49) 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet and goal? Yes No	contribution of goal results o	Objective 1 M Yes Objective 2 M Yes	ent et: No et: No

	chool District ELIYAH		Date of Direct 22 DEC 2000	Mastin - D.	12 EED 2020
Student ZAFRANI Last	First	MI	Date of Birth 22-DEC-2009	Meeting Date	12-FEB-2020
Last	rnst	Section G: Annual G	oals and Objectives		
ormance Area:	Writing	ategory:	▼ Annual	Goal #:	
-	vise/edit 5 or more paragrap. 3 trials with 70% accuracy.	hs in which the organization	is appropriate to the task, purpose, and	/or audience as measu	ired by
	to be reported to parents by Progress Report or Report C	Card periods.	t of Progress and Achievement from C	Current IEP" form(s) v	which
		Methods of	Evaluation		
State Assessments Observation Other	Norm Portfo	Referenced lio	□ Criterion Referenced✔ Work Samples	Curriculu Informal	ım Based
	te to the task, purpose, and/of 3 trials with 70% accura		organization is appropriate to the ta- work samples in 2 out of 3 trials wit		dience as measur
ate to be achieved:	•	▼ MO/YR	Date to be achieved:	▼	▼ MO/Y
4 GOAL MET OR	IEP REPORT 3 SUBSTANTIAL PRO	OF PROGRESS AND A	Date to be achieved: CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of	ГІЕР	
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROmet)	EXPLANATION OF GRESS (50-99% of goal	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of	of goal met)	NO PROGRESS
4 GOAL MET OR EXCEEDED st Reporting Period	3 SUBSTANTIAL PROmet) 2nd Reporting Period	EXPLANATION OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal and Reporting Period)	CHIEVEMENT FROM CURRENT ON OF MARKS	ГІЕР	NO PROGRESS
4 GOAL MET OR EXCEEDED st Reporting Period	3 SUBSTANTIAL PROmet)	EXPLANATION OF GRESS (50-99% of goal	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of the description of the description)	of goal met)	I NO PROGRES.
4 GOAL MET OR EXCEEDED st Reporting Period Date:	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date:	EXPLANATION GRESS (50-99% of goal and Reporting Period Date:	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of the deporting Period (Secondary Only) Date:	of goal met)	I NO PROGRESS
4 GOAL MET OR EXCEEDED st Reporting Period Date:	3 SUBSTANTIAL PROmet) 2nd Reporting Period	EXPLANATION OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal and Reporting Period)	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of the deporting Period (Secondary Only)	Goal Achievem Objective 1 M	I NO PROGRES.
4 GOAL MET OR EXCEEDED st Reporting Period Date: crogress Mark:	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date:	EXPLANATION GRESS (50-99% of goal and Reporting Period Date:	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of the deporting Period (Secondary Only) Date:	Goal Achievem Objective 1 M Yes Objective 2 M	ent let: No
4 GOAL MET OR EXCEEDED st Reporting Period Date: crogress Mark:	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date: Progress Mark:	EXPLANATION GRESS (50-99% of goal and Reporting Period Date: Progress Mark: Is progress sufficient to	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of the continuous of	Goal Achievem Objective 1 M Yes Objective 2 M Yes	ent let: No let: No
4 GOAL MET OR EXCEEDED st Reporting Period Date: Progress Mark: s progress sufficient to neet annual goal? Yes No f "No" please	JEP REPORT 3 SUBSTANTIAL PRO met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	EXPLANATION GRESS (50-99% of goal and Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of the continuous of	Goal Achievem Objective 1 M Yes Objective 2 M	ent let: No let: No
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Student ZAFRANI	ELIYAH		Date of Birth 22-DEC-2009	Meeting Date 12-FEB-2020
Last	First	MI Section G: Annual G	oals and Objectives	
ormance Area:	Math	Category:	▼ Annual G	oal #:
Eliyah will use math reasc	oning skills to display approp	oriate math work in graphs of	r charts as measured by student work sam	ples in 2 out of 3 trials with
	to be reported to parents by Progress Report or Report C	Card periods.	t of Progress and Achievement from Cur	rent IEP" form(s) which
		Methods of l		
State Assessments Observation Other	Norm Portfo	Referenced lio	✓ Criterion Referenced✓ Work Samples	Curriculum Based Informal
•	soning skills to display apprured by student work sample	-	Eliyah will use math reasoning skills to or charts as measured by student work accuracy.	
4 GOAL MET OR			CHIEVEMENT FROM CURRENT I ON OF MARKS 2 PARTIAL PROGRESS (1-49% of §	
EXCEEDED	met)		44.5 4.5.4.6	
st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary	
		D.	Only)	Goal Achievement
	Date:	Date:	Only) Date:	Goal Achievement
Date:			Date:	
Date:	Progress Mark:	Date: Progress Mark:		Objective 1 Met:
Date:			Date:	Objective 1 Met: Yes No
Oate: Progress Mark: s progress sufficient to			Date:	Objective 1 Met:
Progress Mark: s progress sufficient to neet annual goal?	Progress Mark: Is progress sufficient to	Progress Mark: Is progress sufficient to	Date: Progress Mark: Is progress sufficient to meet annual	Objective 1 Met: Yes No Objective 2 Met:
Progress Mark: Progress Mark: s progress sufficient to neet annual goal? Yes No f "No" please	Progress Mark: Is progress sufficient to meet annual goal?	Progress Mark: Is progress sufficient to meet annual goal?	Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment:	Objective 1 Met: Yes No Objective 2 Met: Yes No
Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please	Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please	Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No	Objective 1 Met: Yes No Objective 2 Met: Yes No

	chool District		D.4. (D) 41 22 DEC 2000	M
Student ZAFRANI	ELIYAH	MI	Date of Birth 22-DEC-2009	Meeting Date 12-FEB-2020
Last	First	Section G: Annual G	oals and Objectives	
ormance Area:	Counseling	Category:	▼ Annual G	oal #:
			tion when playing/working with others in	3 out of 4 prompts in 4-5
iais rading to no prompts	at the end of the school year	ir with minimal support addi	t support as measured by observations and	u teacher report.
	o be reported to parents by Progress Report or Report C		t of Progress and Achievement from Cur	rrent IEP" form(s) which
		Methods of	Evaluation	
State Assessments	Norm	Referenced	Criterion Referenced	Curriculum Based
Observation	Portfo	lio	Work Samples	Informal
Other				
ncremental objective #1			Incremental objective #2 related to	
	yiah will identify rules that	•	In counseling sessions Elyiah will ide	
	g/working with others in 1 cs at the end of the school ye	• •	cooperation when playing/working wi trials fading to no prompts at the end	
	s at the end of the school you		adult support as measured by observat	
and support as measured	z o j ooser ranons and teach	1-port	assit support as measured by observal	and toucher report.
		▼ MO/YR		MO/V
Oate to be achieved:	V	WIO/ TR	Date to be achieved:	▼ MO/Y
Oate to be achieved:			Date to be achieved: CHIEVEMENT FROM CURRENT I	
Oate to be achieved:		OF PROGRESS AND A	CHIEVEMENT FROM CURRENT I	
Oate to be achieved: 4 GOAL MET OR EXCEEDED	IEP REPORT	OF PROGRESS AND A		EP
4 GOAL MET OR EXCEEDED	IEP REPORT 3 SUBSTANTIAL PRO	OF PROGRESS AND A	CHIEVEMENT FROM CURRENT I ON OF MARKS 2 PARTIAL PROGRESS (1-49% of games) 4th Reporting Period (Secondary	EP
4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROmet)	F OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal	CHIEVEMENT FROM CURRENT I ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g	EP goal met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROmet) 2nd Reporting Period	F OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period	CHIEVEMENT FROM CURRENT I ON OF MARKS 2 PARTIAL PROGRESS (1-49% of games) 4th Reporting Period (Secondary	EP goal met) 1 NO PROGRES.
4 GOAL MET OR EXCEEDED 1st Reporting Period Date:	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date:	TOF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date:	CHIEVEMENT FROM CURRENT IDON OF MARKS 2 PARTIAL PROGRESS (1-49% of grant o	EP goal met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED 1st Reporting Period Date:	3 SUBSTANTIAL PROmet) 2nd Reporting Period	F OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period	CHIEVEMENT FROM CURRENT IDON OF MARKS 2 PARTIAL PROGRESS (1-49% of good state) 4th Reporting Period (Secondary Only)	EP goal met) I NO PROGRESS Goal Achievement Objective 1 Met:
4 GOAL MET OR EXCEEDED 1st Reporting Period Date:	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date:	TOF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date:	CHIEVEMENT FROM CURRENT IDON OF MARKS 2 PARTIAL PROGRESS (1-49% of grant o	Goal Achievement Objective 1 Met: Yes No
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark:	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date:	TOF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date:	CHIEVEMENT FROM CURRENT IDON OF MARKS 2 PARTIAL PROGRESS (1-49% of grant o	EP goal met) 1 NO PROGRES Goal Achievement Objective 1 Met:
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date: Progress Mark:	FOF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to	CHIEVEMENT FROM CURRENT I ON OF MARKS 2 PARTIAL PROGRESS (1-49% of grant o	Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please	JEP REPORT 3 SUBSTANTIAL PRO met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	FOF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	CHIEVEMENT FROM CURRENT IDN OF MARKS 2 PARTIAL PROGRESS (1-49% of grant of	goal met) I NO PROGRES Goal Achievement Objective 1 Met: Yes No Objective 2 Met:
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment:	JEP REPORT 3 SUBSTANTIAL PRO met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment:	FOF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment:	CHIEVEMENT FROM CURRENT I ON OF MARKS 2 PARTIAL PROGRESS (1-49% of grant	Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
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EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	JEP REPORT 3 SUBSTANTIAL PRO met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	Progress Mark: By progress Sand A EXPLANATION GRESS (50-99% of goal and state of the state of t	CHIEVEMENT FROM CURRENT I ON OF MARKS 2 PARTIAL PROGRESS (1-49% of gastering Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	JEP REPORT 3 SUBSTANTIAL PRO met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Progress Mark: By progress Sand A EXPLANATION GRESS (50-99% of goal and south of goal and go	CHIEVEMENT FROM CURRENT I ON OF MARKS 2 PARTIAL PROGRESS (1-49% of gastering Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	JEP REPORT 3 SUBSTANTIAL PRO met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	Progress Mark: By progress Sand A EXPLANATION GRESS (50-99% of goal and state of the state of t	CHIEVEMENT FROM CURRENT I ON OF MARKS 2 PARTIAL PROGRESS (1-49% of gastering Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No

2020	maridaanzea Edacation i Togram (iEi)	
Landarda Ha'CalGalaalB'a'a'a	INDIVIDUALIZED EDUCATION PROGRAM (IEP)	Page 12 o
Los Angeles Unified School District Student ZAFRANI ELIYAH	Date of Birth 22-DEC-2009	Meeting Date 12-FEB-2020
Last First	MI	
	on K: Participation in State and District-wide Assessments sessments determined for each grade by the California Department of School District.	f Education and/or the Los Angeles Unife
Student will participate in Regular State a		CAASPP Subject
Designated Supports and/or Accommodation	ns identified below are applicable)	ELA and Math
Designated Supports: - Test in a separate/smaller setting		
- Simplified or paraphrased test directions	(non-embedded decignated cunnart)	
- Simplified of paraphrased test directions	(non-emocuaca designated support)	
Student will participate in Regular State a		CAST Subject
Designated Supports and/or Accommodation	ns identified below are applicable)	Science
Designated Supports: - Multiplication Table (non-embedded sup	onort)	
- Simplified Test Directions (non-embedd		

		Page 13 of 22 INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Los Angeles Unified Scho	ool District	
Student ZAFRANI	ELIYAH	Date of Birth 22-DEC-2009 Meeting Date 12-FEB-2020
Last	First Se	MI ection N: Procedural Safeguards and Follow-up Actions
✓ A Parent's Guide to Spe		vices including Procedural Rights & Safeguards was provided to the parent in his/her primary language.
		nts were read aloud at the beginning of the IEP Team meeting.
		right to a written translation of the IEP.
Is the parent/guardian reques	ting translation servi	ices? • Yes No
· · · · · · · · ·	=	itten translation of the IEP in Hebrew
Specify the Individual Pa	ges to be translated:	
Special Requests:		
	vears old the studen	at and parent(s)/guardian(s) have been informed that the educational decision-making rights will transfer to the
student at 18 years of age	e, unless the court ha	is determined otherwise.
	٦	THIS SPACE DELIBERATELY LEFT BLANK.
		THIS STACE DECIDENATEET EET I BEANK.

	INDIVIDUALIZED EDUC	CATION PROGRAM (IEP)	Page 14 of 22
Los Angeles Unified School Distri		D (CD) (I	M. C. D. C.
Student ZAFRANI ELIYA		Date of Birth 22-DEC-2009	Meeting Date 12-FEB-2020
Last Fi	irst MI		
	Section Q: Parent Part	icipation and Consent	
Parent Par	ticipation		ent Notification
Parent/Student (18-21) has participa	ited in the IEP meeting.	Method Student Bree	Whom When Seaton-Cloward 03-FEB-2020
	fore the meeting that they would not be	Student Bree	Seaton-Cloward 10-FEB-2020
able to attend.	3 times of the meeting time and place.	Unknown	James
Parent/Student (18-21) did not respond t	o any of the meeting notifications and		
the meeting was held without the Parent/ Parent/Student (18-21) did not atten	, , ,		
without them if they did not attend.			EP meeting was rescheduled to this date at my
•		request (Parent inition the IEP meeting be rescheduled.)	als here ONLY if the PARENT requested that
Pai	rent/Student (18-21) Agreement t		ed IEP
A Parent/Student (18-21) may agree	to all or some of the components of a	proposed IEP. The District will	
	to which the parent/student (18-21) as		g instruction and services.
Parent/Student (18-21) AGREES to	o all components of the IEP.		
Parent/Student (18-21) AGREES of	all components of the proposed IEP WI	TH THE SPECIFIC EXCEPTION	N(S) stated below:
Assessment Sp	ecify		
Eligibility Sp	ecify		
☐ Instructional SettingSp	ecify		
Services Sp	ecify		
The Parent/Student (18-21) DOES	NOT AGREE with any of the componen	ts of the proposed IEP.	
not agree. If a parent/student (18-21)		e resolution as to the components	proposed IEP to which the parent does s of the proposed IEP, the parent can find attion Services (Including Procedural
.8	Parent Concerns	and Comments	
Signature(s)			Date 12-FEB-2020
GuardianParent	O Student age 18-21 years age 18-21 years	Minor	nancipated Foster Parent
	nvolvement as a means of improving serv		
✓ I certify that I have received a covoluntary and can be done at anytim	opy of the Parent Input Survey regardi e after the IEP meeting	ng the IEP process. I understand	that my completion of the form is
Signature(s)			Date 12-FEB-2020
° '1			Date 12-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

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

A.	Regarding your child's current IEP:	Yes	No	Does Not Apply
1.	I am satisfied with the IEP meeting.			
2.	I feel that the IEP accurately reflects the decisions made at the IEP meeting.			
3.	I received notice of the IEP meeting.			
4.	I received "The IEP and You" handbook with the notice of the IEP meeting.			
5.	During the IEP process I received "A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)" explaining my rights as a parent.			
6.	The IEP meeting was held in an appropriate setting.			
7.	I feel I was treated as an equal and important part of the IEP team.			
8.	The participants at the IEP meeting were prepared and informed.			
9.	Placements for my child, including the general education setting, were discussed and decided upon.			
10.	Related services were discussed and decided upon, if relevant.			
11.	If my child is 14 years old or older, an Individualized Transition Plan (ITP) was developed with my child's and my concerns in mind.			
12.	At the end of the IEP meeting the decisions were summarized.			
13.	If I needed an oral interpretation of the IEP team meeting an interpreter was provided.			
14.	The interpretation of the IEP team meeting enabled me to participate and make an informed decision regarding my child's IEP during the IEP meeting.			
15.	The interpreter stayed for the duration of the IEP team meeting.			
16.	If the interpreter left the IEP meeting before it was over, another staff member served as the interpreter and the interpretation was adequate.			
17.	I am aware that, if I am dissatisfied with the adequacy of the oral interpretation at the IEP team meeting, I can file a complaint with the Educational Equity Compliance Office at (213) 241-7682.			
18.	If I needed a written translation of the IEP, translation services were offered.			
19.	I am aware that, if I do not receive a copy of the translated IEP, I can contact the site administrator or call the Division of Special Education at (213) 241-6701.			
si	any of the answers to items 13–16 or 18–19 was No, please discuss your concern(s) with the te administrator or call the Division of Special Education at (213) 241-6701.			
В.	Regarding your child's previous IEP (if relevant):			
20.	I am satisfied that my child received the services described on the previous IEP. (If your answer to this question is "No", please write concerns below.)			
	(if you allowed to this question is '10', please write concerns below.)			201 3-2
		2	Addition	al Comments

	ore you would like to ask us or tell us? or call the Parent Resource Network at 1-800-933-8133.	
Plea	se fold along dotted lines with the address showing. Seal and mail. Postage is pre-paid Again, Thank you!	i.
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	BUSINESS REPLY MAIL FIRST-CLASS MAIL PERMIT NO. 33798 LOS ANGELES CA 90051	
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	LOS ANGELES UNIFIED SCHOOL DISTRICT PO BOX 613307	
	LOS ANGELES CA 90099-4093	
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s Angeles Unified School District		Reconvened Meeting Date					
Student ZAFRANI ELIYAH Last First M	Date of Birth 22-DEC	Meeting Date 12-FEB-2020					
Section R: Names and Signatures (Signatures on File)							
Team Member	Print Name	Signature					
arent/Guardian	EFRAIM ZAFRANI						
arent/Guardian							
tudent Age 18 - 21 years							
tudent Under Age 18 years							
urrogate Parent							
oster Parent							
amily Foster Home Provider							
dministrator	James McGroarty						
Administrative Designee							
pecial Education Teacher	Russell Wise						
General Education Teacher	ALEXA SCHNAID						
chool Psychologist	Cynthia Freeman						
chool Nurse							
elated Service Staff							
elated Service Staff							
Lelated Service Staff							
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Los Angeles									
Student	ZAFRANI Last	ELIY	YAH First	MI		Date of Birth	22-DEC-2009	Meeting Date	12-FEB-2020
	Last	•	HSt	1711		Dii tu		Date	
							ENT ANALYSIS		
			То	-	-		P Team Meeting		
				<u>Stu</u>	udent's Current I	Placement Ty	<u>pe:</u>		
General	Education	Class/Gen	eral Educati	ion Site		O Special	Day Program/General l	Education Site	
Special	Day Progra	am/Special	Education (Center		Nonpub	lic School		
O Home/F	Iospital or	Residential	l Care Facili	ity					
							egarding placement fro ates YES, it is also requ		
Placement is restrictive so required sup	n a more re etting with ports, serv mpelling r	estrictive se the use of strices, accon- eason why	etting should supplementa nmodations they cannot	d only occur in any aids and some and modificate the provided.	if the nature or s services cannot l ations is not the	severity of the be achieved s sole justifica	abilities be educated in e student's disability is satisfactorily. The lack of ation for placement in a deration is given to any	such that placer of current availa more restrictive	nent in a less ability of a student's e setting, unless
Step A.		supports, so m/setting?	ervices, acco	ommodations	s and/or modific	cations in the	student's IEP be made	available in a go	eneral education
	YesNo	0		wer is YES, the the question		lucation class	sroom/setting is the app	ropriate placem	ent. If the answer is
	O Yes	O No	available i and/or mo	in a general e	education classro	oom/setting?	, services, accommodat If YES, all required sup sonable timeline. If the	ports, services	
Step B.		supports, so		ommodations	s and/or modific	cations in the	student's IEP be made	available on a g	eneral education site
	O Yes	O No	answer is	NO, go to the	e question below	W.	n a general education si		-
	O Yes	O No	available i	in a special dations and/o	ay program on a	a general edu must be prov		required suppor	

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Yes No No Yes No No Yes No Yes No Yes No Yes No No Yes No Ye	Step C. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a special school setting is the appropriate placement. If the answer is NO, go question below. Yes No	_	ZAFRANI Last	School Dist ELL I		MI		Date of Birth	22-DEC-2009	Meeting Date	12-FEB-2020
Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a special school setting gis the appropriate placement. If the answer is NO, go to the question below. Yes No Yes No To turrently 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. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting if the answer is NO, go to the question below. If the answer is NO, go to the question below. 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. 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.	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a special school setting is the appropriate placement. If the answer is NO, go question below. Yes No Yes No To teurrently available, can the required supports, services, accommodations and/or modifications be mavailable 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 box below. Then go to Step D. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting if the answer is NO, please articulate why box below. If the answer is YES, then a home/hospital setting is the appropriate placement. If the answer is NO, please articulate why box below. Yes No If not currently available, can the required supports, services, accommodations and/or modifications be 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 box below. Then go to 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		Al	NNUAL	LEAST	RESTRIC	TIVE EN	VIRONME	ENT ANALYSIS	S (Continued))
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facility? Yes No If not currently available, articulate in the IEP what supports, accommodations and/or modifications are requi	facility? Yes No If not currently available, articulate in the IEP what supports, accommodations and/or modifications are		O Yes	O No	available modificat	in a home/hospions must be p	pital setting: provided with	? If YES, all req	uired supports, servic	es, accommodation	ons and/or
facility? Yes No If not currently available, articulate in the IEP what supports, accommodations and/or modifications are requi	facility? Yes No If not currently available, articulate in the IEP what supports, accommodations and/or modifications are										
		tep E.			ervices, acc	ommodations	and/or modi	fications in the	student's IEP be made	e available in a re	sidential care
			O Yes	O No				in the IEP what	supports, accommoda	ations and/or mod	lifications are requ

s Angeles	Unified Scho	ool District	INDIVIDUALIZED	D EDUCATION PROC	GRAM (IEP)		
- (ZAFRANI	ELIYAH		Date of	22-DEC-2009	Meeting	12-FEB-2020
	Last	First	MI	Birth		Date	
	ANN	TUAL LEAST	Γ RESTRICTIVI	E ENVIRONMI	ENT ANALYSIS	G (Continued))
		T	o Be Completed By th	ne IEP Team at the IE	P Team Meeting		
Step F.			ed in the contents of the cont		ment being considered	d by the IEP team	n, outweigh any
		Diminished ac	ccess to the full range	of the curriculum			
		Missed genera	al education instruction	n taught by highly qu	alified staff		
		Rate at which	student may earn cred	dits for graduation			
	V	Lack of oppor	tunity for social intera	action			
		Lack of opportunities for age-appropriate peer role models					
		Lack of oppor	tunities for age-appro	priate peer role mode	ls		
					ls		
		Amount of so	tunities for age-appro cialization opportuniti s to peers in student's	ies with typical peers	ls		
		Amount of soc Limited acces	cialization opportuniti	ies with typical peers home community			

Los Angeles Unified Student ZAFRANI	ELIYAH	Date of Birth 22-DEC		ity, Placements and Supports Meeting Date 12-FEB-2020
Last	First	MI	Meeting Date 12 1 EB 2020	
			D . GI	D. L. L. all KD
	A CD. A.	Effective With this IEP	Future Cha	nges Related to this IEP
31. 11.11.	As of Date:	12-FEB-2020		
Eligibility: from Page 4)		Eligible (AUT)		
. J	Final IEP Reason Final IEP Effective Date:			
Curriculum		General Education		
lacement	Type of School	District Resident School		
	Name of School	NESTLE AVE CHARTER		
nstructional Setting	Setting	General Education		
	Program	GE		
		0		
	Special Day Minutes/Wk	U		
	Addresses Goals	(Reading),(Writing),(Math),(Counseling),1(Behavioral Support)		
Additional Factors	Low Incident Support	None		
	Assistive Technology Support	No		
	Transportation	None		
	Extended School Year/Intersession	○ Yes ● No		
	Parent Counseling and Training (PCT)	○ Yes ● No		
	ESY Transportation			
Accommodation, Modifications, Supports	Instructional Accommodations	Extended time on assignments not to exceed double time, Paraphrase direction for clarity, Provide a structured schedule, small group instruction when available, provide visual prompts, preferential seating, breaks as needed, graphic organizer for writing		
	Instructional Modifications			
	Other Supports, including Non- Academic and Extra- curricular Activities			
Preparation for Three Year Review IEP (At he second Annual Review IEP Meeting, he team must discuss and document the decision to conduct or	Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary?	○ Yes ○ No		
not conduct a three- year comprehensive reassessment.)	If the Parent does not agree, specify the area(s) to be reassessed.			
		Comments, as appropriate		
Low Incidence Equipment				

2/21/2020	Individualized Education Program (IEP)
Assistive Technology Equipment	
Participation in General Education	

Page 18 of 22 INDIVIDUALIZED EDUCATION PROGRAM (IEP) **IEP FAPE Part 2 - Summary of Services Los Angeles Unified School District** 12-FEB-2020 Student | ZAFRANI **ELIYAH** Date of Birth 22-DEC-2009 Meeting Date Last First ΜI **Future Changes Related To Effective With This IEP** This IEP Service 1 Start Date: Effective on Signature Date 12-FEB-2020 32 End Date: **Behavior Intervention** Service applies to: Regular Implementation (BII) Frequency: 1-5 This service addresses the Interval: Weekly following goals: Minutes/Interval: 1800 1(Behavioral Support) Minutes/Interval (Pullout from 0 Gen Ed): Service Delivery Model: Collaborative Behavioral Services* Responsible Personnel: District Assigned Qualified Provider Service 2 Start Date: Effective on Signature Date 12-FEB-2020 04 End Date: **Counseling and Guidance** Service applies to: Regular 1-5 Frequency: This service addresses the Interval: Monthly following goals:

Gen Ed):

80

80

Direct Service (By a Single

Minutes/Interval:

Minutes/Interval (Pullout from

Service Delivery Model:

(Counseling)

	Responsible Personnel:	Licensed/Credentialed Provider	
	*		
Service 3	Start Date:	Effective on Signature Date 12-FEB-2020	
RSP	End Date:		
RSP	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the	Interval:	Weekly	
following goals:	interval.	Weekly	
(Math)	Minutes/Interval:	90	
	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	RSP: Collaborative Teaching and Planning*	
	RSP Area:	M	ath
	Responsible Personnel:	General Education Teacher	
		Resource Specialist Teacher	
Service 4	Start Date:	Effective on Signature Deta	
Service 4	Start Date:	Effective on Signature Date 12-FEB-2020	
RSP	End Date:		
RSP	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals:	Interval:	Weekly	

(Reading)	Minutes/I	nterval:	90	
(Writing)	Minutes/Interval (Pullo	out from den Ed):	90	
1(Behavioral Support)	Service Delivery	Model:	RSP: Direct Instruc Services*	tion
	RS	P Area:		Literacy/ELA/ELD
	Responsible Per	rsonnel:	Resource Specialist T	eacher
t Medi-Cal Non-Authorization to	eligible authorize LAUSD to su b Bill form. Please see Parent's of f Time Outside of	Guide to Sp	ecial Education Services	ledi-Cal funded services unless parent(s) sign (including Procedural Rights and Safeguards)
t 5 1 crocmage 0.	 			
	I	Effective W	ith this IEP	Future Changes Related to this IEP
f Time per Week outside of Gen		Effective W	ith this IEP	Future Changes Related to this IEP
	neral Education	7		Future Changes Related to this IEP

RSP

RSP

RSP

RSP

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INDIVIDUALIZED EDUCATION PROGRAM (IEP)

RSP-Math

RSP-

Literacy/ELA/ELD

90

90

Math

Reading,

Writing,

Behavioral Support

Los Ang	eles Unified Sc	hool District		IEP FAPE P	art 2 - Summa	ry of Services	
Student	ZAFRANI	ELIYAH		Date of Birth	22-DEC-2009	Meeting Date	12-FEB-2020
	Last	First	MI				

				FAPE Su	mmary Grid				
Program	ı:	GE			Setting:		General Educa	al Education	
Eligibilit	ty:	Eligible (AUT)		Curriculu	Curriculum: Gene		eneral Education		
Transpo	Transportation: No		None			lent Support:	Support: None		
	trict Received signature:	12-1	Feb-2020						
Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)	No Consent
32	Behavior Intervention Implementatio (BII)	Effective on Signature n Date	Regular	Weekly	1-5	~	1800	Behavioral Support	
04	Counseling an Guidance	d Effective on Signature Date	Regular	Monthly	1-5	~	80	Counseling	

For IEP Team Information

1-5

1-5

Regular

Regular

Weekly

Weekly

Effective on

Signature Date

Effective on

Signature

Date

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

				16.1.11		· /II D		
				h Student's Learning or t	ne Learning of H			
		ngeles Unified Scho	ool District					tion Plan, pg. 1
Student		ELIYAH		Date of	Birth 22-DEC	C-2009	Meeting Date	12-FEB-2020
	Last The behavior i	First mpeding learning is:	MI	Describe what it	t looks like:			
1	off task beha					peers, refuses to	work	
			ick of work product		er students	•	ction to stop	
2		-	gative interaction w		•	1	1	
	other			1				
			DI 0 1					
3	The need for	a Behavior Intervention	n Plan: early s	tage intervention m	noderate seri	ous extreme	1	
	Frequency or	intensity or duration of	f behavior: Frequen	cy (x) Period	Intensity	Duration (min)	1	
4		intensity of duration of	r cenavior. r requen			` ´ ´		
	4 Reported €	by (m.)		daily ▼ and/or	medium ▼ observed by	30		
	reported	Teacher		und/or	observed by			
PREVE	NTION		PART 1		ENVIRON!	MENTAL FACTO	ORS AND NEC	ESSARY CHANGE
		What are the predic	ctors for the behavio	or? (Situations in which the	he behavior is like	ely to occur: peop	le, time, place,	subject, etc).
	5				—			
		Disruption in ro		Work level higher than dent's ability		l directives		k of predictability
		Time of day Unstructured tir		Internal physical/emotio	onal Peer o	conflict conditions		er stimulation cific room arranger
		Events from pre	stat		— Koom	conditions	□ Spe	cinc room arranger
		environments		Lack of freedom, choice	÷,			
				irable activities, friends Under stimulation				
		Other Describe		CHACL SHIMMANION				
			e:		is missing in the	environment/curri	culum or what i	s in the
Observa	tion 6	What supports the	e:	roblem behavior? (What	is missing in the	environment/curri	culum or what i	s in the
	2	What supports the environment/curric	student using the proculum that needs cha	roblem behavior? (What anging?)		environment/curri		
	2	What supports the	student using the proculum that needs cha	roblem behavior? (What anging?)	Noise levels		☐ Interac	tions (adult and/or
	Present in	What supports the environment/curric	student using the proculum that needs choose Classroom	roblem behavior? (What anging?)	Noise levels Inappropriate	environment/curri	Interacion propregrate)	tions (adult and/or etc.)
	Present in	What supports the environment/curric	student using the proculum that needs check Classroom Peer status misbehavior	roblem behavior? (What anging?) a seating arrangement s gained for	Noise levels Inappropriate Schedule	e materials (age-ap	Interac pproprests, size, Conflic	tions (adult and/or etc.) et resolution skills
Observa Analysis	Present in	What supports the environment/curric	student using the proculum that needs choose Classroom	roblem behavior? (What anging?) a seating arrangement s gained for skills	Noise levels Inappropriate Schedule Task structur	e materials (age-ap	Interac pproprests, size, Conflic	tions (adult and/or etc.) et resolution skills
	Present in	What supports the environment/curric	student using the proulum that needs check Classroom Peer status misbehavior Transition Re-teachin	roblem behavior? (What anging?) a seating arrangement s gained for skills	Noise levels Inappropriate Schedule	e materials (age-ap	Interac opropheres size, Conflic Effection	tions (adult and/or etc.) et resolution skills
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Analysis	Present in the Missing in Other	What supports the environment/curric the environment: the environment: (Missing/Present): REMO What environmenta Time/Space/Materia Changes: Space Changes: Material Changes	student using the problem that needs characteristics of the color of t	roblem behavior? (What anging?) a seating arrangement is gained for skills ag ls instruction T'S NEED TO Use and supports are needed emove the likelihood of the likelihood	Noise levels Inappropriate Schedule Task structur Consequence student USE THE P I to remove the st behavior) ks Allow Prov Diffe Hand Note	ROBLEM I we completion in p ide a break erent work areas ds-on learning book organizer the student	Interaction of the parent of t	tions (adult and/or etc.) et resolution skills ve communication ve communication ve communications system R (Changes in etch a closure system ve less time on tasked dy carrels etch sks organized
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Analysis	Present in the Missing in Other	What supports the environment/curric the environment: the environment: (Missing/Present): REMO What environmenta Time/Space/Materia Changes: Space Changes: Material Changes	student using the problem that needs characteristics of the content of the conten	roblem behavior? (What anging?) a seating arrangement is gained for skills ag ls instruction T'S NEED TO Use and supports are needed emove the likelihood of the signal transition in the preferred seating in the preferre	Noise levels Inappropriate Schedule Task structur Consequence student USE THE P I to remove the st behavior) ks Allow Prov Diffe Hanc Note Cue Praise Use Use	ROBLEM I udent's need to use w completion in p ide a break erent work areas ds-on learning book organizer the student e successes calm, de-escalatin	Interaction of the property of the parent of	tions (adult and/or etc.) et resolution skills ve communication ver communication ver communication system R (Changes in etch a closure system ver less time on tasked carrels sks organized larged print size boodel
Analysis	Present in the Missing in Other	What supports the environment/curric the environment: the environment: (Missing/Present): REMO What environmenta Time/Space/Materia Changes: Space Changes: Material Changes	student using the problem that needs characteristics are considered as the considere	roblem behavior? (What anging?) a seating arrangement is gained for skills ag ls instruction T'S NEED TO Use and supports are needed emove the likelihood of the likelihood	Noise levels Inappropriate Schedule Task structur Consequence student USE THE P I to remove the st behavior) ks Allow Prov Diffe Hanc Note Cue Praise Use Use	ROBLEM I udent's need to use w completion in p ide a break erent work areas ds-on learning book organizer the student e successes calm, de-escalatin	Interaction of the property of the parent of	tions (adult and/or etc.) et resolution skills ve communication ver communication ver communication system R (Changes in etch a closure system ver less time on tasked carrels sks organized larged print size boodel
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	Present in the Missing in Other	What supports the environment/curric the environment: the environment: (Missing/Present): REMO' What environmenta Time/Space/Materia Changes: Material Changes Interaction:	student using the problem that needs characteristics. Classroom Peer status misbehavior Transition Re-teachin Social skil Choices VE STUDEN al changes, structure als/Interactions to reserve the structure of t	roblem behavior? (What anging?) a seating arrangement is gained for skills ag ls instruction T'S NEED TO I and supports are needed emove the likelihood of	Noise levels Inappropriate Schedule Task structur Consequence student USE THE P I to remove the st behavior) ks Allow Prov Diffe Hanc Note Cue Praise Use Use	ROBLEM I udent's need to use w completion in p ide a break erent work areas ds-on learning book organizer the student e successes calm, de-escalatin	BEHAVIO e this behavior? arts Giv Stu Rein Rein Rein Rein Rein Rein Rein Rein	tions (adult and/or etc.) et resolution skills ve communication ve communication ve unications system R (Changes in etch a closure system ve less time on tasks dy carrels sks organized larged print size boodel

			TIDUALIZED EDUCATION PI Behavior Intervention Plan	n	Page 21 of 2
	Los A	For Behavior Interferi ngeles Unified School District	ing with Student's Learning or the Lea		Intervention Plan, pg. 2 of 3
Student ZA	FRANI	ELIYAH	Date of Birth		ting Date 12-FEB-2020
	Last	First M	II	22 220 2007	g [12122 2020
ALTERNATI	IVE	PART II	FUNCTIONAL FACTORS	AND NEW BEHAVIORS TO TE	ACH AND SUPPORT
	0	Team believes the behavior occu	urs because: (Function of behavior in t	terms of getting, protest or avoiding	ng something)
	8	To Get:	Sensory input	Attention (peer)	Attention (staff)
		To Avoid:	Tangible (desired item)	Tangible (desired activity)	- Tuestien (suit)
		10 /10014.	Sensory input	Attention (peer)	Attention (staff)
		D '1	✓ Task (too difficult)	Task (too easy)	Task (too long)
		Describe:			
Observation	9	What team believes the student his/her need met in an acceptab	should do INSTEAD of the problem le way?)	behavior? (How should the studen	tt escape/protest/avoid or get
Analysis	Tasks wil	ll be broken into chunks for compl	etion		
		What teaching Strategies/Necess	sary Curriculum/Materials are needed	?	
	10				
		Better communication	Anger management	Communication system	Self-management systems
		skills	Learning new social skills	Learning how to negotiate	Learning structured choice
		Following schedules &	Learning notebook	Learning to use conflict	Learning to request break
		routines Learning new scripts	organization	resolution	
		Other			
		Who will establish?	Who will monitor?	Frequency:	
		Staff/RST	Staff	As needed	
		What are reinforcement procedu	res to use for establishing, maintaining	g, and generalizing the replacemen	nt behavior(s)?
Intervention	11	Physical:	High-fives	Smiles	Handshake
			Pat on the back		
		Verbal:	Use specific praises	D	Peer recognition
		Contingent Access:	Time on the computer	Recognition of student's Free time	Listen to music
		5	Preferred activity	Describe:	Other
		Tangibles	Positive phone calls or notes to home		
		Tokens and Points:	Tokens	Certificate sent home	Seating Location
			Exempt assignment	Points Extra test points	
		Privileges:	· ·	Extra test points	
		Other ideas:			
		Selection of reinforcer based on: reinforcer for using replacen		eral increase in positive behaviors	
		By whom?	Frequency		
		Teacher/staff	As needed		
FFFGTIVE	DE A CEIC	DAD.	T. III		ECIEC
EFFECTIVE			T III i behavior occurs again. (1. Prompt stu	REACTIVE STRAT	
12 sl		le the problem behavior if it occurs	again, 3. Positive discussion with stud		
*		ent to use behavior tools taught in or escalates.	counseling. Remind student to ask for	or assistance from staff. Ask stud	lent to report to RST or PSYCF
Per	sonnel?				
		H/TEACHER?STAFF			

Individualized Education Program (IEP) Page 22 of 22 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) ELIYAH Student ZAFRANI Date of 22-DEC-2009 Meeting 12-FEB-2020 Birth Date First Last ΜI **OUTCOMES** BEHAVIORAL GOALS PART IV 13 Behavioral Goal: Goal #: 1 When presented with a task or assignment, Eliyah will independently initiate and complete the task/assignment, in 90% of opportunities measured by daily data collection. The above behavioral goal is to: <a>Increase use of replacement behavior and may also include: 🗹 Reduce frequency of problem behavior 🗹 Develop new general skills that remove student's need to use the problem behavior Observation and Analysis Conclusion Are curriculum accommodations or modifications also necessary? Where described? No O Yes Are environmental supports/changes necessary? Yes Is reinforcement of replacement behavior alone enough? (no new teaching is necessary)? Yes Are both teaching of new replacement behavior AND reinforcement needed? This BIP to be coordinated with other agency's service plans? Agency? Yes No Person responsible for contact between agencies. COMMUNICATION PART V COMMUNICATION PROVISIONS Manner and content of communication: 14 Phone calls Email Written notes Daily reports Daily charting Behavioral logs Weekly reports Other Between? Frequency? Teacher/STaff weekly