

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Identification Number 070307M105

Eligible (SLD)

Student ZILBERBERG AMIT MI

Date of Birth 03-JUL-2007

Section A: Meeting Information

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

Section B: Student Information

Form containing student details: Date of Birth, Age, Grade, Gender, Ethnic Code, Location of folders, Home Language, Home Address, Telephone, School of Attendance, Parent/Guardian info, etc.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student ZILBERBERG AMIT

Date of Birth 03-JUL-2007

Meeting Date 18-APR-2018

Section C: Language Acquisition

Language Classification: Limited English Proficient Start Date: 07-SEP-2012 Reclassification Date:

Parent Waiver: Yes No

Elementary English Language Development Level: 4 Start Date: 31-MAR-2017

Secondary English Language Development Level: Start Date:

Communication Observation Matrix Level: Start Date:

Section D: Goal Achievement from Current IEP

Goal for: (example - Reading)	Achieved		If No, explain the reason the goal/objective was not achieved
	Yes	No	
1. English Language Development	<input checked="" type="radio"/>	<input type="radio"/>	
Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	
Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	
2. Reading	<input type="radio"/>	<input checked="" type="radio"/>	Needs more time.
Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	
Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	
3. Writing	<input checked="" type="radio"/>	<input type="radio"/>	
Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	
Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	
4.	<input type="radio"/>	<input type="radio"/>	
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	
5.	<input type="radio"/>	<input type="radio"/>	
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	
6.	<input type="radio"/>	<input type="radio"/>	
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	
7.	<input type="radio"/>	<input type="radio"/>	
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	
8.	<input type="radio"/>	<input type="radio"/>	
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	
9.	<input type="radio"/>	<input type="radio"/>	
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	
10.	<input type="radio"/>	<input type="radio"/>	
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	

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Section E: Present Level of Performance

Performance Area: English Language Development (ELD)

Assessment/Monitoring Process Used: California English Language Development Test (CELDT); Informal

State/District Assessment Results: CELDT (2017)--Early Advanced: Reading EA; Writing A; Listening EA; Speaking A

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

On the California English Language Development Test (CELDT), Amit's overall score was 560, which places him at the Early Advanced (EA) English Language Development (ELD) level on this assessment. Reading and Listening were also at the EA level, and Writing and Speaking were Advanced (A).

Overall, when multiple assessment measures are considered, Amit's English Learner (EL) level is 4 (Early Advanced). The California ELD standards indicate three proficiency levels for students who are learning English: Emerging (requires substantial linguistic support), Expanding (requires moderate linguistic support), and Bridging (requires light linguistic support).

Strengths: Per teacher, Amit is Bridging in his ability to collaborate and engage in dialogue with others. With light support, he is able to exchange information and ideas through oral discussions, interact with others in written English, and adapt language choices to various contexts. With minimal prompting and light support, he demonstrates active listening of read-alouds and oral presentations by asking and answering detailed questions. Amit is also able to plan and deliver oral presentations. He applies an increasing understanding of how different texts are organized to express ideas, as well as to comprehending texts and writing texts that are cohesive. Amit can use appropriate verbs and verb phrases to create clarity in text, and he is also able to combine and condense clauses in a variety of ways in order to connect ideas and create precision in his sentences.

Needs: Per teacher, Amit is Expanding in his ability to interpret and comprehend written and spoken text. He needs moderate support to read closely literary and informational texts in order to determine how meaning is conveyed, both explicitly and implicitly, through language. Specifically, Amit has difficulty explaining ideas and text relationships based on close reading of a variety of grade-level texts, and using knowledge of morphology and linguistic context to determine the meaning of unknown words.

Performance Area: ELD Cont'd.

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Informal assessment indicated continued difficulty determining the meaning of words (e.g. homographs such as 'proceeds') as they are used in a text.

Impact of disability: Amit's SLD eligibility (due to deficits in association, conceptualization, expression, and attention) impairs his ability to interpret language and comprehend and analyze written and spoken text, which impacts his progress and involvement in the general education ELD curriculum.

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Date of Birth 03-JUL-2007

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Section E: Present Level of Performance

Performance Area: Reading

Assessment/Monitoring Process Used: Informal

State/District Assessment Results: DIBELS MOY: Fluency 112 (120); Accuracy 97 (98); Retell 30 (36); DAZE 15 (20)

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

Strengths: Per DIBELS data, Amit has improved in reading fluency, from 79 words per minute (WPM) on the Beginning-of-Year (BOY) assessment to 112 WPM on the Middle-of-Year (MOY) assessment. Accuracy has increased from 96% to 97%, one percentage point below Benchmark. Informal assessment indicates that Amit is able to read with appropriate phrasing and intonation, adherence to syntax, and attention to punctuation most of the time. He is learning to use context to confirm or self-correct word recognition and understanding, re-reading as necessary and asking questions about unfamiliar vocabulary. When given a short narrative or informational text, Amit is able to ask and answer questions to demonstrate understanding, referring to background knowledge and details and examples in the text as the basis for the answers.

Needs: Per teacher, Amit inconsistently quotes accurately from a text when explaining what the text says explicitly or when drawing inferences from the text. On his most recent report card, Amit's grades in Foundational Reading Skills and Making Meaning from Text were 2s (Progressing Toward Meeting Grade Level Standards).

Impact of disability: Amit's SLD eligibility (due to deficits in the areas of association, conceptualization, expression, and attention) impact his ability to comprehend grade level text, which impacts his progress and involvement in the general education reading curriculum.

Performance Area: Written Language

Assessment/Monitoring Process Used: Informal

State/District Assessment Results: SBAC/ELA (2017): 2457 Standard Nearly Met

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

Strengths: Per teacher, Amit is able to write informative/explanatory texts to examine a topic and convey ideas and information clearly. He is able to clearly introduce a topic and group related information logically, using precise language and domain-specific vocabulary. Amit can also provide a concluding statement or section related to the information he's presented. Amit is able to sequence events in a narrative text and compare/contrast two or more characters, settings, or events. With guidance and support from peers and adults, he is able to develop and strengthen his writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Needs: Per teacher, Amit has difficulty producing clear and coherent writing (including multi-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. He inconsistently develops an informational topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic, and he does not link ideas using words, phrases, or clauses.

Impact of disability: Amit's SLD eligibility (due to deficits in the areas of association, conceptualization, expression, and attention) impact his ability to produce clear and coherent writing, which impacts his progress and involvement in the general education writing curriculum.

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Section F: Eligibility

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

[Empty text box for discussing disability or suspected disability]

For Initial IEP, interventions attempted prior to determining eligibility:

[Empty text box for interventions attempted prior to determining eligibility]

Eligible as a student with the disability of:

Code: SLD Specific Learning Disability
Not Applicable, Blind or Partially Sighted

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

Code: Not Applicable, Blind or Partially Sighted

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

or

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

No Longer Eligible (Effective Date):

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

Final IEP Reason:

Final IEP Effective Date:

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area:

Annual Goal #

With light support, including minimal adult prompting/cueing and/or the use of graphic organizers, Amit will explain ideas or text relationships (e.g. compare/contrast, cause/effect, problem/solution) based on close reading of text or viewing of multimedia with 70% accuracy in 2/3 trials, as measured by student work samples and informal and/or curriculum-based assessment.

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

Methods of Evaluation:

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

Incremental objective #1 related to the goal:

With light support, including minimal adult prompting/cueing and/or the use of graphic organizers, Amit will explain ideas or text relationships (e.g. compare/contrast, cause/effect, problem/solution) based on close reading of text or viewing of multimedia with 50% accuracy in 2/3 trials, as measured by student work samples and informal and/or curriculum-based assessment.

Date to be achieved MO/YR

Incremental objective #2 related to the goal:

With light support, including minimal adult prompting/cueing and/or the use of graphic organizers, Amit will explain ideas or text relationships (e.g. compare/contrast, cause/effect, problem/solution) based on close reading of text or viewing of multimedia with 60% accuracy in 2/3 trials, as measured by student work samples and informal and/or curriculum-based assessment.

Date to be achieved MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area:

Annual Goal #

With minimal adult support, Amit will cite at least 3 pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences from the text, with 75% accuracy in 2/3 trials, as measured by student work samples and informal and/or curriculum-based assessment.

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

Methods of Evaluation:

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

Incremental objective #1 related to the goal:

With minimal adult support, Amit will quote accurately from a text when explaining what the text says explicitly, and when drawing inferences from the text, with 70% accuracy in 2/3 trials, as measured by student work samples and informal and/or curriculum-based assessment.

Date to be achieved MO/YR

Incremental objective #2 related to the goal:

With minimal adult support, Amit will cite at least 2 pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences from the text, with 75% accuracy in 2/3 trials, as measured by student work samples and informal and/or curriculum-based assessment.

Date to be achieved MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

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

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Meeting Date

Section G: Annual Goals and Objectives

Performance Area:

Annual Goal #

Following a teacher or peer model, Amit will write a multi-paragraph composition stating claims in support of an argument, supported by two or more clear reasons or pieces of relevant evidence to demonstrate an understanding of the topic or text, including using linking words, phrases, or clauses with 75% accuracy in 2/3 trials, as measured by student work samples and informal and/or curriculum-based assessment.

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

Methods of Evaluation:

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

Incremental objective #1 related to the goal:

Following a teacher or peer model, Amit will write a multi-paragraph composition stating claims in support of an argument that is supported by two or more reasons or pieces of evidence to demonstrate understanding, paraphrasing or quoting from a text with 70% accuracy in 2/3 trials, as measured by student work samples and informal and/or curriculum-based assessment.

Date to be achieved MO/YR

Incremental objective #2 related to the goal:

Following a teacher or peer model, Amit will write a multi-paragraph composition stating claims in support of an argument that uses linking words, phrases, or clauses with 70% accuracy in 2/3 trials, as measured by student work samples and informal and/or curriculum-based assessment.

Date to be achieved MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student ZILBERBERG

AMIT

Date of Birth 03-JUL-2007

Meeting Date 18-APR-2018

Section K: Participation in State and District-wide Assessments

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

Student will participate in Regular State and District Assessments.

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

Designated Supports:

- Simplified or paraphrased test directions (non-embedded designated support)
- Test in a separate/smaller setting
- Text-to-speech software enabled (for math items and ELA items except for reading passages)

CAASPP Subject

ELA and Math

Student will participate in Regular State and District Assessments.

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

Designated Supports:

- Text-to-Speech (embedded support)
- Science Charts (state approved charts only) (non-embedded support)

CAST Subject

Science

Student will participate in Regular State and District Assessments.

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

Designated Supports:

- Testing in a separate room

ELPAC

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student	ZILBERBERG	AMIT		Date of Birth	03-JUL-2007	Meeting Date	18-APR-2018
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Section N: Procedural Safeguards and Follow-up Actions

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

Is the parent/guardian requesting translation services? Yes No

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

Specify the Individual Pages to be translated:

Special Requests:

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

THIS SPACE DELIBERATELY LEFT BLANK.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student

Date of Birth

Meeting Date

Section Q: Parent Participation and Consent

Parent Participation	Parent Notification		
<input checked="" type="radio"/> Parent/Student (18-21) has participated in the IEP meeting. <input type="radio"/> Parent/Student (18-21) indicated before the meeting that they would not be able to attend. <input type="radio"/> 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.. <input type="radio"/> Parent/Student (18-21) did not attend and gave permission to proceed without them if they did not attend.	Method	Whom	When
	Student	A. VALENZUELA	04-APR-2018
<i>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.)</i>			

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) _____ / _____ Date

Parent Guardian Student age 18-21 years Surrogate Parent Emancipated Minor Foster Parent

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

I certify that I have received a copy of the Parent Input Survey regarding the IEP process. I understand that my completion of the form is voluntary and can be done at anytime after the IEP meeting

Signature(s) _____ / _____ Date

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.

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

Date of Birth

Meeting Date

Section R: Names and Signatures (Signatures on File)

Team Member	Print Name	Signature
Parent/Guardian	<input type="text" value="Hanit Zilberberg"/>	
Parent/Guardian	<input type="text" value="Rahamin Zilberberg"/>	
Student Age 18 - 21 years	<input type="text"/>	
Student Under Age 18 years	<input type="text"/>	
Surrogate Parent	<input type="text"/>	
Foster Parent	<input type="text"/>	
Family Foster Home Provider	<input type="text"/>	
Administrator	<input type="text" value="Anna Valenzuela"/>	
Administrative Designee	<input type="text"/>	
Special Education Teacher	<input type="text" value="Dana Dwyer"/>	
General Education Teacher	<input type="text" value="Jessica Booth"/>	
School Psychologist	<input type="text"/>	
School Nurse	<input type="text"/>	
Related Service Staff <input type="text"/>	<input type="text"/>	
Related Service Staff <input type="text"/>	<input type="text"/>	
Related Service Staff <input type="text"/>	<input type="text"/>	
Interpreter	<input type="text"/>	
Sign Language Interpreter	<input type="text"/>	
Agency Representative	<input type="text"/>	
Agency Representative	<input type="text"/>	
Agency Representative	<input type="text"/>	
Other <input type="text"/>	<input type="text"/>	
Other <input type="text"/>	<input type="text"/>	
Other <input type="text"/>	<input type="text"/>	
Other <input type="text"/>	<input type="text"/>	

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student

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.

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

Step A.	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a general education classroom/setting?	
	<input 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.
<input type="text"/>		

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.
<input type="text"/>		

Student ZILBERBERG AMIT

Date of Birth 03-JUL-2007

Meeting Date 18-APR-2018

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

Step C.	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a special school setting?	
	<input type="radio"/> YES <input type="radio"/> NO	If the answer is YES, then a special school setting is the appropriate placement. If the answer is NO, go to the question below.
	<input type="radio"/> YES <input type="radio"/> NO	If not currently available, can the required supports, services, accommodations and/or modifications be made available in a special school setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step D.
<div style="border: 1px solid black; height: 40px;"></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: 40px;"></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: 40px;"></div>		

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 1 - Eligibility, Placements and Supports

Student

Date of Birth

Meeting Date

As of Date: Effective With this IEP Future Changes Related to this IEP
Eligible (SLD)

Eligibility:
(from Page 4)

Final IEP Reason
Final IEP Effective Date:

Curriculum

Type of School

Placement

Name of School

Instructional Setting

Setting

Program

Special Day Minutes/Wk

Addresses Goals (English Language Development), (Reading),3(Written Language)

(English Language Development), (Reading),3(Written Language)

Additional Factors

Low Incident Support

Assistive Technology Support

Transportation

Extended School Year/Intersession

Yes No

Parent Counseling and Training (PCT)

Yes No

ESY Transportation

Accommodation, Modifications, Supports

Instructional Accommodations

peer support, small group instruction, preferential seating near point of instruction, visual aids for verbal directions, color coding/use of highlighters, extra time to complete assignments/tests, shortened assignments with fewer tasks to demonstrate mastery, as appropriate, use of graphic organizers/thinking maps, technology support, as appropriate, math questions read aloud, as needed, to aid in comprehension, use of word lists/word banks/dictionaries for assignments

peer support, small group instruction, preferential seating near point of instruction, visual aids for verbal directions, color coding/use of highlighters, extra time to complete assignments/tests, shortened assignments with fewer tasks to demonstrate mastery, as appropriate, use of graphic organizers/thinking maps, technology support, as appropriate, math questions read aloud, as needed, to aid in comprehension, use of word lists/word banks/dictionaries for assignments, teacher to give notes in advance when possible

Instructional Modifications

Other Supports, including Non-Academic and Extra-curricular Activities

Preparation for Three Year Review IEP (At the second Annual Review IEP Meeting, the team must discuss and document the decision to conduct or not conduct a three-year comprehensive reassessment.)

Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary?
If the Parent does not agree, specify the area(s) to be reassessed.

Yes No

Comments, as appropriate

Low Incidence Equipment

Assistive Technology Equipment	
Participation in General Education	

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student Date of Birth Meeting Date

	Effective With This IEP		Future Changes Related To This IEP
Service 1	Start Date:	Effective on Signature Date 18-Apr-2018	14-Aug-2018
RSP	End Date:	07-Jun-2018	
RSP	Service applies to:	Regular	Regular
This service addresses the following goals: (English Language Development) (Reading) 3(Written Language)	Frequency:	1-5	1-5
	Interval:	Weekly	Weekly
	Minutes/Interval:	90	90
	Minutes/Interval (Pullout from Gen Ed):	60	0
	Service Delivery Model:	RSP: Direct Instruction Services*	RSP: Collaborative Teaching and Planning**
	RSP Area:	Literacy/ELA/ELD	
	Responsible Personnel:	General Education Teacher	General Education Teacher
		Resource Specialist Teacher	Resource Specialist Teacher
		Other Provider(s)	Other Provider(s)

*

**

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="4"/> %	

Part 4 - Additional Discussion (This section is optional)

In middle school, Amit will enroll in a Double Block ESL Program. RSP services will be delivered via a collaborative service model within the general education setting for a total of 90 minutes per week.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Date of Birth Meeting Date

FAPE Summary Grid

Program: GE **Setting:** General Education
Eligibility: **Curriculum:** General Education
Transportation: None **Low Incident Support:** None

Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)
RSP	RSP	Effective on Signature Date	Regular	Weekly	1-5	RSP-Literacy/ELA/ELD	90	English Language Development, Reading, Written Language
RSP	RSP	Future Changes 14-Aug-2018	Regular	Weekly	1-5	RSP-Literacy/ELA/ELD	90	English Language Development, Reading, Written Language

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.