

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Identification Number 200104X416 SSID 8748132557

**Eligible (SLI)**

Student Last: ZUR First: NOA MI: Date of Birth: 21-SEP-2008

Section A: Meeting Information

Pertinent Dates	Type of Meeting
Date of Initial IEP Team Meeting: 22-MAR-2019	<input type="radio"/> Initial <input type="radio"/> Amendment of IEP dated
Date of Present Meeting: 22-APR-2020	<input type="radio"/> Annual Review <input type="radio"/> Early Start Transition
Annual Review to be conducted by: 22-APR-2021	<input type="radio"/> Three Year Review <input type="radio"/> Expulsion Analysis
Next Three Year Review will be conducted by: 22-APR-2021	<input checked="" type="radio"/> Other <input type="radio"/> Individual Transition Plan
Three Year Review or Evaluation was conducted on: 22-APR-2020	Re-evaluation
Transition to Kindergarten to be conducted by:	
Location of Meeting: Haynes Charter	District Name: Los Angeles Unified School Dis

Section B: Student Information

Date of Birth: 21-SEP-2008	Age: 11	Grade: 5
Gender: <input type="radio"/> Male <input checked="" type="radio"/> Female	Limited English Proficient Student: <input type="radio"/> Yes <input checked="" type="radio"/> No	Ethnic Code: White
Location of the Psych Folder:	Student has no Psych Folder: <input checked="" type="checkbox"/>	
Location of the Cum Folder: HAYNES CES	Student has no Cum Folder: <input type="checkbox"/>	
Home Language: English	Student Language: English	Alternate Mode of Communication:
Home Address of Student: 23104 DOLOROSA ST		
City: WOODLAND HILL CA	ZIP Code: 91367	
Home Telephone: (818) 222-2689	Daytime Telephone:	Emergency Telephone:
School of Attendance: Haynes Ces	Location Code: 4473	
School of Residence: Woodlake Ecc	Location Code: 7877	
Name of Parent/Guardian:	Telephone:	
Address:		
City:	CA ZIP Code:	
Surogate Parent:	Telephone:	
Attends <b>CURRENT SCHOOL</b> as a result of one of the following:	Charter School Enrollment	Affiliated Charter
Is the student living in a Family Foster Home (FFH)?	<input checked="" type="radio"/> No <input type="radio"/> Yes	FFH#:
Is FFH Provider related to student?	<input checked="" type="radio"/> No <input type="radio"/> Yes	Relationship:
Licensed Children's Institution	<input checked="" type="radio"/> No <input type="radio"/> Yes	LCI Name:
		LCI#:
Out of the home placement made by:	<input type="radio"/> Regional Center <input type="radio"/> Superior Court	<input type="radio"/> Department of Mental Health <input type="radio"/> Department of Children's Services
	<input type="radio"/> Other	
Child's family living within LAUSD's boundaries?	<input type="radio"/> No <input checked="" type="radio"/> Yes	
If the student is 18 years old or older or is an emancipated minor, does he/she have educational decision-making rights?	<input type="radio"/> No <input type="radio"/> Yes	

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Student      
 Last First MI

Date of Birth

Meeting Date

Section C: Language Acquisition

Language Classification:  Start Date:

Parent Waiver:  Yes  No Reclassification Date:

Elementary English Language Development Level:  Start Date:

Secondary English Language Development Level:  Start Date:

Communication Observation Matrix Level:  Start Date:

Section D: Goal Achievement from Current IEP

Goal for: (example - Reading)		Achieved		If No, explain the reason the goal/objective was not achieved
		Yes	No	
1	<input type="text" value="Reading"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="text" value="Reads text at the mid-3rd grade level with 99%"/>
Category	<input type="text" value="Reading"/>			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text" value="accuracy, but does not consistently answer"/>
	Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	<input type="text" value="questions with 70% accuracy."/>
2	<input type="text" value="Reading: Decoding"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="text" value="Decodes multi-syllable words but inconsistently"/>
Category	<input type="text" value="Reading"/>			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text" value="determines their meaning."/>
	Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	<input type="text"/>
3	<input type="text" value="Writing"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
Category	<input type="text" value="Writing"/>			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
4	<input type="text" value="ELD: Figurative Language"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
Category	<input type="text" value="English Language Developmen"/>			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
5	<input type="text" value="Math: Computation"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
Category	<input type="text" value="Math"/>			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
6	<input type="text" value="Math: Multiplication"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
Category	<input type="text" value="Math"/>			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
7	<input type="text" value="Math: Problem Solving"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
Category	<input type="text" value="Math"/>			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
8	<input type="text" value="Language"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
Category	<input type="text" value="Language – Expressive"/>			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
9	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Category	<input type="text"/>			

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

## INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student

ZUR

NOA

Last

First

MI

Date of Birth 21-SEP-2008

Meeting Date 22-APR-2020

## Section E: Present Level of Performance

Performance Area:

Reading

Category:

Assessment/Monitoring Process  
Used:

Informal

State/District Assessment Results:

DIBELS MOY: Fluency 63 (122); Accuracy 95% (99%); Maze 14 (26.5)

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

Strengths: DIBELS progress monitoring probes indicate Noa is able to read text at the 3rd grade level with 99% accuracy. Per DIBELS Middle-of-Year (MOY) data, she can read grade level text with instructional level accuracy (95%). Noa's teacher reports that her performance in Reading Foundational Skills has been inconsistent. She sometimes applies grade level phonics and word analysis skills to decode words and sometimes uses knowledge of letter-sound correspondences, syllabication, and morphology to read unfamiliar multisyllabic words. However, with prompts and cues to read slowly and carefully, Noa has been observed to read on-level text with purpose and understanding in a small-group setting. With support, she often uses context to self-correct errors in word recognition, re-reading if necessary.

Needs: Per teacher, Noa's performance in most ELA standards has been inconsistent. Specifically, she has difficulty determining the main idea of a text and explaining how it is supported by key details, as well as quoting accurately from a text when explaining what it says explicitly, and when drawing inferences from the text. On her most recent report card, Noa's grade in Making Meaning from Text was 1 (Minimal Progress Toward Grade Level Standards).

Impact of disability: Noa's SLI eligibility impairs her skills in reading, which impacts her progress and involvement in the general education curriculum.

Performance Area:

Written Language

Category:

Assessment/Monitoring Process  
Used:

Informal

State/District Assessment Results:

SBAC/2018: 2326 Standard Not Met

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

Strengths: Per teacher, Noa is able to use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others. With the use of a graphic organizer, she is sometimes able to produce clear and coherent writing (including multi-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. With substantial guidance and support from peers and adults, Noa can write brief narratives to develop real or imagined experiences and longer informative or explanatory texts to examine a topic and convey information. With guidance and support from adults, she can develop and strengthen her writing, as needed, by planning, revising, and editing. She is conscientious about her word choice and often seeks assistance to search for vocabulary words that improve the quality of her writing and make it sound more age-appropriate.

Needs: Per teacher, Noa requires moderate support to expand, combine, and reduce sentences for meaning, reader/listener interest, and style. On her most recent report card, her grade in Language Conventions was 2 (Progressing Toward Meeting Grade Level Standards).

Impact of disability: Noa's SLI eligibility impairs her skills in written language, which impacts her progress and involvement in the general education curriculum.

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Section E: Present Level of Performance

Performance Area:

Mathematics

Category:



Assessment/Monitoring Process Used:

Informal

State/District Assessment Results:

SBAC/2018: 2355 Standard Not Met

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

Strengths: Noa has met her annual IEP goals to add/subtract 3-digit numbers with regrouping; multiply basic facts (0-9); and solve 1-step addition/subtract problems. Per teacher, Noa is conscientious and tries consistently to learn math concepts. Since the transition to online learning, her work seems well done. Noa is sometimes able to read and write decimals to thousandths using base-ten numerals, number names, and expanded form. She is able to compare two decimals to thousandths, based on the meanings of the digits in each place, using >, <, or =. Noa can use a pair of perpendicular number lines to define a coordinate system and locate a point in the plane using coordinates. She understands that the first number in an ordered pair indicates its position on the x-axis and the second number indicates its position on the y-axis. Given two rules, Noa can generate two numerical patterns from ordered pairs, and graph them on a coordinate plane. She also understands that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.

Needs: Per teacher, Noa has had difficulty meeting standards in Number & Operations in Base Ten. Her performance on place value standards has been inconsistent. She struggles with multiple-step calculations and has difficulty using the standard algorithm to fluently multiply multi-digit whole numbers or find whole-number quotients of whole numbers with 4-digit dividends and 2-digit divisors. On her most recent report card, her grade in Number & Operations in Base Ten was 1 (Minimal Progress Toward Grade Level Standards).

Impact of disability: Noa's SLI eligibility impairs her skills in mathematics, which impacts her progress and involvement in the general education curriculum.

Performance Area:

[Empty text box]

Category:



Assessment/Monitoring Process Used:

[Empty text box]

State/District Assessment Results:

[Empty text box]

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

[Empty text box]

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## Section E: Present Level of Performance

Performance Area:

English Language Development (ELD)

Category:

Assessment/Monitoring Process  
Used:

Informal

State/District Assessment Results:

ELPAC (2019): 1494 (Level 2: Somewhat Developed English Skills)

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

Noa's most recent English Language Proficiency Assessment (ELPAC), taken in 4th grade, indicates that her English skills were Somewhat Developed overall. Within the classroom, her performance in English Language Development (ELD) standards varies from the Emerging Proficiency Level (substantial linguistic support required) to the Expanding Proficiency Level (moderate linguistic support required). The ELD standards are divided into three parts: Interacting in Meaningful Ways; Learning About How English Works; and Using Foundational Literacy Skills.

## I. Interacting in Meaningful Ways: Collaborative, Interpretive, &amp; Productive Modes of Communication

Relative Strengths: On the ELPAC, Noa's skills in Speaking were Well-Developed. Per teacher, her ability to interact in meaningful ways within the classroom is Expanding in many areas. Noa requires moderate support to engage in dialogue with others (e.g. to contribute to class, group, or partner discussions); comprehend or analyze orally presented information (e.g. to demonstrate active listening by asking or answering questions); or plan and deliver oral presentations. On her most recent report card, her grade in the Collaborative mode of communication was 3, indicating that she has made Average Progress within the Expanding Proficiency Level.

Relative Needs: On the ELPAC, Noa's skills in Reading were at the Beginning stage. Per teacher, she requires substantial support to explain ideas and text relationships (i.e. structures), and to use context to determine the meaning of words, based on close reading of grade level text. On her most recent report card, Noa's grade in the Interpretive mode of communication was 4, indicating that she has made Advanced Progress within the Emerging Proficiency Level.

Performance Area:

ELD Cont'd.

Category:

Assessment/Monitoring Process  
Used:

Informal

State/District Assessment Results:

See Above

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

## II. Learning About How English Works: Structuring Cohesive Texts, Expanding &amp; Enriching Ideas, &amp; Connecting and Condensing Ideas

Relative Strengths: On the ELPAC, Noa's Listening and Writing skills were Somewhat-Moderately Developed. Per teacher, her ability to understand how English works is Emerging in most areas. With moderate support, she is able to connect or condense ideas in writing by combining or condensing clauses. On her most recent report card, her grade in Connecting & Condensing Ideas was 2, indicating that she has made Partial Progress within the Expanding Proficiency Level.

Relative Needs: Noa requires substantial support to apply basic understanding of how different types of text are organized (e.g. narratives are organized sequentially, whereas opinion texts are organized around ideas) to comprehend and write texts. On her most recent report card, her grade in Structuring Cohesive Texts was 2, indicating that she has made Partial Progress within the Emerging Proficiency Level.

Impact of disability: Noa's SLI eligibility impairs her skills in ELD, and impacts her progress and involvement in the general education curriculum.

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Student ZUR NOA MI Date of Birth 21-SEP-2008 Meeting Date 22-APR-2020
Last First MI

Section E: Present Level of Performance

Performance Area: Expressive Language
Category:
Assessment/Monitoring Process Used: Progress Notes, Observation
State/District Assessment Results:

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

Background: This is a transition IEP for Noa, a fifth grade student at Haynes CES, as she moves on to middle school. Noa had her initial IEP on 22 March 2019 with the Las Virgenes USD in the Ventura County SELPA and was made eligible as a student with a speech or language impairment. She currently receives LAS services totalling 900 minutes per year. At her 30-day IEP it was recommended that Noa receive a re-evaluation to determine the most appropriate eligibility and services but was not able to be conducted due to school closures.
Strengths: Noa consistently comes to speech and fully participates in all activities. She has made progress and met all parts of her goal with at least 60% accuracy. She engages well with her peers and is able to participate in various language activities such as conversations and story telling. Pragmatic and conversational language remains age appropriate. Noa has increased her ability to recall pertinent auditory information when it is presented to her in a structured environment. She can sequence and tell a story and draw simple inferences from the story when given visual cues. She can explain reasons for events and can make predictions when given cues. Noa's articulation, voice and fluency skills are age appropriate.
Needs: Noa continues to require cues to make inferences and predictions with better than 60% accuracy particularly if it is based on information presented auditorily without any visual assistance. Noa also exhibits difficulty with word finding particularly when specific academic vocabulary is required. She struggles and substitutes words, then says that it wasn't the one she was thinking of before concentrating some more and eventually retrieving the word. She often needs a phonemic cue to help her find the word. She continues to have difficulty with academic language.
Impact: Noa's eligibility of speech and language impairment prevents her from clearly expressing her ideas and participating in academic discussions which may impact her ability to access then general education curriculum.
Sandra van Wijk, M.S., CCC-SLP
Speech-Language Pathologist

Performance Area:
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):

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Student [ZUR] [NOA] [MI]
Last First MI

Date of Birth [21-SEP-2008]

Meeting Date [22-APR-2020]

Section F: Eligibility

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

SLI, SLD OHI, health, academics to be assessed in 2020-2021 school year. Re-evaluation Assessments could not be completed due COVID-19 national pandemic and resulting school closure.

For Initial IEP, interventions attempted prior to determining eligibility:

[Empty text box for interventions]

Eligible as a student with the disability of:

Code: [SLI] [Speech Or Language Impairment]

[X] Not Applicable, [ ] Blind or [ ] Partially Sighted

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

Code: [ ] [ ]

[X] 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:

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



INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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Student     
 Last First MI

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area:  Category:  Annual Goal #:

Using a teacher or peer model, Noa will cite textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text, 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
- Observation
- Other
- Norm Referenced
- Portfolio
- Criterion Referenced
- Work Samples
- Curriculum Based
- Informal

Incremental objective #1 related to the goal:

Using a teacher or peer model, Noa will cite textual evidence to support analysis of what the text says explicitly with 60% accuracy in 2/3 trials, as measured by student work samples and informal and/or curriculum-based assessment.

Incremental objective #2 related to the goal:

Using a teacher or peer model, Noa will cite textual evidence to support analysis of inferences drawn from the text, 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

Date to be achieved:   MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR EXCEEDED

3 SUBSTANTIAL PROGRESS (50-99% of goal met)

2 PARTIAL PROGRESS (1-49% of goal met)

1 NO PROGRESS

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

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Student     
 Last First MI

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area:  Category:  Annual Goal #:

After reading a grade level text with guidance and support from adults, Noa will determine the central idea of the text and how it is conveyed through 3 particular details, 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
- Observation
- Other
- Norm Referenced
- Portfolio
- Criterion Referenced
- Work Samples
- Curriculum Based
- Informal

Incremental objective #1 related to the goal:

After reading a grade level text with guidance and support from adults, Noa will determine the central idea of the text and how it is conveyed through 1 particular detail, with 70% accuracy in 2/3 trials, as measured by student work samples and informal and/or curriculum-based assessment.

Incremental objective #2 related to the goal:

After reading a grade level text with guidance and support from adults, Noa will determine the central idea of the text and how it is conveyed through 2 particular details, 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

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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Student     
 Last First MI

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area:  Category:  Annual Goal #:

With guidance and support from peers and adults, Noa will use knowledge of language and its conventions to vary sentence patterns for meaning, reader/listener interest, and style when writing and maintain consistency in style and tone 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
- Observation
- Other
- Norm Referenced
- Portfolio
- Criterion Referenced
- Work Samples
- Curriculum Based
- Informal

Incremental objective #1 related to the goal:

With guidance and support from peers and adults, Noa will use knowledge of language and its conventions to expand, reduce, or combine sentences for meaning, reader/listener interest, and style when writing with 60% accuracy in 2/3 trials, as measured by student work samples and informal and/or curriculum-based assessment.

Incremental objective #2 related to the goal:

With guidance and support from peers and adults, Noa will use knowledge of language and its conventions to vary sentence patterns for meaning, reader/listener interest, and style when writing and maintain consistency in style and tone 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

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    Last First MI

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area:  Category:  Annual Goal #:

With moderate support and the use of visual aides, such as a graphic organizer, Noa will explain ideas, processes, or text relationships (e.g. compare/contrast; cause/effect; problem/solution) based on close reading of a grade-level text 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
- Observation
- Other
- Norm Referenced
- Portfolio
- Criterion Referenced
- Work Samples
- Curriculum Based
- Informal

Incremental objective #1 related to the goal:

With moderate support and the use of visual aides, such as a graphic organizer, Noa will explain ideas, processes, or text relationships (e.g. compare/contrast; cause/effect; problem/solution) based on close reading of a grade-level text with 60% accuracy in 2/3 trials, as measured by student work samples and informal and/or curriculum-based assessment.

Incremental objective #2 related to the goal:

With moderate support and the use of visual aides, such as color-coding, Noa will use knowledge of morphology, context, reference materials, and visual cues to determine the meaning of unknown or multiple-meaning words on familiar and new topics 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

Date to be achieved:   MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student    Last First MI

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area:  Category:  Annual Goal #:

Noa will resolve ambiguities about word and sentence meanings when given a grade level story in 4/5 opportunities with 75% accuracy given minimal cues.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

Noa will resolve ambiguities about word and sentence meanings when given a grade level story in 2/5 opportunities with 65% accuracy given cues.

Incremental objective #2 related to the goal:

Noa will resolve ambiguities about word and sentence meanings when given a grade level story in 3/5 opportunities with 70% accuracy given minimal cues.

Date to be achieved:   MO/YR

Date to be achieved:   MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR EXCEEDED

3 SUBSTANTIAL PROGRESS (50-99% of goal met)

2 PARTIAL PROGRESS (1-49% of goal met)

1 NO PROGRESS

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student     
 Last First MI

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area:  Category:  Annual Goal #:

With prompts, cues, and visual supports, Noa will fluently multiply and divide multi-digit numbers using the standard algorithm 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
- Observation
- Other
- Norm Referenced
- Portfolio
- Criterion Referenced
- Work Samples
- Curriculum Based
- Informal

Incremental objective #1 related to the goal:

With prompts, cues, and visual supports, Noa will fluently multiply multi-digit numbers using the standard algorithm with 60% accuracy in 2/3 trials, as measured by student work samples and informal and/or curriculum-based assessment.

Incremental objective #2 related to the goal:

With prompts, cues, and visual supports, Noa will fluently divide multi-digit numbers using the standard algorithm 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

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   

Last

First

MI

Date of Birth Meeting Date **Section K: Participation in State and District-wide Assessments**

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

<b>Student will participate in Regular State and District Assessments.</b> <i>(Designated Supports and/or Accommodations identified below are applicable)</i>	<b>CAASPP Subject</b> ELA and Math
Designated Supports: <ul style="list-style-type: none"> <li>- Test in a separate/smaller setting</li> <li>- Simplified or paraphrased test directions (non-embedded designated support)</li> <li>- Text-to-speech software enabled (for math items and ELA items except for reading passages)</li> </ul>	
Accommodations: <ul style="list-style-type: none"> <li>- Text-to-Speech software enabled for ELA reading passages (embedded accommodation).</li> <li>- Multiplication table for single digits 1-9 (paper-based; not allowed for Grade 3; non-embedded accommodation)</li> </ul>	
<b>Student will participate in Regular State and District Assessments.</b> <i>(Designated Supports and/or Accommodations identified below are applicable)</i>	<b>CAST Subject</b> Science
Designated Supports: <ul style="list-style-type: none"> <li>- Test in a separate/smaller setting (non-embedded support)</li> <li>- Simplified Test Directions (non-embedded support)</li> <li>- Text-to-Speech (embedded support)</li> <li>- Science Charts (state approved charts only) (non-embedded support)</li> <li>- Multiplication Table (non-embedded support)</li> </ul>	
<b>Student will participate in Regular State and District Assessments.</b> <i>(Designated Supports and/or Accommodations identified below are applicable)</i>	<b>ELPAC Subject</b> Writing
Designated Supports: <ul style="list-style-type: none"> <li>- Simplified or paraphrased test directions (non-embedded designated support)</li> <li>- Student test location is altered so the student is tested in a setting different from that made available for most students, which also includes most beneficial time, special lighting, or acoustics, and adaptive furniture</li> <li>- Noise buffers</li> </ul>	
Accommodations: <ul style="list-style-type: none"> <li>- Supervised breaks within a section of the test</li> </ul>	
<b>Student will participate in Regular State and District Assessments.</b> <i>(Designated Supports and/or Accommodations identified below are applicable)</i>	<b>ELPAC Subject</b> Reading
Designated Supports: <ul style="list-style-type: none"> <li>- Simplified or paraphrased test directions (non-embedded designated support)</li> <li>- Student test location is altered so the student is tested in a setting different from that made available for most students, which also includes most beneficial time, special lighting, or acoustics, and adaptive furniture</li> <li>- Noise buffers</li> </ul>	
Accommodations: <ul style="list-style-type: none"> <li>- Supervised breaks within a section of the test</li> </ul>	
<b>Student will participate in Regular State and District Assessments.</b> <i>(Designated Supports and/or Accommodations identified below are applicable)</i>	<b>ELPAC Subject</b> Speaking

Designated Supports:

- Pause or replay the audio during the administration of test questions (speaking domain only—summarize an academic presentation only)
- Simplified or paraphrased test directions (non-embedded designated support)
- Student test location is altered so the student is tested in a setting different from that made available for most students, which also includes most beneficial time, special lighting, or acoustics, and adaptive furniture
- Noise buffers

Accommodations:

- Supervised breaks within a section of the test

<b>Student will participate in Regular State and District Assessments.</b> <i>(Designated Supports and/or Accommodations identified below are applicable)</i>	<b>ELPAC Subject</b> Listening
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Designated Supports:

- Simplified or paraphrased test directions (non-embedded designated support)
- Pause or replay the audio during the administration of test questions (listening domain only)
- Student test location is altered so the student is tested in a setting different from that made available for most students, which also includes most beneficial time, special lighting, or acoustics, and adaptive furniture
- Noise buffers

Accommodations:

- Supervised breaks within a section of the test

**PFT** - (Variations or Accommodations identified below are applicable)



INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student

Last

First

MI

Date of Birth

Meeting Date

Section N: Procedural Safeguards and Follow-up Actions

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

Is the parent/guardian requesting translation services?  Yes  No

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

Specify the Individual Pages to be translated:

Special Requests:

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

THIS SPACE DELIBERATELY LEFT BLANK.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Last: ZUR, First: NOA, MI: [ ]

Date of Birth: 21-SEP-2008

Meeting Date: 22-APR-2020

Section Q: Parent Participation and Consent

Parent Participation

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

Parent Notification

Table with 3 columns: Method, Whom, When. Rows include Phone, Email, APEIS, K.Mullin with dates 09-MAR-2020, 17-APR-2020, 18-APR-2020.

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

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

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

- Parent/Student (18-21) AGREES to all components of the IEP.
Parent/Student (18-21) AGREES 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 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 22-APR-2020

## PARENT INPUT SURVEY

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

**ALL INFORMATION IS CONFIDENTIAL**

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

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

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

<b>B. Regarding your child's previous IEP (if relevant):</b>			
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.

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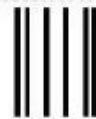
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Please fold along dotted lines with the address showing. Seal and mail. Postage is pre-paid.  
Again, Thank you!

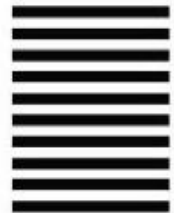


NO POSTAGE  
NECESSARY  
IF MAILED  
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UNITED STATES

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

POSTAGE WILL BE PAID BY ADDRESSEE

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



**PARENT INPUT SURVEY**  
**English**

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Reconvened Meeting Date

Student      
 Last First MI

Date of Birth

Meeting Date

Section R: Names and Signatures (Signatures on File)

Team Member	Print Name	Signature
Parent/Guardian	<input type="text" value="Galit Zur"/>	<input type="text"/>
Parent/Guardian	<input type="text"/>	<input type="text"/>
Student Age 18 - 21 years	<input type="text"/>	<input type="text"/>
Student Under Age 18 years	<input type="text"/>	<input type="text"/>
Surrogate Parent	<input type="text"/>	<input type="text"/>
Foster Parent	<input type="text"/>	<input type="text"/>
Family Foster Home Provider	<input type="text"/>	<input type="text"/>
Administrator	<input type="text" value="Karen Mullin"/>	<input type="text" value="Karen Mullin"/>
Administrative Designee	<input type="text"/>	<input type="text"/>
Special Education Teacher	<input type="text" value="Dana Dwyer"/>	<input type="text" value="Dana Dwyer"/>
General Education Teacher	<input type="text" value="Denise Isensee"/>	<input type="text" value="Denise Isensee"/>
School Psychologist	<input type="text" value="Celia Miller"/>	<input type="text"/>
School Nurse	<input type="text" value="Claire Fishwick"/>	<input type="text"/>
Related Service Staff <input type="text" value="LAS Therapist"/>	<input type="text" value="Sandra Van Wijk"/>	<input type="text" value="Sandra Van Wijk"/>
Related Service Staff <input type="text"/>	<input type="text"/>	<input type="text"/>
Related Service Staff <input type="text"/>	<input type="text"/>	<input type="text"/>
Interpreter	<input type="text"/>	<input type="text"/>
Sign Language Interpreter	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>

**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

Los Angeles Unified School District

Student      
 Last First MI

Date of Birth

Meeting Date

**LEAST RESTRICTIVE ENVIRONMENT ANALYSIS**

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

Student's Current Placement Type:

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

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

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

<b>Step A.</b>	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a general education classroom/setting?
	<input type="radio"/> Yes <input checked="" type="radio"/> No     If the answer is YES, then a general education classroom/setting is the appropriate placement. If the answer is NO, go to the question below.
	<input checked="" 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.
Assessments to be completed in the 2020-2021 school year, that could not be completed due to COVID-19 National Pandemic and resulting school closures. Noa has difficulty accessing curriculum in large group setting and may benefit from a small group setting	

<b>Step B.</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.
[Empty box for articulation]	

**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

Los Angeles Unified School District

Student     
 Last First MI

Date of Birth

Meeting Date

**ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)**

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

<b>Step C.</b>	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.

<b>Step D.</b>	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.

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student   
Last

First

MI

Date of   
Birth

Meeting   
Date

ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)

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

<b>Step F.</b>	The student's needs as reflected in the contents of this IEP, and the placement being considered by the IEP team, outweigh any potential harmful effects at this time, including (check all that apply):	
	<input checked="" type="checkbox"/>	Diminished access to the full range of the curriculum
	<input type="checkbox"/>	Missed general education instruction taught by highly qualified staff
	<input type="checkbox"/>	Rate at which student may earn credits for graduation
	<input type="checkbox"/>	Lack of opportunity for social interaction
	<input type="checkbox"/>	Lack of opportunities for age-appropriate peer role models
	<input type="checkbox"/>	Amount of socialization opportunities with typical peers
	<input type="checkbox"/>	Limited access to peers in student's home community
	<input type="checkbox"/>	Lack of exposure to appropriate behavioral models from peers
	<input checked="" type="checkbox"/>	Other: <input type="text" value="Assessment to be completed- Noa may benefit from an SLD SDP setting"/>



INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 1 - Eligibility, Placements and Supports

Student     
 Last First MI

Date of Birth

Meeting Date

		Effective With this IEP	Future Changes Related to this IEP
	As of Date:	<input type="text"/>	<input type="text" value="18-AUG-2020"/>
Eligibility: (from Page 4)		<b>Eligible (SLI)</b>	
	Final IEP Reason Final IEP Effective Date:		
Curriculum		<input type="text" value="General Education"/>	<input type="text" value="General Education"/>
Placement	Type of School	<input type="text" value="Affiliated Charter"/>	<input type="text" value="District Resident School"/>
	Name of School	<input type="text" value="HAYNES CES"/>	<input type="text" value="HALE CA"/>
Instructional Setting	Setting	<input type="text" value="General Education"/>	<input type="text" value="General Education"/>
	Program	<input type="text" value="GE"/>	<input type="text" value="GE"/>
	Special Day Minutes/Wk	<input type="text" value="0"/>	<input type="text"/>
	Addresses Goals	<input type="text" value="1(Reading),2(Written Language),3(Mathematics), (Written Language),(ELD),(Expressive Language)"/>	<input type="text" value="1(Reading),2(Written Language),3(Mathematics), (Written Language),(ELD),(Expressive Language)"/>
Additional Factors	Low Incident Support	<input type="text" value="None"/>	<input type="text" value="None"/>
	Assistive Technology Support	<input type="text" value="No"/>	<input type="text" value="No"/>
	Transportation	<input type="text" value="None"/>	<input type="text" value="None"/>
	Extended School Year/Intersession	<input checked="" type="radio"/> Yes <input type="radio"/> No	
Parent Counseling and Training (PCT)		<input type="radio"/> Yes <input checked="" type="radio"/> No	
	ESY Transportation	<input type="text" value="School to School"/>	
Accommodation, Modifications, Supports	Instructional Accommodations	<input type="text" value="preferential seating near teacher or point of instruction; provide additional prompts/cues; simplify, shorten, and/or repeat directions; repeat and/or rephrase auditory information; present complex information (visual or auditory) in smaller chunks; frequently check for understanding; allow for increased verbal response time; provide graphic organizers to assist with writing tasks; allow student to use word processing software with spell check for written assignments; provide note-taking assistance; shorten assignments, as appropriate; allow student to complete assignments in smaller increments and provide feedback; provide extended time to complete assignments, as appropriate; test in small group (within or outside the classroom); utilize peer tutors; reteach concepts, as needed"/>	<input type="text" value="preferential seating near teacher or point of instruction; provide additional prompts/cues; simplify, shorten, and/or repeat directions; repeat and/or rephrase auditory information; present complex information (visual or auditory) in smaller chunks; frequently check for understanding; allow for increased verbal response time; provide graphic organizers to assist with writing tasks; allow student to use word processing software with spell check for written assignments; provide note-taking assistance; shorten assignments, as appropriate; allow student to complete assignments in smaller increments and provide feedback; provide extended time to complete assignments, as appropriate; test in small group (within or outside the classroom); utilize peer tutors; reteach concepts, as needed"/>
	Instructional Modifications	<input type="text"/>	<input type="text"/>
	Other Supports, including Non-Academic and Extracurricular Activities	<input type="text"/>	<input type="text"/>
Preparation for Three Year Review IEP (At the second Annual Review IEP Meeting,	Do the Parent and the District (local educational agency) agree that a	<input type="radio"/> Yes <input checked="" type="radio"/> No	

<p>the team must discuss and document the decision to conduct or not conduct a three-year comprehensive reassessment.)</p>	<p>reassessment is unnecessary?  If the Parent does not agree, specify the area(s) to be reassessed.</p>	<p>Comprehensive Assessments are needed- could not complete due to COVID-19 National pandemic resulting in school closure- looking at SLI, SLD and OHI</p>	
<p><b>Comments, as appropriate</b></p>			
<p><b>Low Incidence Equipment</b></p>			
<p><b>Assistive Technology Equipment</b></p>			
<p><b>Participation in General Education</b></p>			

**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student     
 Last First MI

Date of Birth

Meeting Date

		Effective With This IEP	Future Changes Related To This IEP
<b>Service 1</b>	Start Date:	Effective on Signature Date	
<b>10</b>	End Date:		
<b>Language/Speech</b>	Service applies to:	Regular	
	Frequency:	10-40	
This service addresses the following goals:	Interval:	Yearly	
<input type="text" value="(Expressive Language)"/>	Minutes/Interval:	900	
	Minutes/Interval (Pullout from Gen Ed):	900	
	Service Delivery Model:	Direct Service (By a Single Provider)*	
	Area:	School-Based	
	Responsible Personnel:	General Education Teacher	
*			
<b>Service 2</b>	Start Date:	Effective on Signature Date	
<b>10</b>	End Date:		
<b>Language/Speech</b>	Service applies to:	ESY	
	Frequency:	1-10	
This service addresses the following goals:	Interval:	Yearly	
<input type="text" value="(Expressive Language)"/>	Minutes/Interval:	80	
	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	Direct Service (Collaborative)*	
	Area:	School-Based	
	Responsible Personnel:	Licensed/Credentialed Provider	


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<b>Service 3</b>	Start Date:	Effective with Future Changes	18-AUG-2020
<b>RSP</b>	End Date:		
<b>RSP</b>	Service applies to:		Regular
	Frequency:		1-5
This service addresses the following goals:	Interval:		Weekly
1(Reading)	Minutes/Interval:		240
2(Reading)	Minutes/Interval (Pullout from Gen Ed):		240
3(Written Language) (ELD)	Service Delivery Model:		RSP: Direct Instruction Services**
5(Mathematics)	RSP Area:	Multiple Academic Areas	
	Responsible Personnel:		Resource Specialist Teacher
			Other Provider(s)

\*\*

<b>Service 4</b>	Start Date:	Effective on Signature Date	18-AUG-2020
<b>RSP</b>	End Date:	12-JUN-2020	
<b>RSP</b>	Service applies to:	Regular	Regular
	Frequency:	1-5	1-5
This service addresses the following goals:	Interval:	Weekly	Weekly
5(Mathematics)	Minutes/Interval:	120	100
	Minutes/Interval (Pullout from Gen Ed):	120	0

	Service Delivery Model:	RSP: Direct Instruction Services*	RSP: Collaborative Teaching and Planning**
	RSP Area:	Math	
	Responsible Personnel:	Resource Specialist Teacher	Resource Specialist Teacher
		General Education Teacher	General Education Teacher
		Other Provider(s)	Other Provider(s)

\*

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<b>Service 5</b>	Start Date:	Effective on Signature Date	18-AUG-2020
<b>RSP</b>	End Date:	12-JUN-2020	
<b>RSP</b>	Service applies to:	Regular	Regular
	Frequency:	1-5	1-5
This service addresses the following goals:	Interval:	Weekly	Weekly
1(Reading)	Minutes/Interval:	120	100
2(Reading)	Minutes/Interval (Pullout from Gen Ed):	120	0
3(Written Language) (ELD)	Service Delivery Model:	RSP: Direct Instruction Services*	RSP: Collaborative Teaching and Planning**
	RSP Area:	Literacy/ELA/ELD	
	Responsible Personnel:	Resource Specialist Teacher	Resource Specialist Teacher
		General Education Teacher	General Education Teacher
		Other Provider(s)	Other Provider(s)

\*

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**Notes:**

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

**Part 3 - Percentage of Time Outside of General Education**

Effective With this IEP

Future Changes Related to this IEP

% of Time per Week outside of General Education

16

## Part 4 - Additional Discussion (This section is optional)

LAUSD schools are closed at this time due to the COVID-19 national pandemic. Noa Zur will continue to receive educational services using the At Home Continuity of Learning Plan until schools reopen. This is a Re-evaluation IEP and Transition to Middle School IEP held April 22, 2020 for Noa Zur. The IEP Team Meeting Introductory Statements were read and introductions were made. The parent is provided the pamphlet, 'A Parent's Guide to Special Education (Including Procedural Rights and Safeguards) electronically. Parent has requested a copy of this IEP be provided in Hebrew. The IEP team is comprised of parent, general ed. teacher, Resource Specialist Program Special Education teacher, Language and Speech Therapist (LAS) and Administrator. IEP team participants signed page 11 electronically, parent will sign meeting attendance from a PDF emailed to parent. The LAS Therapist summarized Present Level of Performance, recommended goals and LAS service minutes. IEP team and parent agree with the LAS goal and 900 yearly minutes of LAS service for the 2020-2021 School year. RSP special education teacher summarizes present levels of performance for reading, written language, English Language Development (ELD), mathematics. RSP reviews proposed goals for reading, written expression and mathematics. RSP recommends an RSP service model that includes Collaborative/Co-teaching in the English-Language Arts and Mathematics general education classes, and an elective period class for RSP Learning Center. IEP team and parent agree with the academic goals and the RSP service delivery model. To assist with determining the Least Restrictive Learning Environment (LRE) for Noa to access the curriculum, a continuum of placement options are discussed. Placement options discussed include a general education class on a general education campus, a general education class on a general education campus with special education and related service support. IEP team and parents are in consensus that the LRE for Noa to demonstrate access to curriculum appears to be the General Education Program on the CORE curriculum with RSP support to address Noa's academic needs, along with the related service of Language and Speech. RSP and general education teacher have expressed concerns with Noa's current academic struggles. Noa enrolled in Haynes Charter, an LAUSD school, from the Las Virgenes School District with a special education eligibility of Speech/Language Impairment (SLI). Based in Noa's academic challenges Noa's teachers requested a re-evaluation to determine if a suspected learning disability beyond the SLI eligibility and status as an ELD learner further impacts her ability to independently access curriculum. An Assessment Plan was generated, however due to the COVID-19 national pandemic and resulting school closures, assessments could not be conducted. The District and the IEP team offer an Amendment to this IEP for a full comprehensive re-evaluation that includes: Psycho-Educational, with areas of suspected disability in a Specific Learning Disability (SLD), and Other Health Impairment (OHI) for attentional concerns; re-evaluation should also include re-evaluation for Speech/Language (SLI), Health, and Academics. This Assessment Plan is offered and is to be conducted within the 2020-2021 school year. Extended School Year (ESY) is discussed. ESY is offered as Noa does demonstrate significant regression or recoupment concerns of previously learned concepts/skills. She does not meet other criteria, however, does demonstrate a need for ESY. Noa is at risk of having difficulty with recoupment of skills lost during extended breaks from school and therefore LAS services are also recommended during ESY. Parent counseling and Training (PCT) is discussed and the IEP team agrees PCT is not offered.

## INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student ZUR NOA MI  
Last First MI

Date of Birth 21-SEP-2008

Meeting Date 22-APR-2020

## FAPE Summary Grid

<b>Program:</b>	GE		<b>Setting:</b>	General Education					
<b>Eligibility:</b>	Eligible (SLI)		<b>Curriculum:</b>	General Education					
<b>Transportation:</b>	None		<b>Low Incident Support:</b>	None					
<b>Date District Received</b>									
<b>Parent Signature:</b>									
Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)	No Consent
10	Language/Speech	Effective on Signature Date	ESY	Yearly	1-10	School-Based	80	Expressive Language	--
10	Language/Speech	Effective on Signature Date	Regular	Yearly	10-40	School-Based	900	Expressive Language	--
RSP	RSP	Effective on Signature Date	Regular	Weekly	1-5	RSP-Math	120	Mathematics	--
RSP	RSP	Future Changes 18-Aug-2020	Regular	Weekly	1-5	RSP-Math	100	Mathematics	--
RSP	RSP	Effective with Future Changes 18-Aug-2020	Regular	Weekly	1-5	RSP-Multiple Academic Areas	240	Reading, Reading, Written Language, ELD, Mathematics	--
RSP	RSP	Effective on Signature Date	Regular	Weekly	1-5	RSP-Literacy/ELA/ELD	120	Reading, Reading, Written Language, ELD	--
RSP	RSP	Future Changes 18-Aug-2020	Regular	Weekly	1-5	RSP-Literacy/ELA/ELD	100	Reading, Reading, Written Language, ELD	--

For IEP Team Information

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



INDIVIDUALIZED EDUCATION PROGRAM  
SPEECH LANGUAGE IMPAIRMENT (SLI) ELIGIBILITY CERTIFICATION

Los Angeles Unified School District

ATTACHMENT A

Student NOA ZUR

Date of Birth 21-SEP-2008

Meeting Date 22-APR-2020

This page is to be completed for initial IEPs, 3-year evaluations, or when a comprehensive speech-language evaluation has been conducted to determine whether SLI eligibility is appropriate.

Complete Step 1a or 1b

**Step 1a. General Education Interventions - Check items as completed**

- Intervention strategies implemented, including English Language Instruction or RtI2 prevention support (including but not limited to school staff development regarding language standards in the curriculum and referral for Special Education, consultation between the classroom teacher and school speech therapist for appropriate classroom accommodations, consultation with the SSPT that includes an EL expert if student is identified as an English Learner).
- Intervention support monitored over several weeks, and modified interventions as necessary based on student response.
- Interventions were not successful, student referred for special education assessment.
- Screening by a speech therapist or a student success team meeting (including a speech therapist) with the focus being speech and language concerns OR an appropriate screening for non-LAUSD enrolled preschoolers.

**Step 1b. Interventions Not Applicable**

- Interventions not applicable for non-LAUSD enrolled preschoolers or when determined unnecessary by the speech therapist.

**Step 2. Review of Pre-referral Information - Check items as applicable**

- The speech or language delay does not appear to be due to unfamiliarity with English.
- The delay does not appear to be due to a lack of instruction in English, dialectical factors or limited language experience.
- The delay does not appear to be due to environmental factors.
- The delay does not appear to be due to economic factors.
- The delay does not appear to be due to social or cultural factors.

**Step 3. Assessment - Check either A or B, and complete the remaining items**

- A.** Student has received an assessment by a school psychologist that gives an indication of where the student's general ability lies. (if a language impairment is suspected) **OR**
- B.** A psychological assessment is not required if the suspected area of disability is voice, fluency or articulation.
  - Student has received a health assessment that rules out whether an inability to communicate effectively is a result of a health or sensory condition.
  - A credentialed or licensed speech therapist has conducted a comprehensive evaluation, including assessment in the student's primary language, that consists of multiple measures of assessment, including but not limited to standardized test instruments (or alternate forms of assessment if necessary), formal speech/language sample, parent interview or checklist, teacher interview or checklist, and observation in various communication settings.

Complete Step 4

**Step 4. Determination of Eligibility of Speech Language Impairment (as the only identified special education eligibility)**

- A.** Student meets one or more of the following criteria (check each disorder that applies):
  - A language disorder, which has been identified in an assessment that includes use of two or more standardized tests in one or more of the following areas of language development: morphology, syntax, semantics, or pragmatics where the resulting scores are at least 1.5 S.D. below the mean or below the 7th percentile for the student's chronological age or developmental level and a 50-utterance representative spontaneous language sample where the student displays inappropriate or inadequate usage of receptive and/or expressive language. Note: When standardized tests are considered to be invalid for the specific student, the expected language performance level shall be determined by alternative means as specified on the assessment plan [5 CCR 3030 (c)(4)].
    - An articulation disorder (e.g., Pronunciation), which draws adverse attention, significantly interferes with communication and has been identified in an assessment that includes a conversational speech sample which reveals significant interference with communication and identifies single or multiple speech sound errors that are below the student's chronological age or developmental level.
    - A fluency disorder (e.g., Stuttering), which has been identified in an assessment that demonstrates that the flow of verbal expression adversely affects communication between the student and the listener in multiple communication settings and the dysfluency has persisted over time.
    - A voice disorder (e.g., Chronic Hoarseness, Pitch Variations), which has been identified in an assessment by a speech therapist after the etiology has been cleared by a Medical Doctor, in writing.
  - B.** The impairment has a significant adverse affect on the student's academic performance.
  - C.** The presenting Speech Language Impairment is not due to: social maladjustment, health factors, poor school attendance, environmental, economic, or social disadvantage, lack of instruction or the unfamiliarity with the English language.

Complete Step 5

**Step 5. Consideration for additional special education service(s): Complete A or B.**

- A.** In the event a student with eligibility of Speech Language Impairment is being considered for special education academic services and/or support, an updated District psychoeducational evaluation has been completed to determine that SLI is the overarching eligibility.
- B.** Student is not being considered for additional special education academic services and/or support.

If the student is eligible, the IEP Team must consider service delivery models based on the student's identified needs and appropriate placement in the least restrictive environment. Additionally, the IEP team should also include teacher and parent participation in the implementation of goals and supports and accommodations to ensure achievement of goals and objectives in a time-efficient manner and carry-over to multiple communication contexts.