

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Identification Number 200153X544 SSID 6248903455

Eligible (AUT)

Student BARNROY ZOHAR MI
Last First MI

Date of Birth: 14-JUL-2017

Section A: Meeting Information

Pertinent Dates	Type of Meeting
Date of Initial IEP Team Meeting: 09-JUL-2020	<input type="radio"/> Initial <input checked="" type="radio"/> Amendment of IEP dated 27-MAY-2022 <input type="radio"/> Annual Review <input type="radio"/> Three Year Review <input type="radio"/> Other <input type="radio"/> Early Start Transition <input type="radio"/> Expulsion Analysis <input type="radio"/> Individual Transition Plan
Date of Present Meeting: 09-AUG-2022	
Annual Review to be conducted by: 27-MAY-2023	
Next Three Year Review will be conducted by: 26-MAY-2025	
Three Year Review or Evaluation was conducted on: 27-MAY-2022	
Transition to Kindergarten to be conducted by:	
Location of Meeting: NEWCASTLE EL	District Name: Los Angeles Unified School Dist

Section B: Student Information

Date of Birth: 14-JUL-2017	Age: 5	Grade: 18
Gender: <input type="radio"/> Male <input checked="" type="radio"/> Female	Ethnic Code: White	
Location of the Psych Folder: SUPPORT UNIT NOR	Student has no Psych Folder: <input type="checkbox"/>	
Location of the Cum Folder: NEWCASTLE EL	Student has no Cum Folder: <input type="checkbox"/>	
Home Language: Hebrew	Student Language: Hebrew	Alternate Mode of Communication:
Home Address of Student: 6852 LUBAO AVE		
City: WINNETKA CA	ZIP Code: 91306	
Home Telephone: (747) 225-9757	Daytime Telephone:	Emergency Telephone:
School of Attendance: Newcastle EI	Location Code: 5479	
School of Residence: Mosk EI	Location Code: 7402	
Name of Parent/Guardian: Zev and Yael Barnoy	Telephone:	
Address:		
City:	CA	ZIP Code:
Surogate Parent:	Telephone:	
Attends CURRENT SCHOOL as a result of one of the following:	Special Education Placement	
Is the student living in a Family Foster Home (FFH)? <input checked="" type="radio"/> No <input type="radio"/> Yes	FFH#:	
Is FFH Provider related to student? <input type="radio"/> No <input type="radio"/> Yes	Relationship:	
Licensed Children's Institution <input type="radio"/> No <input type="radio"/> Yes	LCI Name:	
	LCI#:	
Out of the home placement made by <input type="radio"/> Regional Center <input type="radio"/> Superior Court	<input type="radio"/> Department of Mental Health <input type="radio"/> Department of Children's Services	
Child's family living within LAUSD's boundaries? <input type="radio"/> No <input checked="" type="radio"/> Yes	<input type="radio"/> Other	
If the student is 18 years old or older or is an emancipated minor, does he/she have educational decision-making rights?	<input type="radio"/> No <input type="radio"/> Yes	

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student

Last First

Date of Birth

MI

Section C: Language Acquisition

Language Classification:

Start Date:

Withdrawal by Parent Request:

Yes No

Reclassification Date:

ELPAC Performance Level and Performance Descriptor:

▼

Test Date:

Alternate ELPAC Performance Level and Performance Descriptor:

▼

Test 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="Fine Motor 1"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
Category	<input type="text" value="Fine Motor"/> ▼			
	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"/>
2	<input type="text" value="Fine Motor 2"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
Category	<input type="text" value="Fine Motor"/> ▼			
	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"/>
3	<input type="text" value="Cognitive"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="text" value="Transition IEP held before annual due date"/>
Category	<input type="text" value="Cognitive Development"/> ▼			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	<input type="text" value="Transition IEP held before annual due date"/>
4	<input type="text" value="Social Development"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="text" value="Transition IEP held before annual due date"/>
Category	<input type="text" value="Social Emotional Development"/> ▼			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	<input type="text" value="Transition IEP held before annual due date"/>
5	<input type="text" value="Language"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="text" value="Transition IEP held before annual due date"/>
Category	<input type="text" value="Language Development"/> ▼			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	<input type="text" value="Transition IEP held before annual due date"/>
6	<input type="text" value="Math"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="text" value="Transition IEP held before annual due date"/>
Category	<input type="text" value="Mathematical Development"/> ▼			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	<input type="text" value="Transition IEP held before annual due date"/>
7	<input type="text" value="Literacy"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="text" value="Transition IEP held before annual due date"/>
Category	<input type="text" value="Literacy Development"/> ▼			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	<input type="text" value="Transition IEP held before annual due date"/>
8	<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"/>
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"/>
10	<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"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
Last First MI

Date of Birth

Meeting Date

Section E: Present Level of Performance

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):

Zohar attends well to spoken information, listening and responding verbally to instructions, with questions or affirmations. She enjoys playing with learning manipulatives to sort, color, paint, and motor figures through actions. Zohar gives her attention to visual information, such as felt-figure animal identification. Zohar thrives in the classroom structure with adult guided lessons and instruction. She responds positively to hand-over-hand guidance to lead whole group lessons with the teacher. She plays independently and/or with peers in small groups. Zohar enjoys adult encouragement to begin a task with intermittent reminders of what comes next, and she enjoys working toward a goal. Zohar prefers social engagement to working alone. She is a helper to her peers, giving guidance and support to students who appear to need help. Zohar demonstrates the ability to attend to the duration of preschool lessons, (no more than 15-minutes), with embedded rotations and changes in materials every 5-minutes.

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):

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
Last First MIDate of Birth Meeting Date

Section E: Present Level of Performance

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):

Areas of Strength:

Zohar achieved Building Middle for: Shared Use of Space & materials, (She maintains control of some preferred materials, allowing others to use the rest, but will need adult support to share preferred materials with other children. (She holds onto big brushes while painting at the table, but then give other children some big brushes, with adult prompting. She keeps favorite crayons nearby and pushes the basket of other colored crayons to the center of the table. She lets another child take a playdough tool nearby but holds onto her materials.) For the measure of Self-Comforting, Zohar achieved Building Earlier development, (She asks what is going to happen next, to get ready to transition to a new activity. She may bring an item from home to hold during the day. She requests a napkin to wipe crumbs away. There are no later levels.) For the measure of Self-Control of Feelings and Behaviors, (She regulates her emotional or behavioral reactions in some moderately stressful situations, occasionally needing adult support. She follows adult instructions to wait for 2-minutes to ride a favorite tricycle without trying to take it from another child. For the measure Identity of Self in Relation to Others, (Zohar expresses simple ideas about herself and her connection to others. She communicates, 'I'm making a heart!' while rolling out play dough. She paints, colors and communicates her feelings about the activities she is doing.) She achieved Building Earlier for: Relationships and Social Interactions with Familiar Adults, (She engages in extended interactions with familiar adults in a variety of situations, helping to pass out boxes of crayons and sheets of paper to each student, then sitting down to color, cut, paste or paint with peers. She leads the class in lessons to ask about and answer animal identification, 'What is this?' 'This is an elephant,' and to point to and sing the months of the year, and count from 1 to 20 while pointing to each number.)

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):

Relationships and Social Interactions with Peers, (She participates in cooperative play with one or two peers in the PAL classroom and briefly with peers in the TK classroom, taking turns counting eggs in the play kitchen, placing cups and saucers on the play table and serving tea to a peer in the dramatic play area. She plays hide and seek outside with two peers. Zohar is very social now and plays with all of her classmates for short periods during recess, and during social skills play each morning.) Conflict Negotiation, (She uses words or gestures to express her desires in some conflict situations but requires adult assistance to communicate constructively and resolve conflict. Examples: (Communicates, 'I want the ball,' while trying to take a ball away from a peer, but stops after an adult says, 'He is using it now. Let's find another one.' Holds tightly onto a doll until an adult encourages, 'Let her know you're not done playing with the baby.' Then communicates, 'My baby, my turn,' to another child. Shakes head, 'No,' and holds onto a riding toy when another child indicates wanting to use the riding toy, until an adult approaches. Then she accepts the adults' directive wait for her turn in 2-minutes.) Responsible Conduct as a Group Member, (She follows simple group expectations with occasional adult reminders but needs specific guidance when wanting to do something else or having to stop a preferred activity, such as being given the opportunity to ring the clean-up bell, or to help with getting the snack from the cafeteria.)

Areas of Need:

Zohar achieved Exploring Later for: Social and Emotional Understanding, (She adjusts her behavior in response to the emotional expressions of people who are less familiar. She is always happy to familiar educators who come to give lessons in the classroom.

Impact of Disability: Zohar's disability impacts aspects of social emotional understanding, which impacts access to the general education curriculum.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
Last First MI

Date of Birth

Meeting Date

Section E: Present Level of Performance

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):

Areas of Strength:
 Zohar achieved Building Earlier for the measures: Responsiveness to Language, (She responds to one-step requests or questions that involve a familiar activity or routine. (She picks up the toys after an adult says, 'Please pick up the sand toys.' She looks for a certain food item in the play kitchen when a peer asks for that item. She brings her water container after an adult requests, 'Bring your water here. We need to put it on this shelf.' She communicates using words after an adult asks, 'Who is the helper for snack?', and says, 'I am,' or calls out the name of the classmate whose job it is. Then assists that student to take up the job.) Communication and Use of Expressive Language, (She uses short phrases or sentences of more than two words to communicate, 'It's my turn,' when an adult brings the painting easels in to share. She communicates, 'I want mommy.' She raises her hand and says, 'I like dogs,' when asked during circle group vocabulary lessons that include animals.) Reciprocal Communication and Conversation, (She engages in brief back-and-forth communication, using short phrases and sentences. She says, 'Look, I made this,' during coloring activities. She repeats the adults' directives and assists her classmates to follow the directions. She leads circle group language lessons, 'What is this?' and she answers the same questions. She is verbally expressive throughout the day, even though her articulation is difficult for adults to understand.

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):

Areas of Need:
 Zohar achieved Exploring Later for Understanding of Language (Receptive), (She shows understanding of frequently used simple phrases or sentences. She packs up her belongings at the end of the school day when given a verbal prompt. She gets her backpack and talks to the adult about being ready for parent pick-up on Fridays, and/or going to the bus during the rest of the week.)

Impact of Disability: Zohar's disability is impacting her receptive language development, which impacts her access to the general education curriculum.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
Last
First
MIDate of Birth Meeting Date

Section E: Present Level of Performance

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):

Areas of Strength:

Zohar achieved Building Middle for Gross Locomotor Movement Skills, (She coordinates and controls individual locomotor movements, with some success. She runs with short strides, and sometimes has difficulty stopping. Moves along a low balance beam or along the side of a curb, stepping sideways.) She achieved Building Earlier for Active Physical Play. (She engages in active physical activities or play for moderate amounts of time. She jumps, moves, and waves a streamer with bells or a scarf in different ways while moving around circle group. She joins in a dance started by a peer and then dances until the song ends. Climbs up and down, and around a climbing structure several times, sliding down the slide. She enjoys riding on the tricycles and scooter during recess.) She participates in songs or games requiring movement of specific body parts. She moves her arm up and down with increasing momentum, to shake bells louder. She uses her arms to push against a container of wooden blocks that does not move, then leans body forward to push harder.)

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):

Areas of Strength:

Classroom observations since CTAR indicate progress for the following three physical measures as of 5/25/22
Perceptual-Motor Skills and Movement Concepts: Building Middle: Adjusts, with adult guidance, aspects of movement (e.g., effort, spatial, directional) in relation to people and objects. Examples: (Avoids bumping into orange cones on a path for wheel toys by moving around them, after an adult points to the cones. Raises knees high when following an adult marching. Moves away from a nearby child after an adult communicates, 'Make sure you have enough room to stretch without bumping your neighbor.')

Impact of Disability: Does not impact access to curriculum.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
Last First MIDate of Birth Meeting Date

Section E: Present Level of Performance

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):

Areas of Strength:

Zohar achieved Building Middle for: Cause and Effect, (She acts in ways that take into account an anticipated result. She puts her hands over ears before someone pops a balloon or makes another type of loud noise. She requests a sweater before going outside on a cold day. She yells out when observing a toy about to fall from a shelf, or a peer about to drop something. She gets rocks to hold paper down during an outdoor art activity on a windy day.) Curiosity and Initiative in Learning, (She explores by engaging in specific observations, manipulations, or by asking specific questions. She finds the matching color paintbrush for the paint cup and inserts the brush into the non-drip opening at the top, noticing its effect of wiping excess paint from the brush. She compares colors and shapes during lessons that explore these comparisons.) Engagement and Persistence, (She continues a self-selected activities on her own, seeking adult support to work through challenges. She continues working on difficult puzzles, asking an adult for help when needed. She asks for assistance to turn on the computer and start the alphabet and reading programs. She starts to get ready to go outside with her classmates and seeks out her tether ring to be ready.)

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):

Areas of Need:

Zohar achieved Exploring Later for: Inquiry Through Observation and Investigation, (She engages in simple purposeful explorations of familiar objects in the environment. She drops a marble in the marble maze and follows it visually to the end, retrieves the marble and repeats the action in a different marble maze. She explores a spinning top that has been placed on the table in front of her.) Documentation and Communication of Inquiry, (She communicates simple observations about objects or events in the environment. She follows the teacher's prompt to look at the clouds and participates in speculating on what the shapes look like. She walks around puddles and says she doesn't want to get wet. She describes attributes of the different types of balls on the playground at recess.) Attention Maintenance, (She maintains attention, with adult support, during activities that last for the duration of the lessons of up to 15-minutes.) Imitation, (She imitates multiple steps of others' actions, or repeats phrases, experienced at an earlier time, especially to assist others in achieving the steps in transitioning from one activity to another.) Symbolic and Sociodramatic Play, (She laughs when the teacher pretends the plastic fruit is a phone and makes a pretend phone call.) Sense of Time, (She anticipates familiar routines, people, activities, or going to different places on campus during the school day.) Sense of Place, (She recognizes or navigates familiar environments, anticipates the people and activities routinely associated with them. She shows the cubby area to another student and tries to help them get their backpack put away. She goes to the sink and washes her hands before mealtimes.) Zohar achieved Exploring Earlier for: Knowledge of the Natural World, (She shows interest in the characteristics of living or nonliving things in the environment. She finds falling leaves of different colors and comments on their colors.)

Impact of Disability: Zohar's disability impacted her progress in several aspects of her cognitive development, which impacts her ability to access the general education curriculum.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
 Last First MI

Date of Birth

Meeting Date

Section E: Present Level of Performance

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):

Areas of Strength:
 Zohar achieved Building Middle for: Concepts About Print, (She demonstrates understanding that print and symbols carry meaning. She points to the sentence strips and scans across the words while reciting each word with the teacher's hand over hand assistance.) Letter and Word Knowledge, (She identifies some letters by name.) Emergent Writing, (She makes marks to represent her own name or words. Zohar achieved Building Earlier for: Phonological Awareness, (She engages actively in play with sounds in words or rhymes, or sings simple songs along with the adults in the classroom, 'Wheels on the Bus,' 'Old MacDonald had a Farm.')

Areas of Need:
 Zohar achieved Exploring Later for: Interest in Literacy, (She looks at books on her own briefly, or chooses to join reading, singing, or rhyming activities led by an adult.) Comprehension of Age-Appropriate Text, (She provides simple one- or two-word responses to questions when attending to books or other materials that include text, with an adult.)
 Impact of Disability: Zohar's disability impacts her progress in comprehension of age-appropriate text, which impacts her access to the general education curriculum.

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):

Areas of Strength:
 Zohar achieved Building Earlier for: Spatial Relationships, (She takes into account spatial relationships (e.g., distance, position, direction) and physical properties (e.g., size, shape) when exploring possibilities of fitting objects together or moving through space. She chooses puzzle pieces that are approximately the right size and shape to fit into a puzzle. She stacks a few nesting cups on top of each other to create a tower, with the largest cup on the bottom and smaller ones on top. She maneuvers a ride-on toy around people and objects on the playground, sometimes bumping into things. She moves around people and objects in the classroom. There are no later levels for this measure.) Number Sense of Quantity, (She identifies small quantities without counting, up to three. She communicates a desire for two apple slices after noticing that a peer has two apple slices. She communicates, 'Now I have one bear and you have one,' while giving a peer a manipulative bear.) Number Sense of Math Operations, (She demonstrates understanding that adding objects to a group makes more and taking away objects makes fewer or less. She notices when another child has more cereal and asks for more. She recognizes when she has almost finished her meal and informs an adult that she will be done and ready to clean up soon.) Measurement, (She shows understanding of some measurable properties, such as size, length, and weight.) Patterning, (She matches simple sequences that are seen, heard, or experienced to repeat movements during physical activities, and to participate in stories with patterned vocabulary, such as Brown Bear, Brown Bear, What Do You See?) Shapes, (She matches similar shapes and distinguishes them from dissimilar shapes without necessarily naming them. She will repeat the names and continue matching for the duration of the lessons.)

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
Last First MI

Date of Birth

Meeting Date

Section E: Present Level of Performance

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):

Areas of Need:
Zohar achieved Exploring Later for: Classification, (She selects some objects that are similar from a collection of objects. She looks through the party favor box for items that go together, such as finding all of the Elsa characters. She takes out just the strawberries or just the eggs from the play kitchen to serve to her friends playing with her.)
Impact of Disability: Zohar's disability impacts her progress in classification, which impacts her access to the general education curriculum.

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):

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
Last First MIDate of Birth Meeting Date

Section E: Present Level of Performance

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):

HEALTH SUMMARY: Health Questionnaire completed by mother on 1/20/22. Per the health questionnaire, and a note, Genetic Test Report was reported on 3/3/2022 by Sean Hofherr, Ph.D., FACMG, Zohar is 4 years 10 months year-old with the diagnosis of Autism and DDX3X syndrome, X-linked and Pathogen Variant. Pathogenic variants in DDX3X are associated with a syndromic disorder with variable features including mild to severe intellectual disability, developmental delay, epilepsy, hypotonia, dysmorphic facial features, microcephaly, movement disorder including dyskinesia, spasticity, abnormal gait, autism spectrum disorder, and behavior problems including hyperactivity and aggression per the report.

Zohar had seasonal allergies to pollen, grass, and dust. Zohar had taken allergy medication daily at home and had undergone nasal allergy and water in her ears until surgical procedures of bilateral PE (Pressure Equalizer) tubes and adenoidectomy/tonsillectomy in November 2019. PE tubes fell off one in 2021 and the other 4 months ago. Her doctor was concerned about stigmatism in her vision about 3 months ago and will check with an eye doctor next week per the mother.

No serious illnesses, accidents, injuries, or hospitalizations were reported. No known allergies to food or medications. Currently not taking any medication regularly at home and school.

Strengths: Vision and hearing are within normal limits. Parents have no concerns. Zohar passed LAUSD vision screening on 2/15/22 and LAUSD audiometric screening on 3/25/22. During the physical examination about 3 months ago by her doctor, there was no concern about her health and hearing. Zohar does activities of daily living such as walking, feeding, or toileting. No dietary restrictions. Physically well child.

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):

Area of Need: Health is not an area of need. She was referred to an eye doctor for stigmatism.

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

Accommodations/Modifications: None for health. She will have an eye exam by an eye doctor for stigmatism. Mother to bring the eye exam report to the school.

So (Anna) Hwang, CSN
2/15/22, 3/25/2022, 5/26/22, and 5/27/22

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
Last First MI

Date of Birth

Meeting Date

Section E: Present Level of Performance

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):

Student's areas of strengths: Zohar demonstrates functional neuro-muscular skills to participate throughout her typical school day. She is able to navigate around her classroom and to transition outside with age-appropriate adults' supervision. Zohar was observed to demonstrate adequate postural stability and balance during tabletop activities and in a cube chair during circle time. Zohar demonstrates functional visual skills to access her academic curriculum. She identifies shapes and colors and demonstrates age-appropriate skills with identification and labeling of letters. Zohar is able to don and orient scissors with set up. Zohar demonstrates functional fine motor skills, visual motor skills, visual perception and bimanual coordination to access and manage all classroom tools and materials including toys, dolls, building blocks, puzzles, beads, stencils, stamps, stickers, markers, crayons, scissors, playdoh, slime, kinetic sand and books. Zohar is left-hand dominant and demonstrates functional grasp on writing/coloring/drawing tools. She is able to copy a face with all features and basic pre-writing shapes (vertical/horizontal/diagonal lines and a circle) with functional legibility. Per SPM - 2 Preschool School form, Zohar demonstrates typical skills in sensory processing, planning and ideas (praxis) and social participation.

Student's areas of needs: At this time Zohar presents with mild needs in visual motor integration abilities during cutting tasks as she struggles to cut smoothly. In addition, it is recommended for school-based occupational therapy provider to assure proper development of Zohar's written communication skills in the area of letter formation.

Impact of disability on academic and overall performance: Zohar's eligibility for special education and limited visual motor skills impact her access to the educational curriculum.
Anastasia Malysheva, OTL
LAUSD Occupational therapist

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):

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
Last First MIDate of Birth Meeting Date

Section E: Present Level of Performance

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):

Background: Zohar was referred for Language and Speech (LAS) evaluation by her parents to determine if she requires an Augmentative/Alternative Communication (AAC) system to access her curriculum as she transitions to kindergarten. AAC evaluation is an extension of assessment of receptive/expressive communication skills. Assessment of receptive/ expressive communication skills is included as part of this assessment. Zohar's parents expressed concerns about her limited expressive language and inability to express herself to others through conversations. Father indicated that Zohar does not speak in complete sentences and cannot express her feelings and emotions. Moreover, father stated that Zohar struggles with 'answering questions about her day in school and describing things or situations.' Per parents, there is no reported history of hearing, speech and language delays or disorders in the family.

Strengths: Zohar is a friendly and social student who enjoys being in school and interacts with peers and adults. She says greetings 'Hi,' and farewells 'bye.' She has made great progress in her language development. In the area of pre-communication behavior, Zohar exhibits joint attention, non-verbal turn-taking, cause and effect, goal directed behavior, object function and intentional communication. Based on qualitative measures, observation, therapy notes, and record review, Zohar presents with adequate receptive language/auditory comprehension. She identifies various objects and pictures. She gives toys and other objects on verbal request. She understands prepositions. She follows 1-2 step directions. She identifies shapes, colors, body parts, and letters.

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):

In the area of expressive language, Zohar is able to verbalize her wants, needs and preferences using 3-4 word utterances consistently. She asks questions, initiates conversations with peers and adults, greets others and engages in brief back and forth communication with peers. When Zohar was provided with an augmentative and alternative communication (AAC) device to communicate the same messages, she was able to do so using 1-2 words. Therefore, an AAC device for Zohar, who is a verbal communicator, is very restrictive at this time as it limits Zohar's rate and content of communication.

Areas of Need: Zohar presents with a moderate expressive language disorder and moderate phonological disorder. Expressively, Zohar requires prompts to expand her utterances and formulate semantically and syntactically correct sentences. She has started to ask some basic Wh- questions, e.g. 'What are you doing?' However; she is not yet able to ask and answer a variety of questions. Zohar presents with a limited semantic knowledge in both English and Hebrew; which affects her ability to formulate novel sentences in various contexts. Zohar exhibited difficulty with the following age expected skills: use possessives (hers, the cat's), tell how an object is used (what do you do with a towel?), and answer questions about hypothetical events (what would you do if you felt sick?).

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
Last First MI

Date of Birth

Meeting Date

Section E: Present Level of Performance

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):

In the area of articulation and phonology, Zohar's consonant cluster reduction is impacting her intelligibility significantly, e.g. 'tow/store, gape/grape, fog/frog, bue/blue, back/black, mokey/monkey,' Zohar is able to produce [s-blends] in most words, e.g. 'slide, spoon, staws/stars, swing;' however, she is not able to correctly produce [l-blends] and [r-blends]. Zohar's overall intelligibility at conversation level to familiar listeners is rated at 80% in known context, 60% in unknown context and unfamiliar listeners at 60% in known context and 40% in unknown context making her unintelligible in connected speech and spontaneous conversation when she is sharing personal stories.

Impact of Disability: Zohar's eligibility for special education and her difficulty communicating effectively and clearly with peers and adults and participate in oral discussions in the classroom; impacts her ability to successfully access the academic curriculum.

Shannon Firouzian, M.S.,CCC-SLP
Speech-Language Pathologist-LAUSD

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):

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
Last
First
MIDate of Birth Meeting Date

Section E: Present Level of Performance

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):

AREAS OF STRENGTH:

Zohar's profile as examined on the MSEL reflects strengths in visual reception.

AREAS OF NEED:

Overall, Zohar's current functioning in cognition/general ability is estimated to be in the below average based on performance on the MSEL and information gathered via observation and interview on the DP3. Zohar's assessment behavior was pleasant, however she fatigued and became non-compliant. Results should be interpreted with caution as her compliance may have impacted her scores and overall performance. Areas of need/challenge were identified in fine motor, receptive language, and expressive language. Educational Impact: A general ability/cognition impact was identified at this time.

IMPACT OF DISABILITY:

Zohar's eligibility of AUTISM impacts her attention, socialization, and overall processing abilities which impact her access to the general education curriculum.

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):

AREAS OF STRENGTH:

Overall, Zohar's social-emotional skills are found to be in the low average range. Based on observations, informal interviews and the rater's responses on formal rating scales, Zohar evidences the following strengths: classroom behaviors, as she is cooperative, enthusiastic, and helpful. She is compassionate, works independently and participates.

AREAS OF NEED:

Zohar evidences the following needs/challenges: in her social communication, attention and ability to understand emotions and feelings, according to parents. A social emotional impact was identified at this time.

IMPACT OF DISABILITY:

Zohar's eligibility of AUTISM impacts her attention, social communication, and peer relations, which impacts her access to the general education curriculum.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
Last First MI

Date of Birth

Meeting Date

Section E: Present Level of Performance

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):

AREAS OF STRENGTH:
 Overall, Zohar's self-help/adaptive behaviors are found to be in the below average range. Based on observations, informal interviews and the rater's responses on formal rating scales, Zohar evidences the following strengths: classroom adaptive skills. Teacher reports no concerns in her adaptive skills.

AREAS OF NEED: Parents reports challenges in her overall adaptive skills. A self-help/adaptive behavior impact was not identified at this time.

IMPACT OF DISABILITY:
 Zohar's eligibility of AUTIMS impacts her behaviors which make her adaptive skills inconsistent, which impacts her access to the general education curriculum.

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):

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student BARNROY ZOHAR MI

Date of Birth 14-JUL-2017

Meeting Date 09-AUG-2022

Section F: Eligibility

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

[Empty text box for disability discussion]

For Initial IEP, interventions attempted prior to determining eligibility:

[Empty text box for interventions]

Eligible as a student with the disability of:

Code: AUT Autism

- Not Applicable, Blind or Partially Sighted

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

Code: [Empty] [Empty]

- 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): [Empty]

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

Final IEP Reason: [Empty] Final IEP Effective Date: [Empty]

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

- 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)

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 #:

Zohar will use standard hand signs, (raise her hand to be called upon), and scripted sentences to communicate to the teacher, her interests, wants and needs, ('I want some,' 'I want more,' 'Can I go first?' 'Please,' 'I will help,' etc.), and she will wait for the teacher's reply before beginning the actions to acquire items/activities, accessing wants/needs, on 5 occasions during a school day with 80% accuracy, as measured by observation.

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:

Zohar will use standard hand signs, (raise her hand to be called upon), and scripted sentences to communicate to the teacher, her interests, wants and needs, ('I want some,' 'I want more,' 'Can I go first?' 'Please,' 'I will help,' etc.), and she will wait for the teacher's reply before beginning the actions to acquire items/activities, accessing wants/needs, on 5 occasions during a school day with 70% accuracy,as measured by observation.

Incremental objective #2 related to the goal:

Zohar will use standard hand signs, (raise her hand to be called upon), and scripted sentences to communicate to the teacher, her interests, wants and needs, ('I want some,' 'I want more,' 'Can I go first?' 'Please,' 'I will help,' etc.), and she will wait for the teacher's reply before beginning the actions to acquire items/activities, accessing wants/needs, on 5 occasions during a school day with 75% accuracy,as measured by observation.

Date to be achieved: MO/YR

Date to be achieved: MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR EXCEEDED

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

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

1 NO PROGRESS

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
 Last First MI

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

Zohar will use kindergarten curriculum vocabulary words in sentences to describe size, shape, or location, of identified characters or objects, during language development lessons, with 80% accuracy on 4 out of 5 occasions during a school week.

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 adult support, Zohar will play follow the leader games from the teacher, ('red-light-green light,' 'Simon Says,' 'I Spy,') on 4 out of 5 occasions during a school week with 70% accuracy.

Incremental objective #2 related to the goal:

With adult support, Zohar will follow novel 2- to 3-step directions/instructions from the teacher, ('go to the bookshelf, get a book, bring it to this table,' 'when the bell rings, put your crayons and papers in the basket on the shelf,') to completion with accuracy on 4 out of 5 occasions during a school week with 70% accuracy.

Date to be achieved: MO/YR

Date to be achieved: MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR EXCEEDED

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

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

1 NO PROGRESS

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
 Last First MI

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

After a drawing prompt to describe knowledge, people, places, or events, Zohar will verbally describe her drawings to the teacher with 80% accuracy, as measured by curriculum based criterion in 4 out of 5 opportunities.

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 a drawing prompt to describe knowledge, people, places, or events, Zohar will verbally describe her drawings to the teacher with 60% accuracy, as measured by curriculum based criterion in 4 out of 5 opportunities.

Incremental objective #2 related to the goal:

After a drawing prompt to describe knowledge, people, places, or events, Zohar will verbally describe her drawings to the teacher with 70% accuracy, as measured by curriculum based criterion in 4 out of 5 opportunities.

Date to be achieved: MO/YR

Date to be achieved: MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR EXCEEDED

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

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

1 NO PROGRESS

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
 Last First MI

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

With teacher prompt, Zohar will respond to stories, draw pictures, follow directions, and identify sequence of events in stories, during literacy lessons, with 80% accuracy in 4/5 trials.

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 teacher prompt, Zohar will respond to stories, by identifying main character, sequence of events, (first, then, the end), during literacy lessons, with 60% accuracy in 4/5 trials.

Incremental objective #2 related to the goal:

With teacher prompt, Zohar will respond to stories, draw pictures, follow directions, and identify sequence of events in stories, during literacy lessons, with 70% accuracy in 4/5 trials.

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 Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No If "No" please explain: <input type="text"/>
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	
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"/>	
<input type="text"/>	<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

Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

Zohar will classify a set of 20 objects into categories, count the number of objects in each category and sort the categories by count during mathematics lessons as measured by work sample in 8 out of 10 trials with 80% accuracy.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

Zohar will classify a set of 20 objects into categories, count the number of objects in each category, (how many red, how many blue, yellow, green), and sort the categories by count during mathematics lessons as measured by work sample in 8 out of 10 trials with 60% accuracy.

Incremental objective #2 related to the goal:

Zohar will classify a set of 20 objects into categories, count the number of objects in each category, (how many small blue triangles, how many big blue triangles. etc.), and sort the categories by count during mathematics lessons as measured by work sample in 8 out of 10 trials with 70% accuracy.

Date to be achieved: MO/YR

Date to be achieved: MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR EXCEEDED

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

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

1 NO PROGRESS

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
 Last First MI

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

Zohar will decrease consonant cluster reduction by correctly producing [l-blends] and [s-blends] at sentence level, in 8 out of 10 trials given minimum (1-2) prompts and/or cues, as measured by SLP data collection and observation.

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
- Therapy notes, Articulation screener
- Criterion Referenced
- Work Samples
- Curriculum Based
- Informal

Incremental objective #1 related to the goal:

Zohar will decrease consonant cluster reduction by correctly producing [l-blends] and [s-blends] at word level, in 8 out of 10 trials given minimum (1-2) prompts and/or cues, as measured by SLP data collection and observation.

Incremental objective #2 related to the goal:

Zohar will decrease consonant cluster reduction by correctly producing [l-blends] and [s-blends] at phrase level, in 8 out of 10 trials given minimum (1-2) prompts and/or cues, as measured by SLP data collection and observation.

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"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No If "No" please explain: <input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
 Last First MI

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

Zohar will ask and answer questions (including yes/no, what, where, who, why) using syntactically and semantically correct sentences during various language based activities (book reading, peer interactive language activities, etc.) in 9 out of 10 opportunities given minimum (1-2) prompts and/or cues as measured by the speech and language provider.

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:

Zohar will ask and answer questions (including yes/no, what, where, who, why) using syntactically and semantically correct sentences during various language based activities (book reading, peer interactive language activities, etc.) in 5 out of 10 opportunities given minimum (1-2) prompts and/or cues as measured by the speech and language provider.

Incremental objective #2 related to the goal:

Zohar will ask and answer questions (including yes/no, what, where, who, why) using syntactically and semantically correct sentences during various language based activities (book reading, peer interactive language activities, etc.) in 7 out of 10 opportunities given minimum (1-2) prompts and/or cues as measured by the speech and language provider.

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"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No If "No" please explain: <input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
 Last First MI

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

As a measure of improved visual motor skills, Zohar will be able to cut out a circle staying within 1/2 inches of a target line, 4/5 opportunities.

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:

As a measure of improved visual motor skills, Zohar will be able to cut out a square staying within 1/2 inches of a target line, 4/5 opportunities.

Incremental objective #2 related to the goal:

As a measure of improved visual motor skills, Zohar will be able to cut out a triangle staying within 1/2 inches of a target line, 4/5 opportunities.

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 Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No If "No" please explain: <input type="text"/>
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	
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"/>	
<input type="text"/>	<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

Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

As a measure of improved visual motor skills, Zohar will be able to copy 80% of uppercase and lowercase letters of the alphabet with functional legibility, 4/5 opportunities.

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:

As a measure of improved visual motor skills, Zohar will be able to copy 20% of uppercase and lowercase letters of the alphabet with functional legibility, 4/5 opportunities.

Incremental objective #2 related to the goal:

As a measure of improved visual motor skills, Zohar will be able to copy 50% of uppercase and lowercase letters of the alphabet with functional legibility, 4/5 opportunities.

Date to be achieved: MO/YR

Date to be achieved: MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR EXCEEDED

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

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

1 NO PROGRESS

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student

BARNOY

ZOHAR

Date of Birth

14-JUL-2017

Meeting Date

09-AUG-2022

Last

First

MI

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.

DRDP-A - (Adaptations identified below are applicable)

Adaptations:

- Sensory support

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
Last First MIDate 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 informal translation? Yes No Select Preferred Language: Is the parent/guardian requesting official translation? Yes No Select Preferred Language:

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.

Pandemic Learning Loss Consideration of Compensatory and/or Recoupment Services**Compensatory Education Consideration:**

The IEP team has reviewed and discussed whether compensatory education is required due to the COVID-19 pandemic. The IEP team has determined:

- Student received all of their special education and related aids and services required by their IEP. Compensatory education is not required.
- Student did not receive all of their special education and related aids and services required by their IEP. Compensatory education offer details are documented in FAPE 2- Summary of Services.
- Student did not receive all of the special education and related aids and services required by their IEP. However, no compensatory education was warranted for the reasons documented by the IEP team in FAPE Part 2 Part 4.
- Compensatory education consideration was documented on IEP dated

Recoupment Services Consideration:

The IEP team has reviewed and discussed student's progress/achievement and considered factors that may have impacted student's learning during the school facility closures as a result of the COVID-19 pandemic. The IEP team has determined:

- Student has made expected progress toward IEP goals and/or progress is in alignment with expectations of progress/goal achievement. No recoupment services are recommended.
- Student experienced learning loss as a result of the school facility closures caused by the COVID-19 pandemic and recoupment services are necessary. The IEP team discussed recoupment services to address past learning loss. Recoupment services offer details are included in FAPE Part 2, Part 4 of the IEP (including completion of a service grid, as necessary).
- Recoupment services consideration was documented on IEP dated

- Preschool Only Consideration (Transition IEP)
- 30-Day IEP Consideration (Out-of-District)
- Student attends private school within district boundaries and resides outside of district boundaries (Eligibility Determination Only)

THIS SPACE DELIBERATELY LEFT BLANK.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Last: BARNOY, First: ZOHAR, MI: []

Date of Birth: 14-JUL-2017

Meeting Date: 09-AUG-2022

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

Method Whom When

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: 10-AUG-2022

- 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: 9-AUG-2022

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!

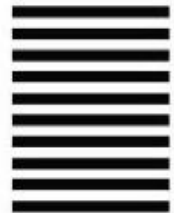


NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES

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 BARNROY ZOHAR MI Last First MI

Date of Birth 14-JUL-2017

Meeting Date 09-AUG-2022

Section R: Names and Signatures (Signatures on File)

Table with 3 columns: Team Member, Print Name, Signature. Rows include Parent/Guardian, Student Age 18-21 years, Surrogate Parent, Administrator, Special Education Teacher, School Nurse, etc.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Reconvened Meeting Date

03-JUN-2022

Student BARNROY ZOHAR MI Last First MI

Date of Birth 14-JUL-2017

Meeting Date 09-AUG-2022

Section R: Names and Signatures (Signatures on File)

Table with 3 columns: Team Member, Print Name, Signature. Rows include Parent/Guardian, Student Age 18-21 years, Surrogate Parent, Administrator, Special Education Teacher, School Nurse, etc.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Reconvened Meeting Date

09-JUN-2022

Student BARNROY Last

ZOHAR First

MI

Date of Birth 14-JUL-2017

Meeting Date 09-AUG-2022

Section R: Names and Signatures (Signatures on File)

Team Member	Print Name	Signature
Parent/Guardian	Yael Barnoy	<i>Yael</i>
Parent/Guardian	Zev Barnoy participated via Zoom	
Student Age 18 - 21 years		
Student Under Age 18 years		
Surrogate Parent		
Foster Parent		
Family Foster Home Provider		
Administrator	Elizabeth Baxter	Elizabeth Baxter
Administrative Designee		
Special Education Teacher	Pamela Bryson	<i>Pamela Bryson</i>
General Education Teacher	Arlene Mendizabal	<i>AM</i>
School Psychologist		
School Nurse	So (Anna) Hwang	
Related Service Staff OT	Anastasia Malysheva	
Related Service Staff LAS	Shabnam Firouzian	
Related Service Staff		
Interpreter		
Sign Language Interpreter		
Agency Representative		
Agency Representative		
Agency Representative		
Other		
Other		
Other		
Other		

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

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

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

Step A.	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a general education classroom/setting?
	<input checked="" type="radio"/> Yes <input type="radio"/> No If the answer is YES, then a general education classroom/setting is the appropriate placement. If the answer is NO, go to the question below.
	<input type="radio"/> Yes <input type="radio"/> No If not currently available, can the required supports, services, accommodations and/or modifications be made available in a general education classroom/setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step B.
<div style="border: 1px solid black; height: 80px; width: 100%;"></div>	

Step B.	Can the supports, services, accommodations and/or modifications in the student's IEP be made available on a general education site in a special day program?
	<input type="radio"/> Yes <input type="radio"/> No If the answer is YES, then a special day program on a general education site is the appropriate placement. If the answer is NO, go to the question below.
	<input type="radio"/> Yes <input type="radio"/> No If not currently available, can the required supports, services, accommodations and/or modifications be made available in a special day program on a general education site? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step C.
<div style="border: 1px solid black; height: 80px; width: 100%;"></div>	

Student
 Last First MI

Date of Birth

Meeting Date

ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)

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

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

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

Step E.	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a residential care facility?	
	<input type="radio"/> Yes <input type="radio"/> No	If not currently available, articulate in the IEP what supports, accommodations and/or modifications are required for the student in this setting.
	<div style="border: 1px solid black; height: 80px;"></div>	

Student
Last

First

MI

Date of Birth

Meeting Date

ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)

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

Step F.	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 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 type="checkbox"/>	Other: <input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 1 - Eligibility, Placements and Supports

Student
Last First MI

Date of Birth

Meeting Date

		Effective With this IEP	Future Changes Related to this IEP
		As of Date: <input type="text" value="10-AUG-2022"/>	<input type="text" value="01-AUG-2022"/>
Eligibility: (from Page 4)	Eligible (AUT)		
	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="District Non-Resident School"/>	<input type="text" value="District Non-Resident School"/>
	Name of School	<input type="text" value="WILBUR CEA"/>	<input type="text" value="NEWCASTLE EL"/>
Instructional Setting	Setting	<input type="text" value="Special Education"/>	<input type="text" value="General Education"/>
	Program	<input type="text" value="PAL"/>	<input type="text" value="UTK/CC"/>
	Special Day Minutes/Wk	<input type="text" value="1350"/>	<input type="text"/>
	Addresses Goals	<input type="text" value="2(Lang Comprehension),3(Writing Comprehensio),4(Reading Comprehensio),5(Mathematics),1(Behavioral Support),6(Phonology),8(Expressive Language),9(Visual motor),10(Visual motor)"/>	<input type="text" value="2(Lang Comprehension),3(Writing Comprehensio),4(Reading Comprehensio),5(Mathematics),1(Behavioral Support),6(Phonology),8(Expressive Language),9(Visual motor),10(Visual motor)"/>
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="Home to School"/>	<input type="text" value="Home to School"/>
	Extended School Year/Intersession	<input checked="" type="radio"/> Yes <input type="radio"/> No	
Parent Counseling and Training (PCT)	Parent Counseling and Training (PCT)	<input checked="" type="radio"/> Yes <input type="radio"/> No	
	ESY Transportation	<input type="text" value="Home to School"/>	
Accommodation, Modifications, Supports	Instructional Accommodations	<input type="text" value="Instructional Accommodation will include daily structured language activities facilitated by an adult to engage in question, answer and conversations. Additional support may include modeling of language, small group instruction, repetition/rephrasing, vocabulary development, short verbal direction, visual/verbal cues, preview and review of new information to assist in comprehension, and additional time to respond."/>	<input type="text" value="Instructional Accommodation will include daily structured language activities facilitated by an adult to engage in question, answer and conversations. Additional support may include modeling of language, small group instruction, repetition/rephrasing, vocabulary development, short verbal direction, visual/verbal cues, preview and review of new information to assist in comprehension, and additional time to respond."/>
	Instructional Modifications	<input type="text"/>	<input type="text"/>
	Other Supports, including Non-Academic and Extra-curricular Activities	<input type="text"/>	<input type="text"/>
Preparation for Three Year Review IEP (At the second Annual Review IEP Meeting, the team must discuss and document the decision to conduct or not conduct a three-year comprehensive reassessment.)	Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary?	<input checked="" type="radio"/> Yes <input type="radio"/> No	
	If the Parent does not agree, specify the area(s) to be reassessed.	<input type="text"/>	<input type="text"/>
Comments, as appropriate			
Low Incidence Equipment	<input type="text"/>		

Assistive Technology Equipment	
Participation in General Education	

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
Service 1	Start Date:	Effective with Future Changes 10-AUG-2022	15-AUG-2022
10	End Date:		
Language/Speech	Service applies to:		Regular
	Frequency:		0-100
This service addresses the following goals:	Interval:		Yearly
<input type="text" value="6(Phonology)"/>	Minutes/Interval:		1620
<input type="text" value="8(Expressive Language)"/>	Minutes/Interval (Pullout from Gen Ed):		1620
	Service Delivery Model:		Direct Service (Collaborative)**
	Area:	School-Based	
	Responsible Personnel:		Licensed/Credentialed Provider
**			
Service 2	Start Date:	Effective with Future Changes 10-AUG-2022	15-AUG-2022
32	End Date:		16-DEC-2022
Behavior Intervention Implementation (BII)	Service applies to:		Regular
	Frequency:		5
This service addresses the following goals:	Interval:		Weekly
<input type="text" value="7(Behavioral Support)"/>	Minutes/Interval:		1800
	Minutes/Interval (Pullout from Gen Ed):		0
	Service Delivery Model:		Collaborative Behavioral Services**
	Responsible Personnel:		District Assigned Qualified Provider

	**		
Service 3	Start Date:	Effective on Signature Date 10-AUG-2022	
16	End Date:		
Occupational Therapy	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals :	Interval:	Weekly	
9(Visual motor)	Minutes/Interval:	30	
10(Visual motor)	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	Direct Service (Collaborative)*	
	Responsible Personnel:	Licensed/Credentialed Provider	
	*		

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="85"/>	

Part 4 - Additional Discussion (This section is optional)

LAS-AAC assessment was completed and reviewed with parents. LAS services will be provided for (54) 30-minute sessions, with sessions scheduled 4x one month and 6x the following month. Zohar will be attending Universal Transition Kindergarten (UTK) and Collaborative (CC). This class is an educationally based inclusive program that operates 6 hours a day, 5 days a week. The preschool curriculum is delivered through evidence-based practices. Students must be born between September 2, 2017 and September 1, 2018 with the exception of student's who are Kindergarten eligible but whose parents opt to enroll them in TK. (see attached documents A and B) Zohar's goals, included in the IEP, will be supported by a collaborative team comprised of a credentialed teacher, an early childhood special education teacher, special education assistant, and general education classroom assistant. If any additional services are needed to access this program, they are noted above. BII services were added as a transitional service to help Zohar to her new educational setting and will end on 12/16/22. The IEP team can evaluate whether these services will continue past this end date. Recoupment and compensatory educational services were discussed and it was determined that they were not needed.

8/9/2022 IEP Amended to add Home to School Transportation for RSY.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student Date of Birth Meeting Date

FAPE Summary Grid

Program:	PAL		Setting:	Special Education					
Eligibility:	Eligible (AUT)		Curriculum:	General Education					
Transportation:	Home to School		Low Incident Support:	None					
Date District Received	10-Aug-2022								
Parent Signature:									
Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)	No Consent
32	Behavior Intervention Implementation (BII)	Effective with Future Changes 15-Aug-2022	Regular	Weekly	5	~	1800	Behavioral Support	--
10	Language/Speech	Effective with Future Changes 15-Aug-2022	Regular	Yearly	0-100	School-Based	1620	Phonology, Expressive Language	--
16	Occupational Therapy	Effective on Signature Date	Regular	Weekly	1-5	~	30	Visual motor, Visual motor	--

Alternative Remote/Distance Learning Services During Emergency Conditions

If instruction or services, or both, cannot be provided to the pupil either at the school or in person for more than 10 school days due to emergency conditions caused by fire, flood, impassable roads, epidemic, earthquake, imminent major safety hazard as determined by local law enforcement, a transportation services strike by nonschool entity, or other official order issued to meet a state of emergency or war, the IEP will be provided by one or more of the means stated below, to the greatest extent possible in light of the emergency circumstances and District policy.

Means of Delivery, to greatest extent possible ("x" all that could apply for student, depending on emergency circumstances):

	Teacher-posted lessons, asynchronous (online or other media)	Virtual class meetings, synchronous	Personalized learning tools (virtual or paper packets, as available)	Scheduled teacher appointments (virtual or in-person, as available)	Scheduled email check-ins (parent or student)	Virtual office hours (drop-in; parent or student)
Specialized Academic Instruction and Related Services	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Extended School Year Services	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Supplementary Aids and Services (provided in general education classes and other general ed environments)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

As soon as practicable following the determination that instruction or services, or both, cannot be provided either at the school or in person for more than 10 days due to a qualifying state of emergency, the parent will be notified as to the specific means by which the student's IEP will be provided, in light of the emergency circumstances present at that time. The IEP will be provided by alternative means as necessitated during the period of emergency conditions, only.

Comments above do not constitute a change to the District's offer of FAPE or IEP. Because the nature of any future emergency cannot be known in advance, the specific means by which the IEP shall be provided in a future emergency will be determined at the time, in light of the

circumstances.

For IEP Team Information

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

INDIVIDUALIZED EDUCATION PROGRAM Behavior Intervention Plan

For Behavior Interfering with Student's Learning or the Learning of His/Her Peers

Los Angeles Unified School District

(Behavior Intervention Plan, pg. 1 of 3)

Student **BARNOY** **ZOHAR** **MI** Date of Birth **14-JUL-2017** Meeting Date **09-AUG-2022**

1 The behavior impeding learning is: **leaves without permission** Describe what it looks like: **walks away from learning area, disruptive to learning**

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

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

4 Frequency or intensity or duration of behavior: Frequency (x) **1** Period **daily** Intensity **low** Duration (min) **2**
 Reported by **FBA Report** and/or observed by

PREVENTION PART 1 ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

5 What are the predictors for the behavior? (Situations in which the behavior is likely to occur: people, time, place, subject, etc).
 Disruption in routines Work level higher than student's ability Verbal directives Lack of predictability
 Time of day Peer conflict Over stimulation
 Unstructured time Internal physical/emotional state Room conditions Specific room arrangement
 Events from previous environments Lack of freedom, choice, desirable activities, friends
 Under stimulation
 Other Describe: **attention seeking**

Observation Analysis 6

What supports the student using the problem behavior? (What is missing in the environment/curriculum or what is in the environment/curriculum that needs changing?)
Present in the environment: Classroom seating arrangement Noise levels Interactions (adult and/or peers)
Missing in the environment: Peer status gained for misbehavior Inappropriate materials (age-appropriate) Conflict resolution skills
 Transition skills Schedule Effective communication with parent
 Re-teaching Task structuring Communications system
 Social skills instruction Consequences not clear to student
 Choices
 Other (Missing/Present):

REMOVE STUDENT'S NEED TO USE THE PROBLEM BEHAVIOR

Intervention 7

What environmental changes, structure and supports are needed to remove the student's need to use this behavior? (Changes in Time/Space/Materials/Interactions to remove the likelihood of behavior)
Time Changes: Give more time on tasks Allow completion in parts Teach a closure system
Space Changes: Signal transition Provide a break Give less time on tasks
Material Changes: Preferred seating Different work areas Study carrels
Interaction: Personal space Hands-on learning Tasks organized
 Accommodated work Notebook organizer Enlarged print size books
 High interest materials Cue the student Model
 Use specific supportive words Praise successes Peer Models
 Verbally praise student Use calm, de-escalating language
 Use specific support communications

Other **reinforcement menu**
Who will establish? **teacher** Who will monitor? **teacher** Frequency **daily**

INDIVIDUALIZED EDUCATION PROGRAM Behavior Intervention Plan

For Behavior Interfering with Student's Learning or the Learning of His/Her Peers

Los Angeles Unified School District

(Behavior Intervention Plan, pg. 2 of 3)

Student Date of Birth Meeting Date
Last First MI

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

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

To Get: Sensory input Attention (peer) Attention (staff)

To Avoid: Tangible (desired item) Tangible (desired activity) Attention (staff)

Sensory input Attention (peer) Task (too long)

Task (too difficult) Task (too easy)

Describe:

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

Zohar will use scripted sentences to communicate to the teacher, her interests, wants and needs, and wait for the teacher's reply and support to complete the actions necessary to acquire items/activities, or access wants/needs.

10 What teaching Strategies/Necessary Curriculum/Materials are needed?

Better communication skills Anger management Communication system Self-management systems

Following schedules & routines Learning new social skills Learning how to negotiate Learning structured choice

Learning new scripts Learning notebook organization Learning to use conflict resolution Learning to request breaks

Other

Who will establish? Who will monitor? Frequency:

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

Physical: High-fives Smiles Handshake

Pat on the back Use specific praises Recognition of student's st... Peer recognition

Verbal: Time on the computer Free time Listen to music

Contingent Access: Preferred activity Describe: Other

Positive phone calls or notes to home Certificate sent home Seating Location

Tangibles Tokens Points

Tokens and Points: Exempt assignment Extra test points

Privileges:

Other ideas:

Selection of reinforcer based on:

reinforcer for using replacement behavior reinforcer for general increase in positive behaviors

By whom? Frequency

EFFECTIVE REACTION PART III REACTIVE STRATEGIES

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

1) Prompt Zohar to use scripted language to request activities, items, wants, needs. 2) Staff will remind Zohar to use scripted requesting phrases. 3) Staff will offer Zohar a reinforcement menu and encourage her to progress toward her goal. 4) Zohar will be reminded of the natural consequences of disruptive behaviors.

Personnel?

INDIVIDUALIZED EDUCATION PROGRAM
Behavior Intervention Plan

For Behavior Interfering with Student's Learning or the Learning of His/Her Peers

Los Angeles Unified School District

(Behavior Intervention Plan, pg. 3 of 3)

Student
Last First MI

Date of Birth

Meeting Date

OUTCOMES

PART IV

BEHAVIORAL GOALS

13 Behavioral Goal: Goal #:

Zohar will use standard hand signs, (raise her hand to be called upon), and scripted sentences to communicate to the teacher, her interests, wants and needs, ('I want some,' 'I want more,' 'Can I go first?' 'Please,' 'I will help,' etc.), and she will wait for the teacher's reply before beginning the actions to acquire items/activities, accessing wants/needs, on 5 occasions during a school day with 80% accuracy.

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

Observation and Analysis Conclusion

Are curriculum accommodations or modifications also necessary? Where described?

Yes No

Are environmental supports/changes necessary?

Yes No

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

Yes No

Are both teaching of new replacement behavior AND reinforcement needed?

Yes No

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

Yes No

Person responsible for contact between agencies.

COMMUNICATION

PART V

COMMUNICATION PROVISIONS

14 Manner and content of communication:

- Phone calls Email Written notes
- Daily reports Daily charting Behavioral logs
- Weekly reports
- Other

Between? Frequency?

**INDIVIDUALIZED EDUCATION PROGRAM
LANGUAGE AND SPEECH SERVICES CERTIFICATION (LAS CERTIFICATION)**

Los Angeles Unified School District

Attachment B

Student: ZOHAR BARNOY

Date
of
Birth: 14-JUL-2017Meeting
Date: 09-AUG-2022

This page is to be completed for students with Special Education eligibility other than SLI when determining the need for LAS services to support the provision of FAPE.

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 approved screening instrument 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.

Step 4. Determination of the Need for LAS Service (for students with Special Education eligibility *other than SLI*):

- The IEP team has determined that speech and language related services and support are necessary for the student to benefit from Special Education. Speech and Language Services are necessary due to the results of a formal assessment, which indicates that the student demonstrates difficulty understanding or using spoken language to such an extent that it adversely affects his/her educational performance and cannot be corrected without speech and language related services.
 - The presenting need for LAS service is not due to: social maladjustment, health factors, poor school attendance, environmental, economic, or social disadvantage, or lack of instruction or the unfamiliarity with the English language.
- If the above is so, identify the area(s) of difficulty:
- Language disorder
 - Articulation disorder
 - Fluency disorder
 - Voice disorder

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. 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.