Los Angeles Unified	School Distr	rict	INDIVIDUALIZED EDU	CATION PROGRAM (II	EP)	Page 1
Student Identificati Number		200153X544	SSID 62	248903455		Eligible (AUT)
Student BARNOY	ZOI	HAR			Date of Birth:	14-JUL-2017
Last		First	MI Section A: Me	eting Information		
	Pertin	ent Dates	500001111111		Type of Meet	ing
ate of Initial IEP Team	n Meeting	09-JUL-202	0	◯ Initial		Amendment of IEP dated
ate of Present Meeting	3	09-AUG-202	22	Militiai	_	MAY-2022
nnual Review to be co	onducted by	27-MAY-202	23	Annual Review		Early Start Transition
ext Three Year Reviev	w will be	26-MAY-202	25	Three Year Review	○ E	Expulsion Analysis
nree Year Review or E as conducted on	Evaluation	27-MAY-202	22	Other	() I	ndividual Transition Plan
ansition to Kindergart nducted by	ten to be					
ocation of Meeting	N	IEWCASTLE	EL	District Name	Los Angeles U	nified School Dist
			Section B: Stu	dent Information		
ate of Birth	14-JUL-201		Age	5	Grade	18
nder	O Male	Female	Ethnic Code	White		
cation of the ych Folder	SUPPORT	UNIT NOR	Student has no Psych Folder			
cation of the Cum lder	NEWCAST	LE EL	Student has no Cum Folder			
me Language	Hebrew		Student Language	Hebrew	Alternate Mode Communication	of
ome Address of adent	6852 LUBA	AO AVE				
ty	WINNETK	CA	ZIP Code	91306		
ome Telephone	(747) 225-9	757	Daytime Telephone		Emergency Telephone	
hool of Attendance	Newcastle I	21	Location Code	5479		
hool of Residence	Mosk El		Location Code	7402		
me of rent/Guardian	Zev and Yao	el Barnoy	Telephone			
ldress						
ty		CA	ZIP Code			
rogate Parent			Telephone			
tends CURRENT SC the following	CHOOL as a r	esult of one	Special Education Placer	ment 🗸		
the student living in a	Family Foste	er N	Jo O Yes	FFH#		
FFH Provider related	to student?	\bigcirc N	Io ○ Yes	Relationship		
censed Children's Inst	titution	\bigcirc N	Io ○ Yes	LCI Name		
				LCI#		
t of the home placem	nent made by	_	Legional Center uperior Court	Other	l Health O D	pepartment of Children's Service
ild's family living wit	thin LAUSD's		uperior Court Io	Outer		
	14 11		ipated minor, does he/she ha		Line viels 0	○ No ○ Yes

		INDIVIDUAI	IZED EDUG	CATION PROGRAM (IEP)	Page 2 of 3
	Unified School District				
Student				Date of Birth 14-JUL-2017	
	Last First	MI Secti	ion C: Lang	uage Acquisition	
Language Cla	ssification:			Start Date:	
	y Parent Request:	\bigcirc	Yes O No	Reclassification Date:	
	rmance Level and Performance Descrip		ies O No	➤ Test Date:	
	AC Performance Level and Performance			Test Date:	
escriptor.		Section D	: Goal Achie	vement from Current IEP	
			hieved		
	ample - Reading)	Yes	No	If No, explain the reason the goal/objective was not achieved	
1	Fine Motor 1		0		
Category	Fine Motor				
	Objective 1 met	0	0		
	Objective 2 met	0	0		
2	Fine Motor 2		0		
Category	Fine Motor				
	Objective 1 met	<u> </u>	0		
	Objective 2 met	0	\circ		
3	Cognitive		O	Transition IEP held before annual due date	
Category	Cognitive Development				
	Objective 1 met		\bigcirc		
	Objective 2 met	0		Transition IEP held before annual due date	
4	Social Development		<u> </u>	Transition IEP held before annual due date	
Category	Social Emotional Development				
	Objective 1 met		\bigcirc		
	Objective 2 met	0	0	Transition IEP held before annual due date	
5	Language		<u> </u>	Transition IEP held before annual due date	
Category	Language Development				
	Objective 1 met		0		
	Objective 2 met		<u> </u>	Transition IEP held before annual due date	
6	Math			Transition IEP held before annual due date	
Category	Mathematical Development			(TABLETO LET HOLD COLOR MINIMUM COLOR COLOR	
outegor,	Objective 1 met		0		
	Objective 2 met		<u> </u>	Transition IEP held before annual due date	
7	Literacy			Transition IEP held before annual due date	
Category	Literacy Development			Transition IET neid octore annual due date	
Category	Objective 1 met				
				Transition IEP held before annual due date	
0	Objective 2 met	0	<u> </u>	Transition for field before annual due date	
8 Catagory			0		
Category	∨				
	Objective 1 met	0	0		
0	Objective 2 met	0	0		
9			0		
Category	~				
	Objective 1 met	0	0		
	Objective 2 met	0	0		
10			0		
Category	~				
	Objective 1 met	0	\circ		
	Objective 2 met	0	\circ		

Last Section E: Present Level of Performance criformance Area:	Last First MI Section E: Present Level of Performance Performance Area: Learning Style Integory: General Ability Integration of process Used: Classroom and Playground Observations Integration of process Used: Observations Integration of Process Used: Observations Integration of Process Used: Observations of User User User User User User User User	UG-2022
tegory: General Ability Classroom and Playground Observations	tegory: General Ability General Ability Classroom and Playground Observations N/A rrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): ohar attends well to spoken information, listening and responding verbally to instructions, with questions or affirmations. She enjoys playing with tarning manipulatives to sort, color, paint, and motor figures through actions. Zohar gives her attention to visual information, such as felt-figure nimal identification. Zohar thrives in the classroom structure with adult guided lessons and instruction. She responds positively to hand-over-hand uidance to lead whole group lessons with the teacher. She plays independently and/or with peers in small groups. Zohar enjoys adult encouragement begin a task with intermittent reminders of what comes next, and she enjoys working toward a goal. Zohar prefers social engagement to working one. 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 uration of preschool lessons, (no more than 15-minutes), with embedded rotations and changes in materials every 5-minutes. formance Area: Learning Style tegory: General Ability General Ability Classroom and Playground Observations N/A	
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sessment/Monitoring Process Used: Classroom and Playground Observations N/A N/A	sessment/Monitoring Process Used: Classroom and Playground Observations N/A N/A	
te/District Assessment Results: N/A	te/District Assessment Results: N/A	
rrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):	rrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):	

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INDIVIDUALIZED EDUCATION PROGRAM (IEP) **Los Angeles Unified School District** Student BARNOY ZOHAR Date of Birth 14-JUL-2017 Meeting Date 09-AUG-2022 First MI Last Section E: Present Level of Performance Social Emotional Development Performance Area: Category: Social Emotional Development Assessment/Monitoring Process Used: Classroom and Playground Observations DRDP 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: Social Emotional Development continued Social Emotional Development Category:

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

Classroom and Playground Observations

DRDP

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 cleanup bell, or to help with getting the snack from the cafeteria.)

Areas of Need:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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.

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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 E: Present Level of Performance Performance Area: Language Development Category: Language Development Assessment/Monitoring Process Used: Classroom and Playground Observations DRDP 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: Language Development continued Category: Language Development Classroom and Playground Observations Assessment/Monitoring Process Used: State/District Assessment Results: DRDP 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.

Los Angele	s Unified School I	District	IN	DIVIDUALIZE	ED EDUCATI	TON PROGR	AM (IEP)				Page (
Student	BARNOY	ZOHAR			I	Date of Birth	14-JUL-2017	N	Meeting Date	09-AUG-	2022
	Last	Firs	t	MI Section E: P	resent Leve	el of Perform	ance				
Performance	Area:		Physical Deve	lopment							
Category:			Physical Dev	elopment	~						
Assessment/I	Monitoring Process U	Used:	Classroom and	d Playground Ol	bservations						
State/District	Assessment Results	3:	DRDP								
Current Perfo	ormance/Assessment	· Carmana	<i>C</i> 1.1								
Areas of Str Zohar achie success. She sideways.) S She jumps,	rength: eved Building Middl e runs with short stric She achieved Buildin moves, and waves a	le for Gro des, and ng Earlie streamer	oss Locomotor sometimes has for Active Phy with bells or a	Movement Skill difficulty stoppi ysical Play. (She scarf in differer	ls, (She coordi ing. Moves ald e engages in ac nt ways while	linates and cont long a low bala active physical	nce beam or along activities or play fo d circle group. She	omotor mo the side of or moderate	ovements, with f a curb, steppi e amounts of to dance started	ing ime. by a	
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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.

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INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Student BARNOY ZOHAR Date of Birth 14-JUL-2017 Meeting Date 09-AUG-2022 First MI Last Section E: Present Level of Performance Cognitive Development Performance Area: Category: Cognitive Development Assessment/Monitoring Process Used: Classroom and Playground Observations DRDP 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: Cognitive Development Category: Cognitive Development Assessment/Monitoring Process Used: Classroom and Playground Observations DRDP 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.

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INDIVIDUALIZED EDUCATION PROGRAM (IEP) **Los Angeles Unified School District** Student BARNOY ZOHAR Date of Birth 14-JUL-2017 Meeting Date 09-AUG-2022 First MI Last Section E: Present Level of Performance Literacy Development Performance Area: Category: Literacy Development Assessment/Monitoring Process Used: Classroom and Playground Observations DRDP 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.') 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: Mathematical Development V Category: Mathematical Development Classroom and Playground Observations Assessment/Monitoring Process Used:

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

DRDP

Areas of Strength:

State/District Assessment Results:

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.)

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	Section E: Present Level of Performance
erformance Area:	Mathematical Development continued
ategory:	Mathematical Development
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tate/District Assessment Results:	DRDP
urrent Performance/Assessment Summa	ary (include student strengths, student needs and impact of disability on student performance):
favor box for items that go together, sucto serve to her friends playing with her.)	lassification, (She selects some objects that are similar from a collection of objects. She looks through the party ch as finding all of the Elsa characters. She takes out just the strawberries or just the eggs from the play kitchen) impacts her progress in classification, which impacts her access to the general education curriculum.
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INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Student BARNOY ZOHAR Date of Birth 14-JUL-2017 Meeting Date 09-AUG-2022 First MI **Section E: Present Level of Performance** Health (1 of 2) Performance Area: Category: Health Assessment/Monitoring Process Used: Health Questionnaire/School Record& Report Review/Health Screening/Interview Mom 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, Xlinked 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. Health (2 of 2) Performance Area: Health Category: Assessment/Monitoring Process Used: Health Questionnaire/School Record& Report Review/Health Screening/Interview Mom 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

Los Angeles Unified School District Student BARNOY ZOHAR Date of Birth 14-JUL-2017 Meeting Date 09-AUG Last First MI Section E: Present Level of Performance Performance Area: Sensorimotor Category: Sensorimotor Assessment/Monitoring Process Used: Observations, parent/teacher interviews, standardized assessments, work samples 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 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, sketneits, 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. 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INDIVIDUALIZED EDUCATION PROGRAM (IEP) **Los Angeles Unified School District** Student BARNOY ZOHAR Date of Birth 14-JUL-2017 Meeting Date 09-AUG-2022 First MI Last **Section E: Present Level of Performance** Performance Area: Communication Category: Communication Assessment/Monitoring Process Used: AAC Assessment, PLS-5, language sample, observation, teacher/parent input 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: Communication cont. V Category: Communication 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)	Page
Los Angeles Unified School Distric		2022
Student BARNOY ZOHA Last Fi	Date of Birth 14-JUL-2017 Meeting Date 09-AUC	j-2022
2.134	Section E: Present Level of Performance	
erformance Area:	Communication	
Category:	Articulation/Phonological Processes 🔻	
Assessment/Monitoring Process Used:		
tate/District Assessment Results:		
Current Performance/Assessment Summ	nary (include student strengths, student needs and impact of disability on student performance):	
connected speech and spontaneous con Impact of Disability: Zohar's eligibility	ext and unfamiliar listeners at 60% in known context and 40% in unknown context making her unintelligible in exercision when she is sharing personal stories. If you special education and her difficulty communicating effectively and clearly with peers and adults and assroom; impacts her ability to successfully access the academic curriculum.	
erformance Area:		
Category:	•	
Assessment/Monitoring Process Used:		
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urrent Performance/Assessment Summar	
AREAS OF STRENGTH:	
	y (include student strengths, student needs and impact of disability on student performance):
Zohar's profile as examined on the MSEI	L reflects strengths in visual reception.
information gathered via observation and complaint. Results should be interpreted vineed/challenge were identified in fine moidentified at this time. IMAPCT OF DISABILITY:	ognition/general ability is estimated to be in the below average based on performance on the MSEL and interview on the DP3. Zohar's assessment behavior was pleasant, however she fatigued and became non with caution as her compliance may have impacted her scores and overall performance. Areas of stor, receptive language, and expressive language. Educational Impact: A general ability/cognition impact was her attention, socialization, and overall processing abilities which impact her access her access to the general
erformance Area:	Social Emotional Skills/Abilities
ategory:	Social Emotional
ssessment/Monitoring Process Used:	Psychoeducational Assessment
tate/District Assessment Results:	
urrent Performance/Assessment Summar	y (include student strengths, student needs and impact of disability on student performance):
on formal rating scales, Zohar evidences to compassionate, works independently and AREAS OF NEED:	allenges: in her social communication, attention and ability to understand emotions and feelings, according to
IMPACT OF DISABILITY: Zohar's eligibility of AUTISM impacts h curriculum.	ner attention, social communication, and peer relations, which impacts her access to the general education

	Page 1: INDIVIDUALIZED EDUCATION PROGRAM (IEP)
os Angeles Unified School District Student BARNOY ZOHAI	
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	Section E: Present Level of Performance
erformance Area:	Self Help Adaptive Skills
ategory:	Adaptive Behaviors
ssessment/Monitoring Process Used:	Psychoeducational Assessment
ate/District Assessment Results:	
	ary (include student strengths, student needs and impact of disability on student performance):
AREAS OF STRENGTH: Overall, Zohar's self-help/adaptive beharesponses on formal rating scales, Zoharskills.	aviors are found to be in the below average range. Based on observations, informal interviews and the rater's revidences the following strengths: classroom adaptive skills. Teacher reports no concerns in her adaptive
AREAS OF NEED: Parents reports cha	llenges in her overall adaptive skills. A self-help/adaptive behavior impact was not identified at this time.
IMAPCT OF DISABILITY: Zohar's eligibility of AUTIMS impacts curriculum.	her behaviors which make her adaptive skills inconsistent, which impacts her access to the general education
rformance Area:	
ategory:	Y
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ate/District Assessment Results:	

	OY ZOHAR		Section F: Eligibility isability:	th 14-JUL-2017	Meeting Date 09-AUG-2022
f applicable, areas di	scussed related to disal	oility or suspected di	isability:		
			isability:		
or Initial IEP, interv	entions attempted prior	to determining eligi	ibility:		
Eligible as a student	with the disability of:				
ode: AUT		Autism			
○ Not	Applicable,	Blind or	OPartially Sighted		
Additional Low Incid	lence Eligibility (only f	or VI, DBL, DEA, I	HOH, or severe OI):		
Not	Applicable,	Blind or	OPartially Sighted		
Date): This is a Final IEI inal IEP Reason:	P, the student remains e	ligible for Special E	Education Services until the Effecti Final IEP Ef		
	onsidered and agrees	that the advection	al needs of the student are not pr		
Social Maladji			Temporary Physical Disability		of instruction in reading
Lack of instru			Limited English Proficiency		nental, Cultural or Economic Factors

os Angeles Unified Scl		NDIVIDUALIZED EDUCA	ATION PROGRAM (IEP)	
Student BARNOY	ZOHAR		Date of Birth 14-JUL-2017	Meeting Date 09-AUG-2022
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		Section G: Annual G		
ormance Area:	Sehavioral Support C	ategory: Beh	avior Intervention Annual Go	pal #: 7
•		* ' ' '	wait for the teacher's reply before beginning accuracy, as measured by observation.	g the actions to acquire
	be reported to parents by co Report or Report Card perio		f Progress and Achievement from Current	t IEP" form(s) which will be
		Methods of	Evaluation	
State Assessments	Norm 1	Referenced	Criterion Referenced	Curriculum Based
Observation	Portfol	io	Work Samples	☐ Informal
Other				
ncremental objective #1 1	related to the goal:		Incremental objective #2 related to the	he goal:
Zohar will use standard ha	nd signs, (raise her hand to l	be called upon), and	Zohar will use standard hand signs, (rai	se her hand to be called upon), and scri
=	nunicate to the teacher, her i		sentences to communicate to the teacher	
	e,' 'Can I go first?' 'Please,' '	* ' ' '	some,' 'I want more,' 'Can I go first?' 'Pl	
	reply before beginning the ac	-	for the teacher's reply before beginning	
	wants/needs, on 5 occasions	during a school day with	accessing wants/needs, on 5 occasions	during a school day with 75% accuracy,
70% accuracy, as measured	by observation.		measured by observation.	
Date to be achieved:	October V 2022	₩ W O/YR	Date to be achieved: February	∨ 2023 ∨ MO/YR
Date to be achieved:			Date to be achieved: February CHIEVEMENT FROM CURRENT IE	V 2023 V
Date to be achieved:		T OF PROGRESS AND A	CHIEVEMENT FROM CURRENT IE	V 2023 V
4 GOAL MET OR	IEP REPOR	T OF PROGRESS AND A EXPLANATION		EP
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROC	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal	CHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go	EP
4 GOAL MET OR EXCEEDED 1st Reporting Period	JEP REPOR 3 SUBSTANTIAL PROCE met) 2nd Reporting Period	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period	CHIEVEMENT FROM CURRENT IE ON OF MARKS	poal met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROC	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal	CHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary	cP and met) 1 NO PROGRESS
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4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess	JEP REPOR 3 SUBSTANTIAL PROCEMENT 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess	CHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	CP Doal met) 1 NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
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	chool District			
Student BARNOY	ZOHAR		Date of Birth 14-JUL-2017	Meeting Date 09-AUG-2022
Last	First	MI Section G: Annual G	oals and Objectives	
ormance Area:	Lang Comprehension	Category: Lan	iguage Developmen 🗸 Annual G	oal #: 2
-		rds in sentences to describe size 4 out of 5 occasions during a s	ze, shape, or location, of identified characte school week.	ers or objects, during
	to be reported to parents by one of the series of the series Report or Report Card perions.		f Progress and Achievement from Curren	t IEP" form(s) which will be
_		Methods of	Evaluation	_
State Assessments Observation Other	Norm Portfo	n Referenced Dlio	✓ Criterion Referenced Work Samples	✓ Curriculum Based ✓ Informal
* *	ar will play follow the leader Simon Says,' 'I Spy,'), on 4 ou		from the teacher, ('go to the bookshelf, bell rings, put your crayons and papers	he goal: novel 2- to 3-step directions/instructions get a book, bring it to this table,' 'when in the basket on the shelf,'), to completi during a school week with 70% accuracy
Date to be achieved:	November • 2022	RT OF PROGRESS AND A	Date to be achieved: March CHIEVEMENT FROM CURRENT IN ON OF MARKS	✓ 2023 ✓ MO/YR
Oate to be achieved: 4 GOAL MET OR EXCEEDED	IEP REPOR	RT OF PROGRESS AND A	CHIEVEMENT FROM CURRENT IN	EP
4 GOAL MET OR EXCEEDED	IEP REPOR	RT OF PROGRESS AND A EXPLANATION	CHIEVEMENT FROM CURRENT IS ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary	EP
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4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROmet) 2nd Reporting Period	RT OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period	CHIEVEMENT FROM CURRENT IS ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary	EP oal met) 1 NO PROGRESS Goal Achievement
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Los Angeles Unified Scl		NDIVIDUALIZED EDUCA	ATION PROGRAM (IEP)	
Student BARNOY	ZOHAR		Date of Birth 14-JUL-2017	Meeting Date 09-AUG-2022
Last	First	MI Soution Co. Americal C		
Formance Area:	Vriting Comprehensio C	Section G: Annual G ategory: Wri		oal #: 3
		<u> </u>	verbally describe her drawings to the teach	
measured by currentiin ba	sed criterion in 4 out of 5 opp	ortuintes.		
	be reported to parents by co Report or Report Card perio		f Progress and Achievement from Curren	t IEP" form(s) which will be
		Methods of	Evaluation	
State Assessments	Norm I	Referenced	Criterion Referenced	Curriculum Based
Observation	Portfol	io	Work Samples	✓ Informal
Other				
Incremental objective #1	· · ·		Incremental objective #2 related to t	
	describe knowledge, people drawings to the teacher with	-		owledge, people, places, or events, Zohathe teacher with 70% accuracy, as measured.
	ased criterion in 4 out of 5 or	-	by curriculum based criterion in 4 out of	
Date to be achieved:	November 2022	MO/YR T OF PROCRESS AND A	Date to be achieved: March CHIEVEMENT FROM CURRENT IS	→ 2023 → MO/YR
Date to be achieved:		Γ OF PROGRESS AND A	CHIEVEMENT FROM CURRENT IE	2023
Date to be achieved: 4 GOAL MET OR EXCEEDED		Γ OF PROGRESS AND A EXPLANATIO		EP
4 GOAL MET OR EXCEEDED	IEP REPOR	Γ OF PROGRESS AND A EXPLANATIO	CHIEVEMENT FROM CURRENT IS ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary	EP
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Los Angeles Unified Scl		NDIVIDUALIZED EDUCA	ATION PROGRAM (IEP)	
Student BARNOY	ZOHAR		Date of Birth 14-JUL-2017	Meeting Date 09-AUG-2022
Last	First	MI Section Co. Assessed C	and objections	
S		Section G: Annual G		1#.
		0 ;	and identify sequence of events in stories,	
80% accuracy in 4/5 trials.				
	be reported to parents by co Report or Report Card perio		f Progress and Achievement from Curren	t IEP" form(s) which will be
		Methods of l	Evaluation	
State Assessments	Norm I	Referenced	Criterion Referenced	Curriculum Based
Observation	Portfol	io	Work Samples	Informal
Other				
Incremental objective #1			Incremental objective #2 related to t	
	ar will respond to stories, by		With teacher prompt, Zohar will respon	=
character, sequence of eve 60% accuracy in 4/5 trials.	nts, (first, then, the end), dur	ing literacy lessons, with	directions, and identify sequence of evo 70% accuracy in 4/5 trials.	ents in stories, during literacy lessons,
Date to be achieved:	November ▼ 2022	₩ MO/YR	Date to be achieved: March	✓ 2023 ✓ MO/YF
Date to be achieved:		T OF PROGRESS AND A	CHIEVEMENT FROM CURRENT IE	2023
Date to be achieved: 4 GOAL MET OR EXCEEDED		T OF PROGRESS AND A		EP
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4 GOAL MET OR EXCEEDED	JEP REPORT 3 SUBSTANTIAL PROGramet)	T OF PROGRESS AND AGE EXPLANATION GRESS (50-99% of goal	CHIEVEMENT FROM CURRENT IS ON OF MARKS 2 PARTIAL PROGRESS (1-49% of government) 4th Reporting Period (Secondary Only)	EP oal met) 1 NO PROGRESS
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4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	3 SUBSTANTIAL PROGramet) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	EXPLANATION EXPLANATION OF PROGRESS AND AN EXPLANATION OF GOAL OF STATE OF THE STAT	CHIEVEMENT FROM CURRENT IS ON OF MARKS 2 PARTIAL PROGRESS (1-49% of good secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal?	CP Oal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
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### A GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	JEP REPORT 3 SUBSTANTIAL PROGRAMET) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	EXPLANATION EXPLAN	CHIEVEMENT FROM CURRENT IF ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	CP Oal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
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Student BARNOY	ZOHAR		Date of Birth 14-JUL-2017	Meeting Date 09-AUG-2022
Last	First	MI		
		Section G: Annual G		
formance Area:	Mathematics C	ategory: Mat	h	al Goal #: 5
	ork sample in 8 out of 10 trials	-	each category and sort the categories by	
Progress on annual goals to provided at either Progress	o be reported to parents by co Report or Report Card perio	ds.	f Progress and Achievement from Cur	rent IEP" form(s) which will be
		Methods of l	Evaluation	_
State Assessments Observation Other	Norm I Portfol	Referenced io	✓ Criterion Referenced Work Samples	✓ Curriculum Based ☐ Informal
Incremental objective #1			Incremental objective #2 related	
objects in each category, (f 20 objects into categories, c (how many red, how many bl nt during mathematics lesson is with 60% accuracy.	ue, yellow, green), and	in each category, (how many small	ets into categories, count the number of objublue triangles, how many big blue triangle unt during mathematics lessons as measure ith 70% accuracy.
Secretaria de California	Name to 2022	MO/YR	Date to be religional. Moral	2022 AA MO/Y
Date to be achieved:	November ∨ 2022	MO/YR T OF PROGRESS AND A	Date to be achieved: March CHIEVEMENT FROM CURRENT	2025
Date to be achieved:		T OF PROGRESS AND A		
4 GOAL MET OR	IEP REPOR	T OF PROGRESS AND A	CHIEVEMENT FROM CURRENT	T IEP
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4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROCumet)	T OF PROGRESS AND AGE EXPLANATION OF GRESS (50-99% of goal	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of the deporting Period (Secondary Only)	T IEP of goal met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROC met) 2nd Reporting Period	T OF PROGRESS AND AGE EXPLANATION OF GRESS (50-99% of goal and Gregoring Period)	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary)	T IEP of goal met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROC met) 2nd Reporting Period	T OF PROGRESS AND AGE EXPLANATION OF GRESS (50-99% of goal and Gregoring Period)	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of the deporting Period (Secondary Only)	T IEP of goal met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED 1st Reporting Period Date:	3 SUBSTANTIAL PROC met) 2nd Reporting Period Date:	EXPLANATION OF PROGRESS AND AN EXPLANATION OF Goal Street	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary Only) Date:	F IEP of goal met) 1 NO PROGRESS Goal Achievement
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Student BARNOY	ZOHAR		Date of Birth 14-JUL-2017	Mo	eeting Date 09-AUG-2022
Last	First	MI Section G: Annual G	oals and Objectives		
ormance Area:	Phonology	Category: Arti	culation/Phonologi	nnual Goal #:	6
Zohar will decrease conso	onant cluster reduction by corre	ectly producing [l-blends] and	l [s-blends] at sentence level, in 8	out of 10 trials	given minimum (1-2)
, , , , , , , , , , , , , , , , , , , ,	neasured by SLP data collection				
	to be reported to parents by co s Report or Report Card perio		f Progress and Achievement from	n Current IEP"	Corm(s) which will be
		Methods of l	Evaluation		
State Assessments	Norm ?	Referenced	Criterion Referenced		Curriculum Based
Observation	Portfol	lio	Work Samples	✓	Informal
O ther	Therapy no	tes, Articulation screener			
ncremental objective #1		4 1 1 1 1	Incremental objective #2 rela		
	onant cluster reduction by cor word level, in 8 out of 10 tria		Zohar will decrease consonant and [s-blends] at phrase level, i		
	measured by SLP data collecti		and/or cues, as measured by SI		
Date to be achieved:	September	₩ MO/YR	Date to be achieved:	anuary 🗸	2023 • MO/Y
Date to be achieved:		T OF PROGRESS AND A	CHIEVEMENT FROM CURR		2023 • MO/YI
Date to be achieved: 4 GOAL MET OR EXCEEDED	IEP REPOR	T OF PROGRESS AND A		RENT IEP	2023
4 GOAL MET OR EXCEEDED	IEP REPOR	T OF PROGRESS AND A EXPLANATION	CHIEVEMENT FROM CURR	RENT IEP	2023
4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROC	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal	CHIEVEMENT FROM CURR ON OF MARKS 2 PARTIAL PROGRESS (1-4) 4th Reporting Period (Second Only)	RENT IEP) 1 NO PROGRESS
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4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark:	JEP REPOR 3 SUBSTANTIAL PROCE met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No	CHIEVEMENT FROM CURR ON OF MARKS 2 PARTIAL PROGRESS (1-4) 4th Reporting Period (Second Only) Date: Progress Mark: Is progress sufficient to meet ar goal? Yes No	RENT IEP 19% of goal met dary Goa O nnual	1 NO PROGRESS 1 Achievement Dijective 1 Met: Yes No Dijective 2 Met:
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Los Angeles Unified S						
Student BARNOY		MI	Date of Birth 14-JU	L-2017	Meeting Date 09-AU	G-2022
Last	First	MI Section G: Annual G	oals and Objectives			
formance Area:	Visual motor C	Category: Visu	ıal Motor 🔻	Annual Goa	ıl #: 9	
As a measure of improve	ed visual motor skills, Zohar wi	ll be able to cut out a circle st	aying within 1/2 inches	of a target line, 4/5 of	opportunities.	
	to be reported to parents by coss Report or Report Card perio		f Progress and Achieven	nent from Current l	EP" form(s) which will b	e
		Methods of l	Evaluation			
State Assessments	Norm	Referenced	Criterion Refere	nced	Curriculum Based	d
Observation	Portfo	lio	Work Samples		Informal	
Other						
Incremental objective #			Incremental objective			
-	red visual motor skills, Zohar v		_		skills, Zohar will be able to	
square staying within 1/	2 inches of a target line, 4/5 op	portunities.	triangle staying withi	n 1/2 inches of a tar	get line, 4/5 opportunities.	
Date to be achieved:	September ♥ 2022		Date to be achieved:	January	▼ 2023 ▼	MO/Y
Date to be achieved:		T OF PROGRESS AND A		,		MO/Y
Date to be achieved: 4 GOAL MET OR EXCEEDED	IEP REPOR	T OF PROGRESS AND A	CHIEVEMENT FROM	M CURRENT IEP		MO/Y
4 GOAL MET OR	IEP REPOR	T OF PROGRESS AND A	CHIEVEMENT FROM ON OF MARKS 2 PARTIAL PROGR 4th Reporting Period	A CURRENT IEP		
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4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROCESSED Period	T OF PROGRESS AND AGE EXPLANATION GRESS (50-99% of goal 3rd Reporting Period	CHIEVEMENT FROM ON OF MARKS 2 PARTIAL PROGR 4th Reporting Period	A CURRENT IEP	al met) 1 NO PI Goal Achievement	
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4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	3 SUBSTANTIAL PROCEED TO THE PROPERTY OF THE P	EXPLANATION EXPLAN	CHIEVEMENT FROM ON OF MARKS 2 PARTIAL PROGR 4th Reporting Period Only) Date: Progress Mark: Is progress sufficient to goal?	ESS (1-49% of goal (Secondary	Objective 1 Met: Yes No Objective 2 Met: Yes No	ROGRES.
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4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please commen Needs More Time	IEP REPOR 3 SUBSTANTIAL PROCE met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No It: If "No" please comment: Needs More Time	EXPLANATION EXPLAN	CHIEVEMENT FROM ON OF MARKS 2 PARTIAL PROGR 4th Reporting Period Only) Date: Progress Mark: Is progress sufficient to goal? Yes No If "No" please comme	A CURRENT IEP ESS (1-49% of goal (Secondary) o meet annual	Objective 1 Met: Yes No Objective 2 Met: Yes No	ROGRES.
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please commen	IEP REPOR 3 SUBSTANTIAL PROCE met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No It: If "No" please comment:	EXPLANATION EXPLAN	CHIEVEMENT FROM ON OF MARKS 2 PARTIAL PROGR 4th Reporting Period Only) Date: Progress Mark: Is progress sufficient to goal? Yes No If "No" please comme Needs More Time Excess Absence/	A CURRENT IEP ESS (1-49% of goal (Secondary) o meet annual nt:	Objective 1 Met: Yes No Objective 2 Met: Yes No	ROGRES.
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4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please commen Needs More Time Excess Absence/Tardy Assignments Not Completed	IEP REPOR 3 SUBSTANTIAL PROCE met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No It: If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	EXPLANATION EXPLAN	CHIEVEMENT FROM ON OF MARKS 2 PARTIAL PROGR 4th Reporting Period Only) Date: Progress Mark: Is progress sufficient to goal? Yes No If "No" please comme Needs More Time Excess Absence/I Assignments Not	A CURRENT IEP ESS (1-49% of goal (Secondary) o meet annual nt: ardy Completed	Objective 1 Met: Yes No Objective 2 Met: Yes No	ROGRES.
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	IEP REPOR 3 SUBSTANTIAL PROCE met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No It: If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	EXPLANATION EXPLANATION SERESS (50-99% of goal and separate and separa	CHIEVEMENT FROM ON OF MARKS 2 PARTIAL PROGR 4th Reporting Period Only) Date: Progress Mark: Is progress sufficient to goal? Yes No If "No" please comme Excess Absence/I Assignments Not Need to review/re	A CURRENT IEP ESS (1-49% of goal (Secondary) o meet annual nt: ardy Completed	Objective 1 Met: Yes No Objective 2 Met: Yes No	ROGRES.
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please commen Needs More Time Excess Absence/Tardy Assignments Not Completed	IEP REPOR 3 SUBSTANTIAL PROCE met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No It: If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	EXPLANATION EXPLAN	CHIEVEMENT FROM ON OF MARKS 2 PARTIAL PROGR 4th Reporting Period Only) Date: Progress Mark: Is progress sufficient to goal? Yes No If "No" please comme Excess Absence/I Assignments Not Need to review/re	A CURRENT IEP ESS (1-49% of goal (Secondary) o meet annual nt: ardy Completed	Objective 1 Met: Yes No Objective 2 Met: Yes No	ROGRES.

Los Angeles Unified Scl	AUUI DISHICI					
Student BARNOY	ZOHAR		Date of Birth 14-JUL-20	017	Meeting Date 09-AUG-2022	
Last	First	MI		Date W-A00-2022		
		Section G: Annual G	oals and Objectives			
Formance Area:	Visual motor C	Category: Visu	ial Motor	Annual Goal #	t: 10	
As a measure of improved 4/5 opportunities.	visual motor skills, Zohar wil	The able to copy 80% of upp	ercase and lowercase letters of	of the alphabet wit	th functional legibility,	
Progress on annual goals to provided at either Progress	be reported to parents by co Report or Report Card perio	ods.	-	from Current IEF	" form(s) which will be	
		Methods of l	Evaluation			
State Assessments Observation Other	Norm I Portfol	Referenced	✓ Criterion Referenced✓ Work Samples		Curriculum Based Informal	
Incremental objective #1	related to the goal:		Incremental objective #2	2 related to the g	oal:	
	visual motor skills, Zohar w	vill be able to copy 20%			lls, Zohar will be able to copy 50	
or uppercase and rowercas opportunities.	e letters of the alphabet with	Tunctional legibility, 4/5	opportunities.	etters of the alpha	abet with functional legibility, 4/	
Date to be achieved:	September • 2022	MO/YR T OF PROGRESS AND A	Date to be achieved: CHIEVEMENT FROM C	January ➤ URRENT IEP	✓ 2023 ✓ MO/S	
Date to be achieved:		T OF PROGRESS AND A	CHIEVEMENT FROM C		• 2023 • MO/S	
Date to be achieved: 4 GOAL MET OR EXCEEDED		T OF PROGRESS AND A EXPLANATION		URRENT IEP	2023	
4 GOAL MET OR	IEP REPOR	T OF PROGRESS AND A EXPLANATION	CHIEVEMENT FROM CO	URRENT IEP	2023	
4 GOAL MET OR EXCEEDED	JEP REPORT 3 SUBSTANTIAL PROCE met) 2nd Reporting Period	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period	CHIEVEMENT FROM CO ON OF MARKS 2 PARTIAL PROGRESS	URRENT IEP	met) 1 NO PROGRES	
4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROC	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal	CHIEVEMENT FROM COON OF MARKS 2 PARTIAL PROGRESS 4th Reporting Period (See	URRENT IEP	met) 1 NO PROGRES	
4 GOAL MET OR EXCEEDED 1st Reporting Period Date:	3 SUBSTANTIAL PROCEMENT 2nd Reporting Period Date:	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date:	CHIEVEMENT FROM COON OF MARKS 2 PARTIAL PROGRESS 4th Reporting Period (See Only) Date:	URRENT IEP	met) 1 NO PROGRES	
4 GOAL MET OR EXCEEDED 1st Reporting Period	JEP REPORT 3 SUBSTANTIAL PROCE met) 2nd Reporting Period	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period	CHIEVEMENT FROM COON OF MARKS 2 PARTIAL PROGRESS 4th Reporting Period (Seconly)	URRENT IEP	net) 1 NO PROGRES Goal Achievement Objective 1 Met:	
4 GOAL MET OR EXCEEDED 1st Reporting Period Date:	3 SUBSTANTIAL PROCEMENT 2nd Reporting Period Date:	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date:	CHIEVEMENT FROM COON OF MARKS 2 PARTIAL PROGRESS 4th Reporting Period (See Only) Date:	URRENT IEP	net) I NO PROGRES Goal Achievement Objective 1 Met: Yes No	
4 GOAL MET OR EXCEEDED 1st Reporting Period Date:	3 SUBSTANTIAL PROCEMENT 2nd Reporting Period Date:	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date:	CHIEVEMENT FROM COON OF MARKS 2 PARTIAL PROGRESS 4th Reporting Period (See Only) Date:	URRENT IEP (1-49% of goal recondary G	net) 1 NO PROGRES Goal Achievement Objective 1 Met: Yes No Objective 2 Met:	
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to	3 SUBSTANTIAL PROCEMENT OF THE PROPERTY OF THE	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to	CHIEVEMENT FROM COON OF MARKS 2 PARTIAL PROGRESS 4th Reporting Period (Seconly) Date: Progress Mark: Is progress sufficient to me	URRENT IEP (1-49% of goal recondary G	net) I NO PROGRES Goal Achievement Objective 1 Met: Yes No	
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	JEP REPORT 3 SUBSTANTIAL PROCEMENT 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	EXPLANATION EXPLANATION OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal and a state of goal and goal	CHIEVEMENT FROM COON OF MARKS 2 PARTIAL PROGRESS 4th Reporting Period (Seconly) Date: Progress Mark: Is progress sufficient to magoal?	URRENT IEP (1-49% of goal recondary G	net) I NO PROGRES Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No	

Augules Unified School District Student BARNOY DILAR IN Date of Birth 14JUL-2017 Meeting Date 09-AUG-2022 Lax First MI Section K: Participation in State and District-wide Assessments nents administered will conform to those assessments determined for each grade by the California Department of Education and/or the Los Angeles Unified Sc District. DP-A - (Adaptations identified below are applicable) Sementy support	ne Angolos	Unified School	al District	INDIVIDUA	LIZED EDUC	CATION PROGR	AM (IEP)	Page 26
Last First MI Section K: Participation in State and District-wide Assessments ments administered will conform to those assessments determined for each grade by the California Department of Education and/or the Los Angeles Unified Sci District. EDP-A - (Adaptations identified below are applicable) aptations:						Date of Birth	14-JUL-2017	Meeting Date 09-AUG-2022
ments administered will conform to those assessments determined for each grade by the California Department of Education and/or the Los Angeles Unified Sci District. District. District. DP-A - (Adaptations identified below are applicable) aptations:			First		_			
aptations:	sments adn	ninistered will co			ed for each gra	de by the Californ		acation and/or the Los Angeles Unified S
			tified below are appl	icable)				
Sciencity's support.								
	· Selisory	support						

INDIVIDUALIZED EDUC	ATION PROGRAM (IEP)							
Los Angeles Unified School District Student BARNOY ZOHAR	Date of 14-JUL-2017 Meeting 09-AUG-2022							
Last First MI	Date of 14-JUL-2017 Meeting 09-AUG-2022 Birth Date							
Section N: Procedural Safegu	ards and Follow-up Actions							
A Parent's Guide to Special Education Services including Procedural R	ights & Safeguards was provided to the parent in his/her primary language.							
✓ The IEP Team Meeting Introductory Statements were read aloud at the b	eginning 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? \bigcirc Yes \bigcirc No	Select Preferred Language:							
Is the parent/guardian requesting official translation? Yes No	Select Preferred Language: Hebrew							
Specify the Individual Pages to be translated:								
All pages								
Special Requests:								
For students who are 17 years old, the student and parent(s)/guardian(s) to the student at 18 years of age, unless the court has determined otherw	have been informed that the educational decision-making rights will transfer ise.							
Pandemic Learning Loss Consideration of C	Compensatory and/or Recoupment Services							
Compensatory Education Consideration:	Recoupment Services Consideration:							
✓ The IEP team has reviewed and discussed whether compensatory education is required due to the COVID-19 pandemic. The IEP team has determined:	✓ 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							
Student received all of their special education and related aids and services required by their IEP. Compensatory education is not required.	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							
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.	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							
O 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.	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).							
Compensatory education consideration was documented on IEP dated	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 DELIBER	ATELY LEFT BLANK.							

INDIVIDUALIZED EDU	Page 28 of 39 ICATION PROGRAM (IEP)
Los Angeles Unified School District	
Student BARNOY ZOHAR Last First MI	Date of Birth 14-JUL-2017 Meeting Date 09-AUG-2022
	rticipation and Consent
Parent Participation	Parent Notification
Parent/Student (18-21) has participated in the IEP meeting.	Method Whom When
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	
O Parent/Student (18-21) did not attend and gave permission to proceed without them if they did not attend.	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 primplement those portions of the IEP to which the parent/student (18-21) ag	proposed IEP. The District will
Parent/Student (18-21) AGREES to all components of the IEP.	
Parent/Student (18-21) AGREES to all components of the proposed IEP WI	TH 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 component A Parent/Student (18-21) is not required to initiate any form of dispute resc	
information on dispute resolution processes in the District's publication, A and Safeguards). Parent Concert	Parent's Guide to Special Education Services (Including Procedural Rights as and Comments
Parent Concern	is and Comments
Signature(s)	10.4779.0000
Signature(s)	Date 10-AUG-2022
O Guardian O Student age 18-21 years age 18-21 years age 18-21 years	O Surrogate Parent O Emancipated Minor O Foster Parent
	ces and results for your child? Yes No No Response ng 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

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

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

os Angeles Unified School District	INDIVIDUAL	IZED EDUCATION PROGRA	AM (IEP)	Page 29
oo angees cannot senot some				Reconvened Meeting Date
Student BARNOY ZOHAR		Date of Birth		
Last First	MI		F.1.	
	Section R: N	ames and Signatures (Signatur	res on File)	
Team Member		Print Name	7	Signature
Parent/Guardian		Yael Barnoy participated via		
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		Pamela Bryson
General Education Teacher		Arlene Mendizabal participa	ted via Z	
School Psychologist		Ashley Laucis		Ashley Laucis
School Nurse		So (Anna) Hwang		So Hwang
Related Service Staff OT		Anastasia Malysheva		Anastasia Malysheva
Related Service Staff LAS		Shabnam Firouzian		Shabnam Firouzian
Related Service Staff				
nterpreter		Meir Elart participated via Z	oom	
Sign Language Interpreter				
Agency Representative				
Agency Representative				
Agency Representative				
Other				
Other				

Other

Other

INDI os Angeles Unified School District	IVIDUALIZED EDUCATION PROGRAM (IEP)	Page :
		Reconvened 03-JUN-2022 Meeting Date
Student BARNOY ZOHAR Last First	Date of Birth 14-JUL-2017	
	ction R: Names and Signatures (Signatures on File)	
Team Member	Print Name	Signature
Parent/Guardian	Yael Barnoy attended via Zoom	
Parent/Guardian	Zev Barnoy attended via cell phone	
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	PomeloBye
General Education Teacher	Arlene Mendizabal attended via Zoon	
School Psychologist	Ashley Laucis participated via Zoom	
School Nurse	So (Anna) Hwang	So Hwang
Related Service Staff OT	Anastasia Malysheva participated via	
Related Service Staff LAS	Shabnam Firouzian	Shabnam Firouzian
Related Service Staff		
Interpreter		
Sign Language Interpreter		
Agency Representative		
Agency Representative		

Agency Representative

Other

Other

Other

Other

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Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Reconvened Meeting Date 09-JUN-2022

Student BARNOY Last ZOHAR

Date of Birt

Date of Birth 14-JUL-2017

Meeting Date 09-AUG-2022

Se	ection R: Names and Signatures (Signatures on File)	
Team Member	Print Name	Signature
rent/Guardian	Yael Barnoy	4ael
rent/Guardian	Zev Barnoy participated via Zoom	
ident Age 18 - 21 years		
dent Under Age 18 years		
rogate Parent		
ster Parent		
mily Foster Home Provider		
lministrator	Elizabeth Baxter	Elizabeth Baxter
lministrative Designee		
ecial Education Teacher	Pamela Bryson	Parmulalitur
neral Education Teacher	Arlene Mendizabal	ae
hool Psychologist		
hool Nurse	So (Anna) Hwang	
lated Service Staff OT	Anastasia Malysheva	
ated Service Staff LAS	Shabnam Firouzian	
ated Service Staff		
rpreter		
n Language Interpreter		
gency Representative		
gency Representative		
gency Representative		
ner		

Page 32 of 39
09-AUG-2022
p A until the team F.
vironment.
a less restrictive t's required
there is a
child or on the
education
f the answer is NO,
tions be made
mmodations and/or
ate why in the box
education site in a

				INDIVIDUALIZI	ED EDUCATION PRO	GRAM (IEP)		Page 32 o
_	s Unified S	chool Dist	rict					
Student	BARNOY		HAR		Date of	14-JUL-2017	Meeting	09-AUG-2022
	Last		First	MI	Birth		Date	
			LEAS	T RESTRICTI	VE ENVIRONM	IENT ANALYSIS	\mathbf{S}	
			Т	o Be Completed By	the IEP Team at the II	EP Team Meeting		
				Student'	s Current Placement T	<u>ype:</u>		
Genera	l Education	Class/Gen	eral Education	on Site	O Special	Day Program/General	Education Site	
Special	Day Progra	ım/Special	Education C	Center	O Nonpu	blic School		
O Home/I	Hospital or	Residential	Care Facilit	ty				
IRECTI	ONS: Comp	olete the in	formation be	elow as part of the H	EP team discussion reg	garding placement from	the beginning at	Step A until the team
	reache	s the Step t	hat indicates	s YES. After reachin	ng the Step that indicat	es YES, it is also requir	ed to complete St	tep F.
				only occur if the na	ture or severity of the	student's disability is su	ch that placemen	t in a less restrictive
					achieved satisfactorily	7. The lack of current av		
upports, so ompelling	ervices, accor reason why	ommodation they cann	ns and modi ot be provid	ifications is not the s	achieved satisfactorily sole justification for pl		ictive setting, unl	ess there is a
upports, so ompelling	ervices, acco	ommodation they cann	ns and modi ot be provid	ifications is not the s	achieved satisfactorily sole justification for pl	acement in a more restri	ictive setting, unl	ess there is a
upports, so ompelling	ervices, accoreason why ervices that	ommodation they cannot he or she r	ns and modi ot be provid- needs.	ifications is not the sed. In selecting the l	achieved satisfactorily sole justification for pl LRE, consideration is	acement in a more restr	ictive setting, unl armful effect on t	ess there is a the child or on the
upports, so ompelling	reason why ervices that	ommodation they cannot he or she r	ns and modi ot be provid- needs.	ifications is not the sed. In selecting the l	achieved satisfactorily sole justification for pl LRE, consideration is	acement in a more restri	ictive setting, unl armful effect on t	ess there is a the child or on the
apports, so ompelling uality of s	reason why ervices that	ommodation they cannot he or she resupports, s	ns and modi ot be provid- needs. ervices, acco	ifications is not the sed. In selecting the l	achieved satisfactorily sole justification for pl LRE, consideration is good according to the consideration is good according to the second sec	acement in a more restr	ictive setting, unl armful effect on t	ess there is a the child or on the child or on the eral education
upports, so ompelling uality of s	cervices, accorreason why ervices that Can the classroo Yes	ommodation they cannot he or she resupports, s	If the ansigo to the o	ommodations and/or wer is YES, then a gquestion below.	achieved satisfactorily sole justification for pl LRE, consideration is a modifications in the separate education class the required supports.	accement in a more restrictiven to any potential had been to any potential had been trudent's IEP be made as trudent's IEP be made as trudent's setting is the approximation of the services, accommodation	ictive setting, unlarmful effect on to a setting vailable in a generopriate placement ons and/or modification.	ess there is a the child or on the child or on the cral education at. If the answer is NO facations be made
upports, so ompelling uality of s	Can the classroo	ommodation they cann he or she resupports, sem/setting?	If the anse go to the or available modificat	ommodations and/or wer is YES, then a gquestion below.	achieved satisfactorily sole justification for pl LRE, consideration is a modifications in the sequence deducation class the required supports, on classroom/setting?	acement in a more restriction to any potential has been to be any potential has been to be any potential has been to be a potentia	vailable in a gene ropriate placemen ons and/or modif	ess there is a the child or on the child or on the cral education at. If the answer is NC crations be made ccommodations and/o
upports, so ompelling uality of s	Can the classroo	ommodation they cann he or she resupports, sem/setting?	If the anse go to the or available modificat	ommodations and/or wer is YES, then a gquestion below. rently available, can in a general educations must be provid	achieved satisfactorily sole justification for pl LRE, consideration is a modifications in the sequence deducation class the required supports, on classroom/setting?	accement in a more restrictiven to any potential had a student's IEP be made a student's IEP be made as a room/setting is the approximately services, accommodation of YES, all required supposess a service of the services o	vailable in a gene ropriate placemen ons and/or modif	ess there is a the child or on the child or on the cral education at. If the answer is NO facations be made ecommodations and/o
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upports, secompelling quality of s	Can the classroo	ommodation they cann he or she resupports, sem/setting?	If the anse go to the or available modificat	ommodations and/or wer is YES, then a gquestion below. rently available, can in a general educations must be provid	achieved satisfactorily sole justification for pl LRE, consideration is a modifications in the sequence deducation class the required supports, on classroom/setting?	accement in a more restrictiven to any potential had a student's IEP be made a student's IEP be made as a room/setting is the approximation of the services, accommodation of YES, all required support of the services are supported to the services accommodation of the services accommodated to the services a	vailable in a gene ropriate placemen ons and/or modif	ess there is a the child or on the child or on the cral education at. If the answer is NO facations be made ecommodations and/o
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apports, so ompelling uality of s	Can the classroo Yes No Yes Can the classroo	ommodation they cann he or she resupports, sem/setting?	If the ansego to the current available modificat below. The	ommodations and/or wer is YES, then a gquestion below. rently available, can in a general educations must be providen go to Step B.	achieved satisfactorily sole justification for pl LRE, consideration is grant modifications in the sequence of the required supports, on classroom/setting? ed within a reasonable	accement in a more restrictiven to any potential had a student's IEP be made a student's IEP be made as a room/setting is the approximation of the services, accommodation of YES, all required support of the services are supported to the services accommodation of the services accommodated to the services a	vailable in a gene vopriate placemen ons and/or modifi ports, services, ar is NO, please art	ess there is a the child or on the child or on the cral education at. If the answer is NC fications be made ecommodations and/oriculate why in the box
apports, so compelling uality of s Step A.	Can the classroo Yes No Yes Can the classroo	supports, s No	If the ansodificate below. The	ommodations and/or wer is YES, then a gquestion below. rently available, can in a general educations must be providing go to Step B.	achieved satisfactorily sole justification for pl LRE, consideration is grant modifications in the sequence of the required supports, on classroom/setting? ed within a reasonable of modifications in the sequence of the required supports on classroom/setting?	acement in a more restricted to any potential has a student's IEP be made as a room/setting is the approximation of the services, accommodation of the services of the service	vailable in a gene ropriate placemen ons and/or modif ports, services, ar is NO, please art	ess there is a the child or on

available in a special day program on a general education site? If YES, all required supports, services,

articulate why in the box below. Then go to Step C.

accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please

INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Student BARNOY Date of 14-JUL-2017 Meeting 09-AUG-2022 Last First ΜI Birth Date ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued) To Be Completed By the IEP Team at the IEP Team Meeting Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a special school setting? Step C. If the answer is YES, then a special school setting is the appropriate placement. If the answer is NO, go to the O Yes O No question below. If not currently available, can the required supports, services, accommodations and/or modifications be made O Yes O No available in a special school setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step D. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting? Step D. If the answer is YES, then a home/hospital setting is the appropriate placement. O No If the answer is NO, go to the question below. If not currently available, can the required supports, services, accommodations and/or modifications be made O Yes available in a home/hospital setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step E. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a residential care facility? Step E. If not currently available, articulate in the IEP what supports, accommodations and/or modifications are required for O Yes O No the student in this setting.

Los Angeles	Unified Schoo	l District	INDIVIDUALIZE	D EDUCATION PROG	GRAM (IEP)		
Student		ZOHAR		Date of	14-JUL-2017	Meeting	09-AUG-2022
	Last	First	MI	Birth		Date	
	ANN			E ENVIRONME		(Continued)	
Step F.			in the contents of th luding (check all that	is IEP, and the placeme apply):	ent being considered b	y the IEP team, or	itweigh any potential
		Diminished acc	ess to the full range of	of the curriculum			
		Missed general	education instruction	taught by highly quali	ified staff		
		Rate at which s	tudent may earn cred	its for graduation			
		Lack of opportu	unity for social intera	ction			
		Lack of opportu	unities for age-approp	priate peer role models			
		Amount of soci	alization opportunitie	es with typical peers			
		Limited access	to peers in student's l	nome community			
		Lack of exposu	re to appropriate beh	avioral models from pe	eers		
		Other:					

INDIVIDUALIZED EDUCATION PROGRAM (IEP)
IEP FAPE Part 1 - Eligibility, Placements and Supports

Los Angeles Unified School District Student BARNOY ZOHAR

First

Date of Birth 14-JUL-2017

Meeting Date 09-AUG-2022

		Effective With this IEP	Future Changes Related to this IEP
	As of Date:	10-AUG-2022	01-AUG-2022
Eligibility: (from Page 4)		Eligible (AUT)	
(Hom 1 age 4)	Final IEP Reason Final IEP Effective Date:		
Curriculum		General Education	General Education
Placement	Type of School	District Non-Resident School	District Non-Resident School
	Name of School	WILBUR CEA	NEWCASTLE EL
Instructional Setting	Setting	Special Education	General Education
	Program	PAL	UTK/CC
	Special Day Minutes/Wk	1350	
	Addresses Goals	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)	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	None	None
	Assistive Technology Support	No	No
	Transportation	Home to School	Home to School
	Extended School Year/Intersession	Yes	
	Parent Counseling and Training (PCT)	• Yes No	
	ESY Transportation	Home to School	
Accommodation, Modifications, Supports	Instructional Accommodations	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 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, previe and review of new information to assist in comprehension, and additional time to respond.
	Instructional Modifications		
	Other Supports, including Non-Academic and Extra-curricular Activities		
Preparation for Three Year Review IEP (At the second Annual Review IEP Meeting, the team nust discuss and document the decision to	educational agency) agree that a reassessment is unnecessary?	Yes	
conduct or not conduct a three-year comprehensive reassessment.)			

Assistive Technology Equipment	
Participation in General Education	

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student BARNOY

ZOHAR

First

IEP FAPE Part 2 - Summary of Services

Date of Birth 14-JUL-2017

Meeting Date 09-AUG-2022

Last Fir		Date of Birth 14-JUL-2017	Meeting Date 09-AUG-2022	
		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	
6(Phonology)	Minutes/Interval:		1620	
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	
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	
	*		

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 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.

							Page 3
		IND	IVIDUALIZED EDUC	CATION PROG	RAM (IEP)		
Los An	geles Unified School	District		IEP FAPE P	art 2 - Summary o	of Services	
Student	BARNOY	COHAR		Date of Birth	14-JUL-2017	Meeting Date	09-AUG-2022
	Last	First	MI				
			FAPE Sum	ımary Grid			
Progra	am:	PAL		Setting:	Spec	ial Education	
Eligibi	ility:	Eligible (AUT)		Curriculum:	Gene	ral Education	
Transı	portation:	Home to School		Low Incident	Support: None	;	
Date I	District Received	10-2	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 e	xtent possible ("x"	all that could ap	ply for student, depe	nding on emergency c	ircumstances):	
	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	✓	~	~	~	~	
Extended School Year Services	✓	✓	✓	✓	✓	✓
Supplementary Aids and Services (provided in general education classes and other general ed environments)			✓	✓	✓	✓

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

		m Information	
By clicking this bo	the IEP team has reviewed the FAPE S	Summary Page to ensure that i	t reflects the IEP Team decisions.

INDIVIDUALIZED EDUCATION PROGRAM

Student		Angeles Unified So	hool District				(В	ehavior Interv	
,	BARNOY	ZOHAR][Date of B	irth (14-Л	L-2017	Meeting Date	e 09-AUG-2022
	Last	First	MI		5 2 1	1 111			
1		r impeding learning is:			Describe what it le				
1		hout permission			walks away from		•		J
2	•	C	lack of work produ		disrupts other st	udents	requires instruc	tion to stop	
-	instruction	al time is lost 🗸 🗀	negative interaction	n with peers					
	other								
	The need for	or a Behavior Intervent	ion Plan: 🔼 earl	v stage inter	vention (mode	rate \(\) serio	ous (extreme		
3	The need i	n a Benavior intervent	on rain.	y stage inter	vention () mode	rate O serie	ous Catreme		
	Frequency	or intensity or duration	of behavior: Frequ	iency (x)	Period I	ntensity	Duration (min)		
4	1)	
	Reporte	ed by			daily \	ow observed by	2	J	
	Keporu	FBA Report			alid/01	observed by			
PREVENT	LION		PART 1			ENVIRO	NMENTAL FACT	TORS AND NEC	ESSARY CHANGES
I KE V LIV.	11011	What are the pro	dictors for the beha		iona in which the h				
	5	what are the pre-	nctors for the bena	ivior: (Situai	ions in which the t	benavior is like	ry to occur: peop	ie, time, piace, su	ibject, etc).
	3	Disruption in	routines	☐ Work le	vel higher than	☐ Verl	oal directives		ack of predictability
		Time of day	104411165	student's ab	ility		conflict		ver stimulation
		Unstructured	tima	Internal	physical/emotiona		m conditions		pecific room arranger
				state			in conditions	S 5	pecific room arranger
		Events from environments	previous	Lack of	freedom, choice,				
		chvironments		desirable ac	ctivities, friends				
				Under s	timulation				
		Other Descr	ribe: attention see	eking					
		What supports t	he student using the	e problem be	havior? (What is n	nissing in the e	nvironment/curri	culum or what is	in the
servatio	on 6		riculum that needs		Ì	-			
alysis									
arysis	Present i	n the environment:	Classr	oom seating	arrangement	Noise level	S	✓ Intera	ctions (adult and/or p
	Missing	in the environment:	Peer st	tatus gained	for	Inappropria	te materials (age-	appropr Csinel	ietæ)solution skills
	wiissing	in the chynolinent.	misbehavi	ior		Schedule	()	—	tive communication v
			☐ Transi	tion skills		Task structi	ıring	parent	
			Re-tea	ching			ces not clear to	Com	nunications system
				skills instru	ction s	tudent	ces not clear to		Ž
			Choice						
	Oth	er (Missing/Present):							
		REM	IOVE STUD	ENT'S	NEED TO U	SE THE	PROBLEM	BEHAVIO	R
			OVE STUD						
erventi	on 7	What environme	ntal changes, struct	ture and supp	oorts are needed to	remove the stu			
erventi	on 7	What environme		ture and supp	oorts are needed to	remove the stu			
erventio	on 7	What environme	ntal changes, struct erials/Interactions to	ture and suppose the	ports are needed to e likelihood of beha	remove the stravior)	ident's need to use	e this behavior? (Changes in
erventi	on 7	What environme Time/Space/Mate Time Changes:	ntal changes, struct erials/Interactions to	ture and support or remove the	ports are needed to e likelihood of beha more time on tasks	remove the stravior)	ow completion in	e this behavior? (Changes in
erventi	on 7	What environme Time/Space/Mate	ntal changes, struct erials/Interactions to	ture and supported the Give r	oorts are needed to e likelihood of beha more time on tasks transition	remove the stravior) All	ow completion in	e this behavior? (Changes in each a closure system
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INDIVIDUALIZED EDUCATION PROGRAM

To Get: To Avoid: Describe: What team believes the student sneed met in an acceptable way?)	FUNCTIONAL FACTORS A rs because: (Function of behavior in ter Sensory input Tangible (desired item) Sensory input Task (too difficult) should do INSTEAD of the problem be	AND NEW BEHAVIORS TO TEArms of getting, protest or avoiding Attention (peer) Tangible (desired activity) Attention (peer) Task (too easy) Chavior? (How should the student of	something) Attention (staff) Attention (staff) Task (too long)
First M PART II Team believes the behavior occur To Get: To Avoid: Describe: What team believes the student seed met in an acceptable way?)	FUNCTIONAL FACTORS A rs because: (Function of behavior in ter Sensory input Tangible (desired item) Sensory input Task (too difficult) should do INSTEAD of the problem be	AND NEW BEHAVIORS TO TEA	ACH AND SUPPORT something) Attention (staff) Attention (staff) Task (too long)
Team believes the behavior occur To Get: To Avoid: Describe: What team believes the student s need met in an acceptable way?)	Sensory input Tangible (desired item) Sensory input Task (too difficult) Should do INSTEAD of the problem be	Attention (peer) Tangible (desired activity) Attention (peer) Tansk (too easy) Phavior? (How should the student of	something) Attention (staff) Attention (staff) Task (too long)
To Get: To Avoid: Describe: What team believes the student sneed met in an acceptable way?) will use scripted sentences to communication.	Sensory input Tangible (desired item) Sensory input Task (too difficult) Should do INSTEAD of the problem be	Attention (peer) Tangible (desired activity) Attention (peer) Task (too easy) chavior? (How should the student of	Attention (staff) Attention (staff) Task (too long)
To Avoid: Describe: What team believes the student seed met in an acceptable way?) vill use scripted sentences to communication.	Tangible (desired item) Sensory input Task (too difficult) Should do INSTEAD of the problem be	Tangible (desired activity) Attention (peer) Task (too easy) Chavior? (How should the student of	Attention (staff) Task (too long)
To Avoid: Describe: What team believes the student seed met in an acceptable way?) vill use scripted sentences to communication.	Tangible (desired item) Sensory input Task (too difficult) Should do INSTEAD of the problem be	Tangible (desired activity) Attention (peer) Task (too easy) Chavior? (How should the student of	Attention (staff) Task (too long)
Describe: What team believes the student seed met in an acceptable way?) will use scripted sentences to communication.	Sensory input Task (too difficult) should do INSTEAD of the problem be	Attention (peer) Task (too easy) chavior? (How should the student of	Task (too long)
What team believes the student s need met in an acceptable way?)	Task (too difficult) should do INSTEAD of the problem be	Task (too easy)	Task (too long)
What team believes the student s need met in an acceptable way?)	should do INSTEAD of the problem be	chavior? (How should the student of	
need met in an acceptable way?) vill use scripted sentences to commun	nicate to the teacher, her interests, war		escape/protest/avoid or get his/he
need met in an acceptable way?) vill use scripted sentences to commun	nicate to the teacher, her interests, war		
		nts and needs, and wait for the te	
		nts and needs, and wait for the te	
			and support to
What teaching Strategies/Necessa	ary Curriculum/Materials are needed?		
8 8	•		
7 D. 44			G 16
			Self-management syster Learning structured cho
routines			Learning to request brea
Learning new scripts	organization	resolution	Carning to request orea
Other			
Who will establish?	Who will monitor?	Frequency:	
teacher	teacher	daily	
What are reinforcement procedure	es to use for establishing, maintaining,	and generalizing the replacement	behavior(s)?
Physical:	High-fives	Smiles	Handshake
	Pat on the back		
Verbal:	✓ Use specific praises	Decree of the section of the decree	Peer recognition
Contingent Access:	Time on the computer		Listen to music
Contingent / tecess.	✓ Preferred activity		Other student preferen
Tancibles			
•			Seating Location
Privileges:		Extra test points	
Other ideas:			
Selection of reinforcer based on:	student preferences		
reinforcer for using replacement	ent behavior 🗸 reinforcer for genera	Il increase in positive behaviors	
By whom?	Frequency		
teacher	daily		
	Better communication skill Following schedules & routines Learning new scripts Other Who will establish? teacher What are reinforcement procedur Physical: Verbal: Contingent Access: Tangibles Tokens and Points: Privileges: Other ideas: Selection of reinforcer based on: reinforcer for using replacem By whom?	routines Learning new scripts Other Who will establish? Who will monitor? teacher What are reinforcement procedures to use for establishing, maintaining, Physical: High-fives Pat on the back Verbal: Contingent Access: Time on the computer Preferred activity Positive phone calls or notes to home Tokens and Points: Trivileges: Other ideas: Selection of reinforcer based on: student preferences reinforcer for using replacement behavior reinforcer for general By whom? Learning notebook organization Physical: High-fives Pat on the back Verbal: Time on the computer Preference activity Positive phone calls or notes to home Tokens Exempt assignment	Following schedules &

INDIVIDUALIZED EDUCATION PROGRAM

Behavior Intervention Plan

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

Student			ol District		(Benavior	r Intervention Plan, pg. 3 of 3)
student	BARNOY	ZOHAR		Date of Birt	h 14-JUL-2017	Meeting Date 09-AUG-2022
	Last	First	MI			
OUTCO	MES		PART IV		BEHAVIORA	L GOALS
13	Behavioral Go	al: Goal #: 7				
	needs, ('I want s	some,' 'I want more,		will help,' etc.), and s	she will wait for the teacher	to the teacher, her interests, wants ar
ervation	_		✓ Increase use of replace behavior ✓ Develop ne			se the problem behavior
	· · · · · · · · · · · · · · · · · · ·		ifications also necessary?	Where described?		
\circ	Yes O No					
Are	environmental su	pports/changes nec	essary?			
O ,	Yes O No					
Is re	inforcement of re	placement behavior	- alama amayyah? (ma mayy ta			
			r alone enough? (no new to	eaching is necessary)	?	
\bigcirc			r alone enough? (no new te	eaching is necessary)	?	
_	Yes O No				?	
Are	Yes No No both teaching of r		ehavior AND reinforcemen		?	
Are	Yes No No both teaching of r	new replacement be	ehavior AND reinforcemer	nt needed?	?	
Are	Yes No No both teaching of r	new replacement be		nt needed?	?	
Are	Yes No No both teaching of r	new replacement be	ehavior AND reinforcemer	nt needed?	?	
Are	Yes No No both teaching of rayes No BIP to be coording. Yes No	new replacement be	ehavior AND reinforcemer gency's service plans? Ager	nt needed?	?	
Are	Yes No No both teaching of rayes No BIP to be coording. Yes No	new replacement be	ehavior AND reinforcemer gency's service plans? Ager	nt needed?	?	
Are	Yes No No both teaching of rayes No Sell BIP to be coording.	new replacement be	ehavior AND reinforcemer gency's service plans? Ager	nt needed?	?	
Are This Person	Yes No No both teaching of rayes No Sell BIP to be coording.	new replacement be	ehavior AND reinforcemer gency's service plans? Ager	nt needed?		ATION PROVISIONS
Are On This Person	Yes No both teaching of racy No BIP to be coording. Yes No No on responsible for UNICATION	new replacement be	ehavior AND reinforcement gency's service plans? Agent agencies.	nt needed?		ATION PROVISIONS
Are On This Person	Yes No both teaching of rayes No BIP to be coording. Yes No No on responsible for Manner and	new replacement be nated with other ag r contact between a	ehavior AND reinforcement tency's service plans? Agent tency's service plans?	nt needed?	COMMUNIC	ATION PROVISIONS
Are This Person	Yes No both teaching of r Yes No BBIP to be coordin Yes No on responsible for JNICATION Manner and Phone ca	new replacement be nated with other ag r contact between a content of commun	ehavior AND reinforcement sency's service plans? Agent segencies. PART V nication:	nt needed?	COMMUNIC Written notes	
Are This Person	Yes No both teaching of r Yes No BIP to be coording Yes No on responsible for UNICATION Manner and Phone ca Daily rep	new replacement be nated with other ag r contact between a content of communities.	ehavior AND reinforcement tency's service plans? Agent tency's service plans?	nt needed?	COMMUNIC	
Are This Perso	Yes No both teaching of r Yes No BIP to be coordin Yes No on responsible for JNICATION Manner and Phone ca Daily rep Weekly r	new replacement be nated with other ag r contact between a content of communities.	ehavior AND reinforcement sency's service plans? Agent segencies. PART V nication:	nt needed?	COMMUNIC Written notes	
Are This Perso	Yes No both teaching of r Yes No BIP to be coording Yes No on responsible for UNICATION Manner and Phone ca Daily rep	new replacement be nated with other ag r contact between a content of communities.	ehavior AND reinforcement sency's service plans? Agent segencies. PART V nication:	nt needed?	COMMUNIC Written notes	
Are This Perso	Yes No both teaching of r Yes No BIP to be coordin Yes No on responsible for JNICATION Manner and Phone ca Daily rep Weekly r	new replacement be nated with other ag r contact between a content of communities orts	ehavior AND reinforcement sency's service plans? Agent segencies. PART V nication: Daily chart	nt needed?	COMMUNIC Written notes	
Are This Person	Yes No both teaching of r Yes No BIP to be coording Yes No on responsible for UNICATION Manner and Phone ca Daily rep Weekly rep Other Between	new replacement be nated with other ag r contact between a content of communities orts	ehavior AND reinforcement sency's service plans? Agent segencies. PART V nication:	nt needed?	COMMUNIC Written notes	

		DUALIZED EDUCATION			1 age 37 61 37
Los Angeles Unified School		H SERVICES CERTIFICA	ATION (LAS CERTIFICATI	ON)	Attachment B
StudenZOHAR BARNOY	Date	14-JUL-2017	Meeting	09-AUG-2022	Attachment B
Stude Marine Drinero 1	of	14 JOE 2017	Date	07 110 G 2022	
	Birth				
This page is to be completed fo	or students with Special Education	eligibility other than SLI wh	en determining the need for L	AS services to suppo	ort the provision of
FAPE.	•	C 1, 6, 1	in .		•
	Stan 1a Canaral Ed	Complete Step 1a or	The Check items as completed		
	•		•		
development regarding languar therapist for appropriate classic. Intervention support mon	plemented, including English Lan age standards in the curriculum an room accommodations, consultati- itored over several weeks, and mo ccessful, student referred for spec	d referral for Special Educat on with the SSPT that included diffied interventions as neces	ion, consultation between the ces an EL expert if student is id	lassroom teacher an entified as an Englis	d school speech
Screening by a speech the	erapist or a Student Success Team at for non-LAUSD enrolled presch	meeting (including a speech	therapist) with the focus being	speech and languag	ge concerns OR an
	Ster	1b. Interventions Not A	pplicable		
Interventions not applicab	ble for non-LAUSD enrolled preso	choolers or when determined	unnecessary by the speech the	rapist.	
- 11	*		Check items as applicable	1	
2			спеск ист из приспыс		
	lelay does not appear to be due to r to be due to a lack of instruction	, .	s or limited language experien	00	
	r to be due to a fack of instruction r to be due to environmental facto		s of infinited language experien	ce.	
• • • • • • • • • • • • • • • • • • • •	r to be due to economic factors.				
The delay does not appea	r to be due to social or cultural fac	etors.			
	Step 3. Assessment - Cl	neck either A or B, and c	omplete the remaining iter	ns	
• A. Student has received a impairment is suspected) OR	an assessment by a school psychol	ogist that gives an indication	of where the student's general	l ability lies. (if a la	nguage
	ssment is not required if the suspe				
	alth assessment that rules out whe	· ·	-	-	
of multiple measures of assess	d speech therapist has conducted a sment, including but not limited to nt interview or checklist, teacher i	standardized test instrumen	ts (or alternate forms of assessi	ment if necessary), for	
Step 4. Deter	mination of the Need for LAS	S Service (for students wi	th Special Education eligil	oility <i>other than S</i>	<i>LI</i>):
and Language Services are ne spoken language to such an ex The presenting need for I	ined that speech and language relacessary due to the results of a forrestent that it adversely affects his/h. AS service is not due to: social metion or the unfamiliarity with the area(s) of difficulty:	nal assessment, which indica er educational performance a aladjustment, health factors,	tes that the student demonstrat and cannot be corrected withou	es difficulty understate to speech and language	anding or using ge related services.
Fluency disorder					
Voice disorder					
placement in the	le, the IEP Team must conside e least restrictive environmen als and supports and accomm and carry-	t. The IEP team should a	lso include teacher and pa vement of goals and object	rent participation	in the