Student Identificati	School Distr ion	200247X466	SSID 80	639974765		Elig	ible (AUT)
Number Student GOLDBI	ERG SH	AYELL	Ī		Date of Birth:	_	0-OCT-2017
Last		First	MI		Date of Birtin.	30	-001-2017
			Section A: Me	eeting Information			
	Perti	nent Dates			Type of M	Aeeting	
Date of Initial IEP Team	n Meeting	02-JUN-2022		○ Initial		Amendr	nent of IEP dated
Date of Present Meeting	y	02-JUN-2023					
Annual Review to be co	onducted by	02-JUN-2024		Annual Review		Early St	art Transition
Next Three Year Review conducted by	v will be	01-JUN-2026		Three Year Review		Expulsion	on Analysis
Γhree Year Review or E	valuation	02-JUN-2023		Other		◯Individu	al Transition Plan
vas conducted on		00 7777 0000					
Transition to Kindergard conducted by	ten to be	02-JUN-2023					
ocation of Meeting	S	SP ED INF/PRE	(1989)	District Name	Los Angele	s Unified S	chool Distri
			Section B: Stu	ıdent Information			
Date of Birth	30-OCT-20	17	Age	5	Grade		-1
Gender	Male C	Female	Ethnic Code	White			
Location of the Psych	SP ED INF	/PRE (1989)	Student has no Psych Folder				
Location of the Cum Folder			Student has no Cum Folder	✓			
Home Language			Student Language		Alternate Mo Communica		
Home Address of Student	5514 MAS	ON AVE					
City	WOODLA	ND HILI CA	ZIP Code	91367			
Home Telephone	(310) 925-6	5257	Daytime Telephone		Emergency 7	Telephone	
School of Attendance	Sp Ed Inf/F	're (1989)	Location Code	1989			
School of Residence	Calvert Ces	3	Location Code	2712			
Name of Parent/Guardian	Doran and	Orly Goldber	Telephone	(310) 925-6257			
Address	same as Sh	ayel					
City		CA	ZIP Code				
Surogate Parent			Telephone				
Attends CURRENT SO of the following	CHOOL as a r	esult of one	Preschool Program	v)			
s the student living in a Home (FFH)?			Yes	FFH#			
s FFH Provider related	to student?		Yes O	Relationship			
Licensed Children's Inst	titution	O No	Yes	LCI Name			
				LCI#			
Out of the home placem	ent made by	_	egional Center	O Department of Mental	Health (Departm	ent of Children's Servic
Child's family living wi	thin LAUSD's		perior Court O O Yes	Other			

	T. 10 10 1 10 1 1	INDIVIDU	JALIZED EDUC	CATION PROGRAM (IEP)	Page 2 of 3
	Unified School District GOLDBERG SHAYELL	I		Date of Birth 30-OCT-2017	
Student	Last First	MI			
		S	ection C: Lang	uage Acquisition	
Language Clas				Start Date:	
Withdrawal by	Parent Request:	(Yes No	Reclassification Date:	
ELPAC Perfor	mance Level and Performance Descriptor	or:		Test Date:	
Alternate ELP. Descriptor:	AC Performance Level and Performance			▼ Test Date:	
				vement from Current IEP	
			Achieved		
Goal for: (exa	ample - Reading)	Yes	No	If No, explain the reason the goal/objective was not achieved	1
1	COGNITVE		\circ		
Category	Cognitive Development		-		
	Objective 1 met	0	0		
	Objective 2 met		Ō		
2	SOCIAL EMOTIONAL		0	increased level of support still required	
Category	Social Emotional	= -		tt	
-	Objective 1 met	0	0		
	Objective 2 met	0	<u> </u>	increased level of support still required	
3	SOCIAL EMOTIONAL		<u> </u>	increased level of support still required	
Category	Social Emotional			increased level of support still required	
0 1	Objective 1 met	0	0		
	Objective 2 met		0		
4	SOCIAL EMOTIONAL		<u> </u>	:	
Category	Social Emotional			increased level of support still required	
Cutegory	Objective 1 met		0		
	Objective 2 met				
5	PRAGMATICS (LAS)		0		
			0		
Category	Language − Pragmatics Objective 1 met	_			
	•	0	0		
	Objective 2 met	0	0		
6	SENSORY PROCESSING (OT)		0		
Category	Sensorimotor •				
	Objective 1 met	0	0		
_	Objective 2 met	0	0		
7	(VISUAL MOTOR (OT)		0		
Category	Visual Motor	_	_		
	Objective 1 met	0	0		
	Objective 2 met	<u> </u>	0		
8			0		
Category	<u> </u>				
	Objective 1 met	0	0		
	Objective 2 met	0	0		
9			0		
Category	·				
	Objective 1 met		\circ		
	Objective 2 met		0		
10			Ō		
Category	·				
	Objective 1 met	0	0		
	Objective 2 met	Ō	0		

Page 3 of 38 INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Student GOLDBERG SHAYELL Date of Birth | 30-OCT-2017 Meeting Date | 02-JUN-2023 First MI **Section E: Present Level of Performance** Performance Area: Health Health Category: Assessment/Monitoring Process Used: Parent health questionnaire and review of records State/District Assessment Results: N/A Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): This health assessment is a review of the information obtained from the Health Questionnaire For School Enrollment form. This information was obtained from the parent Orly Goldberg. STRENGTHS: Parent reports no current health condition or past major medical diagnosis such as diabetes, chronic ear infections, seizure/convulsions, or severe allergies. Parent reports no current use of prescription medication or medical treatments/procedures. No history of surgery or hospitalizations in the last 2-3 years. Parent reports no vision problem and does not require corrective lenses. Parent reports no hearing problems. He is alert, active and ambulatory. AREAS OF NEED: Student has asthma and may occasionally experience coughing, wheezing or shortness of breath. He needs assistance with feeding and wiping/dressing after toileting. IMPACT OF DISABILITY: Health does not impact their ability to access, participate or progress in the educational program. ACCOMMODATIONS: : Notify parent promptly if student is coughing, wheezing or experiencing shortness of breath, first aid provided by trained staff as needed. Call 911 if student is in respiratory distress. Trained staff to provide assistance with feeding and wiping/dressing after toileting. Completed by Adelaida Gokim, RN 5/26/23 Performance Area: V Category: Assessment/Monitoring Process Used: State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):

Page 4 of 38 INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Student GOLDBERG SHAYELL Date of Birth 30-OCT-2017 Meeting Date | 02-JUN-2023 First MI Last **Section E: Present Level of Performance** Performance Area: Language Category: Language Assessment/Monitoring Process Used: review of records, parent interview State/District Assessment Results: n/a Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):

BACKGROUND: Shayel is a 5-year 7-month old child referred for a comprehensive evaluation and possible placement into a school based intervention program. Parents reported concerns about verbal language and overall communication. Per parent report, Shayel's primary language is Hebrew. Currently, Shayel receives speech and language services two times a week through the private insurance. Additionally, Shayel has an adult 'shadow' when at school due to safety concerns. He has been working on the following goal: Student will use a multimodal communication system (signs, words, word approximations, gestures, etc.) to greet, request, label, respond to communicative bids of others and/or answer simple questions that are familiar or part of a routine on 7/10 occasions throughout the school day given minimal-moderate models, prompting and cues.

STRENGTHS: Shayel is an active child with emerging language. He is a speaking child. In the area of expressive language, he uses a combination of words, gestures, and actions to communicate and his vocabulary is growing. According to parents, Shayel uses words, physical manipulation (e.g. pulling, bringing items), and gestures (e.g., pointing) to communicate his wants and needs, to request, and to refuse (e.g., walking away, pushing items away). He labels objects and actions, colors, and body parts (e.g., eyes, nose) spontaneously and when asked a question (e.g., What's this? What doing? What color?). He can answer simple wh- questions and infrequently asks questions. The clinician reported he requested with the utterance 'What do you have in the present?' in a recent therapy session. However, Shayel's responses to verbal prompts and questions depends on his level of motivation and engagement in the activity. His spontaneous verbalizations are mostly single words though parents noted that they have observed an increase of him combining words. Shayel's private speech therapist reported that he demonstrates more expanded language during her structured speech sessions.

Performance Area:	Language	
Category:	Language	•
Assessment/Monitoring Process Used:	review of records, parent interview	
State/District Assessment Results:	n/a	

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

In terms of receptive language, Shayel demonstrates some non-verbal turn-taking, knowledge of cause and effect, goal directed behavior, and knowledge of object function. Shayel follows simple one-step directions with repetitions, locates objects in response to 'where' questions and gives toys on verbal request often supported by prompts and redirection. He identifies common objects in the environment and in pictures (e.g. show me the ball, show me the bird). In the area of pragmatic use of language, Shayel demonstrates some functional play (e.g. feeding baby dolls, building with blocks). Shayel displays mostly solitary play. Parents noted that he appears to be starting to show interest in other kids by saying hi to them; however, sometimes he will run away from other kids. His private speech clinician reported that he enjoys books especially Pete the Cat books.

AREAS OF CONCERN: Shayel's functional language is significantly limited and he typically uses 1-word utterances in his spontaneous output. Additionally, the number of communicative functions for which he uses verbal language is limited. At this time Shayel produces verbalizations mostly to greet and bid farewell to familiar people when prompted, to request, and to refuse (e.g., 'no!') an object or action. He also relies on preverbal means of communication (e.g., pointing and physical manipulation) to make requests. Review of records indicate that Shayel displays difficulties with use of appropriate eye contact, joint attention, non-verbal turn-taking, and intentional communication skills. Shayel displays self-directed behavior and engages in self-directed play. Shayel has been working on using pronouns and sequencing in his private speech therapy. The clinician reported that he continues to use these skills inconsistently.

IMPACT ON EDUCATION: Shayel's disability of Autism is accompanied by a language disorder that affects his ability to communicate which impacts his involvement and progress in the general education curriculum.

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INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Student GOLDBERG SHAYELL Date of Birth 30-OCT-2017 Meeting Date | 02-JUN-2023 First MI Last **Section E: Present Level of Performance** Performance Area: Social Emotional Category: Social Emotional Development CTAR, Parent Report, Gen Ed teacher, Student Observation Assessment/Monitoring Process Used: State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Areas of Strengths: When Shayel is upset, he will go to an adult for support (hugs, sitting on lap). When Shayel receives adult support to regulate self-control, he is generally responsive. Shayel can give and share upon request. He says 'hi' to adults and can engage with adults by sitting on laps, and converse. With peers, he can say 'hi' or interact when prompted to do so. Areas of Weakness: Shayell continues to benefit from support to reduce impulsivity and demonstrate self-control of feelings and behaviors. on sustaining longer and meaningful play with peers around a shared idea. He needs support to provide language models to help him express his feelings, and negotiate conflicts. Shayel will grab things from others, specifically when the items were items that he typically plays or belonging to his BII. Shayel benefits from support to follow classroom rules and engage in safe behavior in the classroom, such as not to climb on furniture to look out the window. Per ABA progress report submitted by family; Current concerns include; loud screaming/crying, Elopement in the community, not safety awareness, transitional difficulty, self-stimulatory (twirling, a repeated running back and forth, and tensing body), and oral seeking behavior (licking no edible items, and exploring his environment with his mouth). Impact of Disability on Educational Performance: Shayel demonstrates challenges with social emotional skills that affect his ability to maintain optimal participation within the school setting, which impacts his involvement and progress in the general education curriculum. Performance Area: Language Development Language Development Category: Assessment/Monitoring Process Used: CTAR, Parent Report, Gen Ed teacher, Student Observation State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Areas of Strengths: Shayel shows understanding of a variety of phrases or sentences. He can carry out familiar 1 step commands, and occasionally two step, familiar, related commands. Expressively, Shayel communicates with a combination of gestures, short phrases and simple sentences. He can engage in simple back and forth conversations, typically about his schedule or preferred topics. Areas of Needs: Shayel is still working on expanding his sentences and ability to understand more complex sentences. For example, He requires questions to be broken down in order to increase comprehension. Impact of Disability on Educational Performance: Shayel demonstrates challenges with expressive and receptive communication skills that affect his ability to maintain optimal participation within the school setting, which impacts his involvement and progress in the general education curriculum.

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INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Student GOLDBERG SHAYELL Date of Birth 30-OCT-2017 Meeting Date | 02-JUN-2023 First MI **Section E: Present Level of Performance** Performance Area: Sensorimotor Category: Sensorimotor Assessment/Monitoring Process Used: record review, parent/therapist input State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): The following information is based on a Progress Summary provided by Shayel's occupational therapist, Ms. Roxanne Benjamin, MA, OTRL: Areas of Strength: Shayel works very hard during his OT sessions. He enjoys his routine, and requests to start each session the same way, singing two familiar songs with movement (Slippery Fish and 5 Green and Speckled Frogs). Shayel is able to participate in the movements for these songs independently, although he benefits from prompts to sustain engagement in the movement for the duration of each verse, or to improve the quality of his movements. Shayel tends to want to rush through activities, and focus on what is coming next, rather than what he is working on in the moment. Therefore, he will often move through songs and their actions quickly, but responds well to cues to slow down. Shayel demonstrates good attention for preferred activities - these include his preferred songs (including a few others than those mentioned above); making 'pizza' with playdoh; or using specific toys he requests. Areas of Need: Shayel's attention for non-preferred tasks can fluctuate. These include visual motor tasks such as coloring, drawing, writing, and cutting. During these tasks, he at times responds well to positive reinforcement to redirect and sustain his attention for several minutes to complete portions independently. At other times, he demonstrates increased distractibility and avoidance, with difficulty being redirected, including when provided sensory breaks prior to the task. With regard to multi-step tasks, Shayel can complete a simple 2-4 step obstacle course for several repetitions, with minimal verbal cues. However, he does have difficulty generalizing this ability to more complex tasks such as completing a multi-step arts and crafts activity, without maximal support and assistance. Performance Area: Category: Assessment/Monitoring Process Used: State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Shayel's fine motor and visual motor integration skills have improved over the last several months. When coloring, drawing, or writing, Shayel is able to use a quadrupod grasp on a crayon. He does at times revert to a fisted grasp, but can easily be redirected to use a more mature grasp. With moderate to maximal cues to attend, Shayel is able to make a good effort to color on a specific target on a picture. However, his movements are typically large and static, with poor control to use smaller, more dynamic movements. This challenge is also noted when practicing writing his name. Shayel understands and is able to demonstrate the correct movement patterns to write the uppercase letters of his name. However, due to poor fine motor control, his letters are typically large and have no clear start or stop point. He does respond well to visual and physical cues. These include providing him boxes with dots for start points to write each letter in, as well as stabilizing his hand and wrist to help provide him more control when practicing writing. These challenges are also noted when imitating strokes or drawing in a path. When using scissors, Shayel does require minimal assistance to don the scissors correctly. He is able to open and close them independently, but requires maximal assistance to control his movements and stabilize the paper with his left hand, in order to cut on a line.

Impact of disability on academic and overall performance: Shayel's disability of Autism impairs his fine motor, visual motor and sensory processing skills which impacts his involvement and progress in the general education curriculum.

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Los Angeles Unified School District	INDIVIDUALIZED EDUCATION PROGRAM (IEP)	
Student GOLDBERG SHAYE	Date of Birth 30-OCT-2017 Meeting Date 02-JUN-2023)
Last Fir	rst MI Section E: Present Level of Performance	
Performance Area:	Literacy Developmnet	
Category:	Literacy Development	
Assessment/Monitoring Process Used:	CTAR, Gen Ed teacher, Student Observation	
State/District Assessment Results:		
Current Performance/Assessment Summar	y (include student strengths, student needs and impact of disability on student performance):	
particular books. He can identify many le Areas of Need: Shayel does not yet demonstrate consiste Impact of Disability on Educational Perf	preference (Daniel the Tiger, Wheels on the Bus). He can sing along and respond to simple questions about those etters He can label what he sees in the book and point to pictures when asked. ent interest in literacy. He resists reading new books and engaging in conversations about them. Formance: Shayel demonstrates challenges with literacy development in both reading and writing, that affect his within the school setting, which impacts his involvement and progress in the general education curriculum.	
Performance Area:	Mathematic Development	
Category:	Math	
Assessment/Monitoring Process Used:	CTAR,, Gen Ed teacher, Student Observation	
State/District Assessment Results:		
Current Performance/Assessment Summar	y (include student strengths, student needs and impact of disability on student performance):	
Areas of Strength: Shayel is able to rote count until 10 . He	can give 1-4 items upon request with some consistency. He knows basic colors and shapes.	
	measurement language. He does not yet demonstrate number sense of quantity with consistency, as he does not not or give items upon request with consistency. He does not yet respond to questions about '1 more.'	
	formance: Shayel demonstrates challenges with mathematic development in numeric awareness, measurement and maintain optimal participation within the school setting, which impacts his involvement and progress in the	

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INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Student GOLDBERG SHAYELL Date of Birth 30-OCT-2017 Meeting Date | 02-JUN-2023 First MI **Section E: Present Level of Performance** Performance Area: Social Emotional-Behavioral Category: Social Emotional Assessment/Monitoring Process Used: Parent Provided ABA Progress Report State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): BEHAVIOR INTERVENTION PLAN: Caregivers and adults working with Shayel will use specific strategies based in ABA to reduce maladaptive behaviors and increase adaptive and functional behaviors. The following strategies will be implemented into Sayles's behavioral program: Beautiful Minds Center implements an in-home behavioral therapy program based in Applied Behavior Analysis. A primary diagnosis of autism spectrum disorder made by a licensed mental health professional (Psy.D. or Ph.D.) or a licensed medical professional (M.D.) must be in place prior to the start of treatment as an admission requirement. Upon authorization, a Board-Certified Behavior Analyst (BCBA) or a licensed mental health professional conducts the initial assessment and functional behavior analysis, which is then submitted to the appropriate insurance carrier for authorization of services. A paraprofessional provides direct 1:1 service to clients and families who are supervised by a BCBA or licensed mental health professional. The paraprofessional will carry out the behavior treatment plan and will be supervised by a BCBA or licensed mental health professional. Services are provided on a regular or daily basis according to client and family availability. Parent participation will be included in the treatment plan and parents will be trained and instructed on how to manage client's maladaptive behaviors. Once mastery is attained, new learning will be generalized in the community. The program supervisor will monitor and oversee the treatment plan, as well identify when additional services that the agency does not provide are needed (e.g., speech therapy, occupational therapy, social skills group, etc...). Supervisor will initially discuss appropriate additional services with parents and upon) verbal and/or written consent will coordinate contact with appropriate referral. Performance Area: Category: Assessment/Monitoring Process Used: State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Continued..... COORDINATION OF CARE: Given that all the appropriate release documentation has been filled out by Shayel's legal guardian's program supervisor and team will meet regularly with other care providers to ensure consistency and continuity of treatment plan implementation. This includes, but is not limited to: Occupational Therapy, Speech Therapy, Physical Therapy, therapist and/or school personnel. Program supervisor will also work with school care providers on adapting behavioral interventions for the school setting and will teach school care providers how to implement interventions in the school setting. GENERALIZATION: The arrangement for generalization will include generalization of every goal across 3 different settings, 3 different people, and using 3 different stimuli to target each skill. Shayel will receive behavioral intervention from a team of 1-3 therapists, program supervisor, and caregivers. Caregivers will be trained in modeling appropriate behavior, following through on instructions presented, and taught intervention strategies to help address Shayel's maladaptive behaviors. In addition, setting-generalization will be provided throughout Shayel's home, school setting, and on community outings. FAMILY INVOLVEMENT: Family involvement and participation in services is a critical component of in-home ABA therapy. All parent(s), legal guardians, and authorized caregivers are required to be present during behavior therapy sessions and participate both during and outside of sessions to ensure maximum treatment efficacy. Failure to participate in treatment or noncompliance of services may result in reduced treatment success and possible discontinuation of services. Beautiful Minds will work closely with Shayel's family to develop the skills necessary to implement the behavior intervention plan in a consistent manner for the purpose of treatment efficacy, generalization and enhancing family members' interactions with Shayel. continued on the next page.....

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INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Student GOLDBERG SHAYELL Date of Birth 30-OCT-2017 Meeting Date | 02-JUN-2023 First MI **Section E: Present Level of Performance** Performance Area: Social Emotional-Behavioral continued..... Category: Social Emotional Assessment/Monitoring Process Used: Parent Provided ABA Progress Report State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Parent involvement will be documented in the progress note. Parents will be taught how to manage maladaptive behaviors, how to use reinforcement strategies, the functions of behaviors, the levels, and types of prompting, how to set limits and consequences, how to recognize appropriate developmental milestones, and how to place behaviors on extinction. Homework assignments, role-plays, and in vivo instructions will be utilized. Parents will also be provided with literature, as necessary. Modifications to the treatment plan will be made when Shayel and family have met the specific goals and/or skills outlined in the treatment plan. All treatment plans and functional behavior assessments will be reviewed with the family. Shayel's parents and any additional caretakers will be targeted for treatment. There are no outside organizations and/or community resources that the family utilizes for support. BARRIERS TO TREATMENT: Client and family do not currently present with any barriers to treatment. Both parents and additional caretakers are committed to implementing the behavior intervention plan on a consistent basis. There is no presence of relevant legal issues pertaining to the client and/or family (e.g., divorce, child custody, orders of protection, etc....). In addition, there are no cultural or spiritual variables that may impact treatment. Shayel's parents are open to making changes that might support their son's ability to function appropriately in the home and community environment. TRANSITION PLAN: Initially Shayel will require intensive in-home services in which parent(s) and caregiver(s) will participate actively with therapists and supervisor in daily sessions. Shayel's sessions will occur after school and on weekends. Once basic compliance and initial stages of goals are reached, the number of sessions per week will reduce. The level of prompting and support will also be gradually reduced as independence and mastery is reached. Performance Area: Category: Assessment/Monitoring Process Used: State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Caregivers will begin to take the lead in session and manage the behaviors. Therapists will fade out the level of assistance. Sessions will also extend to the community when appropriate under the supervision of caregiver(s). The number of hours and sessions will decrease, and goals will be adjusted as determined necessary by supervisor and team. Shayel will achieve 80% mastery of current goals before discharge. Additional goals may be developed as necessary for age appropriate functioning. If client is not meeting goals and/or the treatment plan does not appear to be suitable for client's behaviors and needs, client will be referred to the appropriate service provider and will be transitioned to the appropriate level of care or different intensity of service. DISCHARGE CRITERIA: Individuals who exit the Beautiful Minds Center program leave for a variety of reasons, which include: Complete outcome of service: Client's referred excesses and deficits have been addressed and remediated. All problem behaviors identified at entry of service have been addressed and are exhibited within typical · May also include age-appropriate ranges of development on standardized testing in the areas of diagnostic criteria, cognition, language (basic speech and language as well as a pragmatic language), social problem solving, executive functioning, and adaptive skill functioning. • Family's decision to terminate, due to various reasons including disagreement regarding Client's program. • Inconsistency by family; failure to follow through with treatment plans as established in the Client's • Services are deemed no longer appropriate due to minimal progress over a substantial period.

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INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Student GOLDBERG SHAYELL Date of Birth 30-OCT-2017 Meeting Date | 02-JUN-2023 First MI **Section E: Present Level of Performance** Performance Area: Social Emotional-Behavioral continued..... Category: Social Emotional Assessment/Monitoring Process Used: Parent Provided ABA Progress Report State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Continued... Measurable Discharge Criteria: When Shayel reaches the following goals, discharge from services will be recommended. The reduction in hours will be gradual and will require 3-4 years to achieve. 1. Shayel will increase compliance for 1, 2, 3 step instructions 80% of the time across 2 months of therapist and caretaker data. 2. Shayel will respond to stop and go instructions in the house and in the community when given by an adult 8/10 opportunities across 2 months of therapist and caretaker data. 3. Shayel will eliminate all instances of eloping and escaping behavior both at home and when out in the community with family and in session across 2 months of therapist and caretaker data. 4. Shayel is able to transition from activity to activity and place to place 80% of opportunities across people 5. Shayel will eliminate all dangerous climbing and jumping behaviors across settings for 2 months across 2 months of therapist and caretaker data. 6. Shayel will reduce tantrum behavior to no more than 2 times per week and will learn to use his words to communicate what is bothering him and his emotions in 80% of opportunities. 7. Shayel will reduce screaming to no more than 2 times per week and will learn to use his words to communicate what is bothering him and his emotions in 80% of opportunities. Performance Area: Category: Assessment/Monitoring Process Used: State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): SUMMARY: Shayel continue to make progress and benefit for intensive ABA therapy. Mother is expecting her fourth child in May 2023. At this time Shayel will require behavioral support in June and throughout the summer as she plans to enroll him in camp and then he will be transitioning to a new school placement in the fall. At this time given the changes and his history of struggling with changes in routine and safety we recommend the hours remain at 30 hours a week to provide behavioral support across settings and situations. Private Progress Report Dated: March 28, 2023 Report Submitted by: Megellan ABA Gabrielle Izralson, Psy.D, BCBA Margarita Izralson Psy.D, Supervisor Clinical Director Alyson Dodell, MA, BCBA, Program Supervisor

Page 11 of 38 INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Student GOLDBERG SHAYELL Date of Birth 30-OCT-2017 Meeting Date | 02-JUN-2023 First MI **Section E: Present Level of Performance** Performance Area: Physical Development Category: Physical Development Assessment/Monitoring Process Used: CTAR, Gen Ed teacher, Student Observation State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Areas of Strength: Shayel is able to use the outdoor apparatus when prompted. His preferred outdoor activity is the swings. He can ride on a trike. Shayel is able to write the letters of his name. Areas of Need: Shayel typically avoids fine motor tasks such as coloring. He can scribble with markers but does not yet draw a recognizable image. He typically does not prefer motor tasks, as he prefers the swings Impact of Disability on Educational Performance: Shayel demonstrates challenges with physical development such as fine motor that affect his ability to maintain optimal participation within the school setting, which impacts his involvement and progress in the general education curriculum. Performance Area: Cognitive Development Cognitive Development Category: Assessment/Monitoring Process Used: CTAR,, Gen Ed teacher, Student Observation State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Shayel will ask questions about his schedule (example: 'when is Ali coming?') and demonstrates the ability to understand what comes next. He can wait for his turn. He enjoys looking at cars. Shayel can hold and 'self-stimulate' on toy items when playing independently. When supported by an adult, he can engage in interactive games (such as fishing games) or add to structures when handed a piece. Shayel does not yet ask questions to inquire or explore. For example, although he enjoys watching cars, he benefits from support to engage in conversation about them. He does not yet demonstrate engagement or persistence when he encounters a challenge. He does not yet engage in symbolic and sociodramatic play with others. Impact of Disability on Educational Performance: Shayel demonstrates challenges with cognitive development such as curiosity and persistence that affect his ability to maintain optimal participation within the school setting, which impacts his involvement and progress in the general education curriculum.

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	nified School District OLDBERG SHAYE	LL I	Date of Birth	30-OCT-2017	Meeting Date	02-JUN-2023	
	Last Firs				 (
f applicable, area	as discussed related to disa	ability or suspected disabil	Section F: Eligibility				
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for Initial IEP, in	nterventions attempted prio	or to determining eligibility	r:				
_	lent with the disability of:	Autism					
		OBlind or	OPartially Sighted				
	Incidence Eligibility (only		· -				
Code:	including Englandy (em)						
	Not Applicable,	OBlind or	OPartially Sighted				
	et eligibility criteria for Spe		, ,				
No Longer El	ligible for Special Education	on Services (Review IEP).					
No Longer Eli Date):	ligible (Effective						
No Longer Eli No Longer Eli Date): This is a Final	ligible (Effective		ion Services until the Effective D				
No Longer Eli No Longer Eli Date): This is a Final Final IEP Reason	ligible (Effective	eligible for Special Educat	Final IEP Effec	ctive Date:			
No Longer Eli No Longer Eli Date): This is a Final Final IEP Reason	ligible (Effective	eligible for Special Educat	Final IEP Effect ds of the student are not primare	ctive Date:		ı.	
No Longer Eli No Longer Eli Date): This is a Final Final IEP Reason The IEP Team ha	ligible (Effective	eligible for Special Educat s that the educational nee	Final IEP Effec	ctive Date: rily due to:	Lack of instruction in read	-	

Los Angeles Unified Sch	ool District	INDIVIDUALIZED EDUC	CATION PROGRAM (IEP)	Page 13
Student GOLDBERG		I	Date of Birth 30-OCT-2017	Meeting Date 02-JUN-2023
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	, p :	Section G: Annual C		1 "
	Sensory Processing		nsory Processing Annual Go te in daily classroom routines (such as circle	
Progress on annual goals to	be reported to parents by		Progress and Achievement from Current IEI	o" form(s) which will be
rovided at either Progress I	Report or Report Card pe	riods. Methods of	Evaluation	
State Assessments	☐ No	rm Referenced	Criterion Referenced	Curriculum Based
Observation	Por	rtfolio	Work Samples	✓ Informal
			Incremental objective #2 related to th	•
To demonstrate improved s participate in daily classroo	ensory processing skills, om routines (such as circl ory strategies in combina		To demonstrate improved sensory procesparticipate in daily classroom routines (so or without use of sensory strategies in cothe day on 3/5 days.	ssing skills, Shayel will appropriately uch as circle time, centers, transitions) v
Date to be achieved:	October 🗸 2	023 ▶ MO/YR	Date to be achieved: February	∨ 2024 ∨ MO/YR
	IEP RE		CHIEVEMENT FROM CURRENT IEF	•
4 GOAL MET OR	3 SUBSTANTIAL PR		CHIEVEMENT FROM CURRENT IEF ON OF MARKS 2 PARTIAL PROGRESS (1-49% of god	
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	\ 1 \ \ 1 \ 1 \ \ \ \ \ \ \ \ \ \ \ \ \	Section G: Annual G		1.11
		- · · · · · · · · · · · · · · · · · · ·	navior Intervention Annual Go nd school environment, staying off of the fur	
Progress on annual goals to	be reported to parents by co	modeling, on 4 out of 5 opport	Progress and Achievement from Current IEI	P" form(s) which will be
provided at either Progress I	Report or Report Card period	Methods of	Evaluation	
State Assessments		Referenced	Criterion Referenced	Curriculum Based
Observation Other	Portfo	lio	Work Samples	Informal
Incremental objective #1 r Shayel will safely follow cl classroom and school envir class when transitioning ou	elated to the goal: lassroom rules and limits (i.e. conment, staying off of the futside of the classroom), with ut of 5 opportunities during	arniture, staying with the adult cues, prompting, and	Incremental objective #2 related to the Shayel will safely follow classroom rule and school environment, staying off of the transitioning outside of the classroom), we opportunities during a school day.	s and limits (i.e. staying within the classr the furniture, staying with the class when
Date to be achieved:	October V 2023	✓ MO/YR		MOND
	IEP REPO		Date to be achieved: February CHIEVEMENT FROM CURRENT IEF	∨ 2024 ∨ MO/YR
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Los Angeles Unified Scho	ool District	I	INDIVIDU	ALIZED EDUC	ATION PROGR	AM (IEP)					Page 15
Student GOLDBERG					Date of Birth	30-OCT-2	017	Meet	ing Date	02-JUN-	2023
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					oals and Objec		. 10	1 11			
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for letter formation, sizing a				WED Parant of P	January and Ashi		Convert IED	! fa(a)	andrick wil	l L.	
Progress on annual goals to be brovided at either Progress R				Methods of		evement iror	n Current IEP	iorm(s)	wnich wii	ii be	
State Assessments		Norm I	Referenced	Methods of		Referenced			Curriculur	n Bosad	
Observation Other		Portfoli			Work San				nformal	II Based	
ncremental objective #1 re	elated to the goal:				Incremental o	bjective #2	related to the	goal:			
To demonstrate improved fi copy his first name while m letter formation, sizing and	naintaining a function	nal grasp	, with 60%		To demonstrat copy his first r letter formation	name while n	naintaining a f	ınctional	grasp, with		
Date to be achieved:	October •	2023	•	MO/YR	Date to be ach	leved:	February	•	2024	~	MO/YR
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Los Angeles Unified Sch	ool District	INDIVIDUALIZED EDUC	CATION PROGRAM (IEP)	Page 1
Student GOLDBERG		I	Date of Birth 30-OCT-2017	Meeting Date 02-JUN-2023
Last	First	MI		
			Goals and Objectives	1.11
	ragmatic Language		nguage – Pragmatics Annual Go ersational turns in 3/5 opportunities given mir	
cues.				
Progress on annual goals to provided at either Progress I		eriods.	Progress and Achievement from Current IEE	" form(s) which will be
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	c of conversation by aski	ing reciprocal questions for 2 erate (3-4) verbal prompts,	Shayel will maintain a topic of conversa conversational turns in 4/5 opportunities cues.	tion by asking reciprocal questions for
Date to be achieved:	October 🗸 2	0023 ₩ MO/YR	Date to be achieved: February	∨ 2024 ∨ MO/Y
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Los Angeles Unified Sch	ool District	INDIVIDUALIZED EDUC	CATION PROGRAM (IEP)	Page 17
Student GOLDBERG		I	Date of Birth 30-OCT-2017	Meeting Date 02-JUN-2023
Last	First	MI		8
	, , ,	Section G: Annual C		1 //
	Expressive Language		nguage – Expressive	
Progress on annual goals to	be reported to parents by		Progress and Achievement from Current IEF	o" form(s) which will be
provided at either Progress I	Report or Report Card pe	riods. Methods of	Evaluation	
State Assessments		rm Referenced	Criterion Referenced	Curriculum Based
Observation	Po	rtfolio	Work Samples	✓ Informal
	alated to the second		Incremental objective #2 related to the	o goods
plurals, possessives) to desc	cribe a picture or object i	matical elements (pronouns, n 4/5 opportunities given models across 3 sessions as	Shayel will formulate sentences using tar plurals, possessives) to describe a picture (1-2) verbal and visual prompts and cues data.	e or object in 4/5 opportunities given mir
Date to be achieved:	October 🗸 2	023 ▶ MO/YR	Date to be achieved: February	∨ 2024 ∨ MO/YR
	IEP RE		CHIEVEMENT FROM CURRENT IEP	
	IEP RE		ACHIEVEMENT FROM CURRENT IEP ON OF MARKS	
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PF			
4 GOAL MET OR EXCEEDED 1st Reporting Period		EXPLANATI ROGRESS (50-99% of goal	ON OF MARKS	
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Los Angeles Unified Sch	nool District	INI	DIVIDUA	LIZED EDUC	ATION PROGRA	AM (IEP)			
Student GOLDBERG		I			Date of Birth	30-OCT-20	017	Mee	ting Date 02-JUN-2023
Last	First		MI	G A 10	1 101:				
·	Math	Coto		G: Annual G	oals and Object	ves	Annual Goal	4.	5
Formance Area: Shayel will count to answer			egory:						
scattered configuration with	h minimal prompts as i	measured by	y observati	on in 2 out of 3	trials with 60% acc	curacy.			
Progress on annual goals to provided at either Progress			eting the "	IEP Report of P		vement fron	Current IEP"	form(s) which will be
State Assessments		Norm Refe		Methods of		Referenced			Curriculum Based
Observation Other		Portfolio	erenced		Work Sam			✓	Informal
Incremental objective #1	related to the goal:				Incremental o	bjective #2	elated to the	goal:	
With support, Shayel will things in a row or 3-5 thing measured by observation i	gs in a scattered config	guration wi	ith minima		as many as 5-8	things in a r	ow or 3-5 thing	s in a s	nt using 1:1 correspondence cattered configuration with trials with 60% accuracy.
Date to be achieved:	October 🗸	2023	~	MO/YR	Date to be achi	eved:	February	~	2024 • MO/
	IFD	DEDODT	OE DDO	TDESS AND A	CHIEVEMENT	FDOM CIT	DDENT IED		
	IEP	REPORT	OF PRO		CHIEVEMENT	FROM CU	RRENT IEP		
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAI met)			EXPLANATIO	ON OF MARKS		RRENT IEP	met)	1 NO PROGRES
	3 SUBSTANTIAI	L PROGRE	SS (50-99°	EXPLANATIO	ON OF MARKS	ROGRESS (1-49% of goal		1 NO PROGRES Achievement
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Los Angeles Unified Sch	ool District	INDIVI	DUALIZED EDUC	ATION PROGRAM	M (IEP)		-
Student GOLDBERG		I		Date of Birth 3	0-OCT-2017	Me	eting Date 02-JUN-2023
Last	First	MI					
c .	71 T			oals and Objectiv		3 1 11	7
formance Area: Shayel will respond to simp	Classroom Language	Category		nmunication	✓ Annual (7
occasions.	,		•		·		
Progress on annual goals to provided at either Progress			the "IEP Report of I		ment from Current I	EP" form(s) which will be
State Assessments		Norm Referenc		Criterion Re	farancad		Curriculum Based
Observation Other		Portfolio	.cu	Work Sampl		✓	Informal
Incremental objective #1 r					ective #2 related to		
With visual prompting, Sha'where,') in response to an a times, in 3/5 occasions.	-	-			response to an activit	_	d to simple 'wh' questions ('wha c unit or story read/discussed at
Date to be achieved:	October 🔻		MO/YR	Date to be achiev	ed: Februar	y v	2024 • MO/YI
				CHIEVEMENT EI	OM CUDDENT H	· D	
	IEPR	EPOKI OF I			ROM CURRENT II	EP	
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Los Angeles Unified Sch	ool District	INDIVIDUALIZED EDUC	CATION PROGRAM (IEP)	Page 20 c
Student GOLDBERG		I	Date of Birth 30-OCT-2017	Meeting Date 02-JUN-2023
Last	First	MI		
			Goals and Objectives	1.11
			riting Annual G sked to draw what they will plant), Shayel w	
		than 2 prompts, in 3/5 opportu	Progress and Achievement from Current IE	P" form(s) which will be
provided at either Progress I		ds.		
			f Evaluation	
State Assessments Observation Other	Norm Portfo	Referenced blio	✓ Criterion Referenced✓ Work Samples	☐ Curriculum Based ✓ Informal
Incremental objective #1 r	alated to the goals		Incremental objective #2 related to the	no goals
In response to a writing pro	ompt (example: following a y will plant), following step zable image and label it in 3	-by-step directed drawing,		le: following a book on planting, children a lowing a model, Shayel will draw a
Date to be achieved:	October 💙 2023	MO/YR	Date to be achieved: February	2024 ▼ MO/YR
	IEP REPO		ACHIEVEMENT FROM CURRENT IE ION OF MARKS	P
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROC	GRESS (50-99% of goal	2 PARTIAL PROGRESS (1-49% of go	pal met) 1 NO PROGRESS
1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary	Goal Achievement
Date:	Date:	Date:	Only) Date:	
D M 1	D M 1	D 1/1	D W.1	Objective 1 Met:
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	O Yes O No
			J]
Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Objective 2 Met: O Yes O No
O Yes O No	O Yes O No	O Yes O No	O Yes O No	If "No" please explain:
If "No" please comment:	If "No" please comment:	If "No" please comment:	If "No" please comment:	
Needs More Time Excess	Needs More Time Excess Absence/Tardy Assignments Not	Needs More Time Excess Absence/Tardy Assignments Not	Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	

Los Angeles Unified Sch	ool District	IN	DIVIDUA	LIZED EDUC	ATION PROGRA	M (IEP)			C
Student GOLDBERG	SHAYELL	I			Date of Birth	30-OCT-20	17	Mee	eting Date 02-JUN-2023
Last	First		MI	. C. A	l 1 Ob ! 4!				
formance Area:	Safety	Cat			oals and Objecti	ves	Annual Goa	ı <i>4</i> .	9
Shayel will respond appropri			egory:						
Progress on annual goals to provided at either Progress l			leting the "	TIEP Report of P Methods of		vement from	Current IEP"	form(s	s) which will be
State Assessments		Norm Ref	ferenced	1120110415 01	Criterion R	eferenced			Curriculum Based
Observation		Portfolio			Work Samp			~	Informal
Other									
Incremental objective #1 r Shayel will respond approp		nliance inc	etructions (e a 'ston' 'ao	Shavel will rest				liance instructions (e.g., 'stop
'and 'wait') in 4/5 or 40% o									a period of one month.
Date to be achieved:	October V	2023 PREPORT	OF PRO	MO/YR GRESS AND A	Date to be achie		February RENT IEP	~	2024 • MO/S
	11.1	KLI OKI	OFTRO	GILLOS III ID II	CHILLY ENTERY	ROM CON	KENT IEI		
				EXPLANATION	ON OF MARKS				
4 GOAL MET OR EXCEEDED	<i>3 SUBSTANTIAL</i> met)	L PROGRE	ESS (50-99		ON OF MARKS 2 PARTIAL PA	ROGRESS (1	-49% of goal	met)	1 NO PROGRES.
					2 PARTIAL PR	`	_		1 NO PROGRES. Achievement
EXCEEDED	met)	eriod 3		% of goal	2 PARTIAL PR	`	_		
EXCEEDED 1st Reporting Period	met) 2nd Reporting Per	eriod 3	3rd Repor	% of goal	2 PARTIAL PR	`	_	Goal	Achievement
EXCEEDED 1st Reporting Period	met) 2nd Reporting Per	eriod 3	3rd Repor	% of goal	2 PARTIAL PR	`	_	Goal	
EXCEEDED 1st Reporting Period Date:	met) 2nd Reporting Per Date:	eriod 3	3rd Repor	% of goal	2 PARTIAL PR 4th Reporting F Only) Date:	`	_	Goal	Achievement
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EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to	met) 2nd Reporting Per Date:	eriod 3	3rd Repor	% of goal rting Period flark:	2 PARTIAL PR 4th Reporting F Only) Date:	Period (Seco	ndary	Goal Obj	Achievement jective 1 Met: Yes O No jective 2 Met:
EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	Progress Mark: Is progress sufficient meet annual goal?	eriod 3	3rd Report Date: Progress M Is progress meet annua	% of goal rting Period Mark: s sufficient to al goal?	2 PARTIAL PR 4th Reporting F Only) Date: Progress Mark: Is progress suffice goal?	Period (Seco	ndary	Obj	Achievement jective 1 Met: Yes O No jective 2 Met: Yes No
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Los Angeles Unified Sch		INDIVIDUALIZED EDUC	CATION PROGRAM (IEP)	Page 23
Student GOLDBERG			Date of Birth 30-OCT-2017	Meeting Date 02-JUN-2023
Last	First	MI		
		Section G: Annual C		
		Category: Ad 5 opportunities 80% of the tin	aptive Behaviors	oal #: 11
	be reported to parents by con Report or Report Card period	ls.	Progress and Achievement from Current IE	P" form(s) which will be
¬ .			Evaluation	
State Assessments Observation Other	Norm Portfo	Referenced lio	Criterion Referenced Work Samples	☐ Curriculum Based✓ Informal
Incremental objective #1 r Shayel will initiate when he the time.	elated to the goal: e needs to use the bathroom	4/5 opportunities 40% of	Incremental objective #2 related to the Shayel will initiate when he needs to use time.	ne goal: e the bathroom 4/5 opportunities 60% of
Date to be achieved:	October • 2023		Date to be achieved: February ACHIEVEMENT FROM CURRENT IEL	∨ 2024 ∨ MO/YF
	IEI KEI O		ON OF MARKS	
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROC		2 PARTIAL PROGRESS (1-49% of go	nal met) 1 NO PROGRESS
1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary	Goal Achievement
Date:	Date:	Date:	Only) Date:	
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:
1.5greed Hura.	Tiogross Wark.	110g1000 IVIUIR.	LOGICO MININ	O Yes O No
				J
Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Objective 2 Met: Yes No
O Yes O No	O Yes O No	O Yes O No	O Yes O No	If "No" please explain:
If "No" please comment:	If "No" please comment:	If "No" please comment:	If "No" please comment:	
Needs More Time Excess Absence/Tardy Assignments Not	Needs More Time Excess Absence/Tardy Assignments Not Completed	Needs More Time Excess Absence/Tardy Assignments Not Completed	Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other	

Los Angeles Unified Scho	ool District	IN	DIVIDUALIZ	ED EDUC	ATION PROGR	AM (IEP)					Page 24 c
Student GOLDBERG		I			Date of Birth	30-OCT-2	017	Mee	ting Date	2-JUN-2	.023
Last	First		MI						• • • • •		
		_	Section G:	Annual G	oals and Objec	tives					
formance Area:	honological Develop	Cate	egory:	Rea	ding		Annual Go	al #:	12		J
and 4 vowels, as measured b	be reported to parents	by compl	·	Report of P	rogress and Achi	evement from	n Current IEP	" form(s) which will	be	
provided at either Progress F	Report or Report Card	periods.	М	athods of	Evaluation						
State Assessments		Norm Re		cinous of		Referenced			Curriculum	Rased	
Observation		Portfolio	101011000		Work Sar			$\overline{\mathbf{V}}$	Informal	Duscu	
✓ Other		charted tr	rials			1		_			
Incremental objective #1 re	elated to the goal:				Incremental of	bjective #2	related to the	goal:			
Shayel will blend two to the support (Ex: Elkonin Boxes letter sounds for 5 consonar trials with 50% accuracy.	s, shoulder-arm-hand i	models et	c), AND provid	le the	(Ex: Elkonin l	Boxes, shoul	nree phonemes der-arm-hand i owels, as measi	nodels e	tc), AND pro	vide the l	etter soun
Date to be achieved:	October 🔻	2023	▼ MC	O/YR	Date to be ach	eved:	February	•	2024	~	MO/YR
Date to be achieved:			OF PROGRE	CSS AND A	CHIEVEMENT		,	~	2024	•	MO/YR
Date to be achieved: 4 GOAL MET OR EXCEEDED		REPORT	OF PROGRE	ESS AND A PLANATIO	CHIEVEMENT ON OF MARKS	FROM CU	,	l met)		NO PRO	
4 GOAL MET OR	IEP I	REPORT PROGRE	OF PROGRE	SS AND A PLANATION	CHIEVEMENT ON OF MARKS	FROM CU	TRRENT IEP	<u> </u>		NO PRO	
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Los Angeles Unified Scho	ool District	INI	DIVIDUALIZED EDU	CATION PROGRAM (I	EP)	
Student GOLDBERG		I		Date of Birth 30-O	CT-2017	Meeting Date 02-JUN-2023
Last	First		MI			8
				Goals and Objectives		
	ocational Educ. I		8 7	ocational Education 🗸	Annual G	oal #: 13 activity with 1-2 other peers by
taking turns as appropriate a			ation the MED Department	Characa and Ashirusana	4 forms Command III	D" form (a) which will be
Progress on annual goals to be brovided at either Progress R				-	t from Current le	P form(s) which will be
7				of Evaluation		
State Assessments Observation Other		Norm Refe Portfolio	erenced	Criterion Referen	nced	✓ Curriculum Based✓ Informal
ncremental objective #1 re	elated to the goal:			Incremental objectiv	e #2 related to th	ne goal:
With verbal support and mo educational games/ small gr appropriate and sharing iten	oup activity with 1-2				nall group activity	hayel will participate in interactive with 1-2 other peers by taking turns as beers
Date to be achieved:	October 🗸	2023	₩ MO/YR	Date to be achieved:	February	✓ 2024 ✓ MO/YI
Date to be achieved:			OF PROGRESS AND	ACHIEVEMENT FROM		2024
Oate to be achieved: 4 GOAL MET OR EXCEEDED	IEP I	REPORT	OF PROGRESS AND		1 CURRENT IE	P
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		INDIVIDUALIZED EDUC	ATION PROGRA	AM (IEP)	Page 20
Los Angeles Unified Sch			D / 45.	20.00F 2015	
Student GOLDBERG Last	SHAYELL I First	MI	Date of Birth	30-OCT-2017	Meeting Date 02-JUN-2023
Last	rnst	Section G: Annual G	oals and Objecti	ives	
ormance Area:	Pragmatic Language 2	Category: Lan	guage – Pragmatic	s 🕶 Annual G	Goal #: 13
Shayel will initiate social in	iteraction with peers by verbal	ly inviting one or more peers	to play (Do you wa	nt to play with me?) or	by suggesting a game/activity
	me?) at least twice per day on	, , , , , , , , , , , , , , , , , , , ,			ED!! fowe(a) which will be
	Report or Report Card period			ement from Current I	er form(s) which will be
State Assessments	Norm	Referenced	Criterion R	eferenced	Curriculum Based
Observation			Work Sam		✓ Informal
Other			ork bannj		- Informati
ncremental objective #1 1	elated to the goal:		Incremental ob	jective #2 related to	the goal:
	nteraction with peers by verb	ally inviting one or more			with peers by verbally inviting one or more
peers to play (Do you wan	t to play with me?) or by sugg	gesting a game/activity (Do	peers to play (E	o you want to play wit	h me?) or by suggesting a game/activity (
you want to slide with me?	e) at least once per day on 3/5	days given moderate (3-4)	you want to slice	le with me?) at least on	ce per day on 4/5 days given minimal (1-2
verbal and gestural prompt	s and cues.		verbal and gest	ural prompts and cues.	
Date to be achieved:	October 💙 2023	₩O/YR	Date to be achie	ved: Februar	y v 2024 v MO/YF
Date to be achieved:		MO/YR RT OF PROGRESS AND A			2024
Date to be achieved:		RT OF PROGRESS AND A			2024
Date to be achieved: 4 GOAL MET OR EXCEEDED		RT OF PROGRESS AND A	CHIEVEMENT I ON OF MARKS		EP
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Los Angeles Unified Sc		INDIVIDUALIZED EDUC	ATION PROGRAM (IEP)	
Student GOLDBER			Date of Birth 30-OCT-2017	Meeting Date 02-JUN-2023
Last	First	MI		
	V - 2 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1	Section G: Annual G		10.1%
ormance Area:		8 ,	en he needs assistance with an activity or	I Goal #: 14
predetermined activities du	uring the day with 100% accura	acy during those activities	of gaining attention (such as leading an ad	
	Report or Report Card period			· · ·
State Assessments	□ Norm	Referenced	Criterion Referenced	Curriculum Based
Observation	Portfo	lio	☐ Work Samples	Informal
✓ Other	data charte	d observation		
ncremental objective #1	related to the goal: ort, Shayel will utilize classro		Incremental objective #2 related to	o the goal: ior to the predetermined activity, Shayel will
attention from staff, such	as raising hand, using classroormined activities during the d	om hand motions etc as	utilize classroom expectations to gain	n attention from staff, such as raising hand, urved during 3 predetermined activities during
Date to be achieved:	October > 2023	₩ MO/YR	Date to be achieved: Februa	ary → 2024 → MO/YR
Date to be achieved:	October V 2023		Date to be achieved: Februa	2024
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				Page 28 of 38
Los Angeles Unified School District	INDIVIDUALI	ZED EDUCATION PROGR.	AM (IEP)	
Student GOLDBERG SHAYELL	I	Date of Birth	30-OCT-2017	Meeting Date 02-JUN-2023
Last First	MI		(**************************************	
Se Assessments administered will conform to those ass		tion in State and District-w for each grade by the Californi District.		cation and/or the Los Angeles Unified School
DRDP-A - (Adaptations identified below are applications)	ıble)			

INDIVIDUALIZED EDUCA	Page 29 of 38 ATION PROGRAM (IEP)
Los Angeles Unified School District Student GOLDBERG SHAYELL I	Date of Birth 30-OCT-2017 Meeting 02-JUN-2023
Last First MI	Date
Section N: Procedural Safegua	ards and Follow-up Actions
✓ A Parent's Guide to Special Education Services including Procedural Ri	ghts & Safeguards was provided to the parent in his/her primary language.
✓ The IEP Team Meeting Introductory Statements were read aloud at the begin	nning 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 \bigcirc S	elect Preferred Language:
Is the parent/guardian requesting official translation? Yes No See	lect 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) hav student at 18 years of age, unless the court has determined otherwise.	e been informed that the educational decision-making rights will transfer to the
Pandemic Learning Loss Consideration of Co	ompensatory 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: ✓ Student received all of their special education and related aids and 	✓ The IEP team has reviewed and discussed student's progress/achievement and considered factors that may have impacted student's learning during the school facility closures as a result of the COVID-19 pandemic. The IEP team has determined:
services required by their IEP. Compensatory education is not required.	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
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
	~
25-MAY-2023 (Active) Amendment 🗸	
OPreschool 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 DELIBERA	ATELY LEFT BLANK.

INDIVIDUALIZED EDU	Page 30 of 38 CATION PROGRAM (IEP)
Los Angeles Unified School District	Date of Birth Mosting Date
Student GOLDBERG SHAYELL I Last First MI	Date of Birth 30-OCT-2017 Meeting Date 02-JUN-2023
	ticipation and Consent
	Parent Notification
Parent Participation	Method Whom When
Parent/Student (18-21) has participated in the IEP meeting. Parent/Student (18-21) indicated before the meeting that they would not be able	Email C. Davidowitz 22-MAY-2023
to attend. Parent/Student (18-21) was notified 3 times of the meeting time and place. Parent/Student (18-21) did not respond to any of the meeting notifications and the meeting was held without the Parent/Student (18-21) present Parent/Student (18-21) did not attend and gave permission to proceed without them if they did not attend.	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 pro- implement those portions of the IEP to which the parent/student (18-21) agree	
Parent/Student (18-21) AGREES to all components of the IEP.	
Parent/Student (18-21) AGREES to all components of the proposed IEP WITH	THE SPECIFIC EXCEPTION(S) stated below:
Assessment Specify	
☐ Eligibility Specify	
☐ Instructional Setting Specify	
Services Specify	
The Parent/Student (18-21) DOES NOT AGREE with any of the components of	the proposed IEP.
a parent/student (18-21) is not required to initiate any form of dispute resolute a parent/student (18-21) does wish to initiate a form of dispute resolution as to dispute resolution processes in the District's publication, <i>A Parent's Guide to S</i>	
Parent Concern	as and Comments
Cion atom (a)	
Signature(s)	Date
Parent O Guardian O Student age 18-21 years age 18-21 years	O Surrogate Parent O Emancipated Minor O Foster Parent
Did the school district facilitate parent involvement as a means of improving services I certify that I have received a copy of the Parent Input Survey regarding t can be done at anytime after the IEP meeting	
Signature(s)	Date 2-JUN-2023



Parent IEP Experience Survey Encuesta sobre la experiencia de los padres en el IEP.

Please take a moment to complete the survey below by scanning the QR code with your smart phone camera. You can also take the survey at this link:

Por favor tómese un momento para completar la siguiente encuesta escaneando el código QR con la cámara de su teléfono inteligente. También puede realizar la encuesta en este enlace:

http://lausd.PARENT-IEP-EXPERIENCE.alchemer.com/s3/

Please ask your school staff if in need of assistance. *En caso que necesite asistencia, por favor solicitesela al personal de la escuela.*



-	~ .			-
Page	31	Ωt	- 3	×

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Reconvened Meeting	
Date	

					Date	e	
Student	GOLDBERG	SHAYELL	I	Date of Birth	30-OCT-2017	Meeting Date	02-JUN-2023
	Last	First	MI				

	Section	R: Names and Signatures (Signatures on File)	
Te	eam Member	Print Name	Signature
arent/Guardian		Doron Goldberg	DG
arent/Guardian		Orly Goldberg	60
tudent Age 18 - 21 years			
tudent Under Age 18 years	5		
Surrogate Parent			
Foster Parent			
Family Foster Home Provid	er		
Administrator		Michael DeMay	M. DaMay
Administrative Designee			
Special Education Teacher		Chaya Davidowitz, MA, NBCT	Ġ
General Education Teacher		Jennifer Summers, MA-ECSE, NBCT	Jennifer Summers
School Psychologist			
School Nurse			
Related Service Staff LA	S	Danielle Richmond, SLP	NAM Mi
Related Service Staff OT		Lorna David	loune to desiral
Related Service Staff			
nterpreter			
sign Language Interpreter			
Agency Representative			
Agency Representative			
Agency Representative			
Other	vocate	Michelle Biggs	me
Other	nical Dir. Beautiful Minds	Rita Izralson	R.I.
Other	pervisor/BCBA Beautiful Minds	Aly Dodell	Aly
Other			

Los Angeles Student	Unified Sc GOLDBER Last	G SHAY		INDIVID I MI	PUALIZED EI			AAM (IEP)	7	Meeting Date	Page 32 of 3
			LEAS	T RESTI	RICTIVE	ENVI	RONME	NT ANAI	YSIS		
			Т		leted By the I Student's Cur				g		
O General	Education (Class/Genera	l Education	Site			Special Da	ay Program/G	eneral Educ	cation Site	
O Special I	Day Progra	m/Special Ed	ucation Cen	iter			Nonpublic	School			
O Home/H	ospital or R	Residential Ca	are Facility								
DIRECTION										nning at Step Anplete Step F.	A until the team reaches
in a more resuse of supple accommodate	strictive set ementary a tions and m	ting should o ids and service odifications in	nly occur if ees cannot be is not the sol	the nature of e achieved s le justification	or severity of satisfactorily. on for placem	the stude The lack ment in a	ent's disabilit c of current a more restric	ty is such that availability of tive setting, u	t placement a student's inless there	in a less restri- required suppo is a compellin	rironment. Placement ctive setting with the orts, services, g reason why they ces that he or she
Step A.		m/setting?								e in a general e	
	O Yes	O No	If the answ the question		hen a general	l educati	on classroom	n/setting is th	e appropriat	e placement. I	f the answer is NO, go to
	O Yes	No	in a genera	l education	classroom/set	tting? If	YES, all req	uired support	s, services,	accommodatio	tions be made available ons and/or modifications box below. Then go to
Step B.		supports, serv		nmodations a	and/or modifi	ications	in the studen	nt's IEP be ma	ide available	e on a general	education site in a
	O Yes	O No	is NO, go to	o the question	on below.						placement. If the answer
	○ Yes	○ No	in a special modification	l day progra	m on a genera provided with	al educa	tion site? If	YES, all requ	ired support	s, services, ac	tions be made available commodations and/or late why in the box

os Angeles	Unified Sc	chool Distri	ict	IND	OIVIDUA	LIZED	EDUC	CATION I	PROGR	AM (IE	P)					
	GOLDBER		AYELL	I				Date o	of Birtl	h 30-OC	T-2017		Med	eting	02-JUN-20)23
	Last		First		MI								Dat	e		
		ANNU	AL LEAS	ST RE	STRIC	TIVE	EENV	VIRON	IMEN	IT AN	ALYS	SIS (C	ontin	ued)		
								Геат at tl						,		
Step C.	Can the	supports, se	ervices, acco	ommodat	tions and	or mod	dificatio	ons in the	studen	ıt's IEP t	e made	availabl	le in a s	pecial so	hool setting?	•
	O Yes	○ No	If the ans below.	swer is Y	ES, then	a speci	ial scho	ool setting	g is the	appropr	iate plac	ement. I	If the ar	nswer is	NO, go to the	e question
	O Yes	O No	If not cur												ions be made	
															fications mu w. Then go t	
			provided	within a	reasonat	ore time	cinic. II	i tile alisv	VCI 13 1 V	o, picas	c articu	ate why	, in the	DOX DEIC	w. Then go t	о ысръ.
Step D.	Can the	supports, se	ervices, acco	ommodat	tions and	or mod	dification	ons in the	studen	ıt's IEP b	e made	availabl	le in a h	ome/hos	spital setting?	•
	O Yes	O No	If the ans	swer is Y	ES, then	a home	e/hospi	tal setting	g is the	appropr	iate plac	ement.				
	O Tes		If the ans										1/	1: 6"	. 1 1	'1 11
	O Yes	○ No													ions be made ifications mu	
															w. Then go t	
Step E.	Can the	supports, se	ervices, acco	ommodat	tions and	or mod	dificatio	ons in the	e studen	ıt's IEP t	e made	availabl	le in a r	esidentia	l care facility	<i>y</i> ?
	○ Yes	○ No		-		articula	te in th	ne IEP wh	nat supp	orts, acc	commod	ations a	nd/or m	nodificat	ions are requ	ired for tl
			student ii	n this set	ting.											

	Unified School GOLDBERG	SHAYELL	I	Date of Birth 30-OCT-2017	Meeting 02-JUN-2023
Student	Last	First	MI	Date of Birth (50 551 2011)	Date
	AN	NUAL LEAS	ST RESTRICTIV	E ENVIRONMENT ANALYSIS (Continued)
			To Be Completed By th	he IEP Team at the IEP Team Meeting	
Step F.			in the contents of this I luding (check all that ap	EP, and the placement being considered by the oply):	e IEP team, outweigh any potential
		Diminished acc	ess to the full range of t	the curriculum	
		Missed general	education instruction ta	aught by highly qualified staff	
		Rate at which s	tudent may earn credits	for graduation	
	✓		tudent may earn credits unity for social interacti	· ·	
	✓	Lack of opport	•	on	
	✓✓✓	Lack of opportu	unity for social interacti	on ate peer role models	
	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	Lack of opportu Lack of opportu Amount of soci	unity for social interacti unities for age-appropria	on ate peer role models with typical peers	
	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	Lack of opports Lack of opports Amount of soci Limited access	unity for social interacti unities for age-appropria alization opportunities to peers in student's hor	on ate peer role models with typical peers	

Los Angeles Unified S		INDIVIDUALIZED EDUCATION PROGRAM (IE IEP FAI	Page 3 P) PE Part 1 - Eligibility, Placements and Supports
Student GOLDBERG	SHAYELL	Date of Birth 30-OC	T-2017 Meeting Date 02-JUN-2023
Last	First	MI	
		Effective With this IEP	Future Changes Related to this IEP
	As of Date:		07-AUG-2023
Eligibility:		Eligible (AUT)	
(from Page 4)	Final IEP Reason Final IEP Effective Date:		
Curriculum		General Education	General Education
Placement	Type of School	Preschooler Non-LAUSD/Not Headstart	District Non-Resident School
	Name of School	SP ED INF/PRE (1989)	HAMLIN CA
		CALVERT CES	
nstructional Setting	Setting	DIS Only - Preschooler	Special Education
	Program	GE	AUT
	Special Day Minutes/Wk		1250
	Addresses Goals	1(Sensory Processing),2(Fine Motor),3(Pragmatic Language),4(Expressive Language),5(Math),6(Behavioral Support),7(Classroom Language),8(Writing),9(Safety),10(Coping Skills),11(Self Help),12(Phonological Develop),13(Vocational Education),13(Pragmatic Language 2),14(Vocational Ed2)	1(Sensory Processing),2(Fine Motor),3(Pragmatic Language),4(Expressive Language),5(Math),6(Behavioral Support),7(Classroom Language),8(Writing),9(Safety),10(Coping Skills),11(Self Help),12(Phonological Develop),13(Vocational Education),13(Pragmatic Language 2),14(Vocational Ed2)
Additional Factors	Low Incident Support	None	None
	Assistive Technology Support	No	No
	Transportation	None	Home to School
	Extended School Year/Intersession	O Yes O No	
	Parent Counseling and Training (PCT)	Yes	
	ESY Transportation	Home to School	
Accommodation, Modifications, Supports	Instructional	Early communication with family and past	Early communication with family and past

providers about effective strategies, provide scripts/models/signals for communication, facilitate peer interactions, break steps down into smaller tasks, check for understanding before/during task, provide visuals with instruction and simplified and repeated directions at eye level, visual schedule, additional movement breaks during longer blocks of sitting, priming and/or use of timers during transitions, access to fidget items, preferential seating

providers about effective strategies, provide scripts/models/signals for communication, facilitate peer interactions, check for understanding before/during task, provide visuals with instruction and simplified and repeated directions at eye level, visual schedule, additional movement breaks during longer blocks of sitting, priming and/or use of timers during transitions, access to fidget items, preferential seating

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

Instructional

Modifications

break steps down into smaller tasks break steps down into smaller tasks,

Preparation for Three Year Review IEP (At the District (local educational second Annual Review IEP Meeting, the team must discuss and document the decision to conduct or not conduct a three-vear comprehensive

reassessment.)

Do the Parent and the agency) agree that a reassessment is unnecessary?

If the Parent does not agree, specify the area(s) to be reassessed.

Recommending social emotional -Recreational Therapy (RT) and social emotional -Functional Behavioral Assessment (FBA) and sensorimotor assessment (OT)

Low Incidence Equipment	
Assistive Technology Equipment	
Participation in General Education	Shayel may join general education peers during circle time, story time, science, arts activities, music, P.E., assemblies, field trips, recess, and lunch

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

				T TE CTELED ED C	011110111100			
Los Ange	eles Unified Sch	ool Distric	t		IEP FAPE Part 2 - Summary of Services			
Student GOLDBERG SHAY			L I		Date of Birth	30-OCT-2017	Meeting Date	02-JUN-2023
	Last	First	t	MI				
					Effective	With This IEP	Future Changes	
	Service 1			Start Date	: Effective wi	th Future Changes	07-AU	G-2023

		Elective with This IEI	IEP
Service 1	Start Date:	Effective with Future Changes	07-AUG-2023
47	End Date:		30-NOV-2023
Behavior Intervention Consultation (BIC)	Service applies to:		Regular
	Frequency:		1-10
This service addresses the following goals:	Interval:		Yearly
6(Behavioral Support)	Minutes/Interval:		300
9(Safety)	Minutes/Interval (Pullout from Gen Ed):		0
10(Coping Skills)	Service Delivery Model:		Collaborative Behavioral Services**
	Responsible Personnel:		District Assigned Qualified Provider
	**		
Service 2	Start Date:	Effective with Future Changes	14-AUG-2023
10	End Date:		
Language/Speech	Service applies to:		Regular
	Frequency:		1-5
This service addresses the	Interval:		Weekly

Service 2	Start Date:	Effective with Future Changes	14-AUG-2023
10	End Date:		
Language/Speech	Service applies to:		Regular
	Frequency:		1-5
This service addresses the following goals:	Interval:		Weekly

3(Pragmatic Language)	Minutes/Interval:		30
4(Expressive Language)	Minutes/Interval (Pullout from Gen Ed):		0
13(Pragmatic Language 2)	Service Delivery Model:		Direct Service (Collaborative)*
	Area:	School	l-Based
	Responsible Personnel:	School	Licensed/Credentialed Provide
	Responsible i ersonner.		Special Education Teacher
			Special Education Teacher
Service 3	Start Date:	Effective with Future Changes	14-AUG-2023
16	End Date:		
Occupational Therapy	Service applies to:		Regular
	Frequency:		1-5
This service addresses the following goals:	Interval:		Weekly
1(Sensory Processing)	Minutes/Interval:		30
2(Fine Motor)	Minutes/Interval (Pullout from Gen Ed):		0
	Service Delivery Model:		Direct Service (Collaborative)*
	Responsible Personnel:		Licensed/Credentialed Provide
			Special Education Teacher
	**		
Service 4	Start Date:	Effective on Signature Date	
26	End Date:		
Pre-Kdg. Itinerant	Service applies to:	ESY	
	Frequency:	1-5	
This service addresses the following goals:	Interval:	Yearly	

5(Math)	Minutes/Interval:	90	
7(Classroom Language)	Minutes/Interval (Pullout from Gen Ed):	0	
8(Writing)	Service Delivery Model:	Direct Service (Collaborative)*	
9(Safety)	Responsible Personnel:	Special Education Teacher	
10(Coping Skills)		General Education Teacher	
11(Self Help)		Solition Education (Solition)	
12(Phonological Develop)			
13(Vocational Educ. I)			
14(Vocational Educ. II)			
	*		
Service 5	Start Date:	Effective on Signature Date	
16	End Date:		
Occupational Therapy	Service applies to:	ESY	
	Frequency:	1-5	
This service addresses the following goals:	Interval:	Weekly	
1(Sensory Processing)	Minutes/Interval:	30	
2(Fine Motor)	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	Direct Service (Collaborative)*	
	Responsible Personnel:	Licensed/Credentialed Provider	
		Special Education Teacher	
	*		
Service 6	Start Date:	Effective on Signature Date	
26	End Date:	09-JUN-2023	
Pre-Kdg. Itinerant	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals:	Interval:	Monthly	

5(Math)	Minutes/Interval:	90	
6(Behavioral Support)	Minutes/Interval (Pullout from Gen Ed):	0	
7(Classroom Language)	Service Delivery Model:	Direct Service (Collaborative)*	
8(Writing)	Responsible Personnel:	Licensed/Credentialed Provider	
9(Safety)	Responsible reisonner.	Licensed/Credentialed 1 Toylder	
10(Coping Skills)			
11(Self Help)			
13(Vocational Educ. I)			
14(Vocational Educ. II)			
	*		
Service 7	Start Date:	Effective on Signature Date	
10	End Date:		
Language/Speech	Service applies to:	ESY	
	Frequency:	1-5	
This service addresses the following goals:	Interval:	Yearly	
3(Pragmatic Language)	Minutes/Interval:	80	
4(Expressive Language)	Minutes/Interval (Pullout from Gen Ed):	0	
13(Pragmatic Language 2)	Service Delivery Model:	Direct Service (Collaborative)*	
	Area:	School	-Based
	Responsible Personnel:	Licensed/Credentialed Provider	
		Special Education Teacher	

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

Part 3 - Percentage of Time Outside of General Education								
	Effective With this IEP	Future Changes Related to this IEP						
% of Time per Week outside of General Education	.0							
Part 4 - Compensatory Education/Rec	Part 4 - Compensatory Education/Recoupment Services Discussion							

Shayel was offered services since initiation of his IEP. No compensatory or recoupment services are recommended at this time.

Part 4 - Additional Discussion (This section is optional)

Per FSA documented in May 25, 2023 Implementation IEP: Offer of FAPE for the remainder of the 2022-2023 school year,

Per the terms of the FSA:

In lieu of the District program (UTK/CC) offered in Shayell's IEP dated 06/02/2022, Parent elected to enroll Shayell in a non-LAUSD, private preschool setting at Musical Gan (See FSA dated 05/15/2023 OAH 2023010780

In lieu of District School Based Language and Speech (LAS) Services as outlined in Shayell's IEP dated 06/02/2022, Parents elected to access private LAS Services for Shayell (See FSA dated 05/15/2023 OHA # 2023010780

In lieu of District School Based Occupational Therapy (OT) Services as outlined in Shayell's IEP dated 06/02/2022, Parents elected to access private OT Services for Shayell (See FSA dated 05/15/2023 OHA # 2023010780

Through the end of the 2022-2023 Regular School Year, 90 minutes per month of District Pre-K Itinerant Teacher (PKIT) Services will be provided to Shayell at Musical Gan. The PKIT service is a consultative service provided by a District Special Education Teacher in collaboration with the private preschool staff to support the implementation of the Shayell's IEP in the general education preschool program. The District PKIT services will be provided to Shayell in accordance with the private preschool's visitor policy. Additionally, the District PKIT Services will be provided to Shayell in conjunction with the District's 2022-2023 Regular School Year calendar.

A 'Preschooler Non LAUSD/Not Headstart' and SP ED INF/PRE/ DIS only is solely listed on the placement page as the 'type of school', 'name of school', and 'setting' to document that Shayell is not currently accessing a District placement at this time, however, as outlined in the Final Settlement Agreement, through the end of the 2022-2023 Regular School Year, Shayell will be provided the District services listed on the service grid above

This is a Transition to Kindergarten IEP for Shayel.

The introductory statement was read with new guidelines due to Zoom presentation and District terms of services. Data and progress reported is based on information provided by the Preschool Itinerant Kindergarten Teacher (PKIT), District Language and Speech and Occupational Therapist. Information was gathered via teacher interview, Shayel's insurance funded 1:1 provider interview, direct observation, Desired Results Developmental Profile (DRDP), which allowed for the completion of the Classroom Team Assessment Report (CTAR), Shayel's current LAS and OT providers. Parents and representatives were offered the opportunity to provide input throughout presentation of present levels (PLP) and proposed goals. Parents and representatives indicated agreement with PLPs and proposed goals.

The Team agrees that Shayel continues to qualify for special education placement and/or related services with an eligibility of Autism (AUT). Accordingly, the District's Offer of Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) includes the following:

To help Shayel with the transition to an LAUSD District Kindergarten program the following supports are recommended: The IEP team discussed a range of program options to best meet Shayel's needs. The IEP Team held a discussion of Least Restrictive Environment (LRE) beginning with General Education, General Education with supports and SLD and AUT Core program descriptions. Based on Shayel's needs as indicated by the IEP team as well as family and representatives, the IEP team is recommending that he benefit from the supports provided by an Autism classroom, on a General Education curriculum. To best meet Shayel's strengths and emerging interest in peers, the IEP considered Mainstreaming minutes as indicated in FAPE 1. Parent and representatives expressed interest in Shayel exploring general education in the district to see how he does. The IEP Team is recommending that Shayel's progress and performance during mainstreaming time be monitored and informal meet with family and classroom team to determine the recommendation for increasing general education opportunities. Occupational Therapy and Language/Speech services are recommended to support Shayel in his recommended placement.

To support Shayel as he transitions to a new setting for the 2023-2024 school year; Behavior Intervention Consultation (BIC) is offered for up to 5 hours. BIC will be provided by a special education teacher who is trained in positive behavior. The program will provide consultation on instructional strategies, physical environment, program organization and/or social emotional skill building as needed. Documentation of progress will be completed. BIC will collaborate with student's classroom team to review progress upon completion of the hours.

Upon enrollment and attendance IEP team recommends that a recreation therapy assessment and Functional Behavior Analysis be offered via Assessment plan to determine Shayel's need.

Private school policy was discussed.

Based upon present levels of performance presented at the IEP, it is considered that ESY (extended school year) services are necessary for recoupment of goal attainment and to prevent regression.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District				IEP FAPE Pa	TEP FAPE Part 2 - Summary of Services				
Student	GOLDBERG	SHAYELL	I	Date of Birth	30-OCT-2017	Meeting Date	02-JUN-2023		
	Last	First	MI						

FAPE Summary Grid

Program:	GE	Setting:	DIS Only - Preschooler
Eligibility:	Eligible (AUT)	Curriculum:	General Education
Transportation:	None	Low Incident Support:	None
Date District Received Parent Signature:			

Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)	No Consent
47	Behavior Intervention Consultation (BIC)	Effective with Future Changes 07-Aug- 2023		Yearly	1-10	~	300	Behavioral Support, Safety, Coping Skills	
10	Language/Speech	Effective with Future Changes 14-Aug- 2023		Weekly	1-5	School- Based	30	Pragmatic Language, Expressive Language, Pragmatic Language 2	
10	Language/Speech	Effective on Signature Date		Yearly	1-5	School- Based	80	Pragmatic Language, Expressive Language, Pragmatic Language 2	
16	Occupational Therapy	Effective on Signature Date		Weekly	1-5	~	30	Sensory Processing, Fine Motor	
16	Occupational Therapy	Effective with Future Changes 14-Aug- 2023		Weekly	1-5	~	30	Sensory Processing, Fine Motor	
26	Pre-Kdg. Itinerant	Effective on Signature Date		Yearly	1-5	~	90	Math, Classroom Language, Writing, Safety, Coping Skills, Self Help, Phonological Develop, Vocational Educ. I, Vocational Educ. II	
26	Pre-Kdg. Itinerant	Effective on Signature Date		Monthly	1-5	~	90	Math, Behavioral Support, Classroom Language, Writing, Safety, Coping Skills, Self Help, Vocational Educ. I, Vocational Educ. II	

Alternative Remote/Distance Learning Services During Emergency Conditions

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

Means of Delivery, to greatest extent possible ("x" all that could apply for student, depending on emergency circumstances):									
	Teacher-posted lessons, asynchronous (online or other media)	Virtual class meetings, synchronous	Personalized learning tools (virtual or paper packets, as available)	Scheduled teacher appointments (virtual or in-person, as available)	Scheduled email check- ins (parent or student)	Virtual office hours (drop- in; parent or student)			
Specialized Academic Instruction and Related Services	✓		✓		✓	✓			
Extended School Year Services	~	✓	~	~	~	~			
Supplementary Aids and Services (provided in general education classes and other general ed environments)	✓			✓		2			

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

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

For IEP Team Information

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

								Page 36 of 38
				ALIZED EDUCAT		GRAM		
				vior Interventio				
	LogA			h Student's Learning o	r the Learni	ing of His/Her Peers	(Daharian Intany	antion Dlan ng 1 of 2
Student	GOLDBERG	ngeles Unified Schoo SHAYELL	I	Dete	of Birth	30-OCT-2017	Meeting Date	ention Plan, pg. 1 of 3
Student	Last	First	MI	Date	or Dirtii	30-OC 1-2017	Wittening Date	02-JUIN-2023
		peding learning is:		Describe what	t it looks like	e:		
1	poor organiza	tion and planning			mbing, leav	ving the group area, r	no safety awareness	
2	It impedes lear	ning because: lack of	of work production	disrupts other	students [requires instruc	tion to stop 🗸	
2	instructional tin	ne is lost 🗸 🔀 negati	ve interaction with p	eers				
	other							
	The need for a	Behavior Intervention Pl	an: an early stage	intervention (mod	derate ()	serious () extreme		
3			, ,			0		
	Frequency or in	ntensity or duration of be	havior: Frequency (2	x) Period	Intensity	Duration (min)		
4	3			hourly 🗸	low	v 1		
	Reported by	Classroom Teaching	g Team/ABA	and/or 🗸	observed	by LAUSD case n	nanager	
			-				_	
PREVEN	TION		PART 1				CTORS AND NECES	
	5	What are the predictor	s for the behavior? (Situations in which the	e behavior is	s likely to occur: peop	le, time, place, subject	, etc).
	3	Disruption in routi	nes 🗸 🗸	Vork level higher than		Verbal directives	Lac	k of predictability
		Time of day		ent's ability		Peer conflict		er stimulation
		Unstructured time	state	nternal physical/emoti	onal	Room conditions	□ Spe	cific room arrangement
		Events from previo		ack of freedom, choic	e,			
		chynonnents	desii	able activities, friends				
		Other Describe:	JU	Jnder stimulation				
			dent using the probl	em hehavior? (What is	miccina in	the environment/curri	culum or what is in the	e environment/curriculum
Observati	ion 6	that needs changing?)		em behavior: (what is	imssing in	the environment earl	culum of what is in the	chvironment carriedium
Analysis	Descent in th	e environment:						
				eating arrangement		e levels	☐ Interact ge-appropri <mark> </mark>	cions (adult and/or peers)
	Missing in tl	ne environment:	Peer status g	gained for	✓ Inapp			t. resolution skills re communication with
			Transition sl	cills	Bene	structuring	parent	e communication with
			Re-teaching			sequences not clear to	student Commi	inications system
			Social skills	instruction		•		
	Other (Missing/Present):	Choices					
		REMO	VE STUDEN	T'S NEED TO	USE T	HE PROBLE	M BEHAVIOR	
	_	What environmental c	hanges, structure and	d supports are needed	to remove th	ne student's need to us	e this behavior? (Chan	ges in
Interventi	ion 7	Time/Space/Materials	Interactions to remo	we the likelihood of be	ehavior)			
		Time Changes:		Give more time on ta	sks	✓ Allow completion	in parts Tes	ach a closure system
		Space Changes:	$\overline{\checkmark}$	Signal transition	JK5	Provide a break		ve less time on tasks
				Preferred seating		Different work are		dy carrels
		Material Changes:		Personal space		Hands-on learning	g 🔲 Tas	sks organized
		Interaction:		Accommodated work		Notebook organiz		larged print size books
				High interest material	S	Cue the student	Mc	
			wo	Use specific supportive	ve	Praise successes		er Models
				Verbally praise studer	nt	✓ Use calm, de-esca language	liating	
				Use specific support		oo-		
		Other	cor	nmunications				
	Who will est		***71	o will monite2		E		
		ucation Teacher		o will monitor? assroom Teaching Te	am		uency Needed	
	Special Ed	aration reaction		acoroom reaching it	*****	As		

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INDIVIDUALIZED EDUCATION PROGRAM

		For Behavio	or Interfering with I	Student's Learning or the Lea	arning of His/Her Peers		
	Los A	ngeles Unified School D	istrict			(Behavior Interv	ention Plan, pg. 2 of
Student	GOLDBERG	SHAYELL	I	Date of Birth	30-OCT-2017	Meeting Date	02-JUN-2023
	Last	First	MI				
ALTERNA	TIVE	PART II		FUNCTIONAL FACTORS A			PPORT
	8	leam believes the behavi	or occurs because:	(Function of behavior in term	ns of getting, protest or avo	olding something)	
	Ū	To Get:		nsory input	Attention (peer)		ention (staff)
		To Avoid:		ngible (desired item)	Tangible (desired ac		
				nsory input	Attention (peer)		ention (staff)
		Describe:	1as	sk (too difficult)	☐ Task (too easy)	□ Ias.	k (too long)
		What team believes the s	tudent should do I	NSTEAD of the problem beh	navior? (How should the st	udent escape/protest/a	void or get his/her need
Observatio	on 9	met in an acceptable way		1	,		C
Analysis	Chaval wil	Lock for a brook often atten	lina to instruction	for a specific amount of tin	no datarminad by the alea	araam taaahar	
	Shayer wii	i ask for a break after atten	ing to instruction	for a specific amount of thi	ne determined by the clas	stoom teacher.	
	Shavel wil	l ask to complete a task in p	parts.				
							
	10	What teaching Strategies	Necessary Curricul	lum/Materials are needed?			
	10						
		Better communicati	on skills A	nger management	Communication sy	stem Sel	f-management systems
		✓ Following schedule	s & 💆 L	earning new social skills	Learning how to no	egotiate 🔽 Lea	arning structured choice
		routines		earning notebook	Learning to use con	nflict 🔽 Lea	arning to request breaks
		Learning new script	s organ	nization	resolution		
		Who will establish?		Who will monitor?	Frequen	ev.	
		BIC and Classroom T	eacher	Classroom Teaching Tea		•	
		What are reinforcement p	ocedures to use for	establishing, maintaining, a		ement behavior(s)?	
	11	Physical:	✓ т	ligh-fives	Smiles		ndshake
nterventio	on	,		at on the back	Smiles	∪ на	nasnake
		Verbal:		Jse specific praises			er recognition
		Contingent Access:		ime on the computer	Recognition of student	's str Lis	ten to music
		commgene i recessi		referred activity	Describe:	Otl	ner
		Tangibles	to ho	ositive phone calls or notes			
		Tokens and Points:		okens	Certificate sent hor	ne	ating Location
		Privileges:	\Box _E	exempt assignment	Extra test points		
					Extra test points		
		Other ideas:					
		- : 0 0 :		ferences/Reinforcement sur	rvey increase in positive behav	iore	
		By whom?	placement benavio	Frequency	merease in positive benav	1013	
		Classroom Teaching Tea	m	As Needed			
EFFECTIV	E REACTION		PART III		REACTIV	E STRATEGIES	
12				curs again. (1. Prompt studen cussion with student after be			
	Review the ex	nectation for the activity or	the area. Review	the positive reinforcement s	system so he is reminded	that he can access th	e desired outcome onc
		redirect him back to task, p		•	system so he is reminded	mai ne can access til	c aconed outcome one
	,	F		1 T			
	Personnel?						
	Classroom Tea						

INDIVIDUALIZED EDUCATION PROGRAM

Behavior Intervention Plan

	Los Ange	eles Unified Schoo	ol District			or Intervention Plan, pg. 3 of 3)
Student	GOLDBERG	SHAYELL	I	Date of Birth 30-OCT-2	2017	Meeting Date 02-JUN-2023
	Last	First	MI			
OUTCO	MES		PART IV]	BEHAVIORA	L GOALS
13	Behavioral Goa	al: Goal #: 6				
		•	, , ,	hin the classroom and school enodeling, on 4 out of 5 opportunit		lying off of the furniture, staying with shool day.
	Reduce freq	clusion	_	behavior and may also include teral skills that remove student described?		the problem behavior
FAI		modified of modifi	eutions also necessary. Where	described.		
O 3	Yes O No					
Are	environmental sup	ports/changes neces	sary?			
0			•			
		lacement behavior a	lone enough? (no new teachin	g is necessary)?		
	Yes O No	incention ochavior a	none enough. (no new teaching	g is necessary).		
_		avy ranlocament hab	avior AND reinforcement need	lad?		
O Y		ew replacement bene	avior AND reinforcement need	icu:		
		. 1 - 14 - 4				
This	BIP to be coordin	ated with other agen	cy's service plans? Agency?			
\bigcirc '						
Perso	on responsible for	contact between age	encies.			
COMMU	INICATION		PART V		COMMUNICA	ATION PROVISIONS
14	Manner and c	content of communic	eation:			
	Phone cal	ls	Email	✓ 1	Written notes	
	Daily repo		Daily charting		Behavioral log	re
	Weekly re		— Daily charting		Deliavioral log	55
	Other	ports				
	Other [
	Between?		Frequency?			
		m Teacher & Family				
		10001101 00 1 011111.				