Student Identificati Number	on	200325X815				Eligi	ible (AUT)
Student GANON		IYA	S		Date of Birth:	26-	FEB-2020
Last		First	MI Section A: Me	eting Information			
	Perti	nent Dates			Type of M	eeting	
ate of Initial IEP Team	Meeting	30-AUG-202	3	 Initial 	C	Amendm	ent of IEP dated
ate of Present Meeting		30-AUG-202	3	Initia		Allendin	chi of her dated
nnual Review to be co	nducted by	30-AUG-202	4	Annual Review		Farly Sta	rt Transition
ext Three Year Review	will be	29-AUG-202	6	Three Year Review)Expulsion	
nducted by nree Year Review or E as conducted on	valuation	30-AUG-202	3	Other			l Transition Plan
ransition to Kindergart	en to be	01-MAY-202	5				
ocation of Meeting	5	SP ED INF/PRE	(1017)	District Name	Los Angeles	Unified Scl	hool Distri
			Section B: Stu	ident Information			
ate of Birth	26-FEB-20)20	Age	3	Grade		-1
ender	🔵 Male 🤇	Female	Ethnic Code	White			
ocation of the Psych older	REGION	NORTH	Student has no Psych Folder				
ocation of the Cum older			Student has no Cum Folder				
ome Language			Student Language		Alternate Mo Communication		
ome Address of rudent	12301 CO	LLINS ST					
ity	VALLEY	VILLAGICA	ZIP Code	91607			
ome Telephone	(909) 996-	5720	Daytime Telephone		Emergency Te	elephone	
chool of Attendance	Sp Ed Inf/I	Pre (1017)	Location Code	1017			
bool of Residence	Burbank B	lvd El	Location Code	2630			
ame of arent/Guardian	Shiran Gar	non	Telephone				
ddress							
ty		CA	ZIP Code				
rogate Parent			Telephone				
ttends CURRENT SC the following	HOOL as a r	esult of one	Preschool Program	~			
the student living in a	Family Foste	r O _N	o () Yes	FFH#			
ome (FFH)? FFH Provider related	to student?	() N	o O Yes	Relationship			
censed Children's Inst			$0 \odot 100$ $0 \odot Yes$	LCI Name			
ender officient officient		\bigcirc N	105	LCI#			
ut of the home placem	ent made by	-	egional Center 1perior Court	Department of Mental H	Health C) Departmen	nt of Children's Services
nild's family living with undaries?	hin LAUSD's		o \bigcirc Yes				

os Angeles	unified Schoo	l District	П	NDIVIE	DUALIZI	ED EDUG	CATION PROGRAM (IEP)		Page 2 of 2
Student		ELIYA	S				Date of Birth 26-FEB-	2020	
	Last	First		MI	Section	C: Lano	uage Acquisition		
Language Cla	assification:					or Lung	augerrequisition	Start Date:	
	y Parent Request	:			O Yes	O No		Reclassification Date:	
		d Performance Desci	rintor	ſ			~	Test Date:	
		e Level and Performa	-	(· · · · · · · · · · · · · · · · · · ·	Test Date:	
Descriptor:	ACTOMINANC		ince	(Test Date.	
				Sect	ion D: Go	oal Achie	vement from Current IEP		
					Achieve	ed			
Goal for: (er	xample - Reading	g)		Ye	s	No	If No, explain the reason	the goal/objective was not achieved	
1				С)	\bigcirc			
Category			♥						
	Objective 1 m			C)	\bigcirc			
	Objective 2 m	net		C		\bigcirc			
2				С)	\bigcirc			
Category			♥)						
	Objective 1 m			С		0			
	Objective 2 m	net		С		0			
3				С)	\bigcirc			
Category			v)			-			
	Objective 1 m			C		0			
	Objective 2 m	net		C		\bigcirc			
4				C)	\bigcirc			
Category			v						
	Objective 1 m			C		0			
	Objective 2 m	net		C		0			
5				C)	\bigcirc			
Category			►						
	Objective 1 m			C		0			
	Objective 2 m	net		<u> </u>		0			
6				C)	\bigcirc			
Category	Objection 1	4	v)	~	>	\bigcirc			
	Objective 1 m			C		0			
7	Objective 2 m	let		C		0			
Category				С)	0			
Category	Objective 1 m	pat	♥)	<i>(</i>		\bigcirc			
	Objective 1 m Objective 2 m			C		0			
8	Objective 2 m	101		C		0			
ð Category			v	C)	0			
Category	Objective 1 m	pet	•)	<u> </u>		\bigcirc			
	Objective 1 m Objective 2 m			C		0			
9	objective 2 m			C		0			
Category			~	C)	\bigcirc			
Caugory	Objective 1 m	net	•)	С)	0			
	Objective 1 m Objective 2 m			C		0			
10	Cojective 2 II	101		C		0			
Category			~	C)	\bigcirc			
Category	Objective 1 m	net	•)	С)	0			
	Objective 1 m Objective 2 m			C		0			
	Objective 2 II			C)	\cup			

Los Angolo	s Unified Scho	al Distriat		INDIVIDUALIZED EDUCATION PROGRAM (IEP)	Page 3 c
8	GANON	ELIYA		S Date of Birth 26-FEB-2020 Meetin	g Date 30-AUG-2023
Student	Last	Fire	st	MI	Ig Date [30-A00-2023]
				Section E: Present Level of Performance	
Performance	Area:		Health an	d Development including Vision and Hearing	
Category:			Health	✓	
Assessment/M	Monitoring Proce	ess Used:	Health A	sessment; Parent Interview; Record Review	
State/District	t Assessment Res	sults:			
Current Perfc	ormance/Assessn	nent Summar	y (include	tudent strengths, student needs and impact of disability on student performance):	
LAUSD Init interview w	itial Health Asses vith the parent, Sl	ssment was co hiran Ganon c	ompleted b on 05/22/20	Teresa Bernaldo, RN, CSN with health information gathered from a review of health 23.	records and an
newborn his Eliya has no history of ac	stories. Parent re o known signific	ports that dev ant health pro urgery, or hos	elopmenta blems and pitalizatio	onth-old student (during the health assessment), born full-term without significant pred milestones were delayed for both motor skills and speech development. Student is no does not take any medication on a daily or routine basis. No allergies to food and med . Unable to condition student for hearing screening on 05/22/2023. Audiologic Resour	t toilet trained. ication. No recent
by using sor				Eliya eats a regular diet, self-feeds using utensils, and drinks from an open cup. Studen and pulling parent/adult. Eliya walks independently. Student passed vision screening u	
AREAS OF	F NEED: Studen	t is not toilet 1	trained and	needs assistance with toileting and diapering.	
				student's participation, performance, and access to the educational program.	
			1		
ACCOMM	IODATIONS/MC	DIFICATIO	NS: Traine	d school staff to assist student with toileting and diapering.	
	naldo, RN, BSN, dhood Special Ec 3		l School N	rse	
Performance	Area:				
Category:				▼	
ssessment/N	Monitoring Proce	ess Used:			
tate/District	t Assessment Res	sults:			Ĩ
Current Perfo	ormance/Assessn	nent Summar	v (include	tudent strengths, student needs and impact of disability on student performance):	
			, (······································	

Los Angeles Unified School Distric	t		LIZED EDUCAT			_		
Student GANON ELIY		S) 1	Date of Birth	26-FEB-2020	Meeting	g Date	30-AUG-2023
Last F	First	MI Section 1	E: Present Leve	l of Perform	ance			
Performance Area:	Cognitive	e Functioning)	
Category:	Cognitiv	ve Development	~					
Assessment/Monitoring Process Used:	NLACRO	C Psychological E	valuation, Anna L	evi, Psy. D.)	
State/District Assessment Results:	N/A						ĺ	
Current Performance/Assessment Summ	ary (include	student strengths,	student needs and	impact of disa	bility on student p	erformance):	/	
Strengths: Per parent reports and assess part, can respond correctly when asked that it represents a living thing, and can Areas of Need: Based on the NLACRO with testing and did not produce a scorr name or point to 20 thing seen in picture	to identify an a correctly po C Psychologic able performa- res, say size v	n object pictured in int to at least two cal Evaluation, Eli ance. Based on par words, use crayons	n a book, when pla colors. iya attempted the V rent reports, Eliya s to make marks of	aying with a do WPPSI-IV to a is not yet able	oll or stuffed anim ssess his cognitive to use give one m	al can demonstrate e abilities. He was n ore of something w	underst ot coop	anding perative
Educational Impact: A general ability/o	cognition imp	pact was identified	l at this time.					
Performance Area:	Social-E	motional Function	ing)	
Category:	Social E	Emotional Develop	oment 🗸					
Assessment/Monitoring Process Used:	NLACRO	C Psychological E	valuation, Anna L	evi, Psy. D.)	
State/District Assessment Results:	N/A)	
Current Performance/Assessment Summ	ary (include	student strengths,	student needs and	impact of disa	bility on student p	erformance):		
adult. Areas of Need: Per parent reports, Eliy toys/hitting), low frustration tolerance, Evaluation, Eliya demonstrates deficits maintaining, and understanding relation fixated interests, and hyper/hypo reacti which meets criteria for a diagnosis of	and overall s in social con nships, restric vity to sensor	socialization. Eliya mmunication and s cted/repetitive patt ry. Eliya was admi	a will engage in pa social interaction, in terns of behaviors,	rallel and person non-verbal con interests or act	everative/repetitiv municative behav tivities, insistence	e play. Per NLACR viors, difficulty deve on sameness, highl	C Psyc eloping y restri	hological , cted,
Educational Impact: A social-emotiona	al impact was	s identified at this t	time.					

9/8

23, 6:43 PM					Indivi	dualized Educat	ion Program (IEP)		
			I	NDIVIDUA	ALIZED EDU	JCATION PROG	RAM (IEP)		Page 5
os Angeles Student	Unified Scho	Dol District	S				h 26-FEB-2020	Mostin	g Date 30-AUG-2023
Student	Last	Firs		MI		Date of Birt	II 20-FEB-2020	wiecum	g Date 50-A00-2025
					n E: Present	Level of Perfor	mance)
rformance	Area:		Adaptive Fur	_					J
tegory:			Adaptive Be			▼			
	Ionitoring Proc			sychological	Evaluation, A	nna Levi, Psy. D.			J
	Assessment Re		N/A						J
				-		-	isability on student pe		
trengths: E	liya will help w	vith dressing by	holding out a	arms/feet, dri	ink from a chi	ld-sized cup, and	use a spoon for self-fe	eding, but prefers	hands.
neasure is in vords and m way around	n the high end o	of the borderlin l items. Eliya i cating knowled	e range. Furth s not yet able lge of where t	ermore, Eliy to take off hi hings are kep	ya is not aware is shoes/socks pt.	e of dangers within	al areas was in the mi n the community, doe a fork, undo fastener	s not readily respo	nd to safety
rformance	Area:								J
tegory:		·				▼)
	Ionitoring Proc								J
	Assessment Re						isability on student pe		J

Student	GANON	ELIYA)	S		Date of Rirth	26-FEB-2020	Meeting Dat	e 30-AUG-2023
	Last	Fir	st	MI		Date of Difti	20-1 110-2020	meeting Dat	50-110-2025
				Section	n E: Present Le	vel of Perform	ance		
erformance	Area:		Commu	nication					
ategory:			Commu	unication	•	•			
ssessment/N	Monitoring Proce	ss Used:	PLS-5, 1	anguage sample	clinical observat	ion, parent interv	iew		
tate/District	Assessment Res	ults:	n/a						
urrent Perfo	ormance/Assessm	ent Summar	y (include	student strength	s, student needs a	nd impact of disa	bility on student perfo	ormance):	
LAUSD in 1 language se language is Strengths: 1 demonstrate directions, a points, and indicate his area of socia	the fall. This asservices. Eliya is an Hebrew, but he h Eliya demonstrates awareness of c and identifies col- vocalizations to i choice with word al language, Eliya th adults for a sh	essment was on n enthusiastic las some expression es an underst ause and effet ors, objects, s ndicate his w ds or by grab a enjoys play	conducted and activ osure to E anding of ct toys as hapes, an ants and r bing the it ing with t	as part of Eliya' re boy. His moth nglish in the hor inhibitory words well as various v d animals. In the needs at this time rem. When he do	s initial evaluation er expressed conc ne as well. and tries to find words and short p area of expressiv . When given sev es not want to pai	n to determine pro erns regarding El items he is intere hrases. He identif e language, Eliye eral options he is ticipate, he comr	ool year and is eligible esent levels of perform iya's speech and langu sted in, if they are out fies objects and items i typically uses words, a ble to choose which nunicates by moving a red to sit and look at be	ance and need for sp lage delays. His prim of sight/hidden. He n pictures, follows o 1-2 word phrases, re item/color he wants way or by saying 'no	ne step aches, and can .' In the
erformance	Area:					•			
ategory:									
	Monitoring Proce								
	Assessment Res								
urrent Perfo	ormance/Assessm	ent Summar	y (include	student strength	s, student needs a	nd impact of disa	bility on student perfo	rmance):	
effectively of using words Additionally Impact of I ability to co Lorena Zar	communicate his s, phrases, and se y, Eliya needs hel Disability: Eliya's	wants, needs ntences wher lp engaging i communicat h impacts his -SLP	, and idea i interactin n turn taki ion defici	s. Eliya also nee ng with others. E ing activities, gan ts related to his o	ds more practice a liya also needs to mes, and conversa	inswering a great improve his over ations with his pe im (AUT) is acco	mpanied by a language	ions. He needs help c a speaking in utterand	consistently ces.

Student GANON ELIYA S Date of Birth 26-FEB-2020 Meeting Date 30-AUG-2023 Last First MI Section E: Present Level of Performance erformance Area: Motor (OT) ategory: Fine Motor ssessment/Monitoring Process Used: BSID-4, informal, clinical observation, parent report, review of records ate/District Assessment Results: n/a urrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Student's areas of strengths: During the assessment session, Eliya was observed to access the environment without tripping, falling, or bumping into adults and furniture. Eliya was also observed to demonstrate an upright seated dynamic posture at a tabletop and engage in adult-led tasks without leaning on his arms for support or slumping. Eliya presents with adequate visual skills to stack blocks, use a dot marker to color a picture, and complete some basic frawing tasks. He was able to imitate a horizontal and vertical line and a circular shape. Eliya was observed to be able to track in all directions, scan for objects of interest, and he was observed to transition with changing brightness without becoming upset. He displays functional grasp patterns to stack blocks using a three jaw chuck, insert coins into both vertical and horizontal allots using a lateral grasp, utilize a pincer grasp to tick up shall beads, demonstrate a spherical grasp to throw a ball, and draw using a digital-pronate grasp. He displays functional finger dexterity and isolation to point with his index finger, press down on but	Last First MI Section E: Present Level of Perfo Performance Area: Motor (OT) Category: Fine Motor Assessment/Monitoring Process Used: BSID-4, informal, clinical observation, parent report, restate/District Assessment Results: State/District Assessment Results: n/a Current Performance/Assessment Summary (include student strengths, student needs and impact of of Student's areas of strengths: During the assessment session, Eliya was observed to access the enviror and furniture. Eliya was also observed to demonstrate an upright seated dynamic posture at a tablet arms for support or slumping. Eliya presents with adequate visual skills to stack blocks, use a dot n drawing tasks. He was able to imitate a horizontal and vertical line and a circular shape. Eliya was objects of interest, and he was observed to transition with changing brightness without becoming u blocks using a three jaw chuck, insert coins into both vertical and horizontal slots using a lateral gr demonstrate a spherical grasp to throw a ball, and draw using a digital-pronate grasp. He displays f index finger, press down on buttons, and flip pages. He displays emerging bimanual skills to pull p	rmance eview of records disability on student perfe onment without tripping, top and engage in adult-le narker to color a picture, observed to be able to tra pset. He displays function asp, utilize a pincer grasp functional finger dexterity art and push together blo	ormance): falling, or bumping into adults d tasks without leaning on his and complete some basic ck in all directions, scan for nal grasp patterns to stack o to pick up small beads, v and isolation to point with his cks and to demonstrate
Last First MI Section F: Present Level of Performance erformance Area: Motor (OT) ategory: Fine Motor sessment/Monitoring Process Used: BSID-4, informal, clinical observation, parent report, review of records ate/District Assessment Results: n'a urrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): student's areas of strengths: During the assessment scession. Eliya was observed to access the cnvironment without tripping, falling, or bumping into adults und furniture. Eliya was also observed to damoistate an upright seated dynamic posture at a tabletop and engage in adult-led tasks without leaning on his trans for support or slumping. Eliya presents with daequate visual skills to stack holes, use a dd marker to color a picture, and complete some basic farwing a dipiduptons without becoming upset. He displays functional graps patterns to stack blocks using a three jaw (huck, insert coins all directions, sean for objects of interescence). He displays functional finger deterring and index for how a ball, and draw using a dipid-pronate grass. He displays functional finger deterring and isolation skills as he attempts to draw/color, string beads, and scribble on paper. Eliya is observed to utilize his right hand and demonstrate a ligital pronate grass. He displays functional finger deterring and isolation skills as he attempts to draw/color, string beads, and scribble on paper. Eliya is observed to utilize his right hand and demonstrate a ligital pronate grass. reformance Area:	Section E: Present Level of Perforement of the section of the sect	eview of records disability on student perfe onment without tripping, top and engage in adult-le narker to color a picture, observed to be able to tra pset. He displays function asp, utilize a pincer grasp functional finger dexterity art and push together blo	ormance): falling, or bumping into adults d tasks without leaning on his and complete some basic ck in all directions, scan for nal grasp patterns to stack o to pick up small beads, v and isolation to point with his cks and to demonstrate
erformance Area: Motor (OT) ategory: Fine Motor fine Motor fine Motor fine Motor fine M	erformance Area: Motor (OT) ategory: Fine Motor ssessment/Monitoring Process Used: BSID-4, informal, clinical observation, parent report, restare/District Assessment Results: urrent Performance/Assessment Summary (include student strengths, student needs and impact of a Student's areas of strengths: During the assessment session, Eliya was observed to access the environ and furniture. Eliya was also observed to demonstrate an upright seated dynamic posture at a tablet arms for support or slumping. Eliya presents with adequate visual skills to stack blocks, use a dot n drawing tasks. He was able to imitate a horizontal and vertical line and a circular shape. Eliya was objects of interest, and he was observed to transition with changing brightness without becoming u blocks using a three jaw chuck, insert coins into both vertical and horizontal slots using a lateral gridemonstrate a spherical grasp to throw a ball, and draw using a digital-pronate grasp. He displays findex finger, press down on buttons, and flip pages. He displays emerging bimanual skills to pull p emerging stabilization skills as he attempts to draw/color, string beads, and scribble on paper. Eliya digital pronate grasp as he scribbles. Please see below:	eview of records disability on student perfe onment without tripping, top and engage in adult-le narker to color a picture, observed to be able to tra pset. He displays function asp, utilize a pincer grasp functional finger dexterity art and push together blo	falling, or bumping into adults ed tasks without leaning on his and complete some basic ck in all directions, scan for nal grasp patterns to stack to to pick up small beads, and isolation to point with his cks and to demonstrate
ategory: Fine Motor sessment/Monitoring Process Used: BSID-4, informal, clinical observation, parent report, review of records ate/District Assessment Results: n/a urrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Student's areas of strengths: During the assessment session, Eliya was observed to access the environment without tripping, falling, or bumping into adults and furniture. Eliya was also observed to transition and indicate a horizontal and vertical line and a circular shape. Eliya was observed to be rack in all directions, scan for biokeck using at there jaw chuck, insert coins into both vertical and horizontal slots using a lateral grasp, utilize a pincer grasp to pick up small beads, lemonstrate a spherical grasp to throw a ball, and draw using a digital-pronate grasp. Eli displays functional grasp to thore yan small beads, shere jaw chuck, insert coins into both vertical and undicate and access the environment without boless and to demonstrate a merging tabilization skills as he attempts to draw/color, string beads, and scribble on paper. Eliya is observed to utilize his right hand and demonstrates a ligital pronate grasp as he scribbles. Please see below:	ategory: Fine Motor ssessment/Monitoring Process Used: BSID-4, informal, clinical observation, parent report, real ate/District Assessment Results: n/a aurrent Performance/Assessment Summary (include student strengths, student needs and impact of of Student's areas of strengths: During the assessment session, Eliya was observed to access the enviround furniture. Eliya was also observed to demonstrate an upright seated dynamic posture at a tablet turns for support or slumping. Eliya presents with adequate visual skills to stack blocks, use a dot nd frawing tasks. He was able to imitate a horizontal and vertical line and a circular shape. Eliya was objects of interest, and he was observed to transition with changing brightness without becoming u blocks using a three jaw chuck, insert coins into both vertical and horizontal slots using a lateral grase there approach to throw a ball, and draw using a digital-pronate grasp. He displays findex finger, press down on buttons, and flip pages. He displays emerging bimanual skills to pull pemerging stabilization skills as he attempts to draw/color, string beads, and scribble on paper. Eliya tigital pronate grasp as he scribbles. Please see below:	disability on student perfe onment without tripping, top and engage in adult-le narker to color a picture, observed to be able to tra pset. He displays function asp, utilize a pincer grasp functional finger dexterity art and push together blo	falling, or bumping into adults ed tasks without leaning on his and complete some basic ck in all directions, scan for nal grasp patterns to stack to to pick up small beads, and isolation to point with his cks and to demonstrate
Sessment/Monitoring Process Used: IBSID-4, informal, clinical observation, parent report, review of records ate/District Assessment Results: n/a urrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): student's areas of strengths: During the assessment session, Eliya was observed to access the environment without tripping, falling, or bumping into adults of student blocks, use ad oblocks, use ad oblocks, use ad oblocks, use ad oblocks, use ad oblock, use ad oblocks, use ad oblock, use ad oblock, use ad oblock, use ad oblock oblock ad oblock, use ad oblock, use ad oblock, use ad oblock, use ad oblock oblock able to track in all directions, scan for bipping fallings on theme adult and draw using a direital inter and a circular shape. Eliya was observed to be able to track in all directions, scan for bipping biplings without becoming upset. He displays functional graps putters to stack locks using a there jaw ohuck, insert coins into both vertical and horizontal slots using a lateral grap, utilize a pincer graps to pick up small beads, emorstrate as patherial graps to threw a ball, and draw using a digital-pronate graps. He displays functional finger dexterity and isolation to point with his index finger, press down on buttons, and flip pages. He displays functional finger dexterity and isolation to point with his right hand and demonstrate a graps utilize to itrack in diverse ball, and draw using a digital-pronate graps. He displays functional graps putters to stack light pronate graps as he scribbles. Please see below:	ssessment/Monitoring Process Used: BSID-4, informal, clinical observation, parent report, reaction of the system of the syst	disability on student perfe onment without tripping, top and engage in adult-le narker to color a picture, observed to be able to tra pset. He displays function asp, utilize a pincer grasp functional finger dexterity art and push together blo	falling, or bumping into adults ed tasks without leaning on his and complete some basic ck in all directions, scan for nal grasp patterns to stack to to pick up small beads, and isolation to point with his cks and to demonstrate
tet/District Assessment Results: n/a trent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): tudent's areas of strengths: During the assessment session, Eliya was observed to access the environment without tripping, falling, or bumping into adults inf furniture. Eliya was also observed to demonstrate an upright seated dynamic posture at a tabletop and engage in adult-led tasks without leaning on his for support or slumping. Eliya presents with adequate visual skills to stack blocks, use a dot marker to color a picture, and complete some basic rawing tasks. He was able to initiate a horizontal and vertical line and a circular shape. Eliya was observed to be able to track in all directions, scan for bjects of interest, and he was observed to transition with changing brightness unithout blocks using a three jaw chuck, insert coins into both vertical and horizontal slots using a lateral grasp, utilize a pincer grasp to pick up small beads, emonstrate a spherical grasp to throw a ball, and draw using a digital-pronate grasp. He displays functional finger dextriry and isolation to pohnt with his ndex finger, press down on buttons, and flip pages. He displays emerging bimanual skills to pull part and push together blocks and to demonstrate merging stabilization skills as he attempts to draw/color, string beads, and scribble on paper. Eliya is observed to utilize his right hand and demonstrates a gitpal pronate grasp as he scribbles. Please see below: rformance Area: tegory: sessment Nonitoring Process Used: Eliya presents with functional praxis to use manipulatives and toys for their intended purpose and navigate a school setting without bumping into stationary bjects. He was observed to domonstrate functional Japa when exploring novel toys. He presents with functional praxis to use manipulatives and toys for their intended purpose and navigate a school setting without bumping into stationary bjects. He was observed to comonstrate functional	ate/District Assessment Results: n/a arrent Performance/Assessment Summary (include student strengths, student needs and impact of of student's areas of strengths: During the assessment session, Eliya was observed to access the environ nd furniture. Eliya was also observed to demonstrate an upright seated dynamic posture at a tablet mus for support or slumping. Eliya presents with adequate visual skills to stack blocks, use a dot no rawing tasks. He was able to imitate a horizontal and vertical line and a circular shape. Eliya was bjects of interest, and he was observed to transition with changing brightness without becoming u clocks using a three jaw chuck, insert coins into both vertical and horizontal slots using a lateral gr lemonstrate a spherical grasp to throw a ball, and draw using a digital-pronate grasp. He displays f ndex finger, press down on buttons, and flip pages. He displays emerging bimanual skills to pull p merging stabilization skills as he attempts to draw/color, string beads, and scribble on paper. Eliya igital pronate grasp as he scribbles. Please see below:	disability on student perfe onment without tripping, top and engage in adult-le narker to color a picture, observed to be able to tra pset. He displays function asp, utilize a pincer grasp functional finger dexterity art and push together blo	falling, or bumping into adults ed tasks without leaning on his and complete some basic ck in all directions, scan for nal grasp patterns to stack to to pick up small beads, and isolation to point with his cks and to demonstrate
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pplicable, areas (alth, General Ab	discussed related to di pility, Academic Perfo	rst MI sability or suspected disab rmance, Language Function ior to determining eligibil	n, Motor Abilities, Social Emot	ional Status, Self-Help		
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Initial IEP, inter	rventions attempted pr	ior to determining eligibil	ity:			
rible as a student	t with the disability of					
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ONO	ot Applicable,	\bigcirc Blind or	OPartially Sighted			
Does not meet e	ligibility criteria for S	pecial Education Services	(Initial IEP).			
	8 9	L				
No Longer Eligi	ible for Special Educa	tion Services (Review IEP).			
No Longer Eligi Date):	ible (Effective					
Date).						
This is a Final II	EP, the student remain	s eligible for Special Educ	ation Services until the Effectiv	_		
al IEP Reason:			Final IEP I	Effective Date:		
_		_	eeds of the student are not pri	_		
✓ Social Malac	-		mporary Physical Disability		x of instruction in reading	
Lack of instr	ruction in math	🗹 Lii	nited English Proficiency	Envi	ironmental, Cultural or Eco	onomic Facto

	ELIYA	3	Date of Birth 26-FEB-2020	Meeting Date 30-AUG-2023
Last	First	MI		
		Section G: Annual G		
	-	°.	nitive Development V Annual C	
by a win attend to and part	-	adie-top task for at least 5 mint	ates, with minimal adult prompts and cues	s (1 to 2 times) on at least 4
	be reported to parents by cor Report or Report Card period	ls.	rogress and Achievement from Current I	EP" form(s) which will be
	\frown	Methods of		
 State Assessments Observation Other 	Norm Portfol	Referenced lio	 Criterion Referenced Work Samples 	└── Curriculum Based✓ Informal
ninutes, with maximum su during the school week.	ipport (5 or more prompts), o	n at least 4 occasions	with moderate adult prompts and cues school week.	(3-4 times), on at least 4 occasions during
		NO MD		
Date to be achieved:	December V 2023	RT OF PROGRESS AND A	Date to be achieved: April CHIEVEMENT FROM CURRENT II ON OF MARKS	 ✓ 2024 ✓ MO/YF EP
4 GOAL MET OR	IEP REPO	RT OF PROGRESS AND A EXPLANATION	CHIEVEMENT FROM CURRENT II	EP
4 GOAL MET OR EXCEEDED	IEP REPO 3 SUBSTANTIAL PROC met)	RT OF PROGRESS AND A EXPLANATIO	CHIEVEMENT FROM CURRENT II ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g	EP
4 GOAL MET OR EXCEEDED 1st Reporting Period	IEP REPO	RT OF PROGRESS AND A EXPLANATION	CHIEVEMENT FROM CURRENT II	EP goal met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED 1st Reporting Period	IEP REPO 3 SUBSTANTIAL PROG met) 2nd Reporting Period	RT OF PROGRESS AND A EXPLANATIO GRESS (50-99% of goal 3rd Reporting Period	CHIEVEMENT FROM CURRENT II ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary	EP goal met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED 1st Reporting Period Date:	IEP REPO	RT OF PROGRESS AND A EXPLANATIO GRESS (50-99% of goal 3rd Reporting Period Date:	CHIEVEMENT FROM CURRENT II ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date:	EP goal met) 1 NO PROGRESS
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os Angeles Unified Sch Student GANON		s	Date of Birth	26-FEB-2020	Meeting D	ate 30-AUG-2023
Last	First	MI	Date of Diffi			
		Section G: Annual G	oals and Object	ives		
rmance Area:	Social Emotional Dev	Category: Soc	cial Emotional Dev	rela 🗸 🛛 Annua	ll Goal #: 2	
iya will play cooperative	ly with one other child (takinş	g turns, sharing, etc.) for at leas	st 5 minutes, on 4 o	ccasions during a sch	ool week.	
	be reported to parents by co Report or Report Card perio	mpleting the "IEP Report of I ds.	Progress and Achie	vement from Current	t IEP" form(s) which	n will be
	_	Methods of	Evaluation		_	
State Assessments Observation Other	Norm Portfc	Referenced olio	Criterion I Work Sam	Referenced ples	Curric Curric Inform	eulum Based al
teremental objective #1 n Eliya will play alongside a ninutes, on 3 occasions du	nother child, with at least 3 i	interactions, for at least 3	Eliya will play	bjective #2 related to cooperatively with or ng a school week.	0	east 4 minutes, on 3
te to be achieved:	December 🖌 2023	3 V MO/YR	Date to be achi	eved: April	▶ 2024	MO/YI
4 GOAL MET OR	IEP REPO	DRT OF PROGRESS AND A	CHIEVEMENT ON OF MARKS		IEP	MO/YI
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Student GANON	ELIYA S	S	Date of Birth 26-FEB-2020	Meeting Date 30-AUG-2023
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C		Section G: Annual G		
rmance Area:	Social Emotional Dev	Category: Soc	ial Emotional Devel Annual G	Goal #: 3
Vhen given a teacher select pportunities.	ted, non-preferred task, Eliya	will go without verbal or phys	cal protest, with minimal non-verbal prom	pts (1-2 times), in 4 of 5
	be reported to parents by con Report or Report Card period	ds.	rogress and Achievement from Current IE	EP" form(s) which will be
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 State Assessments Observation Other 	Derived States Norm	Referenced lio	 Criterion Referenced Work Samples 	Curriculum BasedInformal
ncremental objective #1 r	related to the goal: cted, non-preferred task, Eliy	ra will go with minimal	Incremental objective #2 related to the When given a teacher selected non-pre-	he goal: ferred task, Eliya will go with minimal ver
	with maximum verbal and no			al and non-verbal prompts (3-4 times), in 4
ate to be achieved:	December 🖌 2023	, MO/YR	Date to be achieved: April	 ✓ 2024 ✓ MO/YR
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Student GANON	ELIYA	;	Date of Birth 26-FEB-2020	Meeting Date 30-AUG-2023
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rmance Area:	Social Emotional Dev	Section G: Annual G	ial Emotional Devel Annual	Goal #: 4
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	in from hitting and throwing i		rea and not elope from the classroom, use e to stop) with minimal teacher prompts (1	
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State Assessments Observation Other	Norm Portfol	Referenced lio	Criterion Referenced Work Samples	└── Curriculum Based✓ Informal
ppropriately, keep hands to thers , respond to name to	ppe from the classroom, use c o self and refrain from hitting o stop) with maximum teacher e time in 3 of 5 days per wee	g and throwing items at r prompts and guidance (5-	to self and refrain from hitting and thro	, use classroom tools appropriately, keep ha owing items at others, respond to name to s idance (3-4 times), at least 70% of the time
ate to be achieved:	December V 2023		Date to be achieved: April CHIEVEMENT FROM CURRENT IB	 ✓ 2024 ✓ MO/YR EP
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	ELIYA	5	Date of Birth 26-FEB-2020	Meeting Date 30-AUG-2023
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ncremental objective #1 r Eliya will follow one-step during a school day.	elated to the goal: directions with adult assistar	nce, on 3 opportunities,	Incremental objective #2 related to the Eliya will follow one-step directions will 3 opportunities, during a school day.	he goal: hen combined with gestures or visual cu
ate to be achieved:	December 💙 2023	✓ MO/YR	Date to be achieved: April	 ✓ 2024 ✓ MO/YI
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Student GANON	ELIYA		Date of Birth	26-FEB-2020	Me	eeting Date 30-AUG-	2023
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mance Area:	Communication	Section G: Annual G	nmunication		al Goal #:	6	
)	Category: Cor requesting, commenting, answ					
tivities in 4 out of 5 oppo	rtunities with 80% accuracy u	sing moderate prompts as mea	sured by clinician o	lata.			
	be reported to parents by con Report or Report Card period		-	vement from Currer	nt IEP" form	(s) which will be	
		Methods of	Evaluation				
State Assessments Observation Other	□ Norm □ Portfo	Referenced lio	Criterion R Work Sam			Curriculum Based Informal	
inswering questions, and e	erances for describing action xpressing his wants/needs du th 80% accuracy using mode	uring structured activities in	answering ques	tions, and expressin	g his wants/r	g actions, requesting, co needs during structured a moderate prompts as m	activities
ate to be achieved:	December 💙 2023	✓ MO/YR	Date to be achie	eved: April	•	2024 🗸	MO/YI
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ormance Area: Sense In order to demonstrate improve multimodal prompting as necess rogress on annual goals to be re- rovided at either Progress Report State Assessments Observation Other neremental objective #1 related	eported to parents by corr ort or Report Card period	Section G: Annual G Category: Sen Eliya will participate in tableto ith or without the use of senso mpleting the "IEP Report of P s.	sory Processing Annual ptactile activities (i.e. paint, slime, glue, ry strategies as needed.	shaving cream), with minimal
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ogress on annual goals to be re ovided at either Progress Repo State Assessments Observation Other cremental objective #1 relate	eported to parents by cor ort or Report Card period	ith or without the use of senso npleting the "IEP Report of P s.	ry strategies as needed.	
State Assessments Observation Other cremental objective #1 relate	ort or Report Card period	s.	rogress and Achievement from Current	IEP" form(s) which will be
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	teacher repo	ort		
abletop tactile activities (i.e. pa nultimodal prompting as neces sensory strategies as needed.	aint, slime, glue, shaving		tabletop tactile activities (i.e. paint, sl	asorimotor abilities, Eliya will participate in lime, glue, shaving cream), with moderate in 4 out of 5 trials, with or without the use of
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	progress sufficient to eet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Objective 2 Met:
-) Yes O No	O Yes O No	O Yes O No	If "No" please explain:
	"No" please comment:	If "No" please comment:	If "No" please comment:	
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Student GANON	ELIYA	5	Date of Birth 26-FEB-2020	Meeting Date 30-AUG-2023
Last	First	MI		
C		Section G: Annual G		
		8,	e Motor Annual C	
	daptive strategies as needed.	niu sirengin, Eniya win make 3	consecutive 1-inch snips, in 4 out of 5 tria	is, with minimar prompting,
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State Assessments		Referenced	Criterion Referenced	Curriculum Based
Observation	Portfol		Work Samples	 Informal
Other	teacher rep	ort		
	proved fine motor skills and a snips, in 2 out of 5 trials, with			motor skills and hand strength, Eliya will out of 5 trials, with minimal prompting, w
nte to be achieved:	December 💙 2023	✓ MO/YR	Date to be achieved: April	 ✓ 2024 ✓ MO/YI
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4 GOAL MET OR EXCEEDED Ist Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	IEP REPO 3 SUBSTANTIAL PROC met) 2nd Reporting Period Date:	RT OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date:	CHIEVEMENT FROM CURRENT IE DN OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress Mark: Ves No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	Image: Noise of the second state of
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress Mark: Ves No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	IEP REPO 3 SUBSTANTIAL PROC met) 2nd Reporting Period Date: Progress Mark: Is progress Mark: Ves No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	RT OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date:	CHIEVEMENT FROM CURRENT IE DN OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress Mark: Ves No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Image: Noise of the second state of
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress Mark: Ves No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	IEP REPO 3 SUBSTANTIAL PROC met) 2nd Reporting Period Date: Progress Mark: Is progress Mark: Ves No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	RT OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date:	CHIEVEMENT FROM CURRENT IE DN OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress Mark: Ves No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Image: Noise of the second state of
4 GOAL MET OR EXCEEDED Ist Reporting Period Date: Progress Mark: Is progress Mark: Ves No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	IEP REPO 3 SUBSTANTIAL PROC met) 2nd Reporting Period Date: Progress Mark: Is progress Mark: Ves No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	RT OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date:	CHIEVEMENT FROM CURRENT IE DN OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress Mark: Ves No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Image: Noise of the second state of

				EDUCATION PROGR	AM (IFD)	Page 17 of 25
Los Angeles	Unified School	District	INDIVIDUALIZED	EDUCATION FROGR	AWI (IEF)	
Student		ELIYA	S	Date of Birth	26-FEB-2020	Meeting Date 30-AUG-2023
	Last	First	MI V: Derdicire direction	State and Distant of an	• 1	
Assessments ac	dministered will c		ection K: Participation is sessments determined for e			tion and/or the Los Angeles Unified School
				District.	1	
DRDP-A - (A	Adaptations identif	ied below are applic	able)			

INDIVIDUALIZED EDUCA	Page 18 of 25 ATION PROGRAM (IEP)
Los Angeles Unified School District	
StudentGANONELIYASLastFirstMI	Date of Birth26-FEB-2020Meeting30-AUG-2023Date
Section N: Procedural Safegu	-
 A Parent's Guide to Special Education Services including Procedural K The IEP Team Meeting Introductory Statements were read aloud at the begin 	
The parent/guardian was informed of his/her right to a written translation of	
	Select Preferred Language:
	elect Preferred Language: Hebrew
Specify the Individual Pages to be translated:	
Special Requests:	
student at 18 years of age, unless the court has determined otherwise.	ve been informed that the educational decision-making rights will transfer to the
Pandemic Learning Loss Consideration of C	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:	The IEP team has reviewed and discussed student's progress/achievement and considered factors that may have impacted student's learning during the school facility closures as a result of the COVID-19 pandemic. The IEP team has determined:
 Student received all of their special education and related aids and services required by their IEP. Compensatory education is not required. Student did not receive all of their special education and related aids 	 Student has accentined. Student has made expected progress toward IEP goals and/or progress is in alignment with expectations of progress/goal achievement. No recoupment services are recommended.
and services required by their IEP. Compensatory education offer details are documented in FAPE 2- Summary of Services.	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
¥	
Preschool Only Consideration (Transition IEP)	
O 30-Day IEP Consideration (Out-of-District)	
\bigcirc Student attends private school within district boundaries and resides outside	e of district boundaries (Eligibility Determination Only)
THIS SPACE DELIBER.	ATELY LEFT BLANK.

		INDIVI	DUALIZED EDU	CATION PROGRA	AM (IEP)			Page
Los Angeles Unified School	District					_		
Student GANON Last	ELIYA First	S		Date of Birth	26-FEB-2020	Meet	ing Date	30-AUG-2023
		Section	ı Q: Parent Par	ticipation and C	lonsent			
Р	arent Particip	ation			Paren	t Notificatio	n	
Parent/Student (18-21) has p Parent/Student (18-21) indic to attend. Parent/Student (18-21) was r Parent/Student (18-21) did not re	ated before the notified 3 times	meeting that they of the meeting tim	ne and place.	Method Phone		<u>Whom</u> db		When 11-AUG-2023
heeting was held without the Par Parent/Student (18-21) did not re Parent/Student (18-21) did n hem if they did not attend.	ent/Student (18	-21) present		I (PARENT) ackno request. meeting be reschea	wledge that the IEP m (Parent initials he luled.)			
	Parei	nt/Student (18-	21) Agreement	0	of the Proposed I	EP		
A Parent/Student (18-21) may	agree to all o	r some of the cor	nponents of a pro	posed IEP. The Dis	strict will			
implement those portions of the		-	. , ,	s so as to not delay	providing instruction	on and servi	ices.	
Parent/Student (18-21) AGE								
Parent/Student (18-21) AGI		nponents of the pro-	oposed IEP WITH	THE SPECIFIC E	XCEPTION(S) state	d below:		
Assessment	Specify							
Eligibility	Specify							
_				preschool with typic	al peers.			
Services	Specify	Requires 1:1 spee	ch support and mor	e OT				
a parent/student (18-21) does dispute resolution processes in am continuing placement in the consent to the eligibility, OT, ES	wish to initiat n the District's current private	publication, A P	the resolution as to barent's Guide to S Parent Concern be seeking reimbur	the components of <i>pecial Education</i> and Comment resement through form	f the proposed IEP, Services (Including S	the parent c	an find int	formation on
a parent/student (18-21) does dispute resolution processes in am continuing placement in the	wish to initiat n the District's current private	e a form of dispu publication, A P I preschool and will	the resolution as to barent's Guide to S Parent Concern be seeking reimbur	the components of <i>pecial Education</i> and Comment resement through form	f the proposed IEP, Services (Including S	the parent c	an find int	formation on
a parent/student (18-21) does dispute resolution processes in am continuing placement in the	wish to initiat n the District's current private	e a form of dispu publication, A P I preschool and will	the resolution as to barent's Guide to S Parent Concern be seeking reimbur	the components of <i>pecial Education</i> and Comment resement through form	f the proposed IEP, Services (Including S	the parent c	an find int	formation on
a parent/student (18-21) does dispute resolution processes in am continuing placement in the	wish to initiat n the District's current private	e a form of dispu publication, A P I preschool and will	the resolution as to barent's Guide to S Parent Concern be seeking reimbur	the components of <i>pecial Education</i> and Comment resement through form	f the proposed IEP, Services (Including S	the parent c	an find int	formation on
a parent/student (18-21) does dispute resolution processes in am continuing placement in the	wish to initiat n the District's current private	e a form of dispu publication, A P I preschool and will	the resolution as to barent's Guide to S Parent Concern be seeking reimbur	the components of <i>pecial Education</i> and Comment resement through form	f the proposed IEP, Services (Including S	the parent c	an find int	formation on
a parent/student (18-21) does dispute resolution processes in am continuing placement in the	wish to initiat n the District's current private	e a form of dispu publication, A P I preschool and will	the resolution as to barent's Guide to S Parent Concern be seeking reimbur	the components of <i>pecial Education</i> and Comment resement through form	f the proposed IEP, Services (Including S	the parent c	an find int	formation on d Safeguards).
a parent/student (18-21) does dispute resolution processes in am continuing placement in the consent to the eligibility, OT, ES	wish to initiat n the District's current private	e a form of dispu publication, <i>A P</i> preschool and will ng resolution of th Student age 18-2	the resolution as to barent's Guide to S Parent Concern be seeking reimbur	the components of <i>pecial Education</i> and Comment resement through form	f the proposed IEP, Services (Including . s nal due process.	the parent c	an find int <i>Rights and</i> 07-SEP-2	formation on d Safeguards).
a parent/student (18-21) does dispute resolution processes in am continuing placement in the consent to the eligibility, OT, ES Signature(s)	wish to initiat n the District's current private p Y, goals, pendin Y, goals, pendin	e a form of dispupublication, <i>A P</i>	te resolution as to Parent's Guide to S Parent Concern be seeking reimbur e above through for above through for 1 years age 18-21	the components of pecial Education is and Comment s and Comment rsement through formal due process.	f the proposed IEP, Services (Including . s nal due process. rent \bigcirc Emar	the parent c Procedural Date cipated Mine	an find int <i>Rights and</i> 07-SEP-2 or	formation on <i>d Safeguards</i>). 023
a parent/student (18-21) does dispute resolution processes in am continuing placement in the consent to the eligibility, OT, ES <i>Signature(s)</i>	wish to initiat n the District's current private p SY, goals, pendic SY, goals, pendic yea oarent involvem red a copy of t	e a form of dispu publication, <i>A P</i> I preschool and will ng resolution of th g resolution of th student age 18-2 rs ent as a means of he Parent Input S	te resolution as to Parent's Guide to S Parent Concern be seeking reimbur e above through for above through for 1 years age 18-21 improving services	Surrogate Pa and results for your	rent Yes O N	the parent c Procedural Date cipated Minutes o O No Reference	an find inf <i>Rights and</i> 07-SEP-2 or O esponse	formation on <i>d Safeguards</i>). 023 Foster Parent



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.



os Angeles Unified	School District									
			Reconvened Meeting Date							
Student GANON Last	ELIYA S First	Date of Birth 26-FEB-	2020 Meeting Date 30-AUG-2023							
Section R: Names and Signatures (Signatures on File)										
	Team Member	Print Name	Signature							
Parent/Guardian		Shiran Ganon via Zoom								
Parent/Guardian										
Student Age 18 - 21 ye	ears									
Student Under Age 18	years									
Surrogate Parent										
Foster Parent										
Family Foster Home P	rovider									
Administrator										
Administrative Design	ee	Arthur Kwan	Arthur Kwan							
Special Education Tea	cher	Romy Sperling	Bring Sporting							
General Education Tea	cher	Rina Duarte	, Kettarkoj							
School Psychologist		Rebecca Bismejian	Rebecca Aroch Bismejian							
School Nurse										
Related Service Staff	LAS	Ana Fragoso	AM21							
Related Service Staff	ОТ	Alfred Paul Debler MA, ORT/L	Alfred Debler							
Related Service Staff										
nterpreter										
Sign Language Interpr	eter									
Agency Representative										
Agency Representative										
Agency Representative										
Other	Family representative	Michelle Biggs via Zoom								
Other										
Other										
Other										

Los Angeles Student		ehool Distric		INDIVIDUALI S MI	IZED EDUCA	TION PROGRAM (IEP) Date of Birth 26-FEB-2020		Meeting Date	Page 21 of
			LEAS	T RESTRIC	TIVE ENV	/IRONMENT ANALY	SIS		
			Г	To Be Completed I	By the IEP Te	am at the IEP Team Meeting			
				Stude	ent's Current F	lacement Type:			
General	Education	Class/Gener	al Education	Site		O Special Day Program/Ger	neral Educat	ion Site	
⊖ Special	Day Progra	m/Special E	ducation Cer	nter		○ Nonpublic School			
O Home/H	Iospital or F	Residential C	Care Facility						
IRECTIO						sion regarding placement from indicates YES, it is also requi			A until the team reaches
in a more re use of supp accommoda	strictive set ementary a tions and m	ting should ids and servi odifications	only occur if ices cannot b s is not the so	the nature or seven e achieved satisfa- le justification for	erity of the stu actorily. The la r placement ir	with disabilities be educated in ident's disability is such that p ack of current availability of a a more restrictive setting, unl al harmful effect on the child o	lacement in student's rea less there is	a less restri quired suppo a compellin	ctive setting with the orts, services, g reason why they
Step A.		supports, sen m/setting?	rvices, accon	nmodations and/or	r modification	ns in the student's IEP be made	e available ii	n a general e	ducation
	○ Yes	🔘 No	If the answ the questio		general educa	ation classroom/setting is the a	appropriate p	olacement. I	f the answer is NO, go
	() Yes	() No	If not curre in a genera	ently available, can al education classro	coom/setting?	l supports, services, accommo If YES, all required supports, eline. If the answer is NO, plea	services, ac	commodatio	ons and/or modification
Step B.		supports, sei lay program	?			as in the student's IEP be made			
	○ Yes	🔿 No		ver is YES, then a to the question bel		rogram on a general education	n site is the a	ppropriate p	placement. If the answe
	() Yes	() No	in a special modification	l day program on a	a general edu	l supports, services, accommo cation site? If YES, all require easonable timeline. If the answ	ed supports,	services, ac	commodations and/or

G4 3		chool Distr						(D)				
Student	GANON Last	EL	IYA First	S	MI		Date	e of Birth 2	26-FEB-2020		Meeting Date	30-AUG-2023
		ANNU	AL LEA				ENVIRO IEP Team at			SIS (Co	ontinued)	
Step C.	Can the	supports, s	ervices, acc							e available	e in a special s	chool setting?
1	() Yes	() No	If the an below.	swer i	s YES, the	n a specia	l school setti	ng is the ap	propriate pla	acement. I	f the answer is	NO, go to the quest
) Yes	○ No	If not cu in a spec	ial sc	hool setting	? If YES	all required	supports, se	ervices, acco	mmodatic	ons and/or mod	tions be made availa lifications must be ow. Then go to Step
Step D.	Can the	supports, s	ervices, acc	ommo	odations and	l/or mod	fications in t	ne student's	IEP be mad	e available	e in a home/ho	ospital setting?
	○ Yes	\bigcirc No					hospital setti tion below.	ng is the ap	propriate pla	acement.		
	○ Yes	○ No	in a hom	e/hos	pital setting	? If YES	, all required	supports, se	ervices, acco	mmodatic	ons and/or mod	tions be made availa lifications must be ow. Then go to Step
Step E.	Can the	supports, s										al care facility?
Step E.	Can the O Yes	supports, s		rrentl	y available,							-
Step E.			If not cu	rrentl	y available,							-
Step E.			If not cu	rrentl	y available,							-
Step E.			If not cu	rrentl	y available,							-
Step E.			If not cu	rrentl	y available,							al care facility? tions are required fo
Step E.			If not cu	rrentl	y available,							-
Step E.			If not cu	rrentl	y available,							-
Step E.			If not cu	rrentl	y available,							-

30-AUG-2023
30-AUG-2023
30-AUG-2023

Student GANON	ELIYA S	Date of Birth 26-FEB	-2020 Meeting Date 30-AUG-2023
Last	First	MI	
		Effective With this IEP	Future Changes Related to this IEP
	As of Date:	07-SEP-2023	
Cligibility:		Eligible (AUT)	
from Page 4)	Final IEP Reason		
	Final IEP Effective Date:		
Curriculum		General Education	
Placement			
lacement	Type of School	District Resident School	
	Name of School	BURBANK BLVD EL	
Instructional Setting	Setting	Special Education	
8		PAL	
	Program		
	Special Day Minutes/Wk	1350	
	Addresses Goals	2(Social Emotional Dev),4(Social Emotional	
		Dev),1(Cognitive Dev),6(Communication),3(Social	
		Emotional Dev),5(Language Dev),8(Fine Motor),7(Sensory Processing)	
Additional Factors	Low Incident Support	None	
	Assistive Technology	No	
	Support		
	Transportation	None	
	Extended School	• Yes O No	
	Year/Intersession	Ves () No	
	Parent Counseling and	• Yes O No	
	Training (PCT)		
	ESY Transportation	Home to School	
Accommodation,		()	
Modifications, Supports	Instructional Accommodations	Student works best with physical/ verbal/ visual prompts and cues, visuals, manipulatives, extra	
		time to respond, redirection, segmented tasks,	
		praise, repetition of tasks, adult coaching and	
		support, adult modeling, rephrasing of directions, peer interaction, preferential seating, preview and	
		review of new information to assist in	
		comprehension, and small group instruction. movement breaks; prime for transitions	
	Instructional		
	Modifications		
	Other Supports,	Trained school staff to assist student with toileting	
	including Non-Academic and Extra-curricular	and diapering.	
	Activities		
Propagation for Three	D		
Preparation for Three Year Review IEP (At the	Do the Parent and the District (local educational	● Yes ○ No	
econd Annual Review	agency) agree that a		
EP Meeting, the team nust discuss and	reassessment is		
locument the decision to			
conduct or not conduct a hree-year	If the Parent does not agree, specify the area(s)		
comprehensive	to be reassessed.		
reassessment.)			
		Comments, as appropriate	
Low Incidence			
Equipment			

Assistive Technology Equipment	
Participation in General Education	

Los Angeles Unified Schoo	ol District		IZED EDUCA	ATION PROGRAM (IEP) IEP FAPE Part 2 - Summary of S	Services
Student GANON	ELIYA	S)	Date of Birth 26-FEB-2020	Meeting Date 30-AUG-2023
Last	First	MI			
				Effective With This IEP	Future Changes Related To This IEP
Service 1			Start Date:	Effective on Signature Date 07-SEP-2023	
16			End Date:		
Occupational Therap	у	Servic	e applies to:	ESY	
			Frequency:	1-5	
This service addresses t following goals:	he		Interval:	Yearly	
8(Fine Motor)		Minutes/Interv		60	
7(Sensory Processing)	Minutes/Interval (Pullo	ut from Gen Ed):	0	
		Service Deli	very Model:	Direct Service (Collaborative)*	
		Responsible	e Personnel:	Licensed/Credentialed Provider	
		*			
Service 2			Start Date:	Effective on Signature Date 07-SEP-2023	
16			End Date:		
Occupational Therap	у	Servic	e applies to:	Regular	
			Frequency:	1-5	
This service addresses t following goals:	he		Interval:	Weekly	

Minutes/Interval:	30	
Minutes/Interval (Pullout from Gen Ed):	0	
Service Delivery Model:	Direct Service (Collaborative)*	
Responsible Personnel:	Licensed/Credentialed Provider	
	Ed): Service Delivery Model:	Minutes/Interval (Pullout from Gen Ed): 0 Service Delivery Model: Direct Service (Collaborative)*

Notes:

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

Part 3 - Percentage of Time Outside of General Education

	Effective With this IEP	Future Changes Related to this IEP
% of Time per Week outside of General Education	85	
Part 4 - Compensatory Education/Reco	oupment Services Discu	ssion

Part 4 - Additional Discussion (This section is optional)

The Preschool for All Learners is an educationally based specialized program that operates 4 hours and 30 minutes, 5 days a week. The preschool curriculum is delivered through evidence based practices.

Eliya's goals, included in the IEP, will be supported by a multidisciplinary on-site team comprised of an early childhood special education teacher, district special education

assistants, and a speech-language pathologist. The Speech Language Pathologist will provide 2 hours of support in the classroom each week.

Based upon present levels of performance presented at the IEP, it is considered that ESY extended school year services are necessary for goal attainment. If ESY services are not available at the student's school of residence, home-to-school transportation will be provided.

The parent/guardian is offered Parent Counseling and Training (PCT). The PCT invitation was provided to the parent during today's IEP.

									Page	
			NDIVIDUALIZEI	D EDUC						
0	eles Unified Schoo							ary of Services	(
Student	GANON		S		Date of Birth	26-FE	EB-2020	Meeting Date	30-AUG-2023	
	Last	First	MI							
			FA	PE Sum	mary Grid					
Program: PAL					Setting: Special Education					
Eligibil	Eligibility: Eligible (AUT)				Curriculum: General Education					
Transportation: None				Low Incident Support:			·t:	None		
	istrict Received Signature:	07	7-Sep-2023							
Service Code	Service Desc	Start Date	Service Applies To	Interva	al Frequency	Area	Tot: Minu		No Consent	
16	Occupational Therapy	Effective of Signature Da		Weekly	y 1-5	~	30	Fine Motor, Sensor Processing	y	
16	Occupational Therapy	Effective of Signature Da		Yearly	1-5	~	60	Fine Motor, Sensor Processing	y	

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)						

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

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

-,			5 ()		
	INDIVI	DUALIZED EDUCATIO	N PROGRAM		Page 25
(H SERVICES CERTIFIC	CATION (LAS CERTIFICAT	ION)	A 44 b 4 D
Los Angeles Unified School					Attachment B
StudenELIYA S. GANON	Date of Birth	26-FEB-2020	Meeting Date	30-AUG-2023	
his page is to be completed for	students with Special Education elig	gibility other than SLI whe Complete Step 1a or		S services to support t	he provision of FAPI
	Step 1a. General Ed		Check items as completed		
regarding language standards i appropriate classroom accomm Intervention support moni Interventions were not suc Screening by a speech the	plemented, including English Langua n the curriculum and referral for Spe nodations, consultation with the SSP tored over several weeks, and modifi eccessful, student referred for special of rapist or a Student Success Team me	cial Education, consultatio Γ that includes an EL expe ied interventions as necessa education assessment . eting (including a speech ti	n between the classroom teachert if student is identified as an E ary based on student response.	er and school speech t English Learner).	herapist for
approved screening instrument	t for non-LAUSD enrolled preschool				
	Step	1b. Interventions Not	Applicable		
Interventions not applicab	le for non-LAUSD enrolled preschoo	olers or when determined u	innecessary by the speech thera	pist.	
	Step 2. Review of Pro	e-referral Information -	 Check items as applicable 		
The speech or language de	elay does not appear to be due to unfa	amiliarity with English			
	to be due to a lack of instruction in 1		or limited language experience		
	to be due to environmental factors.	-			
	to be due to economic factors.				
The delay does not appear	to be due to social or cultural factor	s.			
	Step 3. Assessment - Ch	eck either A or B, and	complete the remaining iter	ms	
suspected) OR B. A Psychological Asses Student has received a hea A credentialed or licensed multiple measures of assessme	n assessment by a school psychologi sment is not required if the suspected alth assessment that rules out whether speech therapist has conducted a cor int, including but not limited to stand ecklist, teacher interview or checklist	l area of disability is voice r an inability to communic: nprehensive evaluation, in ardized test instruments (o	, fluency or articulation. ate effectively is a result of a he cluding assessment in the stude r alternate forms of assessment	alth or sensory condi nt's primary language	tion. e, that consists of
Step 4. Det	ermination of the Need for LAS	Service (for students w	vith Special Education eligi	bility <u>other than Sl</u>	<u>LI</u>):
Language Services are necessal language to such an extent that The presenting need for L	ned that speech and language related ury due to the results of a formal asse t it adversely affects his/her education AS service is not due to: social malau familiarity with the English language area(s) of difficulty:	ssment, which indicates the nal performance and canno djustment, health factors, p	at the student demonstrates diff of be corrected without speech a	iculty understanding on nd language related s	or using spoken ervices.
If the student is eligi	ble, the IEP Team must conside	r service delivery mode	els based on the student's id	entified needs and	appropriate
-	estrictive environment. The IEP			-	•
goals and supports and	accommodations to ensure achie	-	-	manner and carry	over to multiple
		communication conto	exts.		