

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Identification Number 200325X815 SSID

Eligible (AUT)

Student GANON ELIYA S Last First MI

Date of Birth: 26-FEB-2020

Section A: Meeting Information

Section A: Meeting Information form with fields for Pertinent Dates (Date of Initial IEP Team Meeting, Date of Present Meeting, Annual Review to be conducted by, Next Three Year Review will be conducted by, Three Year Review or Evaluation was conducted on, Transition to Kindergarten to be conducted by) and Type of Meeting (Initial, Amendment of IEP dated, Annual Review, Early Start Transition, Three Year Review, Expulsion Analysis, Other, Individual Transition Plan).

Location of Meeting: SP ED INF/PRE (1017) District Name: Los Angeles Unified School Distri

Section B: Student Information

Section B: Student Information form with fields for Date of Birth, Gender, Location of the Psych Folder, Location of the Cum Folder, Home Language, Home Address of Student, City, Home Telephone, School of Attendance, School of Residence, Name of Parent/Guardian, Address, City, Surogate Parent, and Attends CURRENT SCHOOL as a result of one of the following: Preschool Program.

Additional form fields including: Is the student living in a Family Foster Home (FFH)?, Is FFH Provider related to student?, Licensed Children's Institution, Out of the home placement made by, Child's family living within LAUSD's boundaries?, and If the student is 18 years old or older or is an emancipated minor, does he/she have educational decision-making rights?

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student S Date of Birth

Last First

MI

Section C: Language Acquisition

Language Classification: Start Date:
 Withdrawal by Parent Request: Yes No Reclassification Date:
 ELPAC Performance Level and Performance Descriptor: Test Date:
 Alternate ELPAC Performance Level and Performance Descriptor: Test Date:

Section D: Goal Achievement from Current IEP

Goal for: (example - Reading)	Achieved		If No, explain the reason the goal/objective was not achieved
	Yes	No	
1 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category <input type="text"/>			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
2 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category <input type="text"/>			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
3 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category <input type="text"/>			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
4 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category <input type="text"/>			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
5 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category <input type="text"/>			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
6 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category <input type="text"/>			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
7 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category <input type="text"/>			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
8 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category <input type="text"/>			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
9 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category <input type="text"/>			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
10 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category <input type="text"/>			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student GANON

ELIYA

S

Date of Birth 26-FEB-2020

Meeting Date 30-AUG-2023

Last

First

MI

Section E: Present Level of Performance

Performance Area: Health and Development including Vision and Hearing

Category: Health

Assessment/Monitoring Process Used: Health Assessment; Parent Interview; Record Review

State/District Assessment Results:

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

LAUSD Initial Health Assessment was completed by Teresa Bernaldo, RN, CSN with health information gathered from a review of health records and an interview with the parent, Shiran Ganon on 05/22/2023.

HEALTH SUMMARY: Eliya is a three-year-two-month-old student (during the health assessment), born full-term without significant prenatal, birth, and newborn histories. Parent reports that developmental milestones were delayed for both motor skills and speech development. Student is not toilet trained. Eliya has no known significant health problems and does not take any medication on a daily or routine basis. No allergies to food and medication. No recent history of accident, injury, surgery, or hospitalization. Unable to condition student for hearing screening on 05/22/2023. Audiologic Resource Unit (ARU) referral done and sent via email and school mail.

STRENGTH: Student is generally in stable health. Eliya eats a regular diet, self-feeds using utensils, and drinks from an open cup. Student communicates by using some words, pointing at the desired object, and pulling parent/adult. Eliya walks independently. Student passed vision screening using Spot screener on 05/22/2023.

AREAS OF NEED: Student is not toilet trained and needs assistance with toileting and diapering.

IMPACT OF DISABILITY: Health does not impact student's participation, performance, and access to the educational program.

ACCOMMODATIONS/MODIFICATIONS: Trained school staff to assist student with toileting and diapering.

Teresa Bernaldo, RN, BSN, Credentialed School Nurse
Early Childhood Special Education
05/22/2023

Performance Area:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Date of Birth Meeting Date

Last First MI

Section E: Present Level of Performance

Performance Area:

Category: ▼

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Strengths: Per parent reports and assessment observations, Eliya will usually look towards something an adult has pointed to, points to at least one body part, can respond correctly when asked to identify an object pictured in a book, when playing with a doll or stuffed animal can demonstrate understanding that it represents a living thing, and can correctly point to at least two colors.

Areas of Need: Based on the NLACRC Psychological Evaluation, Eliya attempted the WPPSI-IV to assess his cognitive abilities. He was not cooperative with testing and did not produce a scorable performance. Based on parent reports, Eliya is not yet able to use give one more of something when asked, name or point to 20 thing seen in pictures, say size words, use crayons to make marks on a surface, or copy a circular form.

Educational Impact: A general ability/cognition impact was identified at this time.

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):

Strengths: Eliya is described as an active child, who enjoys being outdoors, going to the park/playground, and cars. He can follow a routine one-step direction and is showing emerging skills in safety awareness within the home (i.e. hot). Eliya can stay involved with a preferred activity for up to 20 minutes, and gets along well with family members. In addition, Eliya frequently shows interest in exploring new places, can bring something to someone or someplace when asked, shows that he knows what my means, and responds more readily to instructions of a familiar adult as opposed to an unfamiliar adult.

Areas of Need: Per parent reports, Eliya has difficulty with transitions, sustaining attention, attending to non-preferred activities, aggression (throwing toys/hitting), low frustration tolerance, and overall socialization. Eliya will engage in parallel and perseverative/repetitive play. Per NLACRC Psychological Evaluation, Eliya demonstrates deficits in social communication and social interaction, non-verbal communicative behaviors, difficulty developing, maintaining, and understanding relationships, restricted/repetitive patterns of behaviors, interests or activities, insistence on sameness, highly restricted, fixated interests, and hyper/hypo reactivity to sensory. Eliya was administered the ADOS-2, Module 2. Eliya appeared to have seven sustained deficits, which meets criteria for a diagnosis of Autism Spectrum Disorder.

Educational Impact: A social-emotional impact was identified at this time.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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Student

GANON

ELIYA

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Date of Birth

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Section E: Present Level of Performance

Performance Area:

Adaptive Functioning

Category:

Adaptive Behaviors

Assessment/Monitoring Process Used:

NLACRC Psychological Evaluation, Anna Levi, Psy. D.

State/District Assessment Results:

N/A

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

Strengths: Eliya will help with dressing by holding out arms/feet, drink from a child-sized cup, and use a spoon for self-feeding, but prefers hands.

Areas of Need: Based on the Adaptive Behavior Assessment System - 3 (ABAS-3), the overall social areas was in the mild deficit range and practical measure is in the high end of the borderline range. Furthermore, Eliya is not aware of dangers within the community, does not readily respond to safety words and mouths non-food items. Eliya is not yet able to take off his shoes/socks without help, use a fork, undo fasteners, and independently put things away around the house indicating knowledge of where things are kept.

Educational Impact: A adaptive functioning impact was identified at this time.

Performance Area:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

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Student GANON ELIYA S
Last First MI

Date of Birth 26-FEB-2020

Meeting Date 30-AUG-2023

Section E: Present Level of Performance

Performance Area: Communication
Category: Communication
Assessment/Monitoring Process Used: PLS-5, language sample, clinical observation, 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: Eliya is a 3 year, 4 month old boy who attended a private daycare during the regular school year and is eligible to attend preschool with LAUSD in the fall. This assessment was conducted as part of Eliya's initial evaluation to determine present levels of performance and need for speech and language services. Eliya is an enthusiastic and active boy. His mother expressed concerns regarding Eliya's speech and language delays. His primary language is Hebrew, but he has some exposure to English in the home as well.

Strengths: Eliya demonstrates an understanding of inhibitory words and tries to find items he is interested in, if they are out of sight/hidden. He demonstrates awareness of cause and effect toys as well as various words and short phrases. He identifies objects and items in pictures, follows one step directions, and identifies colors, objects, shapes, and animals. In the area of expressive language, Eliya typically uses words, 1-2 word phrases, reaches, points, and vocalizations to indicate his wants and needs at this time. When given several options he is able to choose which item/color he wants and can indicate his choice with words or by grabbing the item. When he does not want to participate, he communicates by moving away or by saying 'no.' In the area of social language, Eliya enjoys playing with toys and interacting with adults. He has been observed to sit and look at books. He can also share attention with adults for a short period of time.

Continued Below...

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):

Needs: Eliya presents with delays in expressive and social language. In the area of expressive language, he needs to expand his utterance length to effectively communicate his wants, needs, and ideas. Eliya also needs more practice answering a greater variety of wh questions. He needs help consistently using words, phrases, and sentences when interacting with others. Eliya also needs to improve his overall intelligibility when speaking in utterances. Additionally, Eliya needs help engaging in turn taking activities, games, and conversations with his peers.

Impact of Disability: Eliya's communication deficits related to his eligibility of Autism (AUT) is accompanied by a language disorder that affects his ability to communicate which impacts his involvement and progress in the general education curriculum.

Lorena Zarotsky M.S. CCC-SLP
LAUSD Speech Language Pathologist

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student GANON ELIYA S Date of Birth 26-FEB-2020 Meeting Date 30-AUG-2023
Last First MI

Section E: Present Level of Performance

Performance Area: Motor (OT)
Category: Fine Motor
Assessment/Monitoring Process Used: BSID-4, informal, clinical observation, parent report, 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):

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 drawing 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 slots using a lateral grasp, utilize a pincer grasp to pick up small 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 buttons, and flip pages. He displays emerging bimanual skills to pull part and push together blocks and to demonstrate emerging 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 digital pronate grasp as he scribbles.
Please see below:

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):

Please see above:
Eliya presents with functional praxis to use manipulatives and toys for their intended purpose and navigate a school setting without bumping into stationary objects. He was observed to demonstrate functional play when exploring novel toys. He presents with functional sensory discrimination and modulation skills related to vestibular system (sustains positions against gravity and demonstrates adequate safety awareness), tactile system (discriminates items within his hand), and proprioceptive system (body awareness, quality of movement, ability to grade force).
Student's areas of needs: Eliya was administered the Bayley Scales of Infant and Toddler Development 4 (BSID-4). Eliya's scaled score of 5 places him in the Below Average range for his fine motor skills. He demonstrates decreased hand strength when attempting to snip with scissors and when attempting to build with some blocks. When presented with stickers, Eliya demonstrates some aversion to having a sticky texture on the top of his hand. Eliya also struggled to copy block designs (i.e. bridge, train).
Completed by: Polin Derbarseghian, MSOT, OTR/L
LAUSD School Based Occupational Therapist

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Student GANON ELIYA S Date of Birth 26-FEB-2020 Meeting Date 30-AUG-2023
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Section F: Eligibility

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

Health, General Ability, Academic Performance, Language Function, Motor Abilities, Social Emotional Status, Self-Help

For Initial IEP, interventions attempted prior to determining eligibility:

[Empty text box for interventions]

Eligible as a student with the disability of:

Code: AUT Autism
[Not Applicable] [Blind or] [Partially Sighted]

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

Code: [] []
[Not Applicable] [Blind or] [Partially Sighted]

[] Does not meet eligibility criteria for Special Education Services (Initial IEP).

or

[] No Longer Eligible for Special Education Services (Review IEP).

No Longer Eligible (Effective Date): []

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

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

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

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

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student Date of Birth Meeting Date
 Last First MI

Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

Eliya will attend to and participate in a teacher-directed table-top task for at least 5 minutes, with minimal adult prompts and cues (1 to 2 times) on at least 4 occasions during the school week.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

Eliya will attend to and participate in a teacher-directed table-top task for 2 minutes, with maximum support (5 or more prompts), on at least 4 occasions during the school week.

Incremental objective #2 related to the goal:

Eliya will attend to and participate in a teacher-directed table-top task, for 3 minutes, with moderate adult prompts and cues (3-4 times), on at least 4 occasions during the school week.

Date to be achieved: MO/YR Date to be achieved: MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

EXPLANATION OF MARKS				
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROGRESS (50-99% of goal met)	2 PARTIAL PROGRESS (1-49% of goal met)	1 NO PROGRESS	
1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary Only)	Goal Achievement
Date: <input type="text"/>	Date: <input type="text"/>	Date: <input type="text"/>	Date: <input type="text"/>	
Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No If "No" please explain: <input type="text"/>

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student Date of Birth Meeting Date
 Last First MI

Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

Eliya will play cooperatively with one other child (taking turns, sharing, etc.) for at least 5 minutes, on 4 occasions during a school week.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

Eliya will play alongside another child, with at least 3 interactions, for at least 3 minutes, on 3 occasions during a school week.

Incremental objective #2 related to the goal:

Eliya will play cooperatively with one other child for at least 4 minutes, on 3 occasions during a school week.

Date to be achieved: MO/YR Date to be achieved: MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

EXPLANATION OF MARKS				
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROGRESS (50-99% of goal met)	2 PARTIAL PROGRESS (1-49% of goal met)	1 NO PROGRESS	
1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary Only)	Goal Achievement
Date: <input type="text"/>	Date: <input type="text"/>	Date: <input type="text"/>	Date: <input type="text"/>	
Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No
If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please explain: <input type="text"/>

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Student GANON ELIYA S Last First MI

Date of Birth 26-FEB-2020

Meeting Date 30-AUG-2023

Section G: Annual Goals and Objectives

Performance Area: Social Emotional Dev Category: Social Emotional Devel Annual Goal #: 3

When given a teacher selected, non-preferred task, Eliya will go without verbal or physical protest, with minimal non-verbal prompts (1-2 times), in 4 of 5 opportunities.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

When given a teacher selected, non-preferred task, Eliya will go with minimal verbal or physical protest, with maximum verbal and non-verbal prompts (5-6 times), in 4 of 5 opportunities.

Incremental objective #2 related to the goal:

When given a teacher selected, non-preferred task, Eliya will go with minimal verbal or physical protest, with moderate verbal and non-verbal prompts (3-4 times), in 4 of 5 opportunities.

Date to be achieved: December 2023 MO/YR

Date to be achieved: April 2024 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

Table with 5 columns: 4 GOAL MET OR EXCEEDED, 3 SUBSTANTIAL PROGRESS (50-99% of goal met), 2 PARTIAL PROGRESS (1-49% of goal met), 1 NO PROGRESS, and Goal Achievement. Rows include reporting periods, progress marks, and achievement status.

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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Date of Birth 26-FEB-2020

Meeting Date 30-AUG-2023

Section G: Annual Goals and Objectives

Performance Area: Social Emotional Dev Category: Social Emotional Devel Annual Goal #: 4

On a daily basis, Eliya will practice classroom safety rules (e.g. stay in the designated area and not elope from the classroom, use classroom tools appropriately, keep hands to self and refrain from hitting and throwing items at others, respond to name to stop) with minimal teacher prompts (1-2 times), at least 80% of the time in 4 of 5 days per week.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

On a daily basis, Eliya will practice classroom safety rules (e.g. stay in the designated area and not elope from the classroom, use classroom tools appropriately, keep hands to self and refrain from hitting and throwing items at others, respond to name to stop) with maximum teacher prompts and guidance (5-6 times), at least 60% of the time in 3 of 5 days per week.

Incremental objective #2 related to the goal:

On a daily basis, Eliya will practice classroom safety rules (e.g. stay in the designated area and not elope from the classroom, use classroom tools appropriately, keep hands to self and refrain from hitting and throwing items at others, respond to name to stop) with moderate teacher prompts and guidance (3-4 times), at least 70% of the time in 3 of 5 days per week.

Date to be achieved: December 2023 MO/YR

Date to be achieved: April 2024 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

Table with 5 columns: 4 GOAL MET OR EXCEEDED, 3 SUBSTANTIAL PROGRESS (50-99% of goal met), 2 PARTIAL PROGRESS (1-49% of goal met), 1 NO PROGRESS, and Goal Achievement. Rows include reporting periods, progress marks, and achievement status.

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student Date of Birth Meeting Date
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Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

Eliya will follow one-step novel directions, on 3 opportunities, during a school day.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

Eliya will follow one-step directions with adult assistance, on 3 opportunities, during a school day.

Incremental objective #2 related to the goal:

Eliya will follow one-step directions when combined with gestures or visual cues, on 3 opportunities, during a school day.

Date to be achieved: MO/YR Date to be achieved: MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

EXPLANATION OF MARKS				Goal Achievement
<i>4 GOAL MET OR EXCEEDED</i>	<i>3 SUBSTANTIAL PROGRESS (50-99% of goal met)</i>	<i>2 PARTIAL PROGRESS (1-49% of goal met)</i>	<i>1 NO PROGRESS</i>	
1st Reporting Period Date: <input type="text"/>	2nd Reporting Period Date: <input type="text"/>	3rd Reporting Period Date: <input type="text"/>	4th Reporting Period (Secondary Only) Date: <input type="text"/>	
Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No If "No" please explain: <input type="text"/>

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student GANON ELIYA S Last First MI

Date of Birth 26-FEB-2020

Meeting Date 30-AUG-2023

Section G: Annual Goals and Objectives

Performance Area: Communication Category: Communication Annual Goal #: 6

Eliya will use 3-4 word utterances for describing actions, requesting, commenting, answering questions, and expressing his wants/needs during structured activities in 4 out of 5 opportunities with 80% accuracy using moderate prompts as measured by clinician data.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

Eliya will use 2-3 word utterances for describing actions, requesting, commenting, answering questions, and expressing his wants/needs during structured activities in 4 out of 5 opportunities with 80% accuracy using moderate prompts as measured by clinician data.

Incremental objective #2 related to the goal:

Eliya will use 3-4 word utterances for describing actions, requesting, commenting, answering questions, and expressing his wants/needs during structured activities in 4 out of 5 opportunities with 70% accuracy using moderate prompts as measured by clinician data.

Date to be achieved: December 2023 MO/YR

Date to be achieved: April 2024 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

Table with 5 columns: 4 GOAL MET OR EXCEEDED, 3 SUBSTANTIAL PROGRESS (50-99% of goal met), 2 PARTIAL PROGRESS (1-49% of goal met), 1 NO PROGRESS, and Goal Achievement. Includes reporting periods, progress marks, and achievement status.

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student GANON ELIYA S Last First MI

Date of Birth 26-FEB-2020

Meeting Date 30-AUG-2023

Section G: Annual Goals and Objectives

Performance Area: Sensory Processing Category: Sensory Processing Annual Goal #: 7

In order to demonstrate improved sensorimotor abilities, Eliya will participate in tabletop tactile activities (i.e. paint, slime, glue, shaving cream), with minimal multimodal prompting as necessary, in 4 out of 5 trials, with or without the use of sensory strategies as needed.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

In order to demonstrate improved sensorimotor abilities, Eliya will participate in tabletop tactile activities (i.e. paint, slime, glue, shaving cream), with maximal multimodal prompting as necessary, in 4 out of 5 trials, with or without the use of sensory strategies as needed.

Incremental objective #2 related to the goal:

In order to demonstrate improved sensorimotor abilities, Eliya will participate in tabletop tactile activities (i.e. paint, slime, glue, shaving cream), with moderate multimodal prompting as necessary, in 4 out of 5 trials, with or without the use of sensory strategies as needed.

Date to be achieved: December 2023 MO/YR

Date to be achieved: April 2024 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

Table with 5 columns: 4 GOAL MET OR EXCEEDED, 3 SUBSTANTIAL PROGRESS (50-99% of goal met), 2 PARTIAL PROGRESS (1-49% of goal met), 1 NO PROGRESS, and Goal Achievement. Rows include reporting periods, progress marks, and achievement status.

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student GANON ELIYA S Last First MI

Date of Birth 26-FEB-2020

Meeting Date 30-AUG-2023

Section G: Annual Goals and Objectives

Performance Area: Fine Motor Category: Fine Motor Annual Goal #: 8

In order to demonstrate improved fine motor skills and hand strength, Eliya will make 5 consecutive 1-inch snips, in 4 out of 5 trials, with minimal prompting, with or without the use of adaptive strategies as needed.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

In order to demonstrate improved fine motor skills and hand strength, Eliya will make 5 consecutive 1-inch snips, in 2 out of 5 trials, with minimal prompting, with or without the use of adaptive strategies as needed.

Incremental objective #2 related to the goal:

In order to demonstrate improved fine motor skills and hand strength, Eliya will make 5 consecutive 1-inch snips, in 3 out of 5 trials, with minimal prompting, with or without the use of adaptive strategies as needed.

Date to be achieved: December 2023 MO/YR

Date to be achieved: April 2024 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

Table with 5 columns: 4 GOAL MET OR EXCEEDED, 3 SUBSTANTIAL PROGRESS (50-99% of goal met), 2 PARTIAL PROGRESS (1-49% of goal met), 1 NO PROGRESS, and Goal Achievement. Rows include reporting periods, progress marks, and achievement status.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student

GANON

ELIYA

S

Date of Birth

26-FEB-2020

Meeting Date

30-AUG-2023

Last

First

MI

Section K: Participation in State and District-wide Assessments

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

DRDP-A - (Adaptations identified below are applicable)

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student GANON ELIYA S Last First MI

Date of Birth 26-FEB-2020

Meeting Date 30-AUG-2023

Section N: Procedural Safeguards and Follow-up Actions

- Checkboxes for: A Parent's Guide to Special Education Services... The IEP Team Meeting Introductory Statements... The parent/guardian was informed of his/her right to a written translation of the IEP.

Is the parent/guardian requesting informal translation? Yes No Select Preferred Language:

Is the parent/guardian requesting official translation? Yes No Select Preferred Language: Hebrew

Specify the Individual Pages to be translated:

Special Requests:

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

Pandemic Learning Loss Consideration of Compensatory and/or Recoupment Services

Compensatory Education Consideration:

- Options for compensatory education: IEP team has reviewed... Student received all... Student did not receive all... Compensatory education consideration was documented on IEP dated

Recoupment Services Consideration:

- Options for recoupment services: IEP team has reviewed... Student has made expected progress... Student experienced learning loss... Recoupment services consideration was documented on IEP dated

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

THIS SPACE DELIBERATELY LEFT BLANK.

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student GANON ELIYA S Last First MI

Date of Birth 26-FEB-2020

Meeting Date 30-AUG-2023

Section Q: Parent Participation and Consent

Parent Participation

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

Parent Notification

Table with 3 columns: Method, Whom, When. Row 1: Phone, db, 11-AUG-2023

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

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

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

- Parent/Student (18-21) AGREES to all components of the IEP.
Parent/Student (18-21) AGREES to all components of the proposed IEP WITH THE SPECIFIC EXCEPTION(S) stated below:
Assessment Specify
Eligibility Specify
Instructional Setting Specify Requires placement in a community preschool with typical peers.
Services Specify Requires 1:1 speech support and more OT

The Parent/Student (18-21) DOES NOT AGREE with any of the components of the proposed IEP.

A Parent/Student (18-21) is not required to initiate any form of dispute resolution as to components of the proposed IEP to which the parent does not agree. If a parent/student (18-21) does wish to initiate a form of dispute resolution as to the components of the proposed IEP, the parent can find information on dispute resolution processes in the District's publication, A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards).

Parent Concerns and Comments

I am continuing placement in the current private preschool and will be seeking reimbursement through formal due process.
I consent to the eligibility, OT, ESY, goals, pending resolution of the above through formal due process.

Signature(s)

Signature(s)

Date 07-SEP-2023

- Parent Guardian Student age 18-21 years age 18-21 Surrogate Parent Emancipated Minor Foster Parent

Did the school district facilitate parent involvement as a means of improving services and results for your child? Yes No No Response

I certify that I have received a copy of the Parent Input Survey regarding the IEP process. I understand that my completion of the form is voluntary and can be done at anytime after the IEP meeting

Signature(s)

Signature(s)

Date 30-AUG-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.



INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Reconvened Meeting Date

Student
 Last First MI

Date of Birth

Meeting Date

Section R: Names and Signatures (Signatures on File)

Team Member	Print Name	Signature
Parent/Guardian	<input type="text" value="Shiran Ganon via Zoom"/>	<input type="text"/>
Parent/Guardian	<input type="text"/>	<input type="text"/>
Student Age 18 - 21 years	<input type="text"/>	<input type="text"/>
Student Under Age 18 years	<input type="text"/>	<input type="text"/>
Surrogate Parent	<input type="text"/>	<input type="text"/>
Foster Parent	<input type="text"/>	<input type="text"/>
Family Foster Home Provider	<input type="text"/>	<input type="text"/>
Administrator	<input type="text"/>	<input type="text"/>
Administrative Designee	<input type="text" value="Arthur Kwan"/>	<input type="text" value="Arthur Kwan"/>
Special Education Teacher	<input type="text" value="Romy Sperling"/>	<input type="text" value="Romy Sperling"/>
General Education Teacher	<input type="text" value="Rina Duarte"/>	<input type="text" value="Rina Duarte"/>
School Psychologist	<input type="text" value="Rebecca Bismejian"/>	<input type="text" value="Rebecca Aroch Bismejian"/>
School Nurse	<input type="text"/>	<input type="text"/>
Related Service Staff <input type="text" value="LAS"/>	<input type="text" value="Ana Fragoso"/>	<input type="text" value="Ana Fragoso"/>
Related Service Staff <input type="text" value="OT"/>	<input type="text" value="Alfred Paul Debler MA, ORT/L"/>	<input type="text" value="Alfred Debler"/>
Related Service Staff <input type="text"/>	<input type="text"/>	<input type="text"/>
Interpreter	<input type="text"/>	<input type="text"/>
Sign Language Interpreter	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Other <input type="text" value="Family representative"/>	<input type="text" value="Michelle Biggs via Zoom"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student GANON ELIYA S Last First MI

Date of Birth 26-FEB-2020

Meeting Date 30-AUG-2023

LEAST RESTRICTIVE ENVIRONMENT ANALYSIS

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

Student's Current Placement Type:

Form with radio buttons for placement types: General Education Class, Special Day Program, Home/Hospital, etc.

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

The Individuals with Disabilities Education Act (IDEA) requires that students with disabilities be educated in the least restrictive environment. Placement in a more restrictive setting should only occur if the nature or severity of the student's disability is such that placement in a less restrictive setting with the use of supplementary aids and services cannot be achieved satisfactorily.

Step A. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a general education classroom/setting? Includes Yes/No options and a text box for justification.

Step B. Can the supports, services, accommodations and/or modifications in the student's IEP be made available on a general education site in a special day program? Includes Yes/No options and a text box for justification.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
Last First MI

Date of Birth

Meeting
Date

ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)

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

Step C. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a special school setting?

Yes No If the answer is YES, then a special school setting is the appropriate placement. If the answer is NO, go to the question below.

Yes No If not currently available, can the required supports, services, accommodations and/or modifications be made available in a special school setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step D.

Step D. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting?

Yes No If the answer is YES, then a home/hospital setting is the appropriate placement. If the answer is NO, go to the question below.

Yes No If not currently available, can the required supports, services, accommodations and/or modifications be made available in a home/hospital setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step E.

Step E. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a residential care facility?

Yes No If not currently available, articulate in the IEP what supports, accommodations and/or modifications are required for the student in this setting.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Last GANON

First ELIYA

MI S

Date of Birth 26-FEB-2020

Meeting Date 30-AUG-2023

ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 1 - Eligibility, Placements and Supports

Student
 Last First MI

Date of Birth

Meeting Date

	Effective With this IEP	Future Changes Related to this IEP
	As of Date: <input type="text" value="07-SEP-2023"/>	<input type="text"/>
Eligibility: (from Page 4)	Eligible (AUT)	
	<i>Final IEP Reason</i> <i>Final IEP Effective Date:</i>	
Curriculum	<input type="text" value="General Education"/>	<input type="text"/>
Placement	Type of School <input type="text" value="District Resident School"/>	<input type="text"/>
	Name of School <input type="text" value="BURBANK BLVD EL"/>	<input type="text"/>
Instructional Setting	Setting <input type="text" value="Special Education"/>	<input type="text"/>
	Program <input type="text" value="PAL"/>	<input type="text"/>
	Special Day Minutes/Wk <input type="text" value="1350"/>	<input type="text"/>
	Addresses Goals <input type="text" value="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)"/>	<input type="text"/>
Additional Factors	Low Incident Support <input type="text" value="None"/>	<input type="text"/>
	Assistive Technology Support <input type="text" value="No"/>	<input type="text"/>
	Transportation <input type="text" value="None"/>	<input type="text"/>
	Extended School Year/Intersession <input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="text"/>
Parent Counseling and Training (PCT)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="text"/>
	ESY Transportation <input type="text" value="Home to School"/>	<input type="text"/>
Accommodation, Modifications, Supports	Instructional Accommodations <input type="text" value="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"/>	<input type="text"/>
	Instructional Modifications <input type="text"/>	<input type="text"/>
	Other Supports, including Non-Academic and Extra-curricular Activities <input type="text" value="Trained school staff to assist student with toileting and diapering."/>	<input type="text"/>
Preparation for Three Year Review IEP (At the second Annual Review IEP Meeting, the team must discuss and document the decision to conduct or not conduct a three-year comprehensive reassessment.)	Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary? <input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="text"/>
	If the Parent does not agree, specify the area(s) to be reassessed. <input type="text"/>	<input type="text"/>
Comments, as appropriate		
Low Incidence Equipment	<input type="text"/>	

Assistive Technology Equipment	
Participation in General Education	

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student
 Last First MI

Date of Birth **Meeting Date**

		Effective With This IEP	Future Changes Related To This IEP
Service 1 16 Occupational Therapy This service addresses the following goals: 8(Fine Motor) 7(Sensory Processing)	Start Date:	Effective on Signature Date 07-SEP-2023	
	End Date:		
	Service applies to:	ESY	
	Frequency:	1-5	
	Interval:	Yearly	
	Minutes/Interval:	60	
	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	Direct Service (Collaborative)*	
	Responsible Personnel:	Licensed/Credentialed Provider	
*			
Service 2 16 Occupational Therapy This service addresses the following goals:	Start Date:	Effective on Signature Date 07-SEP-2023	
	End Date:		
	Service applies to:	Regular	
	Frequency:	1-5	
	Interval:	Weekly	

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student
 Last First MI

Date of Birth Meeting Date

FAPE Summary Grid

Program:	PAL		Setting:	Special Education					
Eligibility:	Eligible (AUT)		Curriculum:	General Education					
Transportation:	None		Low Incident Support:	None					
Date District Received	07-Sep-2023								
Parent Signature:									
Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)	No Consent
16	Occupational Therapy	Effective on Signature Date		Weekly	1-5	~	30	Fine Motor, Sensory Processing	--
16	Occupational Therapy	Effective on Signature Date		Yearly	1-5	~	60	Fine Motor, Sensory Processing	--

Alternative Remote/Distance Learning Services During Emergency Conditions

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

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

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

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

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

For IEP Team Information

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

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

Los Angeles Unified School District

Attachment B

Student: ELIYA S. GANON

Date of Birth: 26-FEB-2020

Meeting Date: 30-AUG-2023

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

Complete Step 1a or 1b

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

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

Step 1b. Interventions Not Applicable

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

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

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

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

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

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

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

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