

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Identification Number 200305X322 SSID 1287681750

**Eligible (AUT)**

Student TZEMACH AVIV S MI Date of Birth: 18-JAN-2020

Section A: Meeting Information

Pertinent Dates	Type of Meeting
Date of Initial IEP Team Meeting: 13-DEC-2022	<input type="radio"/> Initial <input type="radio"/> Amendment of IEP dated <input checked="" type="radio"/> Annual Review <input type="radio"/> Early Start Transition <input type="radio"/> Three Year Review <input type="radio"/> Expulsion Analysis <input type="radio"/> Other <input type="radio"/> Individual Transition Plan
Date of Present Meeting: 08-DEC-2023	
Annual Review to be conducted by: 08-DEC-2024	
Next Three Year Review will be conducted by: 12-DEC-2025	
Three Year Review or Evaluation was conducted on: 13-DEC-2022	
Transition to Kindergarten to be conducted by: 01-MAY-2024	
Location of Meeting: SP ED INF/PRE (1989)	District Name: Los Angeles Unified School Distri

Section B: Student Information

Date of Birth: 18-JAN-2020 Age: 3 Grade: -1  
 Gender:  Male  Female Ethnic Code: White  
 Location of the Psych Folder: Student has no Psych Folder:   
 Location of the Cum Folder: SP ED INF/PRE (1989) Student has no Cum Folder:   
 Home Language: Hebrew Student Language: Hebrew Alternate Mode of Communication:  
 Home Address of Student: 8109 SUNNYBRAE AVE  
 City: WINNETKA CA ZIP Code: 91306  
 Home Telephone: (310) 596-0470 Daytime Telephone: Emergency Telephone:  
 School of Attendance: Sp Ed Inf/Pre (1989) Location Code: 1989  
 School of Residence: Sunny Brae Ave El Location Code: 6986  
 Name of Parent/Guardian: Maya Segal & Nir Tzem Telephone:  
 Address: mayasegala@gmail.com  
 City: CA ZIP Code:  
 Surogate Parent: Telephone:  
 Attends CURRENT SCHOOL as a result of one of the following: Preschool Program

Is the student living in a Family Foster Home (FFH)?  No  Yes FFH#:  
 Is FFH Provider related to student?  No  Yes Relationship:  
 Licensed Children's Institution  No  Yes LCI Name:  
 LCI#:  
 Out of the home placement made by  Regional Center  Department of Mental Health  Department of Children's Services  
 Superior Court  Other:  
 Child's family living within LAUSD's boundaries?  No  Yes  
 If the student is 18 years old or older or is an emancipated minor, does he/she have educational decision-making rights?  No  Yes

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Los Angeles Unified School District

Student     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

		Achieved		
Goal for: (example - Reading)		Yes	No	If No, explain the reason the goal/objective was not achieved
1	<input type="text" value="Perceptual Motor"/>	<input checked="" type="radio"/>	<input type="radio"/>	
Category	<input type="text" value="Perceptual Motor"/> ▼			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
2	<input type="text" value="Communication"/>	<input type="radio"/>	<input type="radio"/>	
Category	<input type="text" value="Communication"/> ▼			
	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" value="Functional Mobility"/>	<input checked="" type="radio"/>	<input type="radio"/>	
Category	<input type="text" value="Functional Mobility"/> ▼			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
4	<input type="text" value="Social Emotional"/>	<input checked="" type="radio"/>	<input type="radio"/>	
Category	<input type="text" value="Social Emotional Development"/> ▼			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
5	<input type="text" value="Sensorimotor"/>	<input checked="" type="radio"/>	<input type="radio"/>	
Category	<input type="text" value="Sensorimotor"/> ▼			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
6	<input type="text" value="Cognitive Developmen"/>	<input checked="" type="radio"/>	<input type="radio"/>	
Category	<input type="text" value="Cognitive Development"/> ▼			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
7	<input type="text" value="Social Emotional"/>	<input checked="" type="radio"/>	<input type="radio"/>	
Category	<input type="text" value="Social Emotional"/> ▼			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
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"/>

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Los Angeles Unified School District

Student TZEMACH

AVIV

S

Date of Birth 18-JAN-2020

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Last

First

MI

Section E: Present Level of Performance

Performance Area: Perceptual Motor

Category: Perceptual Motor

Assessment/Monitoring Process Used: Informal Teacher Observations

State/District Assessment Results:

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

Area of strengths: Aviv demonstrates functional motor planning skills as she is able to maneuver through a novel classroom environment and playground without bumping into objects or falling. She can imitate a variety of postures. She can balance on one foot for about 3 seconds. She can kicking a ball with either foot. Aviv jump off the bottom of the slide that is about 4 inches high off the ground. She was able to walk across a beam independently. She has mild weakness on her left leg. She walks up steps leading with the right leg and walks down leading with the left leg. She prefers to hold the rail but can walk up and down one step without the rail. She can walk backwards for 10 feet. She can run with flight several feet. She can trap catch a tossed playground ball from 3 feet. She throws a small ball/ beanbag for a distance of 10 feet.

Area of needs: Aviv's most significant need is Locomotor skills, jumping off 2 feet over a 2 inch obstacle.

Impact of Disability on Academic and Overall Educational Performance: Aviv's disability of (to be determined) and related need for intervention affects her locomotor skills, which impacts her involvement and progress in a general physical education curriculum.

Tim Werner  
Adapted PE Teacher

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):

[Empty text box for current performance/assessment summary]

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Section E: Present Level of Performance

Performance Area: Functional Mobility

Category: Functional Mobility

Assessment/Monitoring Process Used: Clinical observation

State/District Assessment Results: NA

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

Student's areas of strength: Aviv sits independently in a regular classroom chair and on the floor with functional balance. She transitions independently in and out of chairs and up/down from the floor. She transitions independently on/off a tricycle. She walks independently in the classroom and across campus with good balance. Aviv runs independently. She performs gross motor skill such as marching, jumping three times in a row, jumping off a 4 inch high surface, walking backwards 10 feet, walking sideways, and galloping with her right foot in front. Aviv can trap a playground ball. She kicks a stationary ball with her right and left foot. She walks across a balance beam on the floor independently. She can step up and down a 6 inch step without support when given cues, but prefers to reach for support. She walks up the steps on the playground structure leading with her right foot, holding the rail unless given cues to not use the rail and alternate her feet. She walks down steps leading with her left leg and holds the rail.

Student's areas of need: Aviv demonstrates mildly decreased strength and balance for single limb activities such as walking up and down stairs. She has mild weakness in her left leg. This impacts her ability to walk up and down multiple steps alternating her feet without rail support.

Impact of student's disability on academic and overall performance: Aviv's eligibility of AUT impacts her ability to safely navigate single and multiple steps, which impacts her involvement and progress in the general education curriculum.

Chrissa Patterson, PT, MPT  
LAUSD School Physical Therapist

Performance Area:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

[Empty text box for current performance/assessment summary]

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Section E: Present Level of Performance

Performance Area: fine motor

Category: Fine Motor

Assessment/Monitoring Process Used: review of records; informal, parent input

State/District Assessment Results: n/a

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

This is a summary of Occupational Therapy findings:
Areas of Strength: Aviv can maintain an upright posture when sitting on a classroom chair, on a playground bench and when going down the slide. She presents with functional range of motion to reach and grasp materials across the table and above her head. Aviv can transition motor positions without the need for physical support. She presents with right hand dominance when grasping tools and materials. Aviv uses a tripod grasp to hold writing tools. She uses pincer grasp to pick up red knobs on wooden puzzles, pad to pad to hold blocks, spherical to hold clay balls and cylindrical to hold play doh container. She can use both hands to uncap marker, pull apart a rubber snapper and to string blocks. Aviv can locate materials within her environment and can pick out a marker amidst other materials on the table. She can name colors, basic shapes and common concepts (animals, food). She can match puzzles on a wooden board and can sort blocks based from color. Aviv can copy vertical and horizontal lines and a circle. She is emerging in her drawing skills such as a happy face. Aviv plays with toys and uses classroom tools appropriately. Aviv can follow 2-3 directions such as in simple obstacle courses. She exhibits a generally appropriate arousal level to engage in different activities such as table top tasks and playing in the yard.

Performance Area: Fine Motor continued

Category: Fine Motor

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Areas of Need: Aviv needs to continue to work on increasing her fine motor skills particularly her bilateral coordination skills pertaining to cutting. Parent reported that Aviv is not exposed to scissors at home. Aviv attempts to place scissors on her right hand and can make the cutting motion (open, shut). She needs assist in holding paper to when performing cutting tasks. Aviv is easily distracted but responds well to behavior strategies such as 'first, then' and positive reinforcements.
Impact of student's disability on academic and overall performance: Aviv has a disability of AUT and deficits in her fine motor skills which impact her ability to complete cutting tasks which impact her involvement and progress in the general education curriculum.
Joanne Gilgenbach OTR/L
LAUSD Occupational Therapist

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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):

\*See present levels from physical therapist, occupational therapist, and adaptive physical education specialist for more detailed information related to physical development.

Strengths: Aviv adjusts, with adult guidance, aspects of movement (e.g. effort, directional, spatial) in relation to people and objects. She coordinates movement, in an upright position, that momentarily move the body off of the ground. Aviv is able to manipulate objects with one hand while stabilizing the objects with the other hand or with another body part, with minimal assistance.

Needs: Aviv is not yet able to jump over a two inch obstacle. She demonstrates areas of need in walking up and down stairs. Aviv is not yet able to use scissors to snip a paper.

Impact: Delays in physical development impact Aviv's access to the general education curriculum.

Performance Area:

Category:  ▼

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Strengths: Aviv comforts herself by seeking out a familiar adult or a special object, relying on communication or guidance from an adult to assist her in regulating her emotions. With minimal adult support, she is able to shared preferred items with peers. Aviv participates in episodes of cooperative play with a small group of peers, particularly preferred/familiar peers. With adults, Aviv engages in extended interactions in a variety of situations, seeking out interactions with adults. Overall, Aviv's teachers in her preschool class report that Aviv interacts well with peers and adults, follows the classroom rules and routines - with minimal support, and is a pleasure to have in class. Teachers did not report any behavioral concerns in the school setting.

Needs: Aviv is not yet able to comfort herself in a variety of ways, based on the situation.

Impact: Delays in social emotional development may impact Aviv's access to the general education curriculum.

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Section E: Present Level of Performance

Performance Area: Classroom Language

Category: Language

Assessment/Monitoring Process Used: observation, parent interview, teacher report

State/District Assessment Results: DRDP

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

\*\*See speech language pathologist PLP for more detailed language and speech information. Strengths: Aviv shows understanding of a wide variety of phrases or sentences. She is able to follow familiar one and two step directions. Aviv uses short phrases or sentences to communicate her wants and needs and engages in back and forth communication with adults and peers. Needs: Aviv can be difficult to understand and is not yet using short sentences that contain a variety of word forms (e.g. nouns, adjectives, verbs). Impact: Delays in language development impact Aviv's access to the general education curriculum.

Performance Area: Literacy

Category: Literacy Development

Assessment/Monitoring Process Used: observation; parent interview; teacher report

State/District Assessment Results: DRDP

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

Strengths: Aviv engages with print materials while being read to by an adult. She is able to identify several letters by name. Aviv makes scribble marks or simple drawings that represent people, things, or events. Needs: Aviv is not yet able to answer simple Wh- questions that relate to a story. Impact: Delays in literacy development, impact Aviv's access to the general education curriculum.

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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: Aviv acts on objects to cause a specific result. She is able to maintain her attention, mostly independently, during classroom activities. Aviv imitates multiple steps of others actions and repeats phrases experienced at an earlier time. She continues self-selected activities, on her own, seeking out an adult to work through challenges.

Needs: Aviv is not engaging in multi step pretend play sequences.

Impact: Delays in cognitive development impact Aviv's access to the general education curriculum.

Performance Area:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Strengths: Aviv is able to sort objects into two groups, based on one attribute, mostly accurately. She is able to identify quantities up to 2 without counting. Aviv demonstrates understanding that adding objects to a group makes more and taking away objects makes less. She identifies several shapes in her environment.

Needs: Aviv is not yet able to count a group of at least 3 objects using one to one correspondence.

Impact: Delays in pre-math skills impact Aviv's access to the general education curriculum.



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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):

Summary of Service to Date: Aviv was a client of the North Los Angeles County Regional Center (NLACRC ) and received Early Intervention on the medical service delivery model. Her primary language was reported to be Hebrew, with exposure to English. Aviv's initial IEP was held on 12/13/22 and she was given an eligibility of Autism. Aviv was placed in the Preschool for All Learners (PAL) program at Melvin Elementary School. The Speech Language Pathologist provided 2 hours of support in the classroom each week. Aviv was working on using 3-4 word phrases/simple sentences to request to have her needs/wants met, comment, and/or ask/answer simple questions during curriculum related activities in 4/5 opportunities, following minimal prompts. However, Aviv was inconsistent in her access of her services. It must be pointed out that the current Speech Language Pathologist (SLP) has not worked with Aviv. Thus, the following information is based from her initial IEP, her previous SLP at Melvin, mom's report, and observation of her during an Occupational Therapy/Physical Therapy session at Sunny Brae Elementary School on 12/1/23.

Areas of Strength:

\*Per IEP dated 12/13/22: The ROWPVT-4, EOWPVT-4, and PLS-5 were all attempted and then forfeited due to limited attention, refusal of non-preferred tasks, and/or avoidance behaviors. Aviv engaged in joint attention, non-verbal turn-taking, and intentional communication. She localized to speakers, responded to her name, and demonstrated

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):

understanding of inhibitory words. Expressively, Aviv communicated her wants/needs by using a communicative point, yes/no head nods/shakes, gestures, and up to 3-word phrases/utterances in either Hebrew or English; however, most of her extended utterances were in Hebrew. She also produced some echolalia and verbal stereotypes.

\* Per previous SLP, Dina Canales, via e-mail on 11/30/23, Aviv independently said 'Imma,' and 'Abba' in Hebrew. Aviv attempted to name items in the classroom such as animal names, or stations such as 'kitchen.'

\*Per mom's report, Aviv on average uses 2 word phrases, a lot of 2 words, with a big vocabulary in both Hebrew and English.

\*Per current SLP's observation, Aviv was talkative, engaged in back and forth communication, and used a variety of phrases ranging from 1-4 word utterances, although she primarily used 1-2 word phrases. Simple sentences appeared to be emerging.

Areas of Need:

\*Per IEP dated 12/13/22: Aviv was not observed asking questions or engaging in reciprocal conversational exchanges.

\*Per previous SLP, Dina Canales, via e-mail on 11/30/23, Aviv infrequently imitated words when prompted and rarely initiated words. Aviv was absent a lot during her time at Melvin.

\*Per IEP discussion, Aviv refers to herself using her name, and does not use the pronoun, 'I.'

Continued on next page

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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):

Continued from previous page:

\*Per mom's report, Aviv is better in her receptive skills as compared to her expressive skills.  
 \*Per current SLP observation, although Aviv has made progress, she continues to have difficulty using age appropriate expressive language skills. Aviv needs to expand her language.

Impact of Disability on Academic and Overall Educational Performance: Based on classroom observation and SLP/parent report, Avis's disability of autism is accompanied by an expressive language delay that makes it difficult to communicate. This impedes her ability to participate during oral language activities, which impacts her ability to be involved and progress in the general education curriculum.

Modifications and/or Accommodations: Modeling of 3-4 word phrases, increased opportunities to practice modeled phrases, redirection and repetition as needed.

Constance L. Albright  
 LAUSD Speech Language Pathologist

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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Section F: Eligibility

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

[Empty text box for disability discussion]

For Initial IEP, interventions attempted prior to determining eligibility:

[Empty text box for interventions]

Eligible as a student with the disability of:

Code: AUT Autism  
 Not Applicable,  Blind or  Partially Sighted

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

Code: [ ] [ ]  
 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:

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

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Section G: Annual Goals and Objectives

Performance Area: Locomotor Skills Category: Locomotor Skills Annual Goal #: 1

Aviv will jump off 2 feet over a 2 inch obstacle 3 out of 5 trials with 80% accuracy.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

Aviv will jump off 2 feet over a small rope 3 out of 5 trials with 80% accuracy.

Incremental objective #2 related to the goal:

Aviv will jump off 2 feet over a 2 inch line 3 out of 5 trials with 80% accuracy.

Date to be achieved: March 2024 MO/YR

Date to be achieved: July 2024 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR EXCEEDED, 3 SUBSTANTIAL PROGRESS (50-99% of goal met), 2 PARTIAL PROGRESS (1-49% of goal met), 1 NO PROGRESS

Table with 5 columns: 1st Reporting Period, 2nd Reporting Period, 3rd Reporting Period, 4th Reporting Period (Secondary Only), Goal Achievement. Rows include Date, Progress Mark, and evaluation criteria.

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Section G: Annual Goals and Objectives

Performance Area:  Category:  Annual Goal #:

In collaboration with classroom staff, Aviv will walk up and down 4 steps alternating her feet with supervision with rail support as needed, 3 out of 4 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:

In collaboration with classroom staff, Aviv will walk up 2 steps alternating her feet with cues, with rail support, 3 out of 4 opportunities.

Incremental objective #2 related to the goal:

In collaboration with classroom staff, Aviv will walk up and down 3 steps alternating her feet with cues, with rail support, 3 out of 4 opportunities.

Date to be achieved:   MO/YR

Date to be achieved:   MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR EXCEEDED				3 SUBSTANTIAL PROGRESS (50-99% of goal met)				2 PARTIAL PROGRESS (1-49% of goal met)				1 NO PROGRESS			
1st Reporting Period		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		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		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		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		If "No" please explain: <input type="text"/>							

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Section G: Annual Goals and Objectives

Performance Area:  Category:  Annual Goal #:

To demonstrate improved fine motor skills, Aviv will assume proper grasp on scissors and cut 3, 4' lines given 3 verbal and physical prompts in 3/3 trials

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

To demonstrate improved fine motor skills, Aviv will hold paper to peel of 5 1' stickers given 3 verbal and physical prompts in 3/3 trials

Incremental objective #2 related to the goal:

To demonstrate improved fine motor skills, Aviv will assume proper grasp on scissors and make 10 snips on paper given 3 verbal and physical prompts in 3/3 trials

Date to be achieved:   MO/YR

Date to be achieved:   MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

<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	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary Only)
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 style="width: 100%; height: 100%;" type="text"/>			

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student     
 Last First MI

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area:  Category:  Annual Goal #:

When experiencing distress, Aviv will utilize a variety of positive coping strategies (e.g. requesting a break, taking deep breaths, going to a quiet area, counting to ten) to regulate her emotions and behavioral response, with minimal support (1-2 prompts/cues), in 80% of 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 experiencing distress, Aviv will utilize a variety of positive coping strategies (e.g. requesting a break, taking deep breaths, going to a quiet area, counting to ten) to regulate her emotions and behavioral response, with moderate support (3-4 prompts/cues), in 60% of opportunities.

Incremental objective #2 related to the goal:

When experiencing distress, Aviv will utilize a variety of positive coping strategies (e.g. requesting a break, taking deep breaths, going to a quiet area, counting to ten) to regulate her emotions and behavioral response, with moderate support (3-4 prompts/cues), in 80% of opportunities.

Date to be achieved:   MO/YR

Date to be achieved:   MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student TZEMACH AVIV S Last First MI

Date of Birth 18-JAN-2020

Meeting Date 08-DEC-2023

Section G: Annual Goals and Objectives

Performance Area: Literacy Category: Literacy Development Annual Goal #: 5

During group interactive story time, Aviv will answer simple Wh- questions (what, where, and who) about the story, with minimal support (1-2 prompts/cues), with 80% accuracy over ten consecutive 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, teacher charted data, Criterion Referenced, Work Samples, Curriculum Based, Informal

Incremental objective #1 related to the goal:

During group interactive story time, Aviv will answer simple Wh- questions (what and where) about a story, with moderate support (3-4 prompts/cues), with 60% accuracy over ten consecutive opportunities.

Incremental objective #2 related to the goal:

During group interactive story time, Aviv will answer simple Wh- questions (what, where, and who) about a story, with moderate support (3-4 prompts/cues), with 80% accuracy over ten consecutive opportunities.

Date to be achieved: April 2024 MO/YR

Date to be achieved: August 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 checkboxes.



INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student TZEMACH AVIV S Last First MI

Date of Birth 18-JAN-2020

Meeting Date 08-DEC-2023

Section G: Annual Goals and Objectives

Performance Area: Pretend Play Category: Cognitive Development Annual Goal #: 6

Aviv will initiate pretend play sequences (e.g. pretends to feed doll, change diaper, put to bed) with minimal adult/peer support (1-2 prompts/cues) 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, teacher charted data, Criterion Referenced, Work Samples, Curriculum Based, Informal

Incremental objective #1 related to the goal:

Aviv will imitate pretend play sequences (e.g. pretends to feed doll, change diaper, put to bed) with minimal adult/peer support (1-2 prompts/cues) on 4 occasions during a school week.

Incremental objective #2 related to the goal:

Aviv will engage in pretend play sequences (e.g. pretends to feed doll, change diaper, put to bed) with minimal adult/peer support (1-2 prompts/cues) on 4 occasions during a school week.

Date to be achieved: April 2024 MO/YR

Date to be achieved: August 2024 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR EXCEEDED, 3 SUBSTANTIAL PROGRESS (50-99% of goal met), 2 PARTIAL PROGRESS (1-49% of goal met), 1 NO PROGRESS

Table with 5 columns: 1st Reporting Period, 2nd Reporting Period, 3rd Reporting Period, 4th Reporting Period (Secondary Only), Goal Achievement. Includes progress marks, goal achievement status, and reasons for 'No'.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student TZEMACH AVIV S Last First MI

Date of Birth 18-JAN-2020

Meeting Date 08-DEC-2023

Section G: Annual Goals and Objectives

Performance Area: Math Category: Math Annual Goal #: 7

Using one to one correspondence, Aviv will count 5 objects, with 80% accuracy 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, teacher charted data, Criterion Referenced, Work Samples, Curriculum Based, Informal

Incremental objective #1 related to the goal:

Using one to one correspondence, Aviv will count 3 objects, with 60% accuracy on 4 occasions during a school week.

Incremental objective #2 related to the goal:

Using one to one correspondence, Aviv will count 5 objects, with 60% accuracy on 4 occasions during a school week.

Date to be achieved: April 2024 MO/YR

Date to be achieved: August 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     
 Last First MI

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area:  Category:  Annual Goal #:

Aviv will produce 3-4 word phrases, spontaneously, in response to questions, during small group curriculum based activities, with 60% accuracy across trials.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

Will produce 3-4 word phrases, after a model, in response to questions, during small group curriculum based activities, with 60% accuracy across trials.

Incremental objective #2 related to the goal:

Will produce 3-4 word phrases, after a model, in response to questions, during small group curriculum based activities, with 75% accuracy across trials.

Date to be achieved:   MO/YR

Date to be achieved:   MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR EXCEEDED      3 SUBSTANTIAL PROGRESS (50-99% of goal met)      2 PARTIAL PROGRESS (1-49% of goal met)      1 NO PROGRESS

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student TZEMACH AVIV S Last First MI

Date of Birth 18-JAN-2020

Meeting Date 08-DEC-2023

Section G: Annual Goals and Objectives

Performance Area: Language Category: Language - Expressive Annual Goal #: 9

Aviv will produce the pronoun 'I' and 'me' to refer to herself in phrases, spontaneously, during small group curriculum related activities, with 60% accuracy across trials.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

Will produce the pronoun 'I' and 'me' to refer to herself in phrases, after a model, during small group curriculum related activities, with 60% accuracy across trials.

Incremental objective #2 related to the goal:

Will produce the pronoun 'I' and 'me' to refer to herself in phrases, after a model, during small group curriculum related activities, with 75% accuracy across trials.

Date to be achieved: April 2024 MO/YR

Date to be achieved: August 2024 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR EXCEEDED, 3 SUBSTANTIAL PROGRESS (50-99% of goal met), 2 PARTIAL PROGRESS (1-49% of goal met), 1 NO PROGRESS

Table with 5 columns: 1st Reporting Period, 2nd Reporting Period, 3rd Reporting Period, 4th Reporting Period (Secondary Only), Goal Achievement. Includes progress marks, sufficiency questions, and comment boxes.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student   
Last

First

MI

Date of Birth

Meeting Date

**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)

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student TZEMACH AVIV S MI  
Last First MI

Date of Birth 18-JAN-2020

Meeting Date 08-DEC-2023

Section N: Procedural Safeguards and Follow-up Actions

- A Parent's Guide to Special Education Services including Procedural Rights & Safeguards was provided to the parent in his/her primary language.
- The IEP Team Meeting Introductory Statements were read aloud at the beginning of the IEP Team meeting.
- The parent/guardian was informed of his/her right to a written translation of the IEP.

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

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

Specify the Individual Pages to be translated:

Special Requests:

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

Pandemic Learning Loss Consideration of Compensatory and/or Recoupment Services

Compensatory Education Consideration:

- The IEP team has reviewed and discussed whether compensatory education is required due to the COVID-19 pandemic. The IEP team has determined:
  - Student received all of their special education and related aids and services required by their IEP. Compensatory education is not required.
  - Student did not receive all of their special education and related aids and services required by their IEP. Compensatory education offer details are documented in FAPE 2- Summary of Services.
  - Student did not receive all of the special education and related aids and services required by their IEP. However, no compensatory education was warranted for the reasons documented by the IEP team in FAPE Part 2 Part 4.
  - Compensatory education consideration was documented on IEP dated

Recoupment Services Consideration:

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

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

THIS SPACE DELIBERATELY LEFT BLANK.

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student TZEMACH AVIV S Last First MI

Date of Birth 18-JAN-2020

Meeting Date 08-DEC-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: Email, Liz Burruss, 06-NOV-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
Services Specify

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

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

Parent Concerns and Comments

Large empty text box for parent concerns and comments.

Signature(s) Date

- 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) Date 8-DEC-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="Maya Segal - attended via Zoom"/>	<input type="text"/>
Parent/Guardian	<input type="text" value="Nir Tzemach - attended via Zoom"/>	<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" value="Solon Castillo"/>	<input type="text" value="Solon Castillo"/>
Administrative Designee	<input type="text"/>	<input type="text"/>
Special Education Teacher	<input type="text" value="Liz Burruss"/>	<input type="text" value="Elizabeth Burruss"/>
General Education Teacher	<input type="text" value="Maureen Wiecks"/>	<input type="text" value="Maureen Wiecks"/>
School Psychologist	<input type="text"/>	<input type="text"/>
School Nurse	<input type="text"/>	<input type="text"/>
Related Service Staff <input type="text" value="Language and Speech"/>	<input type="text" value="Constance L. Albright M.A.C.C.C.S.L."/>	<input type="text" value="Constance L. Albright"/>
Related Service Staff <input type="text" value="OT"/>	<input type="text" value="Joanne Gilgenbach"/>	<input type="text" value="J/G OTR/L"/>
Related Service Staff <input type="text" value="PT"/>	<input type="text" value="Chrissa Patterson"/>	<input type="text" value="Chrissa Patterson"/>
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="Related Service Staff - APE"/>	<input type="text" value="excusal form attached"/>	<input type="text"/>
Other <input type="text" value="Family Advocate"/>	<input type="text" value="Luciana Chemelniker - attended via Zo"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student TZEMACH AVIV S MI  
Last First MI

Date of Birth 18-JAN-2020

Meeting Date 08-DEC-2023

LEAST RESTRICTIVE ENVIRONMENT ANALYSIS

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

Student's Current Placement Type:

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

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

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

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

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

**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

**Los Angeles Unified School District**

**Student** TZEMACH AVIV S  
**Last First MI**

**Date of Birth** 18-JAN-2020

**Meeting Date** 08-DEC-2023

**ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)**

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

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

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

<b>Step E.</b>	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a residential care facility?	
	<input type="radio"/> Yes <input type="radio"/> No	If not currently available, articulate in the IEP what supports, accommodations and/or modifications are required for the student in this setting.
	<div style="border: 1px solid black; height: 80px; width: 100%;"></div>	

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Last TZEMACH

First AVIV

MI S

Date of Birth 18-JAN-2020

Meeting Date 08-DEC-2023

Last

First

MI

ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 1 - Eligibility, Placements and Supports

Student     
 Last First MI

Date of Birth

Meeting Date

	Effective With this IEP	Future Changes Related to this IEP
	As of Date: <input type="text"/>	<input type="text"/>
Eligibility: (from Page 4)	<b>Eligible (AUT)</b>	
	<i>Final IEP Reason</i> <i>Final IEP Effective Date:</i>	
Curriculum	<b>General Education</b>	
Placement	Type of School <input type="text" value="District Non-Resident School"/>	
	Name of School <input type="text" value="MOSK CSPP"/>	
Instructional Setting	Setting <input type="text" value="General Education"/>	
	Program <input type="text" value="PCC"/>	
	Special Day Minutes/Wk <input type="text"/>	
	Addresses Goals <input type="text" value="1(Locomotor Skills),2(Functional Mobility),5(Literacy),4(Social Emotional),3(fine motor),6(Pretend Play),7(Math)"/>	
Additional Factors	Low Incident Support <input type="text" value="None"/>	
	Assistive Technology Support <input type="text" value="No"/>	
	Transportation <input type="text" value="Home to School"/>	
	Extended School Year/Intersession <input type="radio"/> Yes <input checked="" type="radio"/> No	
Parent Counseling and Training (PCT)	<input checked="" type="radio"/> Yes <input type="radio"/> No	
	ESY Transportation <input type="text"/>	
Accommodation, Modifications, Supports	Instructional Accommodations <input type="text" value="Modeling of 3-4 word phrases, increased opportunities to practice modeled phrases, redirection and repetition as needed. check for understanding before and during tasks; provide signals, scripts, and models for improved communication; facilitate peer interactions; break tasks into small steps; prompt to stay on task; provide visuals with instruction; provide opportunities for hands-on learning, positive behavior support"/>	
	Instructional Modifications <input type="text"/>	
	Other Supports, including Non-Academic and Extra-curricular Activities <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 type="radio"/> Yes <input checked="" type="radio"/> No	
	If the Parent does not agree, specify the area(s) to be reassessed. <input type="text" value="psychoeducational and OT"/>	
<b>Comments, as appropriate</b>		
Low Incidence Equipment	<input type="text"/>	

**Assistive Technology  
Equipment**

--

**Participation in  
General Education**

FAPE offer is a collaborative general education classroom. student will be participating in general education full day.

**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
<b>Service 1</b>	Start Date:	Effective on Signature Date	
<b>09</b>	End Date:		
<b>Adapted PE</b>	Service applies to:	Regular	
	Frequency:	1	
This service addresses the following <b>goals</b> :	Interval:	Weekly	
1(Locomotor Skills)	Minutes/Interval:	20	
	Minutes/Interval (Pullout from Gen Ed):	20	
	Service Delivery Model:	Direct Service (By a Single Provider)*	
	Responsible Personnel:	Licensed/Credentialed Provider	
*			
<b>Service 2</b>	Start Date:	Effective on Signature Date	
<b>16</b>	End Date:		
<b>Occupational Therapy</b>	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following <b>goals</b> :	Interval:	Monthly	

3(fine motor)	Minutes/Interval:	60	
	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	Direct Service (Collaborative)*	
	Responsible Personnel:	Licensed/Credentialed Provider	
*			

<b>Service 3</b>	Start Date:	Effective on Signature Date	
<b>10</b>	End Date:		
<b>Language/Speech</b>	Service applies to:	Regular	
	Frequency:	1	
This service addresses the following <b>goals</b> :	Interval:	Weekly	

8(Language) 9(Language)	Minutes/Interval:	30		
	Minutes/Interval (Pullout from Gen Ed):	30		
	Service Delivery Model:	Direct Service (By a Single Provider)*		
	Area:	School-Based		
	Responsible Personnel:	Licensed/Credentialed Provider		
		Special Education Teacher		
		General Education Teacher		

\*

<b>Service 4</b>	Start Date:	Effective on Signature Date	
<b>13</b>	End Date:		
<b>Physical Therapy</b>	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following <b>goals</b> :	Interval:	Monthly	



2(Functional Mobility)	Minutes/Interval:	45	
	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	Direct Service (Collaborative)*	
	Responsible Personnel:	Licensed/Credentialed Provider	

**Notes:**

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

Part 3 - Percentage of Time Outside of General Education		
	Effective With this IEP	Future Changes Related to this IEP
% of Time per Week outside of General Education	<input type="text" value="3"/>	

Part 4 - Compensatory Education/Recoupment Services Discussion	
N/A - Initial IEP Preschool Only Consideration (Transition)	

Part 4 - Additional Discussion (This section is optional)	
<p>This IEP meeting is being held as Aviv's Annual IEP.</p> <p>IEP Team reviewed goal progress, present levels, eligibility, and developed new goals.</p> <p>The IEP team discussed a range of placements including PAL and PCC. The IEP Team recommends the PCC program as the offer of FAPE. The Preschool Collaborative (PCC) and California State Preschool Program (CSPP) class is an educationally based inclusive program that operates for 6 hours a day, 5 days a week. The preschool curriculum is delivered through evidence based practices.</p> <p>Aviv's goals, included in the IEP, will be supported by a collaborative team comprised of an early childhood special education teacher, special education assistant, and general education staff. If any additional related services are needed to access the program they are noted above.</p> <p>Extended School Year: ESY services are NOT recommended, as Aviv has not exhibited significant regression or loss of critical skills during her educational breaks.</p> <p>IEP team discussed assessment in preparation for Aviv's Three-Year IEP Review due to be held in Spring 2024. IEP Team agreed to complete psychoeducational and occupational therapy assessments in preparation for the Three Year IEP in Spring 2024.</p> <p>IEP Team reviewed related services. Please see service grids for details and below statements regarding make up time.  OT- Aviv has been provided 420 minutes of 600 of the yearly minutes. Aviv is owed 180 minutes of OT make up time.  PT- Aviv has been provided 365 minutes of 450 of the yearly minutes. Aviv is owed 85 minutes of PT make up time.  APE - Aviv is owed APE make up time from start of 23/24 school year through September, six weeks at 20 minutes per week for a total of 120 minutes of APE make up time. Aviv was provided 40 minutes of APE services on October 12, 2023. After which, mother declined to continue to access APE services. A suspension of services letter was sent to the family.</p>	

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student TZEMACH AVIV S Last First MI

Date of Birth 18-JAN-2020

Meeting Date 08-DEC-2023

FAPE Summary Grid

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):

Table with 7 columns: 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); and two rows of service categories with checkboxes.

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.

Empty rectangular box for IEP team information.