			INDIVIDUALIZED EDU	UCATION PROGRAM (IE	P)	Page 1
Los Angeles Unified S Student Identification		t 200247X466	SSID 8	639974765		Eligible (AUT)
Number Student GOLDBE	RG SHAY	YELL	I		Date of Birth:	30-OCT-2017
Last		First	MI	eeting Information	Date of Birtil.	30-001-2017
	Pertine	nt Dates			Type of M	eeting
Date of Initial IEP Team	Meeting	02-JUN-2022		O 1		Amendment of IEP dated
Date of Present Meeting		30-MAY-202	4	◯ Initial		Amendment of IEP dated
Annual Review to be con	nducted by	30-MAY-202	5	Annual Review		Early Start Transition
Next Three Year Review conducted by	will be	01-JUN-2026		O Three Year Review		Expulsion Analysis
Three Year Review or Evwas conducted on	valuation	02-JUN-2023		Other		Individual Transition Plan
Transition to Kindergarte conducted by	en to be					
Location of Meeting	CA	LVERT CES		District Name	Los Angeles	Unified School Distri
			Section B: Stu	udent Information		
Date of Birth	30-OCT-2017		Age	6	Grade	0
Gender	Male O		Ethnic Code	White		
Location of the Psych Folder	SPED SVC C	CTR-NORT	Student has no Psych Folder			
Location of the Cum Folder			Student has no Cum Folder	✓		
Home Language			Student Language		Alternate Mo Communicati	
Home Address of Student	5514 MASO	N AVE				
City	WOODLAN	D HILI CA	ZIP Code	91367		
Home Telephone	(310) 925-62	57	Daytime Telephone		Emergency To	elephone
School of Attendance	Private School	ol Office (1	Location Code	1536		
School of Residence	Calvert Ces		Location Code	2712		
Name of Parent/Guardian	Orly/Doran C	Goldberg	Telephone			
Address	Same as Stud	ent				
City		CA	ZIP Code			
Surogate Parent			Telephone			
Attends CURRENT SC of the following	HOOL as a rest	ult of one	Private School Enrollmer	nt 🔻		
Private School:						
Kadima Day School Is the student living in a	Family Foster	O _N	o O Yes	FFH#		
Home (FFH)?	1 .0	\bigcirc v	o O Yes	B.1.212		
s FFH Provider related the Licensed Children's Institution			o O Yes	Relationship LCI Name		
Out of the home placeme	ent made by	\bigcirc Su	egional Center uperior Court	LCI# Operatment of Mental Other	Health C	Department of Children's Services
Child's family living wit boundaries?	hin LAUSD's	\bigcirc N	o Yes			○ No ○ Yes

		NDIVID	UALIZED EDUC	Page 2 of 32 Page 2 of 32
_	Unified School District			D
Student	GOLDBERG SHAYELL I Last First	MI ,		Date of Birth 30-OCT-2017
			Section C: Lang	uage Acquisition
Language Cla	ssification:			Start Date:
Withdrawal by	y Parent Request:		O Yes O No	Reclassification Date:
ELPAC Perfor	rmance Level and Performance Descriptor:			▼ Test Date:
Alternate ELP Descriptor:	AC Performance Level and Performance			Test Date:
		Section	on D: Goal Achiev	vement from Current IEP
			Achieved	
Goal for: (ex	ample - Reading)	Yes	No	If No, explain the reason the goal/objective was not achieved
1	COGNITIVE DEVELOPMENT	0		
Category	Cognitive Development			Does not stay involved in teacher-selected activity
Cutegory	Objective 1 met		0	
	Objective 2 met			Not masting with moderate supports
2	SOCIAL EMOTIONAL 1			Not meeting with moderate supports
		0		Not compliant to non-preferred tasks with minimal supports for 5 minutes
Category	Social Emotional			
	Objective 1 met	0		Inconsistent with maximum supports for 3 minutes
	Objective 2 met	0	0	Not meeting with moderate supports for 4 minutes
3	SOCIAL EMOTIONAL 2	0		Does not practice safety rules with minimal supports 80% of the time
Category	Social Emotional 🗸			
	Objective 1 met	0	0	
	Objective 2 met	0		Not meeting w/mod prompts 70% of the time
4	SOCIAL EMOTIONAL 3	0		Does not play cooperatively with peer for 5 minutes
Category	Social Emotional			
	Objective 1 met	<u> </u>	0	
	Objective 2 met	\circ		Not meeting 4 minutes with moderate supports
5	Sensory Processing	0		Needs cues to stay on task
Category	Sensory Processing			
	Objective 1 met			Needs cues to stay on task
	Objective 2 met			Needs cues to stay on task
6	Visual Motor	0		Made partial progress
Category	Visual Motor ✓			1 1 5
	Objective 1 met	0		Made partial progress
	Objective 2 met	0		Made partial progress
7	Pragmatic Language	0		Student did not access services.
Category	Language – Pragmatics			Statelli did not decess sorrices.
	Objective 1 met	0		Student did not access services.
	Objective 2 met	Ö	<u> </u>	Student did not access services.
8	Pragmatic Language 2	O		Student did not access services.
Category	Language – Pragmatics			Student did not access services.
	Objective 1 met	0		Student did not access services.
	Objective 2 met	O		Student did not access services.
9	Expressive Language	0		
Category	Language – Expressive			Student did not access services.
	Objective 1 met	0		Student did not access services.
	Objective 2 met	0		Student did not access services.
10	Cojective 2 met	_		Statem and not access services.
Category	V	0	0	
Caugury	Objective 1 met			
		0	0	
	Objective 2 met	\circ		

INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District **Student** GOLDBERG SHAYELL Date of Birth 30-OCT-2017 Meeting Date | 30-MAY-2024 First ΜI **Section E: Present Level of Performance** READING Performance Area: Reading V Category: Assessment/Monitoring Process Used: PARENT and TEACHER INPUT State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): STRENGTHS: According to his mother, Shayel is able to read 2-3 word sentences. According to information provided by his current teacher, Shayel likes listening to stories, can recognize letters of the alphabet and some sight words, and will participate in language arts lessons with support. She noted that he enjoyed being in the library to share books with peers. NEEDS: According to his mother, Shayel needs help with maintaining focus during reading and to know he is doing a good job. According to information provided by his current teacher, Shayel is in the 'just beginning' stage in the language arts areas of their report card standards, including the ability to listen attentively, and read grade-appropriate words with accuracy and fluency. She indicated that Shayel lacks phonics and phonological awareness skills. It was noted that Shayell has poor retention and comprehension of subject matter. IMPACT OF DISABILITY: Shayel's eligibility of autism may affect his ability to attend to teacher-directed instruction and maintain focus during reading tasks, impacting his access to the general education reading curriculum. MATH Performance Area: Category: Math V PARENT INPUT, TEACHER INPUT 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: According to his mom, Shayel is good at math. According to information provided by his current teacher, Shayel enjoys participating in hand-on math activities with support, and he can recognize basic shapes and numbers. NEEDS: Shayel's mom did not indicate any needs in the area of math. According to information provided by his current teacher, Shayel is at the approaching expectations' stage of the standard of their report card in being able

to compute accurately and efficiently an in the 'just beginning' stage of the standard of their report card in the areas of understanding and applying concepts,

IMPACT OF DISABILITY: Shayel's eligibility of autism may affect his ability to attend to teacher-directed instruction and maintain focus during math

and applying problem solving strategies.

tasks, impacting his access to the general education math curriculum.

	INDIVIDUALIZ	ZED EDUCATION PROGRA	AM (IEP)		Pag
Los Angeles Unified School District					
Student GOLDBERG SHAY		Date of Birth	30-OCT-2017	Meeting Date	30-MAY-2024
Last Fi	irst MI Section E:	Present Level of Perform	ance		
Performance Area:	WRITING				
Category:	Writing	~			
Assessment/Monitoring Process Used:	PARENT and TEACHER INI	PUT			
State/District Assessment Results:	N/A				
Current Performance/Assessment Summa	ry (include student strengths, stu	ident needs and impact of disa	bility on student perfo	ormance):	
According to information provided by h NEEDS: According to his mother, Shay According to information provided by h writing. and it was indicated that he has IMPACT OF DISABILITY: Shayel's el impacting his access to the general educ Performance Area: Category: Assessment/Monitoring Process Used: State/District Assessment Results: Current Performance/Assessment Summa	rel needs hand over hand support his current teacher, Shayel is in the poor handwriting. Written langu igibility of autism may affect his ation writing curriculum.	for writing tasks. The 'approaching expectations' is age was indicated as an area of a ability to attend during teacher.	standard in being able of need. er instruction and mai	ntain focus during writ	

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INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District **Student** GOLDBERG SHAYELL Date of Birth 30-OCT-2017 Meeting Date | 30-MAY-2024 First MI **Section E: Present Level of Performance** Performance Area: Language V Language Category: Assessment/Monitoring Process Used: review of records, interviews State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): BACKGROUND: Shayel is a 6-year 6-month old child currently attending kindergarten in a private school. Per parent report, Shayel's primary language is Hebrew. Currently, Shayel receives speech and language services two times a week through private insurance. Parent and private speech therapist report that Shayel has an adult 'shadow' when at school and speech sessions due to safety concerns regarding eloping. He has been working on the following goal: STRENGTHS: Shayel is kind and sweet child. In the area of expressive language, he predominantly uses words to communicate his wants and needs, to request, and to refuse. He labels objects and actions, colors, and body parts (e.g., eyes, nose) spontaneously and when asked a question (e.g., What's this? What doing? What color?). He can answer simple wh- questions but infrequently asks questions. Shayel's responses to verbal prompts and questions depends on his level of motivation and engagement in the activity. His private speech therapist reported that he is typically engaged during speech sessions.

She reported that Shayel can answer personal questions with familiar people. He has made good progress in his language. His spontaneous verbalizations are are typically 1-2 words but he can produce utterances of 4-5 words with some prompting. In terms of receptive language, Shayel demonstrates some non-verbal turn-taking, knowledge of cause and effect, goal directed behavior, and knowledge of object function. Shayel follows simple one-step directions with repetitions, locates objects in response to 'where' questions, and gives toys on verbal request often supported by prompts and redirection. He identifies common objects in the environment and in pictures (e.g. show me the ball, show me the bird). In the area of pragmatic use of language, Shayel demonstrates some functional play (e.g. feeding baby dolls, building with blocks). Shayel displays mostly solitary play. His private speech clinician reported that he enjoys books.

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

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

NEEDS: Shayel's functional language continues to be limited and he typically uses 1-2 word utterances in his spontaneous output. Additionally, the number of communicative functions for which he uses verbal language is limited. At this time Shayel produces verbalizations mostly to greet and bid farewell to familiar people when prompted, to request, and to refuse (e.g., 'no!') an object or action. Review of records indicate that Shayel displays difficulties with use of appropriate nonverbal language (eye contact, etc.), joint attention, non-verbal turn-taking, and engaging in conversations. Shayel may display selfdirected behavior and often engages in self-directed play. Shayel has been working on turn taking, asking questions, initiating interactions, symbolic and pretend play, and self-advocacy (it's my turn, don't take it).

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

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INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District **Student** GOLDBERG SHAYELL Date of Birth | 30-OCT-2017 Meeting Date | 30-MAY-2024 First MI **Section E: Present Level of Performance** BEHAVIOR Performance Area: Behavior Intervention Category: PARENT INPUT and TEACHER INPUT 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: According to his mother, Shayel is calm, polite, and warm. When he is able to focus and understands, he will answer what is asked. She described Shayel as empathetic, and helpful and indicated that he works best one-on-one with a teacher or in a small group, likes music and learns best through watching it modeled or through opportunities to build and create. Shayel's mother also indicated that Shayel responds to music, deep breathing, positive talk, exercise/outdoor play, and hugs from a trusted adult to help him cope and regulate. He participates in sports, music lessons and culinary classes outside of the school day. According to information provided by his current teacher, Shayel is cooperative, sweet, gentle caring, compassionate and he likes hugs. It was noted that he comes to class prepared. Shayel's teacher indicated that he has met his first objectives, demonstrating the ability to stay involved in a teacher-selected activity with maximum support for at least 3 occasions, is able to practice classroom safety rules with maximum teacher guidance, and he will play cooperatively with one other child for at least 3 minutes with maximum teacher guidance. Performance Area: cont. Category: Behavior Intervention 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: According to Shayel's mother, he requires breaks, movement and help to maintain focus. She described him as having difficulty making friends, expressing himself, following directions, transitioning between tasks, and completing work. Shayel's mother also shared that he can be messy and has toileting accidents, avoids social situation and struggles with sleep. According to information provided by his current teacher, Shayel has difficulty staying in task, difficulty transitioning and exhibits poor peer relations with little empathy/concern for others. According to his teacher, Shayel has not yet met his goal or objectives in transitioning and maintaining attention to a nonpreferred task, absent of verbal and physical protest. Shayel has also not yet met the second objectives or annual goals to remain involved in teacher selected activities with moderate to no adult support, or to play cooperatively with one other peer for 4-5 minutes with moderate to no teacher guidance. Shayel also continues to need at least a moderate level of teacher prompting and guidance to practice classroom safety rules, refraining from elopement, responding to his name to stop, refraining from mouthing non-food items and using classroom tools appropriately. It was shared during the meeting that Shayel is currently in a very small setting with a teacher, classroom aide and a aide assigned to him. It was shared that Shayel has an extremely limited attention and focus and his behavior, specifically elopement when faced with non-preferred activities and task demands pose a significant safety concern and that is addressed in the current private school setting by aide that is assigned to him. The family stressed their concern for Shayel's safety in both the home and school setting without adequate supervision due to his elopement behavior.

IMPACT OF DISABILITY: Shayel's eligibility of autism may affect his access to the general education curriculum.

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INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District **Student** GOLDBERG SHAYELL Date of Birth 30-OCT-2017 Meeting Date | 30-MAY-2024 First MI **Section E: Present Level of Performance** Performance Area: Sensorimotor V Category: Sensorimotor 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 Strength: Shayell works very hard during his OT sessions. He enjoys his routine, and requests to start each session the same way, singing two familiar songs with movement (Slippery Fish and 5 Green and Speckled Frogs). Shayell is able to participate in the movements for these songs independently, although he benefits from prompts to sustain engagement in the movement for the duration of each verse, or to improve the quality of his movements. Shayell tends to want to rush through activities, and focus on what is coming next, rather than what he is working on in the moment. Therefore, he will often move through songs and their actions quickly, but responds well to cues to slow down. Shayell demonstrates good attention for preferred activities - these include his preferred songs (including a few others than those mentioned above); making 'pizza' with playdoh; or using specific toys he Areas of Need: Shayell's attention for non-preferred tasks can fluctuate. These include visual motor tasks such as coloring, drawing, writing, and cutting. During these tasks, he at times responds well to positive reinforcement to redirect and sustain his attention for several minutes to complete portions independently. At other times, he demonstrates increased distractibility and avoidance, with difficulty being redirected, including when provided sensory breaks prior to the task. With regard to multi-step tasks, Shayell can complete a simple 2-4 step obstacle course for several repetitions, with minimal verbal cues. However, he does have difficulty generalizing this ability to more complex tasks such as completing a multi-step arts and crafts activity, without maximal support and assistance. Shayell's fine motor and visual motor integration skills have improved over the last several months. When coloring, drawing, or writing, Shayell is able to use a quadrupod grasp on a crayon. He does at times revert to a fisted grasp, but can easily be redirected to use a more mature grasp. Performance Area: Sensorimotor, Cont. Sensorimotor V Assessment/Monitoring Process Used: State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):

With moderate to maximal cues to attend, Shayell is able to make a good effort to color on a specific target on a picture. However, his movements are typically large and static, with poor control to use smaller, more dynamic movements. This challenge is also noted when practicing writing his name. Shayell understands and is able to demonstrate the correct movement patterns to write the uppercase letters of his name. However, due to poor fine motor control, his letters are typically large and have no clear start or stop point. He does respond well to visual and physical cues. These include providing him boxes with dots for start points to write each letter in, as well as stabilizing his hand and wrist to help provide him more control when practicing writing. These challenges are also noted when imitating strokes or drawing in a path. When using scissors, Shayell does require minimal assistance to don the scissors correctly. He is able to open and close them independently, but requires maximal assistance to control his movements and stabilize the paper with his left hand, in order to cut on a line.

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

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Los Angelo	es Unified School District	INDIVIDUA	LIZED EDUCATION PRO	OGRAM (IEP)	g ·
Student		LL I	Date of B	irth 30-OCT-2017	Meeting Date 30-MAY-2024
	Last Fir	st MI			
If applicable	e, areas discussed related to dis	ability or suspected disabili	Section F: Eligibility		
Паррисаел	e, areas also asses related to also	aemily er suspected disaem	.		
For Initial II	EP, interventions attempted prior	or to determining eligibility	:		
Eligible as a Code:	a student with the disability of: AUT	Autism			
Code.		_	<u> </u>		
A dditional T	Not Applicable, Low Incidence Eligibility (only	OBlind or	OPartially Sighted		
Code:	Low incidence Eligibility (only	IOF VI, DBL, DEA, HOH,	or severe O1):		
00401	Not Applicable,	OBlind or	OPartially Sighted		
O Does no	ot meet eligibility criteria for Sp	ecial Education Services (I	nitial IEP)		
or	the meet englosity enterta for 5p	cetar Education Services (I	muai izi).		
O No Long	ger Eligible for Special Educati	on Services (Review IEP).			
	ger Eligible (Effective				
☐ This is a	a Final IEP, the student remains	eligible for Special Educati	ion Services until the Effectiv	ve Date below.	
Final IEP R				Effective Date:	
The IEP Te	eam has considered and agree	s that the educational nee	ds of the student are not pr	imarily due to:	
	al Maladjustment		porary Physical Disability		ick of instruction in reading
	of instruction in math		ted English Proficiency		vironmental, Cultural or Economic Factors

Los Angeles Unified Sch		INDIVIDUALIZED EDUC	CATION PROGRAM (IEP)	Page 9 o
Student GOLDBERG			Date of Birth 30-OCT-2017	Meeting Date 30-MAY-2024
Last	First	MI Section G: Annual C	Goals and Objectives	
rformance Area:	READING		ading Annual Go	pal #:
	ts, Shayel will attend to teach eservations and informal asses	=	n order to accurately retell 3 key details text is	n 3 out of 5 trials with 80 %
	be reported to parents by cor Report or Report Card period		Progress and Achievement from Current IEI	P" form(s) which will be
		Methods of	Evaluation	_
State Assessments Observation Other	Norm Portfol	Referenced	✓ Criterion Referenced ✓ Work Samples	✓ Curriculum Based ✓ Informal
material in order to accurat	pts, Shayel will attend to teac tely retell 1 key detail from the vations and informal assessn	ne text in 3 out of 5 trials	Incremental objective #2 related to th With redirection and prompts, Shayel wi in order to accurately retell 2 key details observations and informal assessments.	ill attend to teacher-read grade-level materi
Date to be achieved:	September ✓ 2024	MO/YR	Date to be achieved: January	∨ 2025 ∨ MO/YR
	IEP REPO	RT OF PROGRESS AND A	ACHIEVEMENT FROM CURRENT IEF	•
		EXPLANATI	ON OF MARKS	
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROC met)	GRESS (50-99% of goal	2 PARTIAL PROGRESS (1-49% of go	al met) 1 NO PROGRESS
1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary	Goal Achievement
Date:	Date:	Date:	Only) Date:	
Durana Mada	Durana Mada	Durana Mada	Processor Modes	Objective 1 Met:
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	O Yes O No
Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Objective 2 Met: Yes No
O Yes O No	O Yes O No	O Yes O No	O Yes O No	If "No" please explain:
If "No" please comment:	If "No" please comment:	If "No" please comment:	If "No" please comment:	
Needs More Time Excess Absence/Tardy Assignments Not Completed	Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other	

Los Angeles Unified Sc		INDIVIDUALIZED EDUC	CATION PROGRAM (IEP)	Ç
Student GOLDBER	G SHAYELL I		Date of Birth 30-OCT-2017	Meeting Date 30-MAY-2024
Last	First	MI Section Co. Assessed	Seeds and Objections	
Formance Area:	Behavioral Support	Section G: Annual Category: Bel	havior Intervention Annual G	oal #: 4
		8 7	el will practice school and classroom safety	
Progress on annual goals to	s Report or Report Card period	npleting the "IEP Report of I	Progress and Achievement from Current IE	P" form(s) which will be
✓ Observation	Portfo		Work Samples	☐ Informal
Other			1	
Incremental objective #1	related to the goal:		Incremental objective #2 related to the	ne goal: d social stories reinforcing school safety,
remaining in a designated verbal directives such as '	ol and classroom safety rules/e classroom/spaces, responding stop' or other safety related directly out of 10 occurrences for three servations.	to his name, responding to rectives, etc. across all	verbal directives such as 'stop' or other:	om safety rules/expectations related to aces, responding to his name, responding safety related directives, etc. across all sch s for three consecutive school weeks as
	(2) (2) (2024)	MO/VP		MO/VP
Date to be achieved:	September V 2024		Date to be achieved: January CHIEVEMENT FROM CURRENT IE	∨ 2025 ∨ MO/YR
Date to be achieved:		RT OF PROGRESS AND A		V 2023 V
Date to be achieved: 4 GOAL MET OR EXCEEDED		RT OF PROGRESS AND A	ACHIEVEMENT FROM CURRENT IE	P
4 GOAL MET OR	IEP REPO	RT OF PROGRESS AND A	ACHIEVEMENT FROM CURRENT IE ON OF MARKS	P
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROC	RT OF PROGRESS AND A EXPLANATION OF	ACHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go	P al met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROG met) 2nd Reporting Period	RT OF PROGRESS AND A EXPLANATI FRESS (50-99% of goal 3rd Reporting Period	ACHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary	P al met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED 1st Reporting Period Date:	3 SUBSTANTIAL PROG met) 2nd Reporting Period	RT OF PROGRESS AND A EXPLANATI FRESS (50-99% of goal 3rd Reporting Period	ACHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only)	P al met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROC met) 2nd Reporting Period Date:	RT OF PROGRESS AND A EXPLANATI ERESS (50-99% of goal 3rd Reporting Period Date:	ACHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date:	P oal met) 1 NO PROGRESS Goal Achievement Objective 1 Met:
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark:	3 SUBSTANTIAL PROC met) 2nd Reporting Period Date:	RT OF PROGRESS AND A EXPLANATI ERESS (50-99% of goal 3rd Reporting Period Date:	ACHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date:	P Soal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No
4 GOAL MET OR EXCEEDED 1st Reporting Period Date:	3 SUBSTANTIAL PROC met) 2nd Reporting Period Date:	RT OF PROGRESS AND A EXPLANATI ERESS (50-99% of goal 3rd Reporting Period Date:	ACHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date:	P oal met) 1 NO PROGRESS Goal Achievement Objective 1 Met:
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark:	3 SUBSTANTIAL PROGramet) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to	RT OF PROGRESS AND A EXPLANATI ERESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to	ACHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual	P Dal met) 1 NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met:
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	JEP REPORT STANFIAL PROOF Met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No	EXPLANATI EXPLANATI EXESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	ACHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal?	P Poal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment:	JEP REPORT AND A SUBSTANTIAL PROGRAMMET) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment:	RT OF PROGRESS AND A EXPLANATI ERESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment:	ACHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment:	P Poal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No	JEP REPORT STANFIAL PROOF Met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No	EXPLANATI EXPLANATI EXESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No	ACHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No	P Dal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
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Los Angeles Unified Scl		INDIVIDUALIZED EDUC	ATION PROGRA	AM (IEP)		Page 14
Student GOLDBERG			Date of Birth	30-OCT-2017	Meeting Date	30-MAY-2024
Last	First	MI Section Co. Assessed C	(l1 Obi4	·		
formance Area:	Expressive Language	Section G: Annual G Category: Lar	guage – Expressiv		oal #: 6	
	tterances during structured spe		C C 1			
	s, describing, etc.) in 4/5 oppor	<u> </u>	1 1 /		P" form(s) which w	vill be
	Report or Report Card period					
State Assessments	Norm	Referenced	Criterion F	eferenced	Curricul	um Based
Observation	Portfo	lio	Work Sam	ples	Informal	
Other			T (2 2		1.	
Incremental objective #1 Shayel will use 3-5 word to	related to the goal: utterances during structured sp	peech activities for a		jective #2 related to tl 3-5 word utterances dur		h activities for a varie
variety of pragmatic funct	ions (requesting, gaining atter	ntion, refusing,	of pragmatic fu	nctions (requesting, gair	ning attention, refusi	ng, asking/answering
	ns, describing, etc.) in 3/5 opp	ortunities given moderate	-	ribing, etc.) in 4/5 oppor	tunities given mode	rate (3-4) verbal prom
(3-4) verbal prompts, cues	s, and models.		cues, and mode	IS.		
Date to be achieved:	September 🗸 2024	MO/YR	Date to be achie	eved: January	→ 2025	✓ MO/YR
	IEP REPO	RT OF PROGRESS AND A		FROM CURRENT IE	P	
	IEP REPO		CHIEVEMENT I	FROM CURRENT IE	P	
4 GOAL MET OR	3 SUBSTANTIAL PROC	EXPLANATI	ON OF MARKS	FROM CURRENT IE		1 NO PROGRESS
EXCEEDED	3 SUBSTANTIAL PROC	EXPLANATI GRESS (50-99% of goal	ON OF MARKS 2 PARTIAL PI	ROGRESS (1-49% of go		
	3 SUBSTANTIAL PROC	EXPLANATI	ON OF MARKS 2 PARTIAL PI		oal met)	
EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROC met) 2nd Reporting Period	EXPLANATI GRESS (50-99% of goal 3rd Reporting Period	ON OF MARKS 2 PARTIAL PI 4th Reporting I	ROGRESS (1-49% of go	oal met)	
EXCEEDED 1st Reporting Period Date:	3 SUBSTANTIAL PROC met) 2nd Reporting Period	EXPLANATI GRESS (50-99% of goal 3rd Reporting Period	ON OF MARKS 2 PARTIAL PI 4th Reporting I Only)	ROGRESS (1-49% of go	oal met)	ent
EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROC met) 2nd Reporting Period Date:	EXPLANATI GRESS (50-99% of goal 3rd Reporting Period Date:	ON OF MARKS 2 PARTIAL PI 4th Reporting I Only) Date:	ROGRESS (1-49% of go	Goal Achievem	nent
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1st Reporting Period Date: Progress Mark: Is progress sufficient to	3 SUBSTANTIAL PROC met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to	EXPLANATI GRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to	ON OF MARKS 2 PARTIAL PA 4th Reporting I Only) Date: Progress Mark: Is progress suffice.	ROGRESS (1-49% of go	Objective 1 M Objective 2 M	Met: No Met:
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Los Angeles Unified Sc		INDIVIDUALIZED EDUC	ATION PROGRAM (IEP)	-
Student GOLDBERG	G SHAYELL I		Date of Birth 30-OCT-2017	Meeting Date 30-MAY-2024
Last	First	MI		_
		Section G: Annual G		
formance Area:	BEHAVIOR-attention (Category: Bel	navior Intervention	oal #: 7
Progress on annual goals to	b be reported to parents by cor Report or Report Card period	mpleting the "IEP Report of F	Progress and Achievement from Current IE Evaluation Criterion Referenced	P" form(s) which will be Curriculum Based
✓ Observation	Portfo	lio	Work Samples	Informal
Other			•	
ncremental objective #1	related to the goal:		Incremental objective #2 related to tl	ne goal:
	d the use of self-regulation str	rategies (i.e. deep		elf-regulation strategies (i.e. deep breathin
teacher for an average 50° consecutive weeks, with r	er-selected or academic tasks % of a 20 minute period for 3 to more than 2 additional adul	out of 5 days for 3		task demonstrated by facing the teacher for 3 out of 5 days for 3 consecutive weeks compts or redirection as measured by
measured by observations Date to be achieved:	September V 2024	→ MO/YR	observations. Date to be achieved: January	∨ 2025 ∨ MO/YR
·	September V 2024			V 2025 V
·	September V 2024	RT OF PROGRESS AND A	Date to be achieved: January	V 2025 V
Date to be achieved: 4 GOAL MET OR	September V 2024 IEP REPO	RT OF PROGRESS AND A	Date to be achieved: CHIEVEMENT FROM CURRENT IE	P
Date to be achieved: 4 GOAL MET OR EXCEEDED	September V 2024 IEP REPORT 3 SUBSTANTIAL PROCE	RT OF PROGRESS AND A EXPLANATI FRESS (50-99% of goal	Date to be achieved: January CHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go	P al met) 1 NO PROGRESS
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Date to be achieved: 4 GOAL MET OR EXCEEDED	September V 2024 IEP REPORT 3 SUBSTANTIAL PROCE	RT OF PROGRESS AND A EXPLANATI FRESS (50-99% of goal	Date to be achieved: January CHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary	P al met) 1 NO PROGRESS
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Los Angeles Unified Sch		INDIVIDUALIZED EDUC	ATION PROGRA	AM (IEP)		Page 16
Student GOLDBERG			Date of Birth	30-OCT-2017	Meetin	g Date 30-MAY-2024
Last	First	MI				
ormance Area:	Sensory Processing C	Section G: Annual G Category: Sen	soals and Object	Annual C	Goal #:	
	ensory processing skills, Shaye	· .	, ,			
	teacher-directed tabletop task			vement from Current II	EP" form(s) w	hich will be
	Report or Report Card period			ement from current is	zi ioiii(s) w	men win de
State Assessments	Norm 1	Referenced	Criterion F	eferenced	C	urriculum Based
Observation	Portfol	io	Work Sam	ples	Inf	ormal
Other						
ncremental objective #1 1 To demonstrate improved s	related to the goal: sensory processing skills, Sha	ivell will achieve and		jective #2 related to t		Shayell will achieve and
•	vel of arousal with the use of	•			_	of sensory strategies as need
needed, to be able to partic	cipate in a teacher-directed tab	oletop task 50% of the time,	to be able to pa	rticipate in a teacher-di	rected tabletop	task 60% of the time, in 3 of
in 3 out of 5 opportunities.			5 opportunities			
Date to be achieved:	September 🗸 2024	✓ MO/YR	Date to be achie	eved: January	v	2025 ▼ MO/YR
Date to be achieved:		MO/YR RT OF PROGRESS AND A		,		0025 ₩ MO/YR
Date to be achieved:		RT OF PROGRESS AND A		,		0025 ▼ MO/YR
4 GOAL MET OR	IEP REPOI	RT OF PROGRESS AND A EXPLANATI	CHIEVEMENT I	,	EP	1 NO PROGRESS
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROG	RT OF PROGRESS AND A EXPLANATION FRESS (50-99% of goal	ON OF MARKS 2 PARTIAL PI	FROM CURRENT IS	cP oal met)	1 NO PROGRESS
4 GOAL MET OR	IEP REPOI	RT OF PROGRESS AND A EXPLANATI	ON OF MARKS 2 PARTIAL PI	FROM CURRENT I	cP oal met)	
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Los Angeles Unified Sch		INDIVIDUALIZED EDUC	ATION PROGRAM (IEP)	Page 19
Student GOLDBERG			Date of Birth 30-OCT-2017	Meeting Date 30-MAY-2024
Last	First	MI Section G: Annual G	ools and Objectives	
Formance Area:	Pragmatic Language 2			nnual Goal #:
Shayel will initiate social in	nteraction with peers by verbal	lly inviting one or more peers	to play (Do you want to play with m	ne?) or by suggesting a game/activity
			verbal and gestural prompts and cue Progress and Achievement from Cu	
	Report or Report Card period			inent izi Tomi(s) winen win se
State Assessments	Norm	Referenced	Criterion Referenced	Curriculum Based
✓ Observation	Portfo	lio	Work Samples	Informal
Other				
Incremental objective #1 I Shayel will initiate social i	related to the goal: interaction with peers by verb	ally inviting one or more	Incremental objective #2 related Shayel will initiate social intera	ted to the goal: action with peers by verbally inviting one or more
peers to play (Do you wan	t to play with me?) or by sugg	gesting a game/activity (Do	peers to play (Do you want to p	play with me?) or by suggesting a game/activity (
	?) at least once per day on 3/5	days given moderate (3-4)	you want to slide with me?) at l verbal and gestural prompts and	least once per day on 4/5 days given minimal (1-
verbal and gestural prompt	is and cues.		verbai and gesturai prompts and	a cues.
Date to be achieved:	October 🗸 2024	MO/YR	Date to be achieved:	Sebruary
Date to be achieved:		RT OF PROGRESS AND A	CHIEVEMENT FROM CURRE	2023
	IEP REPO	RT OF PROGRESS AND A	CHIEVEMENT FROM CURRE	ENT IEP
4 GOAL MET OR	IEP REPO	RT OF PROGRESS AND A	CHIEVEMENT FROM CURRE	ENT IEP
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Los Angeles Unified Sch	ool District	INDIVIDUA	ALIZED EDUC	CATION PROGRA	AM (IEP)		Page 20
Student GOLDBERG		I		Date of Birth	30-OCT-2017	Me	eting Date 30-MAY-2024
Last	First	MI		Cools and Object	•		
formance Area:	Expressive Lang. 2	Category:		Goals and Object		Goal #:	12
Shayel will formulate senter		, .		0 0 1			
little to no (0-1) verbal and ver					connect from Current	IED!! forma	(a) which will be
provided at either Progress I				Evaluation	vement from Current	ile Tollin	s) which will be
State Assessments	□ N	orm Referenced			Referenced		Curriculum Based
✓ Observation	□ Po	ortfolio		☐ Work Sam	ples	✓	Informal
Other				_			
Incremental objective #1 r Shayel will formulate sente plurals, possessives) to des moderate (3-4) verbal and v measured by collected data	ences using targeted gran scribe a picture or object visual prompts, cues, and	in 4/5 opportuniti	ies given	Shayel will for plurals, possess	sives) to describe a pic	targeted g	rammatical elements (pronouns, ect in 4/5 opportunities given mi 3 sessions as measured by collect
Date to be achieved:		2024 V	MO/YR	Date to be achi	eved: Februa		2025 ₩ MO/YR
				ON OF MARKS			
4 GOAL MET OR	2 CLIDCTANTIAL D	PROGRESS (50-99			DOCDESS (1 400/ of	goal met)	1 NO PROGRESS
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			rting Period	4th Reporting	Period (Secondary		Achievement
EXCEEDED	met)			4th Reporting Only)	·		Achievement
EXCEEDED 1st Reporting Period	met) 2nd Reporting Perio	od 3rd Repor		4th Reporting	·	Goal	
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Angeles Huiffed Cake-1 District	INDIVIDUALIZED EDUCATIO	N PROGRAM (IEP)	Page 22
Angeles Unified School District tudent GOLDBERG SHAYELL	I Dat	te of Birth 30-OCT-2017	Meeting Date 30-MAY-2024
Last First	MI		
Ssments administered will conform to those a	section K: Participation in State and seessments determined for each grade by t District.		ation and/or the Los Angeles Unified Scho
	District Assessm	ents	
w will the student participate in District A	ssessments?		
Full Participation			
Partial Exemption from specific assessr	nent(s). Indicate the exempt assessmen	t and an appropriate replaceme	nt assessment below:
Exempt Assessment		Replacement Assessmen	t
	•		
Accommodations:	•		
Accommodations: iReady Accommodations Clarification of directions, extra time, opp request, i-Ready use of 'universal audio su charts/number lines, multiplication charts	ortunity to take over multiple sessions, opp		
iReady Accommodations Clarification of directions, extra time, opp request, i-Ready use of 'universal audio su	ortunity to take over multiple sessions, opp	ematics: Grades K-5 items, Phonic	
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	INDIVIDUALIZED EDUC	CATION PROGRAM (IEP)		Page 23 of 32
Los Angeles Unified School District				
Student GOLDBERG SHAYELL	I	Date of Birth 30-OCT-2017	Meeting	30-MAY-2024
Last First	MI		Date	
	Section N: Procedural Safeg	uards and Follow-up Actions		
✓ A Parent's Guide to Special Education Se	ervices including Procedural I	Rights & Safeguards was provided to	o the parent in his/h	ner primary language.
✓ The IEP Team Meeting Introductory Statem	ents were read aloud at the beg	inning of the IEP Team meeting.		
The parent/guardian was informed of his/he	er right to a written translation of	of the IEP.		
Is the parent/guardian requesting computer gen	erated translation?* O Yes	O No		
Select Preferred Language: *Computer generated translation provides access to an important translation IEP documentation should not be considered an substitute for formal written translation services by a Distrand/or a formal translation of the IEP at any time. Only for	official IEP document. While this servict translator. Parents/Guardians who e	ice is offered and available to assist parents/gu ect access to computer generated written IEP t	ardians to participate in	IEP development, it is not a
Is the parent/guardian requesting official transl-	ation? O Yes No S	elect Preferred Language: Hebrew		~
Specify the Individual Pages to be translated	1 :			
Special Requests:				
For students who are 17 years old, the students	ent and parent(s)/guardian(s) ha	ive been informed that the educationa	al decision-making	rights will transfer to the
student at 18 years of age, unless the court			8	5
Pandemic Lea	rning Loss Consideration of C	Compensatory and/or Recoupment	Services	
Compensatory Education Consideration:		Recoupment Services Considera	ation:	
 The IEP team has reviewed and discussed veducation is required due to the COVID-19 determined: Student received all of their special educations required by their IEP. Compensation 	pandemic. The IEP team has	 ✓ The IEP team has reviewed an and considered factors that mathe school facility closures as IEP team has determined: ○ Student has made expected 	ay have impacted st a result of the COV	udent's learning during ID-19 pandemic. The
required.	l advantion and valeted aids	progress is in alignment with achievement. No recoupment		
Student did not receive all of their specia and services required by their IEP. Comp details are documented in FAPE 2- Sumn	ensatory education offer	 Student experienced learning closures caused by the COV 	g loss as a result of ID-19 pandemic ar	the school facility and recoupment
Student did not receive all of the special and services required by their IEP. Howe education was warranted for the reasons a team in FAPE Part 2 Part 4.	ver, no compensatory	services are necessary. The late to address past learning loss included in FAPE Part 2, Paservice grid, as necessary).	. Recoupment servi	ices offer details are
Compensatory education consideration w	vas documented on IEP dated	Recoupment services considerable 02-JUN-2023 (Inactive) Rev		
02-JUN-2023 (Inactive) Review - Three Ye	ear Evaluation 🗸			
 Preschool Only Consideration (Transition I 30-Day IEP Consideration (Out-of-District) Student attends private school within district)	le of district boundaries (Eligibility D	Determination Only)	
	THIS SPACE DELIBER	ATELY LEFT BLANK.		

Lost Student (OLDBERG MAYEL Last First MI Section Q: Parent Participation and Consent		INDIVIDUALIZED F	DUCATION PROGRAM	M (IEP)	Page 24 of 32
Section Q: Parent Participation and Consent			Date of Rirth	20 OCT 2017 Me	eting Date 20 MAY 2024
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	Did the school district facilitate parent involvem I certify that I have received a copy of t can be done at anytime after the IEP meetin	nent as a means of improving serv the Parent Input Survey regardi		derstand that my completion	of the form is voluntary and



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.*



IND	OIVIDUALIZED EDUCATION PROGRAM (IEP))	Page
os Angeles Unified School District		Reconvened Meeting Date	
Student GOLDBERG SHAYELL I	Date of Birth 30-OCT		ate 30-MAY-2024
	MI		
Se	ection R: Names and Signatures (Signatures on Fil	e)	
Team Member	Print Name	Sign	ature
Parent/Guardian	ORLY GOLDBERG	DHY	
Parent/Guardian	DORON GOLDBERG		
Student Age 18 - 21 years			
Student Under Age 18 years			
Surrogate Parent			
Foster Parent			
Family Foster Home Provider			
Administrator	ALINE MILLAN	Alin W	
Administrative Designee			
Special Education Teacher	NICOLE COURNOYER	n or	
General Education Teacher	Rashanda Zakem	Polen	
School Psychologist			
School Nurse			
Related Service Staff LAS	DANIELLE RICHMOND	MIN	
Related Service Staff OT	LORNA DAVID	bou s. david	
Related Service Staff			
Interpreter			
Sign Language Interpreter			
Agency Representative			
Agency Representative			

Sarit Ariam Benmoshe (via zoom)

Agency Representative

Other

Other

Other

Other

Attorney

Page 26 of 32 INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Student GOLDBERG SHAYELL Date of Birth | 30-OCT-2017 Meeting 30-MAY-2024 Last First MI Date LEAST RESTRICTIVE ENVIRONMENT ANALYSIS To Be Completed By the IEP Team at the IEP Team Meeting Student's Current Placement Type: General Education Class/General Education Site Special Day Program/General Education Site O Special Day Program/Special Education Center O Nonpublic School O 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. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a general education Step A. classroom/setting? If the answer is YES, then a general education classroom/setting is the appropriate placement. If the answer is NO, go to O Yes the question below. 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 Can the supports, services, accommodations and/or modifications in the student's IEP be made available on a general education site in a Step B. special day program? If the answer is YES, then a special day program on a general education site is the appropriate placement. If the answer O Yes O No is NO, go to the question below. If not currently available, can the required supports, services, accommodations and/or modifications be made available O Yes O No 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.

INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District SHAYELL Date of Birth 30-OCT-2017 **Student** GOLDBERG 30-MAY-2024 Meeting First ΜI Last Date ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued) To Be Completed By the IEP Team at the IEP Team Meeting Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a special school setting? Step C. If the answer is YES, then a special school setting is the appropriate placement. If the answer is NO, go to the question O Yes O No If not currently available, can the required supports, services, accommodations and/or modifications be made available O Yes O No in a special school setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step D. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting? Step D. If the answer is YES, then a home/hospital setting is the appropriate placement. O Yes O No If the answer is NO, go to the question below. If not currently available, can the required supports, services, accommodations and/or modifications be made available O Yes O No in a home/hospital setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step E. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a residential care facility? Step E. If not currently available, articulate in the IEP what supports, accommodations and/or modifications are required for the O No student in this setting.

Student	GOLDBERG	SHAYELL	I	Date of Birth 30-OCT-2017	Meeting	30-MAY-2024
(Last	First	MI	Date of Dirting (**	Date	
	Al	NUAL LEAS	T RESTRICTIV	E ENVIRONMENT ANALYSIS	(Continued)	
			To Be Completed By	the IEP Team at the IEP Team Meeting		
Step F.			in the contents of this uding (check all that a	IEP, and the placement being considered by t pply):	he IEP team, outw	eigh any potential
	∨	Missed general Rate at which st Lack of opportu Lack of opportu Amount of socia Limited access t	udent may earn credit nity for social interact nities for age-appropr alization opportunities to peers in student's ho	aught by highly qualified staff s for graduation ion iate peer role models with typical peers		

Page 27 of 32	Page	27	of	32
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Los Angeles Unified S Student GOLDBERG		Date of Birth 30-OC	PE Part 1 - Eligibility, Placements and Supports T-2017 Meeting Date 30-MAY-2024
Last	First	MI	1-2017 Meeting Date 30-MA1-2024
	4 f D - 4	Effective With this IEP	Future Changes Related to this IEP
11 - 11 11 4	As of Date:		
lligibility: from Page 4)		Eligible (AUT)	
	Final IEP Reason Final IEP Effective Date:		
Curriculum		General Education	
lacement	Type of School	District Resident School	
	Name of School	CALVERT CES	
nstructional Setting	Setting	Special Education	
9		AUT	
	Program		
	Special Day Minutes/Wk	1250	
	Addresses Goals	13(READING-Phonological),3(WRITING),2(MATH),1(READIN G),5(Pragmatic Language),6(Expressive Language),10(Visual Motor),7(BEHAVIOR-attention),4(Behavioral Support),12(Expressive Lang. 2),8(Sensory Processing),11(Pragmatic Language 2),9(Fine Motor)	
Additional Factors	Low Incident Support	None	
	Assistive Technology Support	No	
	Transportation	None	
	Extended School Year/Intersession	Yes No	
	Parent Counseling and Training (PCT)	○ Yes ○ No	
	ESY Transportation	School to School	
Accommodation, Modifications, Supports	Instructional Accommodations	-Consistent redirection to support attention and focus -Visual and verbal prompts and modeling -Checks for understanding before and during activities/tasks -Communication models/scripts -Facilitation for peer interactions -Task broken down into smaller parts and shortened as needed -Breaks as needed -Breaks as needed -Movement/sensory breaks -Access to appropriate fidgets, sensory cushion to support focus -Flexible seating that with close-proximity to instruction to support focus and attention -Peer models -Extra time and shortened assignments -Use of social stories to support understanding of safety	
	Instructional Modifications Other Supports,	n/a	
Preparation for Three Year Review IEP (At the	including Non-Academic and Extra-curricular Activities Do the Parent and the	Yes No	
Preparation for Three Year Review IEP (At the second Annual Review IEP Meeting, the team	Do the Parent and the District (local educational agency) agree that a	○ Yes ● No	

must discuss and document the decision to		
conduct or not conduct a three-year comprehensive reassessment.)	If the Parent does not agree, specify the area(s) to be reassessed.	An assessment plan is currently signed and is in process
		Comments, as appropriate
Low Incidence Equipment		
Assistive Technology Equipment		
Participation in General Education	Extracurricular activities	s, library and recess, lunch

		Page 28 of 32				
INDIVIDUAI	LIZED EDUCATION PROGRAM (IE	P)				
Los Angeles Unified School District	IEP FAPE Part 2 - Su	mmary of Services				
Student GOLDBERG SHAYELL I	Date of Birth 30-OCT-	2017 Meeting Date 30-MAY-2024				
Last First MI						
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	% of Time per Week outside of General Education 82					
Part 4 - Compensatory Education/Rec	Part 4 - Compensatory Education/Recoupment Services Discussion					
No recoupment supports/accommodations/services are recommended. Compensatory education is not required.						
Part 4 - Additional IEP Team Considerations & Parental Input						
OT, Ms. David presented on the information she received from the occupational therapist providing current services to Shayel. Ms. David reported that the OT (Ms. Jessica) did not know that Shayel had an IEP and had proposed goals. Ms. David stated that Shayel did make progress on his last two goals, however still needs behavioral strategies to participate for longer periods of time. For the second goal, of writing his name, his grasp pattern has improved, however the accuracy level has not been met.						

OT, Ms. Jessica suggested that a cutting goal be added. Attorney Sarit Benmoshe added that everything that Shayel was able to do was done with one-to-one support and he elopes, especially when demands are placed on him and needs constant redirection. Benmoshe requested an increase in OT minutes. LAS, Ms. Baker presented on updated goals and progress per information gathered from private speech therapist Sivan Revivo Mulaz. Ms. Baker noted that his expressive language is an area of need. Parent inquired if services may be increased at a later time if needed. APEIS, informed parents that an amendment may be opened and minutes be added if needed. Benmonshe re-iterated of safety-concerns as Shayel elopes and has a person with him at all times to monitor him. RST, Ms. Cournoyer presented on academic progress taken from Shayel's teacher. Shayel's teacher stated that he has extremely limited attention and focus. He elopes when faced with non-preferred activities and task demands and poses a significant safety concern. It has been addressed at the current private school setting by an aide that is assigned to him. The family stressed their concern in both the home and school setting without adequate supervision due to his elopement behavior. A discussion was had about placement. RST read accommodations. ESY was offered.

INDIVIDUALIZED EDUCATION PROGRAM (IEP) **Los Angeles Unified School District IEP FAPE Part 2 - Summary of Services** Student GOLDBERG SHAYELL **Date of Birth** 30-OCT-2017 Meeting Date 30-MAY-2024 Last First ΜI **FAPE Summary Grid** Program: AUT **Setting:** Special Education Eligibility: Eligible (AUT) **Curriculum:** General Education **Transportation:** None **Low Incident Support:** None **Date District Received Parent Signature:** Service Service Start Service Interval Frequency Area Total Addresses Date Minutes Code Desc Applies Goal(s) To 47 Behavior Intervention Effective on 1-10 300 Regular Yearly Consultation (BIC) Signature Date 10 Weekly Pragmatic Language, Expressive Language/Speech Effective on Regular 1-5 School-30 Signature Date Based Language, Expressive Lang. 2, Pragmatic Language 2 10 Language/Speech Effective on **ESY** Yearly 1-5 School-80 Pragmatic Language, Expressive Signature Date Based Language, Expressive Lang. 2, Pragmatic Language 2 Effective on 30 16 Occupational Therapy Regular Weekly 1-5 Visual Motor, Sensory Signature Date Processing, Fine Motor 16 Occupational Therapy Effective on **ESY** Weekly 1-5 30 Visual Motor, Sensory Signature Date Processing, Fine Motor Alternative Remote/Distance Learning Services During Emergency Conditions If instruction or services, or both, cannot be provided to the pupil either at the school or in person for more than 10 school days due to emergency conditions caused by fire, flood, impassable roads, epidemic, earthquake, imminent major safety hazard as determined by local law enforcement, a transportation services strike by nonschool entity, or other official order issued to meet a state of emergency or war, the IEP will be provided by one or more of the means stated below, to the greatest extent possible in light of the emergency circumstances and District policy.

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

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

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

For IEP Team Information

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

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ntervention Plan, pg. 1 of 3) Date 30-MAY-2024
rectiv
ECESSARY CHANGES
Lack of predictability Over stimulation
Specific room arrangement
. i. 4
s in the environment/curriculum
nteractions (adult and/or peers)
Effective communication with nt Communications system
Sommanications system
IOR (Changes in
(Cuanges III
Teach a closure system Give less time on tasks
Study carrels

INDIVIDUALIZED EDUCATION PROGRAM

	Los A	ngeles Unified Schoo	avior Interfering with Stud I District	<u> </u>		(Behavior Intervention Plan, pg. 1 o
Student	GOLDBERG	SHAYELL	I	Date of Birth	30-OCT-2017	Meeting Date 30-MAY-2024
	Last	First	MI			
1		npeding learning is:		Describe what it looks l		
1	other		· · · · · · ·		ess, elopement, non-respo	
2	It impedes lear	-	of work production	disrupts other students	requires instruction	on to stop
-	instructional ti	me is lost negati	ive interaction with peers			
	other 🗸 s	afety				
	The need for a	Behavior Intervention Pl	an: o early stage interv	ention () moderate ()	serious () extreme	
3			0		\circ	
	Frequency or i	ntensity or duration of be	havior: Frequency (x)	Period Intensity	Duration (min)	
4				✓ low	•	
	Reported b	y teacher		and/or observe	ed by	
		teacher				
PREVEN	ITION		PART 1			TORS AND NECESSARY CHANGES
	_	What are the predictor	rs for the behavior? (Situati	ions in which the behavior	r is likely to occur: people	, time, place, subject, etc).
	5	Disruption in rout	inas Worls 1	evel higher than	✓ Verbal directives	Lack of predictability
		Time of day	student's al		Peer conflict	✓ Over stimulation
		Unstructured time	Interna	l physical/emotional	Room conditions	Specific room arrangement
		Events from previ	state		Room conditions	Specific room arrangemen
		environments	Lack of	f freedom, choice, activities, friends		
				stimulation		
		Other Describe:		Stiffdiation		
		What supports the stu	ident using the problem be	havior? (What is missing i	in the environment/curricu	ulum or what is in the environment/curricul
bservati	ion 6	that needs changing?		· ·		
nalysis	Present in the	ne environment:		\bigcap		
	i resent in a	ie environment.	Classroom seating		oise levels	Interactions (adult and/or peer
	Missing in t	he environment:	Peer status gained misbehavior		appropriate materials (age- hedule	
			✓ Transition skills		nedule sk structuring	Effective communication with parent
			Re-teaching		sk structuring onsequences not clear to st	
			Social skills instru	ection	insequences not creat to st	udent -
			Choices			
	Other (Missing/Present):				
		REMO	OVE STUDENT'S	S NEED TO USE	THE PROBLEM	BEHAVIOR
		What environmental c	hanges, structure and supp	orts are needed to remove	the student's need to use	this behavior? (Changes in
	ion 7	Time/Space/Materials	/Interactions to remove the	e likelihood of behavior)		
tervent		Time Changes:	Give	more time on tasks	Allow completion in	n parts Teach a closure system
itervent		S		al transition	Provide a break	Give less time on tasks
itervent		a at			1 IOVIGE a DICAR	Give less time on tasks
iterventi		Space Changes:			Different work area	Study carrels
tervent		Space Changes: Material Changes:	Prefer	rred seating	Different work area	
tervent		Material Changes:	Prefer Perso	rred seating onal space	Hands-on learning	Tasks organized
tervent			Prefer Perso Accor	rred seating onal space mmodated work	Hands-on learning Notebook organizer	Tasks organized
tervent		Material Changes:	Prefer Perso	rred seating onal space mmodated work interest materials	☐ Hands-on learning ☐ Notebook organizer ✓ Cue the student	Tasks organized Enlarged print size books
tervent		Material Changes:	Prefei Perso Accor High Use s words	rred seating onal space mmodated work interest materials specific supportive	Hands-on learning Notebook organizer Cue the student Praise successes	Tasks organized Enlarged print size books Model Peer Models
tervent		Material Changes:	Prefet Perso Accor High Use s words Verba	rred seating onal space mmodated work interest materials specific supportive ally praise student	☐ Hands-on learning ☐ Notebook organizer ✓ Cue the student	Tasks organized Enlarged print size books Model Peer Models
tervent		Material Changes:	Prefei Perso Accor High Use s words Verba Use s	rred seating onal space mmodated work interest materials specific supportive ally praise student specific support	Hands-on learning Notebook organizer Cue the student Praise successes Use calm, de-escala	Tasks organized Enlarged print size books Model Peer Models
tervent		Material Changes: Interaction:	Prefei Perso Accor High Use s words Verba Use s communi	rred seating onal space mmodated work interest materials specific supportive ally praise student specific support	Hands-on learning Notebook organizer Cue the student Praise successes Use calm, de-escala	Tasks organized Enlarged print size books Model Peer Models
itervent	Wka: ''	Material Changes: Interaction: Other redirect	Prefei Perso Accor High Use s words Verba Use s communi	rred seating onal space mmodated work interest materials specific supportive ally praise student specific support ications	Hands-on learning Notebook organizer Cue the student Praise successes Use calm, de-escala	Tasks organized Enlarged print size books Model Peer Models
itervent	Who will es	Material Changes: Interaction: Other redirectablish?	Prefei Perso Accor High Use s words Verba Use s communi ction and check ins Who will	rred seating onal space mmodated work interest materials specific supportive ally praise student specific support	Hands-on learning Notebook organizer Cue the student Praise successes Use calm, de-escala	Tasks organized Enlarged print size books Model Peer Models

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on Plan, pg. 2 of 3) 0-MAY-2024	
RT	
n (staff)	
n (staff) o long)	
or get his/her need	

INDIVIDUALIZED EDUCATION PROGRAM

			Behavior Intervention Plan	-				
	Los A	For Behavior Interferi Angeles Unified School District	ing with Student's Learning or the Lear		Behavior Intervention Plan, pg. 2 of 3			
Student	GOLDBERG		Date of Birth	30-OCT-2017	Meeting Date 30-MAY-2024			
	Last	First MI						
ALTERNA	TIVE	PART II	FUNCTIONAL FACTORS A					
	8	Team believes the behavior occurs b	pecause: (Function of behavior in terms	s of getting, protest or avoid	ding something)			
	U	To Get:	Sensory input	Attention (peer)	Attention (staff)			
		To Avoid:	Tangible (desired item)	Tangible (desired acti				
			Sensory input	Attention (peer)	Attention (staff)			
		Describe:	Task (too difficult)	Task (too easy)	Task (too long)			
		What team believes the student sho	uld do INSTEAD of the problem beha	vior? (How should the stud	dent escape/protest/avoid or get his/her need			
Observatio	n 9	met in an acceptable way?)						
Analysis	Shayell w	Shayell will refer to safety reminders/visual supports						
			1					
	Shayell w	rill request a break						
		William I. Commission	C : 1 M : 1 1 10					
	10	What teaching Strategies/Necessary	Curriculum/Materials are needed?					
		Better communication skills Following schedules &	Anger management Learning new social skills	Communication syst Learning how to neg				
		routines	Learning new social skills Learning notebook	Learning to use conf				
		Learning new scripts	organization	resolution				
		Other						
		Who will establish? teachers, RST	Who will monitor? Teachers, RST, staff	Frequency daily	<i>7</i> :			
		,	to use for establishing, maintaining, an		nent hehavior(s)?			
	11	Physical:						
Interventio	n	Filysical.	High-fives Pat on the back	✓ Smiles	☐ Handshake			
		Verbal:	Use specific praises		Peer recognition			
		Contingent Access:	Time on the computer	Recognition of student's	str Listen to music			
		Contingent Access.	Preferred activity	Free time	Other			
		Tangibles	Positive phone calls or notes to home	Describe: student direc				
		Tokens and Points:	Tokens	Certificate sent home	e Seating Location			
		Privileges:	Exempt assignment	Extra test points				
		-		Emilia test pennis				
		Other ideas:	J 4					
		Selection of reinforcer based on: stu reinforcer for using replacement	•	ncrease in positive behavio	ors			
		By whom?	Frequency					
		teacher, RST, staff	daily					
EFFECTIV	E DE LOTION	T DADE	TIT.	DE ACTIVE	OTD ATECUES			
EFFECTIV	E REACTION What strates				STRATEGIES nt behavior, 2. Describe how staff should			
12					ry further classroom or school consequences			
ſ	1) Defente	isual ramindars 2) Po wood assist staris	as rainforcing sofate 2) Dramate to set	iliza ranlocament heberie	ors 4)Redirection with visual and verbal			
		raise and reinforcement for following		mze repiacement benavio	ns +jicculiccuoli with visual and verbal			
	prompts of 1	Tailed and reinforcement for following is						
I	Personnel?							
(teachers, RS	T staff						

INDIVIDUALIZED EDUCATION PROGRAM

Behavior Intervention Plan

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

	Los Ange	eles Unified Sch	ool District	(Behavior Intervention Plan, pg. 3 of		
Student	GOLDBERG	SHAYELL	I	Date of Bir	rth 30-OCT-2017 Meeting Date 30-MAY-2024	
	Last	First	MI			
OUTCO	MES		PART IV		BEHAVIORAL GOALS	
13	Behavioral Go	al: Goal #: 4				
	related to remain	ning in a designate	d classroom/spaces, respond	ing to his name, respon	ayel will practice school and classroom safety rules/expectations ording to verbal directives such as 'stop' or other safety related onsecutive school weeks as measured by observations.	
	_	vioral goal is to:	moreage age or replace		ay also include: emove student's need to use the problem behavior	
ervation	and Analysis Con	clusion				
	•		lifications also necessary? V	Vhere described?		
FAI	PE1					
O ,	Yes O No					
Are	environmental sup	ports/changes nec	eessary?			
O	Yes O No					
Is re	inforcement of rep	lacement behavio	r alone enough? (no new tea	aching is necessary)?		
\circ	Yes 🔘 No					
Are	both teaching of ne	ew replacement be	ehavior AND reinforcement	t needed?		
O ,	Yes O No					
This	BIP to be coordin	ated with other ag	ency's service plans? Agend	ey?		
			, , , , ,			
0	Yes O No					
Pers	on responsible for	contact between a	agencies.			
	1		8			
COMMU	UNICATION		PART V		COMMUNICATION PROVISIONS	
14	Manner and o	ontent of commu	nication:			
	Phone cal	1e	Email		✓ Written notes	
	_		Daily cha	rtina	Behavioral logs	
	Daily ren)1 to	Dany cha	rung	Beliavioral logs	
	Daily repo	norts				
	Weekly re	•	orts			
	Weekly re	ports IEP Progress Repo	orts			
	Weekly re	EP Progress Repo				
	☐ Weekly re ✓ Other	EP Progress Repo	Frequency?			