Los Angeles Unified				SSID	DUCATION PR		'nt –	
Student Identificati Number		200305X322		3512	1287681750			Eligible (AUT)
Student TZEMAC	AV	IV First	S MI			1.1	Date of Birth:	18-JAN-2020
Last		THSC		ection A: 1	Meeting Inform	ation		
	Pertir	ent Dates	A		UE		Type of Meeti	ng
ate of Initial IEP Team	Meeting	13-DEC-2022	2		() Initial		() A	mendment of IEP dated
ate of Present Meeting		11-OCT-2024			C		23-J	UL-2024
nnual Review to be co	nducted by	12-APR-202	5		Annua	l Review	Œ	arly Start Transition
lext Three Year Review onducted by	will be	12-DEC-202:	5		0	Year Review	-	xpulsion Analysis
Three Year Review or E- vas conducted on		13-DEC-2022	2		Other			ndividual Transition Plan
ransition to Kindergart onducted by	en to be							
ocation of Meeting	S	UNNY BRAE			District		Los Angeles Un	ified School Distri
	10			Section B: S	Student Inform	ation		
ate of Birth	18-JAN-202)	Age	1	4		Grade	18
ender			Ethnic C		White			
ocation of the Psych older	REGION N	OKIH	Folder	nas no Psych				
ocation of the Cum older	SUNNY BI	RAE AVE EL	Student l Folder	nas no Cum				
lome Language	Hebrew		Student	Language	Hebrew		Alternate Mode o Communication	f
ome Address of tudent	8109 SUNN	NYBRAE AVE					Communication	
City	WINNETK	A CA	ZIP Cod	e	91306			
Iome Telephone	(310) 596-0	0470	Daytime Telephone				Emergency Telep	hone
chool of Attendance	Sunny Brae	Ave El	Location	Code	6986			
chool of Residence			Location	Code				
Jame of Parent/Guardian			Telephor	ie				
Address]						
City		CA	ZIP Cod					
burogate Parent			Telephor		.,			
Attends CURRENT SC of the following	HOOL as a re	esult of one	Attends So	chool of Res	Idence	•		
s the student living in a Iome (FFH)?	Family Foster	• O N	o O Yes		FFH#	ŧ		
FFH Provider related	to student?	O N	o O Yes		Relat	ionship		
icensed Children's Inst	itution	\bigcirc N	$O \bigcirc Yes$		LCI	Name		
					LCI#			
out of the home placem	ent made by	\bigcirc R	egional Cente	r	O Departm	ent of Mental I	Health O De	epartment of Children's Service
			perior Court		Other			
Child's family living wit oundaries?	hin LAUSD's	\bigcirc N	o 🔘 Yes					
f the student is 18 years	old or older o	r is an emancipa	ated minor, do	es he/she ha	ive educational de	cision-making	rights?	\bigcirc No \bigcirc Yes

		DIVIDUAL	IZED EDUG	CATION PROGRAM (IEP)
-	Unified School District			
Student	TZEMACHAVIVSLastFirst	MI		Date of Birth 18-JAN-2020
		Secti	on C: Lang	uage Acquisition
Language Cla				Start Date:
Withdrawal by	Parent Request:	Oy	Yes 🔾 No	Reclassification Date:
ELPAC Perfor	mance Level and Performance Descriptor:			Test Date:
	AC Performance Level and Performance			✓ Test Date:
Descriptor:		~		
				vement from Current IEP
Caal fam (an	amula Deading)	Yes	ieved No	If No averlain the second the cool/abiastive was not ashieved
	ample - Reading)			If No, explain the reason the goal/objective was not achieved
1 Catagory	Locomotor Skills	\bigcirc		Not due yet
Category	Locomotor Skills		\bigcirc	
	Objective 1 met		0	
2	Objective 2 met Functional Mobility		\bigcirc	
		\bigcirc	۲	not yet due. Requires cues and rail support
Category	Functional Mobility Objective 1 met		\cap	
	-		0	
3	Objective 2 met		0	
	Literacy	0	٢	not yet expected - created 12/2023
Category	Literacy Development Objective 1 met		\bigcirc	
	Objective 1 met	<u> </u>	0	(not vet averaged, exceeded 12/2022)
4	Social Emotional	0		not yet expected - created 12/2023
		\bigcirc	\bigcirc	not yet expected - created 12/2023
Category	Social Emotional	\frown		(material de COU/ a france des déla
	Objective 1 met	0		not yet at 60% of opportunities
5	Objective 2 met	0		not yet expected - created 12/2023
	fine motor	\bigcirc		does not cut on a straight line
Category	Fine Motor	\bigcirc		daas not opt op e storight ling
	Objective 1 met	0		does not cut on a straight line
6	Objective 2 met	0		does not cut on a straight line
Category	Pretend Play	\bigcirc		not yet expected - created 12/2023
Category	Cognitive Development		\bigcirc	
	Objective 1 met	<u> </u>	0	(not vist averaged, encoded 12/2022)
7	Objective 2 met	0		not yet expected - created 12/2023
/ Category	Math V	\bigcirc	٢	not yet expected - created 12/2023
Category	Objective 1 met		\bigcirc	
	Objective 1 met		\bigcirc	not yet expected - created 12/2023
8	Language	0	0	nor yer experied - created 12/2023
o Category	Language – Expressive V	\bigcirc	\bigcirc	
Category	Objective 1 met	\cap	\cap	
	Objective 1 met	0	0	
9		0	0	
Category	✓	0	U	
Category	Objective 1 met	\bigcirc	0	
	Objective 1 met		-	
10		0	0	
Category	✓	\bigcirc	\bigcirc	
Category	Objective 1 met	0	0	
	Objective 1 met		0	
	objective 2 met	\bigcirc	0	

				INDIVIDU.	ALIZED ED	OUCATION PRO	OGRA	AM (IEP)			Page 3 c
-	s Unified Schoo TZEMACH	AVIV		S		Date of B	irth	18-JAN-2020	Meet	ing Date	11-OCT-2024
Student	Last	Firs	st	MI					111000	ing Dute	
Performance	Area:		Health	Sectio	n E: Presen	t Level of Perf	orma	ince			
Category:	Alca.		Health			~					
• •	Monitoring Proces	ss Used:		ealth Ouestion	naire for Sch	ool Enrollment; F	Record	d Review			
	t Assessment Resu			Queenen						$\vec{}$	
Current Perfo	ormance/Assessm	ent Summary	(include s	student strengtl	ns, student neo	eds and impact of	f disal	bility on student per	rformance):		
history of ca allergies to STRENGT eyeglasses, and drinks f independen AREAS OI Parent repor IMPACT C ACCOMM meals, remi By: Jeannette C Credentiald	onstipation. Aviv food or medicatic 'H: Per record rev and does not have from an open cup. tly. F NEED: Per recorred that student n DF DISABILITY: IODATIONS/MO nd not to overstuf Castro, RN, BSN, ed School Nurse thood Special Edu	does not take on and in the iew, on 12/21 e a diagnosed Student com ord review, str teeds handhel Health does DIFICATION ff mouth and PHN	any medic last 2-3 yea 1/2022 stuc hearing pr municates udent is no ld assist wh not impact NS: Trained	cations and doe ars, required su dent passed the roblem. Per rec s by using word to toilet trained. hen navigating s student's partic d staff to assist	es not need me rgery for ingr vision and he ord review, A s, pointing at Parent report stairs. cipation, perfe	edical treatments uinal hernia repai earing screening. Wiv eats a regula: the desired object ted that during fe- formance, and acc	durin ir. Stude r diet ct, pul eeding cess to	Per parent, has a hi g the school day. St ent does not have a v with limited food cl lling parent/adult, ar , Aviv food pockets o the educational provigating stairs. Trai	tudent does not vision problem hoices, self-fee nd gestures. Av and overstuff 1 ogram.	have kno , does not ds using u iv walks nouth with	wn require tensils, h food.
Performance	Area:										
Category:						~					
Assessment/!	Monitoring Proces	ss Used:									
State/District	t Assessment Rest	ılts:									
Current Perfo	ormance/Assessm	ent Summary	(include s	student strength	ns, student nee	eds and impact of	f disal	bility on student per	rformance):		

	INDIVIDUALIZED EDUCATION PROGRAM (IEP)	Page 4 of 3
Los Angeles Unified School District	D. 4 6 B 4. 19, 1431 2020	Mastin - Data 11 OCT 2024
Student TZEMACH AVIV Last Fi	t MI Date of Birth 18-JAN-2020	Meeting Date 11-OCT-2024
	Section E: Present Level of Performance	
Performance Area:	Social Emotional	
Category:	Social Emotional	
Assessment/Monitoring Process Used:	observation; teacher report; parent report; ASQ3	
State/District Assessment Results:	DRDP	
Current Performance/Assessment Summa	(include student strengths, student needs and impact of disability on student perform	ance):
regulating her emotions. With minimal a a small group of peers, particularly prefe interactions with adults. Overall, Aviv's Aviv knows her first and last name and a	g out a familiar adult or a special object, relying on communication or guidance from It support, she is able to shared preferred items with peers. Aviv participates in episo ed/familiar peers. With adults, Aviv engages in extended interactions in a variety of s achers in her preschool class report that Aviv interacts well with peers and adults. Per e and identify the names of two or more friends.	des of cooperative play with ituations, seeking out parent report on the ASQ 3,
following classroom rules and routines s	self in a variety of ways, based on the situation. Per teacher report, Aviv has been exp ce returning from winter break. Additionally, per teacher report, she is engaging in m opment impact Aviv's access to the general education curriculum.	
Performance Area:	Language - Classroom	
Category:	Language V	
Assessment/Monitoring Process Used:	observation; teacher report; parent report; ASQ3	
State/District Assessment Results:	DRDP	
	(include student strengths, student needs and impact of disability on student perform	
	es not consistently use complete sentences to communicate, including words such as impact Aviv's access to the general education curriculum	a trees and conjunctions.

Los Angeles Unified School District	Page 5 of 3 INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student TZEMACH AVIV	S Date of Birth 18-JAN-2020 Meeting Date 11-OCT-2024
Last Fir	st MI Section E: Present Level of Performance
Performance Area:	Physical Development
Category:	Physical Development
Assessment/Monitoring Process Used:	observation; teacher report; parent report; ASQ3
State/District Assessment Results:	DRDP
Current Performance/Assessment Summar	(include student strengths, student needs and impact of disability on student performance):
movement, in an upright position, that mo objects with the other hand or with anoth the ASQ 3, Aviv is able to catch a large b report on the ASQ 3, Aviv is able to copy Needs: Aviv has difficulty standing on or without the use of a rail.	ce, aspects of movement (e.g. effort, directional, spatial) in relation to people and objects. She coordinates mentarily move the body off of the ground. Aviv is able to manipulate objects with one hand while stabilizing the r body part, with minimal assistance. She is able to use scissors to cut along a vertical line. Per parent report on ill with both hands and climb the rungs of a ladder of a playground slide and slide down without help. Per parent a cross, vertical line, and circle. e foot. When focused she can stand on one foot for 1-2 seconds. Aviv is not yet able to walk up and down stairs ent impact Aviv's access to the general education curriculum.
Performance Area:	Cognitive Development
Category:	Cognitive Development
Assessment/Monitoring Process Used:	observation; teacher report; parent report; ASQ3
State/District Assessment Results:	DRDP
Current Performance/Assessment Summar	(include student strengths, student needs and impact of disability on student performance):
'play-act' or pretend to be someone or some	retend play sequences. Per parent report on the ASQ 3, while Aviv will wear dress up clothes, she does not yet tething else. impact Aviv's access to the general education curriculum.

	Page 6 of 3 INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Los Angeles Unified School District	
Student TZEMACH AVIV Last Fi	S Date of Birth 18-JAN-2020 Meeting Date 11-OCT-2024 rst MI
	Section E: Present Level of Performance
Performance Area:	Literacy
Category:	Literacy Development V
Assessment/Monitoring Process Used:	observation; teacher report; parent report; ASQ3
State/District Assessment Results:	DRDP
Current Performance/Assessment Summa	ry (include student strengths, student needs and impact of disability on student performance):
Strengths: Aviv engages with print mater simple drawings that represent people, th	rials while being read to by an adult. She is able to identify several letters by name. Aviv makes scribble marks or nings, or events.
Needs: Aviv is not yet able to answer sin	mple Wh- questions that relate to a story.
Impact: Delays in literacy development,	impact Aviv's access to the general education curriculum.
Performance Area:	Math
Category:	Math
Assessment/Monitoring Process Used:	observation; teacher report; parent report; ASQ3
State/District Assessment Results:	DRDP
	ry (include student strengths, student needs and impact of disability on student performance):
	o two groups, based on one attribute, mostly accurately. She is able to identify quantities up to 3 without counting.
Impact: Delays in pre-math skills impac	t Aviv's access to the general education curriculum.

	INDIVIDUALIZE	D EDUCATION PROGRA	M (IEP)		Page 7
Los Angeles Unified School District Student TZEMACH AVIV	S	Date of Birth	18-IAN-2020	Mooting Doto	11-OCT-2024
Last Fire		Date of Birth	18-JAIN-2020	Meeting Date	II-OC I-2024
		resent Level of Performan	nce		
Performance Area:	fine motor				
Category:	Fine Motor				
ssessment/Monitoring Process Used:	SPM 2 Preschool Form, informa	al, observations, interviews, r	eview of records		
tate/District Assessment Results:	n/a				
urrent Performance/Assessment Summary	y (include student strengths, stude	ent needs and impact of disable	ility on student performan	nce):	
This is a summary of an Occupational The	erapy assessment:				
Areas of Strengths: Aviv presents with fu motor positions without the need for phys navigate her classroom/ yard. She can nar from feature (colors, shape). Aviv present exhibits functional bilateral coordination s use different gross and fine prehension pa simple rotation, and translation with stabi and plays with toys appropriately. She car Sensory Total fell under the Typical range curriculum. Teacher does not have any co	sical support. Aviv exhibits function ne colors, basic shapes and comm s with right hand preference when skills to carry materials, pull apar ttterns to grasp and use different n lization. Aviv can draw pre- writin n follow 2-3 step directions and en e. Aviv does not exhibit significan	onal visual processing skills to non concepts (animals, food). n reaching for materials and w t clay or rubber snapper, unca naterials and toys. Aviv exhib ng patterns. She can complete ngages in novel tasks given m	o locate materials in her e Aviv can match pictures when using classroom too ap marker, string blocks a bits dexterity patterns sucl e cut out wooden puzzles. oodeling/ demonstrations.	nvironment and t and sort objects b ls (marker, scisso nd to cut paper. S n as shifting of fin Aviv uses classro SPM 2 pre-schoo	o ased rs). She he can ger, pom tools ol form
Performance Area:	Fine Motor continued				
ategory:	Fine Motor	~			
ssessment/Monitoring Process Used:					
tate/District Assessment Results:					
urrent Performance/Assessment Summary		ant mondo and immost of disabi	ilitar on atradant nonformas		
benefit from small group activities to prac such as positive reinforcements to address from the assessment, Aviv presents with fi Impact of disability on academic and ove this performance area Joanne Gilgenbach OTR/L LAUSD Occupational Therapist	s positive behavior. These strategi oundational motor skills to access	ies can be implemented on a r s her preschool curriculum.	regular basis in the classro	oom by the teache	r. Based

	Page 8 of 34 INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Los Angeles Unified School District Student TZEMACH AVIV	S Date of Birth 18-JAN-2020 Meeting Date 11-OCT-2024
Last First	
	Section E: Present Level of Performance
Performance Area:	Perceptual Motor
Category:	Perceptual Motor
Assessment/Monitoring Process Used:	Birgance and Pre School Assessment Scale
State/District Assessment Results:	
Current Performance/Assessment Summary	(include student strengths, student needs and impact of disability on student performance):
second. Aviv can kick a playground ball w from a position in back of her head with h can walk on her tiptoes for 1-2 feet. She c	nentarily. She can stand on tiptoes for 1 to 5 seconds. She demonstrates difficulty standing on one foot for 1 ith a backward and forward leg swing. She can catch a bounced tennis ball with both hands. She throws a ball orizontal rotation of the body with feet stationary. She can trap/catch a tossed playground ball from 5 feet. Aviv an run with sharp turns. She can jump forward on 2 feet 10 times. She attempts to hop on one foot. She walks She can walk backwards 6 feet. Aviv demonstrates adequate physical fitness during classroom sessions.
Needs: Aviv's most significant need is Pe	ceptual Motor, Balance.
	and overall performance: Student's disability of Autism and related need for intervention affects their overall involvement and progress in the general physical education curriculum.
Tim Werner Adapted PE Teacher	
Performance Area:	
Category:	✓
Assessment/Monitoring Process Used:	
State/District Assessment Results:	

Los Angeles Unified School District	Pa INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student TZEMACH AVIV	S Date of Birth 18-JAN-2020 Meeting Date 11-OCT-2024
Last First	
	Section E: Present Level of Performance
Performance Area:	Functional Mobility
Category:	Functional Mobility
Assessment/Monitoring Process Used:	Standardized testing, clinical observation, interview, record review
State/District Assessment Results:	NA
Current Performance/Assessment Summary	ry (include student strengths, student needs and impact of disability on student performance):
stand and walk short distances within the 30 Second Walk Test (30sWT): The avera feet. This test is standardized for 5 year of functional and speed is functional within t Pediatric Balance Scale: The average score places her in the lower average range for the the left more than right and decreased atte observed at Ilan Ramon Day school to kee to pattern leading with her right leg and de the rail. Student's areas of strength: Aviv demonst	rage distance completed in 30 seconds by 5 year olds was 135.7(+/-11.7= 124- 147.4). Aviv was able to walk 129 olds. Baseline data is collected for future reference. Aviv walked at her own pace and direction. Ambulation is the school environment. She can keep up pace with her peers when transitioning across campus. ore for children 4.0-4.5 years old is 49.5 with a standard deviation of +/- 5.76 (43.74-55.26). Aviv's score of 45 balance as compared to typically developing children her age. Aviv presents with decreased single limb balance on tention during balance activities. Aviv demonstrates functional balance to access her school environment. She was eep up with peers when walking up and down steps to the classroom holding the rail. She ascends steps with a step descends leading with the left leg holding a rail. When given cues she alternates her feet up and down stairs holding strates good sitting balance on the floor and in a typical classroom chair. She sits with functional posture to ransitions between positions independently while on the floor. She transitions up and down from the floor
Performance Area:	Functional Mobility-continued
Category:	Functional Mobility
Assessment/Monitoring Process Used:	Clinical observation, interview, record review, standardized assessment
State/District Assessment Results:	NA
Current Performance/Assessment Summary	ry (include student strengths, student needs and impact of disability on student performance):
navigating obstacles. Aviv walks across a playground apparatus at Sunny Brae, Aviv campus at Ilan Ramon Day school, she wa Sunny Brae, Aviv climbs the arch ladder a the first rung of the dome structure and ha playground structure with the steps and sh	pendently. She walks and moves throughout the classroom independently, transitioning between areas and safely a variety of terrain at school including black top, carpets, thresholds, sand and playground matting. On the iv walks up the steps holding one rail with a step to pattern or with a reciprocal pattern when given cues. On vas observed to keep up with peers in line walking up and down steps with rail support. On the playground at and rock wall with supervision and independently slides down the slide. She was observed at Ilan Ramon to climb lang for 6 seconds then drop to her feet and maintain her balance. Aviv's teacher reported she can access the slide independently. She can pedal a tricycle independently. Aviv walks and runs on the black top and in the sand. tes mild decreased balance and strength in the left lower extremity and with single limb balance activities. This requiring use of a hand rail or support when accessing the stairs.
impacts her functional mobility on stairs r Impact of student's disability on academic	ic and overall performance: Student's disability of AUT does impact her ability to negotiate stairs without rail ent and progress in the general education curriculum.

Los Angeles Unified School District Student TZEMACH AVIV S Date of Birth 18-JAN-2020 Mee Last First MI Section E: Present Level of Performance Performance Area: Articulation Category: Articulation/Phonological Processes ✓ Assessment/Monitoring Process Used: GFTA-4, Spontaneous Language Sample State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Background: This is a speech and language re-assessment for Aviv, a four year, two month old student who attends a private day school: Precives Occupational and Physical Therapy Services at her school of ransitional kindergarten. Prior to enrolling with LAUSD, APT, Speech Therapy and child development services though the Regional Center. Strengths: Aviv is presenting with articulation skills that include the ability to produce age appropriate speech sounds in short phrases. Sumderstood by her listeners at the single word level and in short phrases when she is speaking slowly or is concentrating. Voice and fluent appropriate. Needs: Aviv's articulation skills break down in longer uttrances and when she is speaking rapidly. Sounds that she is able to use in short produce weakly and therefore are harder for listeners to hear. She will increase her use of cluster reduction and lacks pauses between w combined with her developmentally appropriate sound substitutions impact that affects her ability to communicate which impacts he progress in the general education curriculum.	Aviv's current LAS v received OT, ne can be y are age er utterances are rds. This
Last First MI Section E: Present Level of Performance Performance Area: Articulation Category: Articulation/Phonological Processes Assessment/Monitoring Process Used: GFTA-4, Spontaneous Language Sample State/District Assessment Results: Current Performance/Assessment Results: Current Performance/Assessment Results: Encode student strengths, student needs and impact of disability on student performance): Background: This is a speech and language re-assessment for Aviv, a four year, two month old student who attends a private day school: receives Occupational and Physical Therapy Services at her school of residence: Sunny Brae ES. This assessment will help to determine needs as well as provide information as she transitions to from preschool to transitional kindergarten. Prior to enrolling with LAUSD, APT, Speech Therapy and child development services though the Regional Center. Strengths: Aviv is presenting with articulation skills that include the ability to produce age appropriate speech sounds in short phrases. Suuderstood by her listeners at the single word level and in short phrases when she is speaking rapidly. Sounds that she is able to use in shor produced weakly and therefore are harder for listeners to hear. She will increase her use of cluster reduction and lacks pauses between w combined with her developmentally appropriate sound substitutions impact her intelligibility. Impact: Aviv's disability of Autism is accompanied by a speech sound disorder that affects her ability to communicate which impacts he progress in the general education curriculum.	lan Raman. She Aviv's current LAS v received OT, ne can be ty are age er utterances are rds. This
Section E: Present Level of Performance Performance Area: Articulation Category: Articulation/Phonological Processes Assessment/Monitoring Process Used: GFTA-4, Spontaneous Language Sample State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Background: This is a speech and language re-assessment for Aviv, a four year, two month old student who attends a private day school: receives Occupational and Physical Therapy Services at her school of residence: Sunny Brac ES. This assessment will help to determine needs as well as provide information as she transitions to from preschool to transitional kindergarten. Prior to enrolling with LAUSD, APT, Speech Therapy and child development services though the Regional Center. Strengths: Aviv is presenting with articulation skills that include the ability to produce age appropriate speech sounds in short phrases. Su understood by her listeners at the single worl level and in short phrases when she is speaking rapidly. Sounds that she is able to use in short produced weakly and therefore are harder for listeners to hear. She will increase her use of cluster reduction and lacks pauses between w combined with her developmentally appropriate sound substitutions impact ther intelligibility. Shara van Wijk, M.S., CCC-SLP Speech-Language Pathologist Performance Area: Receptive, Expressive and Pragmatic Language Category: Language - Expressive Assessment/Monitoring Process Us	Aviv's current LAS v received OT, ne can be y are age er utterances are rds. This
Category: Articulation/Phonological Processes Assessment/Monitoring Process Used: GFTA-4, Spontaneous Language Sample State/District Assessment Results: Current Performance/Assessment Results; Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Background: This is a speech and language re-assessment for Aviv, a four year, two month old student who attends a private day school: receives Occupational and Physical Therapy Services at her school of residence: Sunny Brae ES. This assessment will help to determine needs as well as provide information as she transitions to from preschool to transitional kindergarten. Prior to enrolling with LAUSD, Av PT, Speech Therapy and child development services though the Regional Center. Strengths: Aviv is presenting with articulation skills that include the ability to produce age appropriate speech sounds in short phrases. S understood by her listeners at the single word level and in short phrases when she is speaking rapidly. Sounds that she is able to use in short produced weakly and therefore are harder for listeners to hear. She will increase her use of cluster reduction and lacks pauses between w combined with her developmentally appropriate sound substitutions impact the intelligibility. Impact: Aviv's disability of Autism is accompanied by a speech sound disorder that affects her ability to communicate which impacts he progress in the general education curriculum. Sandra van Wijk, M.S., CCC-SLP Speech-Language Pathologist Performance Area: Receptive, Expressive and Pragmatic Language	Aviv's current LAS v received OT, ne can be y are age er utterances are rds. This
Assessment/Monitoring Process Used: GFTA-4, Spontaneous Language Sample State/District Assessment Results:	Aviv's current LAS v received OT, ne can be y are age er utterances are rds. This
State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Background: This is a speech and language re-assessment for Aviv, a four year, two month old student who attends a private day school receives Occupational and Physical Therapy Services at her school of residence: Sunny Brae ES. This assessment will help to determine needs as well as provide information as she transitions to from preschool to transitional kindergarten. Prior to enrolling with LAUSD, Av PT, Speech Therapy and child development services though the Regional Center. Strengths: Aviv is presenting with articulation skills that include the ability to produce age appropriate speech sounds in short phrases. Su understood by her listeners at the single word level and in short phrases when she is speaking rapidly. Sounds that she is able to use in short produced weakly and therefore are harder for listeners to hear. She will increase her use of cluster reduction and lacks pauses between w combined with her developmentally appropriate sound substitutions impact that affects her ability to communicate which impacts he progress in the general education curriculum. Sandra van Wijk, M.S., CCC-SLP Speech-Language Pathologist Performance Area: Receptive, Expressive and Pragmatic Language Category: Language – Expressive Assessment/Monitoring Process Used: OWLS-2, Spontaneous Language Sample, Observations State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):	Aviv's current LAS v received OT, ne can be y are age er utterances are rds. This
Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Background: This is a speech and language re-assessment for Aviv, a four year, two month old student who attends a private day school: receives Occupational and Physical Therapy Services at her school of residence: Sumny Brae ES. This assessment will help to determine needs as well as provide information as she transitions to from preschool to transitional kindergarten. Prior to enrolling with LAUSD, Av PT, Speech Therapy and child development services though the Regional Center. Strengths: Aviv is presenting with articulation skills that include the ability to produce age appropriate speech sounds in short phrases. S understood by her listeners at the single word level and in short phrases when she is speaking rapidly. Sounds that she is able to use in shor produced weakly and therefore are harder for listeners to hear. She will increase her use of cluster reduction and lacks pauses between w combined with her developmentally appropriate sound substitutions impact ther intelligibility. Impact: Aviv's disability of Autism is accompanied by a speech sound disorder that affects her ability to communicate which impacts he progress in the general education curriculum. Sandra van Wijk, M.S., CCC-SLP Speech-Language Pathologist Performance Area: Receptive, Expressive and Pragmatic Language Category: Language – Expressive Assessment/Monitoring Process Used: OWLS-2, Spontaneous Language Sample, Observations State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):	Aviv's current LAS v received OT, ne can be y are age er utterances are rds. This
Background: This is a speech and language re-assessment for Aviv, a four year, two month old student who attends a private day school: receives Occupational and Physical Therapy Services at her school of residence: Sunny Brae ES. This assessment will help to determine needs as well as provide information as she transitions to from preschool to transitional kindergarten. Prior to enrolling with LAUSD, AV PT, Speech Therapy and child development services though the Regional Center. Strengths: Aviv is presenting with articulation skills that include the ability to produce age appropriate speech sounds in short phrases. Su understood by her listeners at the single word level and in short phrases when she is speaking slowly or is concentrating. Voice and fluer appropriate. Needs: Aviv's articulation skills break down in longer utterances and when she is speaking rapidly. Sounds that she is able to use in short produced weakly and therefore are harder for listeners to hear. She will increase her use of cluster reduction and lacks pauses between w combined with her developmentally appropriate sound substitutions impact her intelligibility. Impact: Aviv's disability of Autism is accompanied by a speech sound disorder that affects her ability to communicate which impacts her progress in the general education curriculum. Sandra van Wijk, M.S., CCC-SLP Speech-Language Pathologist Performance Area: Receptive, Expressive and Pragmatic Language Category: Language – Expressive ✓ Assessment/Monitoring Process Used: OWLS-2, Spontaneous Language Sample, Observations State/District Assessment Results: Current Performance/Assessment Results: Cu	Aviv's current LAS v received OT, ne can be y are age er utterances are rds. This
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Background: See Articulation Above	
Background. See Articulation Above.	
Strengths: Aviv presents with language skills that appear to be typically developing for a bilingual student. She is able to follow one and directions and follows the routine of her class. She is able to formulate simple short phrases and sentences up to six words in length, alth uses two to four words, to express her wants and needs and to direct the actions of others. She asks and answers questions and comments Aviv is able to use her pragmatic language skills to engage with peers in simple back and forth exchanges. She makes good eye contact a to supplement her speech.	ugh she typically on her actions.
Needs: Aviv's English language skills are currently developing. She is inconsistent in her use of pronouns and has a limited number of p drops the auxiliary in present progressing verb forms and will often use shorter phrases although she is capable of longer. This is typical learners and is not uncommon among children her age. Her language development can be addressed by her classroom teacher as part of the statement of the st	of second language
Impact of Disability: None in the area of language at this time.	
Sandra van Wijk, M.S., CCC-SLP Speech-Language Pathologist	

Student Last First MI Section E: Present Level of Performance Performance Area: Visual Motor Category: Visual Motor Assessment/Monitoring Process Used: (MFUN, SP2, interview, record review, observation State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Student's areas of strengths: Aviv demonstrates a variety of strengths which support her participation in the school environment. She demonstrates adequate figure ground and visual discrimination skills during assessment. She scored within the average range of the fine motor subtest of the MFUN. She was able to oxys ables were with class. She is able to use scissors with proper positioning for snipping with her right hand. She was able to ocy a orice, vertical and horizontal line. She demonstrates adequate tactile, proprioceptive and westibular processing for school participation in the school setting. Per assessment results and observation, Aviv demonstrates and equate tactile, proprioceptive and vestibular processing for school participation. Student's areas of needs: Aviv demonstrates needs in the area of visual motor skills. She was not able to attend to the line to cut on a straight line. She scored within the school school avior and a school environment. Student's areas of needs: Aviv demonstrates needs in the area of visual motor skills. She was not able to attend to the line to cut on a straight line. She score of needs and vestibular processing for school participation. Student's areas of needs: Aviv demonst	Last First MI Section E: Present Level of Performance Performance Area: Visual Motor Category: Visual Motor Assessment/Monitoring Process Used: MFUN, SP2, interview, record review, observation State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Student's areas of strengths: Aviv demonstrates a variety of strengths which support her participation in the school environment. She demonstrates adequate strength, range of motion and posture to access the classroom setting. She is able to visually scan her environment to locate the speaker and items of interest. She can recognize shapes and demonstrates daequate figure ground and visual discrimination skills during assessment. She scored within the average range of the fine motor sublest of the MFUN. She was able to copy shapes with day caces the school environment. She demonstrates adequate state incomplete the necessary tasks for school. She demonstrates adequate praxis skills access the school environment. She demonstrates adequate tactile, proprioceptive and vestibular processing for school participation. Student's areas of necds: Aviv demonstrates needs in the area of visual motor skills. She was not able to attend to the line to cut on a straight line. She vas not able to copy a distinguishable person. She was not able to trace uppercase letters or other prewriting shape such as a curved line. She was not able to attend to the line to attale to tace uppercase letters or other prewriting shape such as a curved line. She was not able to copy a distinguishable person. She was not able to trace upperca	Last First MI Section E: Present Level of Performance Performance Area: Visual Motor Category: Visual Motor Assessment/Monitoring Process Used: MFUN, SP2, interview, record review, observation State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Student's areas of strengths: Aviv demonstrates a variety of strengths which support her participation in the school environment. She demonstrates adequate figure ground and visual discrimination skills during assessment. She scored within the average range of the fine motor subtest of the MFUN, She was able to copy shapes with clay. She demonstrates a princer grasp and a static tripod grasp on utensils. She is able to use scissors with proper positioning for school participation. She demonstrates adequate self-care tasks to complete the necessary tasks for school. She demonstrates adequate praxis skills to access the school environment. She demonstrates adequate tastic, proprioceptive and vestibular processing for school participation. Shudent's areas of necds'. Aviv demonstrates needs in the area of visual motor skills. She was not able to attend to the line to cut on a straight line. She scored visue as a low scip scip scip scip scip and a static tripod grasp scip scip scip scip scip scip scip sc	Los Angeles Unified School Dis Student TZEMACH	AVIV	S	Date of Birth	18-JAN-2020	Meeting Date	11-0CT-20
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She scored within the average range of the fine motor subtest of the MFUN. She was able to copy shapes with clay. She demonstrates agequate space and a static tripod grasp on utensils. She is able to use scissors with proper positioning for snipping with her right hand. She was able to copy a circle, vertical and horizontal line. She demonstrates adequate self-care tasks to complete the necessary tasks for school. She demonstrates adequate praxis skills to access the school environment. She demonstrates adequate tactile, proprioceptive and vestibular processing for school participation. Student's areas of needs: Aviv demonstrates needs in the area of visual motor skills. She was not able to as a straight line. She scored a scale score of 2 on the visual motor subtest of the MFUN. She was not able to copy a distinguishable person. She was not able to copy other prewriting shapes such as a curved line. She was not able to copy a distinguishable person. She was not able to copy other prewriting shapes such as a plus sign, x, or diagonal line. Impact of disability on academic and overall performance: Aviv's disability of Autism and challenges with visual motor skills affect her ability to complete classroom drawing and cutting tasks thus impacting her involvement and progress in the general educational curriculum. Abby Hoffman, OTR/L Performance Area: Category:	State/District Assessment Results:						
strength, range of motion and posture to access the classroom setting. She is able to visually scan her environment to locate the speaker and items of interest. She can recognize shapes and demonstrated adequate figure ground and visual discrimination skills during assessment. She scored within the average range of the fine motor subtest of the MFUN. She was able to copy shapes with clay. She demonstrates adequate praxis skills to access the school environment. She demonstrates adequate self-care tasks to complete the necessary tasks for school. She demonstrates adequate praxis skills to access the school environment. She demonstrates adequate provide and vestibular processing for school participation. She demonstrates adequate praxis skills to access the school environment. She demonstrates adequate self-care tasks to complete the mecessary tasks for school. She demonstrates adequate praxis skills to access the school environment. She demonstrates adequate provide and vestibular processing for school participation. She demonstrates adequate praxis skills to access the school environment. She demonstrates adequate scale of 2 on the visual motor subtest of the MFUN. She was not able to care a single maze. She was not able to copy a distinguishable person. She was not able to copy other prewriting shapes such as a plus sign, x, or diagonal line. Impact of disability on academic and overall performance: Aviv's disability of Autism and challenges with visual motor skills affect her ability to complete classroom drawing and cutting tasks thus impacting her involvement and progress in the general educational curriculum. Abby Hoffman, OTR/L	strength, range of motion and posture to access the classroom setting. She is able to visually scan her environment to locate the speaker and items of interest. She can recognize shapes and demonstrated adequate figure ground and visual discrimination skills during assessment. She scored within the average range of the fine motor subtest of the MFUN. She was able to copy shapes with clay. She demonstrates adequate praxis skills to access the school environment. She demonstrates adequate self-care tasks to complete the necessary tasks for school. She demonstrates adequate praxis skills to access the school environment. She demonstrates adequate sensory and motor skills for social participation. She demonstrates adequate praxis skills to access the school environment. She demonstrates adequate sensory and motor skills for social participation. She was not able to attend to the line to cut on a straight line. She scored a scale score of 2 on the visual motor subtest of the MFUN. She was not able to copy a distinguishable person. She was not able to copy other prewriting shapes such as a plus sign, x, or diagonal line. Impact of disability on academic and overall performance: Aviv's disability of Autism and challenges with visual motor skills affect her ability to complete classroom drawing and cutting tasks thus impacting her involvement and progress in the general educational curriculum. Abby Hoffman, OTR/L Performance Area: Category: Assessment/Monitoring Process Used: State/District Assessment Results:	strength, range of motion and posture to access the classroom setting. She is able to visually scan her environment to locate the speaker and items of interest. She can recognize shapes and demonstrated adequate figure ground and visual discrimination skills during assessment. She scored within the average range of the fine motor subtest of the MFUN. She was able to copy shapes with clay. She demonstrates adequate praxis skills to access the school environment. She demonstrates adequate praxis skills to access the school environment. She demonstrates adequate self-care tasks to complete the necessary tasks for school. She demonstrates adequate praxis skills to access the school environment. She demonstrates adequate provide and vestibular processing for school participation. She was not able to attend to the line to cut on a straight line. She scored a scale score of 2 on the visual motor subtest of the MFUN. She was not able to copy a distinguishable person. She was not able to copy other prewriting shapes such as a curved line. She was not able to copy a distinguishable person. She was not able to copy other prewriting shapes such as a plus sign, x, or diagonal line. Impact of disability on academic and overall performance: Aviv's disability of Autism and challenges with visual motor skills affect her ability to complete classroom drawing and cutting tasks thus impacting her involvement and progress in the general educational curriculum. Abby Hoffman, OTR/L Performance Area: Category: Assessment/Monitoring Process Used: State/District Assessment Results:	Current Performance/Assessment Su	ummary (inclu	de student strengths,	student needs and impact of disa	bility on student perfor	rmance):	
Category: Assessment/Monitoring Process Used: State/District Assessment Results:	Category: Assessment/Monitoring Process Used: State/District Assessment Results:	Category: Assessment/Monitoring Process Used: State/District Assessment Results: Image: Category Categor	average range of the fine motor su utensils. She is able to use scissors demonstrates adequate self-care ta She demonstrates adequate sensor adequate tactile, proprioceptive an Student's areas of needs: Aviv den scored a scale score of 2 on the vis uppercase letters or other prewritin prewriting shapes such as a plus si Impact of disability on academic a classroom drawing and cutting task	btest of the MI with proper posts sks to complet y and motor sk d vestibular pr nonstrates need ual motor subt ng shapes such gn, x, or diago and overall per	FUN. She was able to ositioning for snippin e the necessary tasks i iills for social particip occessing for school particip ds in the area of visua test of the MFUN. She as a curved line. She nal line. formance: Aviv's disa	copy shapes with clay. She dem g with her right hand. She was a for school. She demonstrates add ation in the school setting. Per as articipation. I motor skills. She was not able t e was not able to draw a line thrc was not able to copy a distinguis	onstrates a pincer grasp ble to copy a circle, ve equate praxis skills to a ssessment results and c to attend to the line to o ough a simple maze. SI shable person. She was with visual motor skill:	p and a static tripod g rtical and horizontal l access the school envir observation, Aviv dem cut on a straight line. S ne was not able to track s not able to copy othe	rasp on ine. She ronment. oonstrates She e r
Assessment/Monitoring Process Used: State/District Assessment Results:	Assessment/Monitoring Process Used: State/District Assessment Results:	Assessment/Monitoring Process Used: State/District Assessment Results:				►			
State/District Assessment Results:	State/District Assessment Results:	State/District Assessment Results:	• •	-d-					
			-						
				ummary (inclu	de student strengths	student needs and impact of disa	hility on student perfor	rmance):	

				INDIVIDUA	ALIZED EDUCATI	ON PROGI	RAM (IEP)			I	Page 12 of 34
	es Unified School			a		((D) ()	10 1431 000	•	M (D)	11.007.00	24
Student	TZEMACH Last	AVIV		S MI		ate of Birth	18-JAN-202	0	Meeting Date	II-0C1-20	24
	Lust		50		Section F: Elig	ibility					
If applicable	, areas discussed re	lated to dis	ability or s	uspected disabil	ity:						
For Initial IF	EP, interventions att	empted pri	or to deterr	nining eligibility	<i>V</i> :						
	,	1 1			,						
Eligible as a	student with the di	sability of:									
Code:	AUT		Autism								
	Not Applicabl	e	OBlind o)r	OPartially Sighted	ed.					
Additional L	low Incidence Eligi										
Code:					. ,						
	Not Applicabl		OBlind o) #	OPartially Sighted	d					
\sim						u					
	meet eligibility cri	teria for Sp	ecial Educ	ation Services (1	Initial IEP).						
or											
-	er Eligible for Spec		on Service	s (Review IEP).							
No Longo Date):	er Eligible (Effectiv	ve									
_											
□ This is a	Final IEP, the stude	ent remains	eligible fo	r Special Educa	tion Services until the	e Effective I	Date below.				
Final IEP Re	eason:				F	inal IEP Effe	ective Date:				
The IEP Tea	am has considered	and agree	s that the	educational nee	eds of the student ar	e not prima	rily due to:				
🗹 Socia	l Maladjustment			🗹 Tem	porary Physical Disa	bility		🗹 Lack of	instruction in read	ding	
Z Lack	of instruction in ma	ath		🗹 Lim	ited English Proficier	ncy		Environi	mental, Cultural o	or Economic	Factors
					C						

Student TZEMACH	AVIV S		Date of Birth 18-JAN-2020	Meeting Date 11-OCT-2024
Last	First	MI		
		Section G: Annual G	oals and Objectives	
mance Area:	Social Emotional 1 C	Category: Soc	ial Emotional 🗸 Annual Go	bal #: 1
hen experiencing distress	, Aviv will utilize a variety of	positive coping strategies (e.g.	requesting a break, taking deep breaths, goi	ing to a quiet area, counting to
			ots/cues), in 80% of opportunities.	
			rogress and Achievement from Current IEI	P" form(s) which will be
ovided at either Progress	Report or Report Card period	S.		
		Methods of	Evaluation	
State Assessments	Norm J	Referenced	Criterion Referenced	Curriculum Based
Observation	Portfol	io	Work Samples	Informal
Other	teacher charted data		-	
cremental objective #1 1	elated to the goal.)	Incremental objective #2 related to th	e goal:
	s, Aviv will utilize a variety o	f positive coping strategies		tilize a variety of positive coping strategie
	king deep breaths, going to a		1 0 1	aths, going to a quiet area, counting to ten
• • •	d behavioral response, with r		regulate her emotions and behavioral res	
prompts/cues), in 60% of c			prompts/cues), in 80% of opportunities.	
iompus, euco), m covo er e	PPortalities			
ate to be achieved:	August 💙 2024	✓ MO/YR	Date to be achieved: December	r 🗙 2024 🖌 MO/YR
	IEP REPOI	RT OF PROGRESS AND A	CHIEVEMENT FROM CURRENT IEF	
		EXPLANATI(ON OF MARKS	
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROG met)	RESS (50-99% of goal	2 PARTIAL PROGRESS (1-49% of gos	al met) <i>1 NO PROGRESS</i>
	· · · · · · · · · · · · · · · · · · ·	2. J. D	44 Demonstra - Demis d (Conservations	Cool Ashimum and
1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary Only)	Goal Achievement
Date:	Date:	Date:	Date:	
			Date:	
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:
Togross mark.	riogress mark.	Trogress Mark.	Tiogress mark.	
				\bigcirc Yes \bigcirc No
	T 000 1 44	I 000 1 44	T COM 1 4 4 1	Objective 2 Met:
· · · · ·	Is progress sufficient to	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	○ Yes ○ No
Is progress sufficient to	meet annual goal?		goal	
meet annual goal?	meet annual goal?	Ũ	č	\bigcirc Yes \bigcirc No
	meet annual goal?	○ Yes ○ No	\bigcirc Yes \bigcirc No	
meet annual goal? ○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	If "No" please explain:
meet annual goal?		Ũ	č	
meet annual goal? ○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	
meet annual goal? Yes No If "No" please comment: Needs More Time Excess	 Yes No If "No" please comment: Needs More Time Excess 	 Yes No No" please comment: Needs More Time Excess 	○ Yes ○ No If "No" please comment:	
meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	 Yes No If "No" please comment: Needs More Time Excess Absence/Tardy 	 Yes No If "No" please comment: Needs More Time Excess Absence/Tardy 	 Yes No No" please comment: Needs More Time Excess Absence/Tardy 	
meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	 Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not 	 Yes No No" please comment: Needs More Time Excess Absence/Tardy Assignments Not 	 Yes ○ No If "No" please comment: Needs More Time 	
meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	 Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed 	 Yes No No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed 	 Yes No No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed 	
neet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	 Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to 	 Yes No No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to 	 Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal 	
neet annual goal? Yes No f "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to eview/revise Goal	 Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal 	 Yes No No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal 	 Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal 	
neet annual goal? Yes No f "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	 Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to 	 Yes No No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to 	 Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal 	

Student TZEMACH	AVIV	s	Date of Birth 18-JAN-2020	Meeting Date 11-OCT-2024
Last	First	MI		
		Section G: Annual G		
	Pretend Play		gnitive Development V Annual Go	
ccasions during a school w	001	play sequences (e.g. pretends to	o feed doll, change diaper, put to bed) with a	group of 2-3 peers on 4
	be reported to parents by a Report or Report Card per	iods.	Progress and Achievement from Current IEF	P" form(s) which will be
		Methods of	\square	Curriculum Based
State Assessments		m Referenced		
Observation Portfolio Other teacher charted data		U Work Samples	Informal	
Other ncremental objective #1 r		narted data	Incremental objective #2 related to th	
Aviv will engage in pretend diaper, put to bed), with mi occasions during a school v	inimal adult/peer support,	-	Aviv will initiate pretend play sequences put to bed) with minimal adult/peer supp during a school week.	
ate to be achieved:		24 MO/YR	Date to be achieved: December	
			ON OF MARKS	
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PRO met)	OGRESS (50-99% of goal	2 PARTIAL PROGRESS (1-49% of go	al met) <i>1 NO PROGRESS</i>
1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary	Goal Achievement
	Date:	Date:	Only)	
Date:			Date:	
Date:				
	Progress Mark:	Progress Mark.	Progress Mark:	Objective 1 Met:
	Progress Mark:	Progress Mark:	Progress Mark:	
	Progress Mark:	Progress Mark:	Progress Mark:	O Yes O No
Progress Mark:	Progress Mark:		Progress Mark: Is progress sufficient to meet annual goal?	
Progress Mark:	Is progress sufficient to	Is progress sufficient to	Is progress sufficient to meet annual	 ○ Yes ○ No Objective 2 Met: ○ Yes ○ No
Progress Mark: Is progress sufficient to meet annual goal? Yes O No	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal? O Yes O No	Is progress sufficient to meet annual goal?	O Yes O No Objective 2 Met:
Date: Progress Mark: Is progress sufficient to meet annual goal? Yes O No If "No" please comment: Needs More Time	Is progress sufficient to meet annual goal? O Yes O No	Is progress sufficient to meet annual goal? O Yes O No	Is progress sufficient to meet annual goal?	 ○ Yes ○ No Objective 2 Met: ○ Yes ○ No
Progress Mark: Is progress sufficient to meet annual goal? Yes O No If "No" please comment: Needs More Time Excess	Is progress sufficient to meet annual goal? Yes No If "No" please comment Needs More Time Excess	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	 ○ Yes ○ No Objective 2 Met: ○ Yes ○ No
Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	Is progress sufficient to meet annual goal? Yes No If "No" please comment Needs More Time Excess Absence/Tardy	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	 ○ Yes ○ No Objective 2 Met: ○ Yes ○ No
Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	Is progress sufficient to meet annual goal? Yes No If "No" please comment Needs More Time Excess Absence/Tardy Assignments Not	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	 ○ Yes ○ No Objective 2 Met: ○ Yes ○ No
Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	Is progress sufficient to meet annual goal? Yes No If "No" please comment Needs More Time Excess Absence/Tardy	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	 ○ Yes ○ No Objective 2 Met: ○ Yes ○ No
Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Is progress sufficient to meet annual goal? Yes No If "No" please comment Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	 ○ Yes ○ No Objective 2 Met: ○ Yes ○ No
Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	Is progress sufficient to meet annual goal? Yes No If "No" please comment Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	 ○ Yes ○ No Objective 2 Met: ○ Yes ○ No

Student	TZEMACH	AVIV	S	Date of Birth 18-JAN-2020	Meeting Date 11-OCT-2024
	Last	First	MI		
		· • • • • • • • • • • • • • • • • • • •	Section G: Annual G		oal #: 3
rmance Area		iteracy		eracy Development Annual Gere, and who) about the story, with 80% accu	
		be reported to parents by c Report or Report Card perio	ods.	Progress and Achievement from Current IE	P" form(s) which will be
			Methods of		
State Ass		=	n Referenced	Criterion Referenced	Curriculum Based
Observati	ion			U Work Samples	Informal
Other		teacher cl	narted data		
During group (what, where,	interactive sto and who) abo	elated to the goal: ory time, Aviv will answer out a story, with moderate s of opportunities.	simple Wh- questions support (3-4 prompts/cues),		v will answer simple Wh- questions (wha inimal support (1-2 prompts/cues), with
ite to be ach	ieved:	August V 202		Date to be achieved: Decembe	
				ON OF MARKS	
4 GOAL M EXCEEDE		<i>3 SUBSTANTIAL PRC</i> met)	OGRESS (50-99% of goal	2 PARTIAL PROGRESS (1-49% of go	al met) 1 NO PROGRESS
st Reportin	g Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary	Goal Achievement
Date:		Date:	Date:	Only)	
)			Date:	
	·k·	Progress Mark	Progress Mark	Progress Mark	Objective 1 Met:
	·k:	Progress Mark:	Progress Mark:	Progress Mark:	
	·k:	Progress Mark:	Progress Mark:	Progress Mark:	\bigcirc Yes \bigcirc No
Progress Mar	afficient to	Progress Mark: Is progress sufficient to meet annual goal?	Progress Mark: Is progress sufficient to meet annual goal?	Progress Mark: Is progress sufficient to meet annual goal?	
Progress Mar s progress su neet annual ş	ufficient to goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	 ○ Yes ○ No Objective 2 Met: ○ Yes ○ No
Progress Mar	ufficient to goal? No	Is progress sufficient to	Is progress sufficient to meet annual goal? Yes No	Is progress sufficient to meet annual	O Yes O No Objective 2 Met:
Progress Mar Is progress su meet annual g Yes O If "No" pleas	ufficient to goal? No e comment:	Is progress sufficient to meet annual goal? Yes No If "No" please comment	Is progress sufficient to meet annual goal? Yes No	Is progress sufficient to meet annual goal?	 ○ Yes ○ No Objective 2 Met: ○ Yes ○ No
Progress Mar Is progress su meet annual g Yes O If "No" pleas Needs M Excess	ufficient to goal? No e comment: lore Time	Is progress sufficient to meet annual goal? Yes No If "No" please comment Needs More Time Excess	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess	Is progress sufficient to meet annual goal? Yes No If "No" please comment:	 ○ Yes ○ No Objective 2 Met: ○ Yes ○ No
Progress Mar	ufficient to goal? No e comment: lore Time dy	Is progress sufficient to meet annual goal? Yes No If "No" please comment Needs More Time Excess Absence/Tardy	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	 ○ Yes ○ No Objective 2 Met: ○ Yes ○ No
Progress Mar Is progress su meet annual g Yes O If "No" pleas Needs M Excess Absence/Tarc Assignm	ufficient to goal? No e comment: lore Time dy	Is progress sufficient to meet annual goal? Yes No If "No" please comment Needs More Time Excess Absence/Tardy Assignments Not	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	 ○ Yes ○ No Objective 2 Met: ○ Yes ○ No
Progress Mar Is progress su meet annual g Yes O If "No" pleas Needs M Excess Absence/Tarc Assignm Completed	ufficient to goal? No e comment: lore Time dy	Is progress sufficient to meet annual goal? Yes No If "No" please comment Needs More Time Excess Absence/Tardy Assignments Not Completed	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	 ○ Yes ○ No Objective 2 Met: ○ Yes ○ No
Progress Mar Is progress su meet annual g Yes O If "No" pleas Needs M Excess Absence/Tarc Assignm	ufficient to goal? No e comment: lore Time dy ents Not	Is progress sufficient to meet annual goal? Yes No If "No" please comment Needs More Time Excess Absence/Tardy Assignments Not Completed	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	 ○ Yes ○ No Objective 2 Met: ○ Yes ○ No
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	TZEMACH Last	AVIV	S	MI	Date of Birth 18-JAN-2020	M	eeting Date 11-OCT-2024
	Last	rnst		Section G: Annual G	oals and Objectives		
rmance Area	a: M	lath	C	ategory: Mat	h 🗸 Ann	ual Goal #:	4
sing one to	one correspond	ence, Avıv will co	unt 10 obje	cts, with 80% accuracy on 4 o	ccasions during a school week.		
		be reported to pare deport or Report C		5.	rogress and Achievement from Curr	ent IEP" form	(s) which will be
		_	h	Methods of 1		_	1
∠ State Assessments ✓ Observation ✓ Portfolio		Criterion Referenced		Curriculum Based			
 Observat Other 	lon	L Portfolio teacher charted data		U Work Samples		Informal	
e	luring a school		ount 5 obje	ects, with 60% accuracy on	Using one to one correspondence, occasions during a school week.	, AVIV WIII COL	in 5 objects, with 60% accuracy c
ate to be ach	nieved:	August 🗸	2024	✓ MO/YR	Date to be achieved: Detection Detec	cember 🗸	2024 V MO/YR
		11	LF KEFUF		ON OF MARKS	I ILF	
4 GOAL M Exceedi		3 SUBSTANT. met)	IAL PROG	RESS (50-99% of goal	2 PARTIAL PROGRESS (1-49%	of goal met)	1 NO PROGRESS
1st Reportin	ng Period	2nd Reporting	Period	3rd Reporting Period	4th Reporting Period (Secondary	Goa	l Achievement
		Date:		Date:	Only)		
Date:					Date:		
	rk:	Progress Mark:		Progress Mark:	Date: Progress Mark:	0	bjective 1 Met:
	rk:	Progress Mark:		Progress Mark:			bjective 1 Met:
Progress Ma	ufficient to	Progress Mark:		Progress Mark: Is progress sufficient to meet annual goal?		al C	-
Progress Ma Is progress s meet annual	ufficient to goal?	Is progress suffi	1?	Is progress sufficient to	Progress Mark:	nal C	Yes No bjective 2 Met:
Progress Ma	ufficient to goal?	Is progress suffi meet annual goa	1? o	Is progress sufficient to meet annual goal?	Progress Mark: Is progress sufficient to meet annu goal?	nal C	Yes ○ No bjective 2 Met: Yes ○ No
Needs N Excess Absence/Tar	ufficient to goal?) No se comment: Aore Time	Is progress suffi meet annual goa	l? o omment: e Time	Is progress sufficient to meet annual goal?	Progress Mark: Is progress sufficient to meet annu goal? O Yes O No	nal C	Yes No bjective 2 Met: Yes No

	AVIV		Date of Birth 18-JAN-2020	Meeting Date 11-OCT-2024
Last	First	MI Section G: Annual G	oals and Objectives	
rmance Area:	Perceptual Motor C		ceptual Motor V Annual Go	oal #: 5
r TK Aviv will balance o	n one foot for 4 seconds 3 out	of 5 trials with 80% accuracy	· · · · · · · · · · · · · · · · · · ·	
	be reported to parents by com Report or Report Card periods		rogress and Achievement from Current IEI	P" form(s) which will be
		Methods of		
State Assessments Observation Other	Norm F Portfoli	Referenced io	Criterion ReferencedWork Samples	Curriculum BasedInformal
ncremental objective #1 r Aviv will balance on one fo	related to the goal:	ials with 80% accuracy.	Incremental objective #2 related to th Aviv will balance on one foot for 3 seco	8
ate to be achieved:	August 💙 2024	✓ MO/YR	Detects have been de	r 🗙 2024 🗸 MO/YI
		T OF PROGRESS AND A	Date to be achieved: December CHIEVEMENT FROM CURRENT IEF	
4 GOAL MET OR EXCEEDED		EXPLANATI	CHIEVEMENT FROM CURRENT IEI	
EXCEEDED	IEP REPOR	EXPLANATI	CHIEVEMENT FROM CURRENT IEI ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary	
EXCEEDED 1st Reporting Period	IEP REPOR	EXPLANATION RESS (50-99% of goal	CHIEVEMENT FROM CURRENT IEI ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go	al met) I NO PROGRESS
EXCEEDED St Reporting Period Date:	IEP REPOR 3 SUBSTANTIAL PROG. met) 2nd Reporting Period	EXPLANATION RESS (50-99% of goal 3rd Reporting Period	CHIEVEMENT FROM CURRENT IEH ON OF MARKS 2 PARTIAL PROGRESS (1-49% of god 4th Reporting Period (Secondary Only)	al met) I NO PROGRESS Goal Achievement Objective 1 Met:
EXCEEDED Ist Reporting Period Date:	IEP REPOR	EXPLANATION RESS (50-99% of goal 3rd Reporting Period Date:	CHIEVEMENT FROM CURRENT IEH ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date:	al met) I NO PROGRESS Goal Achievement
EXCEEDED Ist Reporting Period Date: Progress Mark: Is progress sufficient to	IEP REPOR	EXPLANATION RESS (50-99% of goal 3rd Reporting Period Date:	CHIEVEMENT FROM CURRENT IEH ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date:	al met) I NO PROGRESS Goal Achievement Objective 1 Met:
EXCEEDED Ist Reporting Period Date: Progress Mark: S progress sufficient to meet annual goal?	IEP REPOR	EXPLANATION RESS (50-99% of goal 3rd Reporting Period Date:	CHIEVEMENT FROM CURRENT IEI ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual	al met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes O No Objective 2 Met:
EXCEEDED Ist Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes O No	IEP REPOR	EXPLANATION	CHIEVEMENT FROM CURRENT IEI 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?	al met) <i>I NO PROGRESS</i> Goal Achievement Objective 1 Met: Objective 2 Met: Objec
	IEP REPOR	EXPLANATION	CHIEVEMENT FROM CURRENT IEI 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 O No	al met) <i>I NO PROGRESS</i> Goal Achievement Objective 1 Met: Objective 2 Met: Objec

Los Angeles Unified Sch		INDIVIDUALIZED EDUC.	ATION PROGRAM (IEP)	Page 18 o
Student TZEMACH Last	AVIV S First	MI	Date of Birth 18-JAN-2020	Meeting Date 11-OCT-2024
	(156 11'l)	Section G: Annual G		
			ctional Mobility Annual C sion and cues without rail support, 3 out o	
rogress on annual goals to	be reported to parents by con	npleting the "IEP Report of P	rogress and Achievement from Current II	EP" form(s) which will be
provided at either Progress I	Report or Report Card period	s. Methods of	Evaluation	
State Assessments	Norm	Referenced	Criterion Referenced	Curriculum Based
Observation Other	Portfol		Work Samples	Informal
	elated to the goal: oom staff, Aviv will walk up pervision and cues with rail s		Incremental objective #2 related to t In collaboration with classroom staff, A and adult supervision, 3 out of 4 oppor	Aviv will walk up 4 steps without use of a ra
Date to be achieved:	August V 2024	✓ MO/YRRT OF PROGRESS AND A	Date to be achieved: Decemb	
			ON OF MARKS	
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROG met)	RESS (50-99% of goal	2 PARTIAL PROGRESS (1-49% of g	oal met) 1 NO PROGRESS
1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary	Goal Achievement
Date:	Date:	Date:	Only) Date:	
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:
				\bigcirc Yes \bigcirc 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: O Yes O No
\bigcirc Yes \bigcirc No	\bigcirc Yes \bigcirc No	\bigcirc Yes \bigcirc No	\bigcirc Yes \bigcirc 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 Need to review/revise Goal 	 Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal 	 Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal 	 Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other 	
Other	Other	Other		

Student TZEMACH	AVIV		Date of Birth 18-JAN-2020	Meeting Date 11-OCT-2024
Last	First	MI Section Co. Annual C	and Objectives	
rmance Area:	Phonology	Section G: Annual G		oal #: 7
portunities.	onity, i triv will produce cons	onan erasers while words w	ithin sentences with 75% accuracy given not	
	be reported to parents by con Report or Report Card period	ls.	Progress and Achievement from Current IEI	P" form(s) which will be
1 I		Methods of		\Box
State Assessments Observation Other	Norm Portfo	Referenced lio	 Criterion Referenced Work Samples 	Curriculum BasedInformal
e	ibility, Aviv will produce con given a model and up to three		Incremental objective #2 related to th In order to increase intelligibility, Aviv w in phrases with 70% accuracy given up t	will produce consonant clusters within we
ate to be achieved:	August V 2024		Date to be achieved: Decembe	
	IEF KEFU		ON OF MARKS	r
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROC met)		2 PARTIAL PROGRESS (1-49% of go	al met) <i>1 NO PROGRESS</i>
st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary	Goal Achievement
Date:	Date:	Date:	Only) Date:	
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:
				\bigcirc Yes \bigcirc No
s 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:
\bigcirc Yes \bigcirc No	\bigcirc Yes \bigcirc No	\bigcirc Yes \bigcirc No	\bigcirc Yes \bigcirc No	If "No" please explain:
If "No" please comment:	If "No" please comment:	If "No" please comment:	If "No" please comment:	
ii ito piease comment.	Needs More Time	 Needs More Time Excess 	Needs More Time Excess Absence/Tardy	
Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	Excess Absence/Tardy Assignments Not Completed Need to	Absence/Tardy Assignments Not Completed Need to	Assignments Not Completed Need to review/revise Goal Other	

Student TZEMACH	AVIV S		Date of Birth 18-JAN-2020	Meeting Date 11-OCT-2024
Last	First	MI		
_		Section G: Annual G		
rmance Area:	Social Emotional 2 C	Category: Soc	ial Emotional V Annual Go	oal #: 9
nen engagee in connect v		non mon suggested by peer,	on 4 occasions during a school week.	
rogress on annual goals to rovided at either Progress	be reported to parents by cor Report or Report Card period	s.	rogress and Achievement from Current IEI	?" form(s) which will be
	\Box	Methods of 1	\square	
State Assessments		Referenced	Criterion Referenced	Curriculum Based
	Dbservation U Portfolio		Work Samples	Informal
Other ncremental objective #1 r	teacher cha	rted data	Incremental objective #2 related to th	
	with peer, Aviv will accept so upport, on 4 occasions durin _i		When engaged in conflict with peer, Avi peer, with minimal adult support, on 4 o	
ate to be achieved:	August V 2024	► MO/YR	Date to be achieved: December CHIEVEMENT FROM CURRENT IEI	
			ON OF MARKS	
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROG met)	RESS (50-99% of goal	2 PARTIAL PROGRESS (1-49% of go	al met) <i>1 NO PROGRESS</i>
EXCEEDED		RESS (50-99% of goal 3rd Reporting Period	2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary	al met) I NO PROGRESS Goal Achievement
EXCEEDED 1st Reporting Period	met)	· ·	4th Reporting Period (Secondary Only)	
EXCEEDED 1st Reporting Period	met) 2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary	
EXCEEDED Ist Reporting Period Date:	met) 2nd Reporting Period Date:	3rd Reporting Period Date:	4th Reporting Period (Secondary Only) Date:	
EXCEEDED Ist Reporting Period Date:	met) 2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary Only)	Goal Achievement Objective 1 Met:
EXCEEDED Ist Reporting Period Date:	met) 2nd Reporting Period Date:	3rd Reporting Period Date:	4th Reporting Period (Secondary Only) Date:	Goal Achievement Objective 1 Met: O Yes No
EXCEEDED Ist Reporting Period Date: Progress Mark: Is progress sufficient to	met) 2nd Reporting Period Date:	3rd Reporting Period Date:	4th Reporting Period (Secondary Only) Date:	Goal Achievement Objective 1 Met:
EXCEEDED Ist Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	4th Reporting Period (Secondary Only) Date: Progress Mark:	Goal Achievement Objective 1 Met: Oyes No Objective 2 Met: Yes No
EXCEEDED Ist Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes O No	met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to	3rd Reporting Period Date: Progress Mark: Is progress sufficient to	4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual	Goal Achievement Objective 1 Met: Yes No Objective 2 Met:
EXCEEDED Ist Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes O No If "No" please comment:	met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment:	3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment:	4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment:	Goal Achievement Objective 1 Met: Oyes No Objective 2 Met: Yes No
EXCEEDED Ist Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes O No	met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes O No	3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No	4th Reporting Period (Secondary Only) Date: Progress Mark:	Goal Achievement Objective 1 Met: Oyes No Objective 2 Met: Yes No
EXCEEDED Ist Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	4th Reporting Period (Secondary Only) Date: Progress Mark:	Goal Achievement Objective 1 Met: Oyes No Objective 2 Met: Yes No
EXCEEDED Ist Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	4th Reporting Period (Secondary Only) Date: Progress Mark:	Goal Achievement Objective 1 Met: Oyes No Objective 2 Met: Yes No
EXCEEDED Ist Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	4th Reporting Period (Secondary Only) Date: Progress Mark:	Goal Achievement Objective 1 Met: Oyes No Objective 2 Met: Yes No
EXCEEDED Ist Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	4th Reporting Period (Secondary Only) Date: Progress Mark:	Goal Achievement Objective 1 Met: Oyes No Objective 2 Met: Yes No
EXCEEDED Ist Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	4th Reporting Period (Secondary Only) Date: Progress Mark:	Goal Achievement Objective 1 Met: Oyes No Objective 2 Met: Yes No

	TZEMACH Last	AVIV S	MI	Date of Birth 18-JAN-2020	Meeting Date 11-OCT-2024
	Last	FIFSt	Section G: Annual G	oals and Objectives	
mance Area	a: Ar	ticulation C	Category: Arti	iculation/Phonologie 🗸 Annual G	oal #: 10
	-	lity, Aviv will produce all ag one cue across 4/5 speaking		ls using appropriate pressure during spontan	eous speech with 75%
		e reported to parents by con eport or Report Card periods	s.	rogress and Achievement from Current IE	P" form(s) which will be
ר			Methods of	\square	
 State Ass Observat Other 		Norm F Portfoli	Referenced	 Criterion Referenced Work Samples 	Curriculum Based Informal
In order to in words using a	crease intelligib appropriate pres	ated to the goal: iility, Aviv will produce all soure during spontaneous sp 2/5 speaking opportunities.	beech with 65% accuracy		will produce all age appropriate sounds eous speech with 70% accuracy given no
ate to be ach	ieved:	August V 2024	✓ MO/YR	Date to be achieved: December	
		IEP KEPOP		CHIEVEMENT FROM CURRENT IE	P
4 GOAL N EXCEEDE		3 SUBSTANTIAL PROG. met)		2 PARTIAL PROGRESS (1-49% of go	bal met) <i>I NO PROGRESS</i>
	ng Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary	Goal Achievement
1st Reportin		2nd Reporting Period Date:	3rd Reporting Period Date:	4th Reporting Period (Secondary Only) Date:	Goal Achievement
Ist Reportin				Only)	Objective 1 Met:
Ist Reportin		Date:	Date:	Only) Date:	
Ist Reportin Date: Progress Ma	rk:	Date:	Date:	Only) Date:	Objective 1 Met: O Yes O No Objective 2 Met:
Ist Reportin Date: Progress Mains progress sin neet annual	rk: ufficient to goal?	Date: Progress Mark:	Date: Progress Mark:	Only) Date: Progress Mark: Is progress sufficient to meet annual	Objective 1 Met:
Ist Reportin Date: Progress Ma is progress si meet annual O Yes O	rk: ufficient to goal?) No	Date: Progress Mark: Is progress sufficient to meet annual goal?	Date: Progress Mark: Is progress sufficient to meet annual goal?	Only) Date: Progress Mark: Is progress sufficient to meet annual goal?	Objective 1 Met: O Yes O No Objective 2 Met: O Yes O No
1st Reportin Date: Progress Ma Is progress Ma Is progress simeet annual Yes If "No" pleas Is Needs M Excess Absence/Tar	rk: ufficient to goal? No se comment: fore Time dy nents Not	Date: Progress Mark: Is progress sufficient to meet annual goal? Yes O No	Date: Progress Mark: Is progress sufficient to meet annual goal? O Yes O No	Only) Date: Progress Mark: Is progress sufficient to meet annual goal? O Yes O No	Objective 1 Met: O Yes O No Objective 2 Met: O Yes O No

Student TZEMACH	AVIV	•	Date of Birth 18-JAN-2020	Meeting Date 11-OCT-2024
Last	First	MI Section Co Annual C	ask and Objectives	
mance Area:	Articulation	Section G: Annual G Category: Arti	iculation/Phonologic	bal #: 11
	bility, Aviv will produce all a		nces with appropriate pausing between word	
	be reported to parents by cor Report or Report Card period	ls.	rogress and Achievement from Current IEI	P" form(s) which will be
		Methods of		\Box
State Assessments Observation Other	Norm 1 Portfol	Referenced lio	 Criterion Referenced Work Samples 	Curriculum BasedInformal
e e	ibility, Aviv will produce all pausing between words with		0 1	e goal: will produce all age appropriate sounds i /een words with 65% accuracy given up f
ate to be achieved:	August V 2024		Date to be achieved: Decembe	
			ON OF MARKS	
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROG met)		2 PARTIAL PROGRESS (1-49% of go	al met) <i>1 NO PROGRESS</i>
		2. d D	4th Reporting Period (Secondary	
st Reporting Period	2nd Reporting Period	3rd Reporting Period		Goal Achievement
	Date:	Date:	Only) Date:	Goal Achievement
Date:			Only)	Goal Achievement Objective 1 Met:
Date:	Date:	Date:	Only) Date:	
Date: Progress Mark: s progress sufficient to	Date:	Date:	Only) Date:	Objective 1 Met:
Date: Progress Mark: s progress sufficient to neet annual goal?	Date: Progress Mark:	Date: Progress Mark:	Only) Date: Progress Mark: Is progress sufficient to meet annual	Objective 1 Met: Yes No Objective 2 Met:
Date: Progress Mark: s progress sufficient to neet annual goal? Yes O No	Date: Progress Mark: Is progress sufficient to meet annual goal?	Date: Progress Mark: Is progress sufficient to meet annual goal?	Only) Date: Progress Mark: Is progress sufficient to meet annual goal?	Objective 1 Met: O Yes O No Objective 2 Met: O Yes O No
Ist Reporting Period Date: Progress Mark: Is progress Sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	Date: Progress Mark: Is progress sufficient to meet annual goal? Yes O No If "No" please comment: Needs More Time	Only) Date: Progress Mark: Is progress sufficient to meet annual goal? O Yes O No If "No" please comment: Needs More Time	Objective 1 Met: O Yes O No Objective 2 Met: O Yes O No
Date: Progress Mark: Is progress sufficient to neet annual goal? Yes O No If "No" please comment: Needs More Time Excess	Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess	Date: Progress Mark: Is progress sufficient to meet annual goal? Yes O No If "No" please comment: Needs More Time Excess	Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	Objective 1 Met: O Yes O No Objective 2 Met: O Yes O No
Date: Progress Mark: Is progress sufficient to meet annual goal? Yes O No If "No" please comment: Needs More Time Excess Absence/Tardy	Date: Progress Mark: Is progress Sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	Objective 1 Met: O Yes O No Objective 2 Met: O Yes O No
Date: Progress Mark: Is progress sufficient to meet annual goal? Yes O No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	Date: Progress Mark: Is progress sufficient to meet annual goal? Yes O No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Objective 1 Met: O Yes O No Objective 2 Met: O Yes O No
Date: Progress Mark: Is progress sufficient to neet annual goal? Yes O No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	Date: Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	Objective 1 Met: O Yes O No Objective 2 Met: O Yes O No
Date: Progress Mark: Is progress sufficient to meet annual goal? Yes O No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	Date: Progress Mark: Is progress sufficient to meet annual goal? Yes O No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Objective 1 Met: Ves No Objective 2 Met: Yes No

Student TZEMACH	AVIV	S	Date of Birth 18-JAN-2020	Meeting Date 11-OCT-2024
Last	First	MI Section C: Annual C	oals and Objectives	
rmance Area:	Articulation	Section G: Annual G Category: Arti	iculation/Phonologic V Annual C	Goal #: 8
		3 ,	ate rate producing all age appropriate sound	
ore than one cue in 4/5 tri	, , , ,		no nuo producing un ago appropriate com	
	be reported to parents by co Report or Report Card perio	ds.	rogress and Achievement from Current II	EP" form(s) which will be
۲.		Methods of		
 State Assessments Observation Other 	Norm Portfc	Referenced	 Criterion Referenced Work Samples 	Curriculum BasedInformal
Ũ	ibility in spontaneous speec all age appropriate sounds w	· •	0 1	ontaneous speech, Aviv will speak at an opriate sounds with 65% accuracy given up
ate to be achieved:	August V 2024		Date to be achieved: Decemb	
	IEP REPO		CHIEVEMENT FROM CURRENT IE	2P
4 GOAL MET OR EXCEEDED	<i>3 SUBSTANTIAL PRO</i> met)	EXPLANATIO GRESS (50-99% of goal	ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g	oal met) 1 NO PROGRESS
1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary	Goal Achievement
Date:	Date:	Date:	Only) Date:	
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:
logiess wark.				\bigcirc Yes \bigcirc No
				Objective 2 Met:
s progress sufficient to	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	\bigcirc Yes \bigcirc No
s progress sufficient to neet annual goal?				
is progress sufficient to meet annual goal? Yes No	meet annual goal?	meet annual goal?	goal?	◯ Yes ◯ No
Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	meet annual goal? O Yes O No	meet annual goal?	goal? O Yes O No	○ Yes ○ No

os Angeles Unified Sch Student TZEMACH	AVIV S		Date of Birth 18-JAN-2020	Meeting Date 11-OCT-2024
Last	First	МІ		Meeting Date 11-0C1-2024
	7 136 4	Section G: Annual G		0.1//
		Category: Visi ut a 4 inch circle within 1/4 inc		Goal #: 12
		IUUI	IIGU	
	be reported to parents by con Report or Report Card period	ls.	Progress and Achievement from Current I	EP" form(s) which will be
		Methods of	\square	
 State Assessments Observation Other 	Norm Portfo	Referenced lio	Criterion ReferencedWork Samples	└ Curriculum Based✓ Informal
ncremental objective #1 r To demonstrate improved v within 1/4 inch of the line f	visual motor skills, Aviv will	cut a 6 inch straight line	Incremental objective #2 related to the To demonstrate improved visual motor within 1/4 inch of the line for 4/5 trials	r skills, Aviv will cut a 6 inch straight line
Pate to be achieved:	February V 2025		Date to be achieved: June CHIEVEMENT FROM CURRENT II	 ✓ 2025 ✓ MO/YE EP
		EXPLANATI	ON OF MARKS	
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROC met)	GRESS (50-99% of goal	2 PARTIAL PROGRESS (1-49% of g	goal met) 1 NO PROGRESS
1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary	Goal Achievement
Date:	Date:	Date:	Only) Date:	
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:
				\bigcirc Yes \bigcirc 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: O Yes O No
\bigcirc Yes \bigcirc No	\bigcirc Yes \bigcirc No	\bigcirc Yes \bigcirc No	\bigcirc Yes \bigcirc No	If "No" please explain:
If "No" please comment:	If "No" please comment:	If "No" please comment:	If "No" please comment:	
Needs More Time	 Needs More Time Excess Absence/Tardy 	Needs More Time Excess Absence/Tardy Assignments Not	Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other	
Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Assignments Not Completed Need to review/revise Goal	Completed Need to review/revise Goal		

os Anga	eles Unified Schoo	al District	INDIVIDUA	LIZED EDUCATION PROGR	AM (IEP)		6	25 (
Studer		AVIV	S	Date of Rirth	18-JAN-2020	Meeting Date	11-OCT-2024	
Studer	Last	First	MI	Date of Birth	18-JAN-2020	Meeting Date	11-001-2024	
essmer			Section K: Partici	pation in State and District-w ned for each grade by the Californ District.		ation and/or the Los A	ngeles Unified S	cho
				District Assessments				
ow wi	ill the student partic	cipate in District A	Assessments?					
] Ful	ll Participation							
Par	rtial Exemption fro	om specific assessi	ment(s). Indicate the	ne exempt assessment <u>and</u> an a	ppropriate replaceme	nt assessment below	' :	
	Exempt A	ssessment		Repl	lacement Assessmen	t		
			•					
) Ac	commodations:							
RDP-A	A - (Adaptations iden	tified below are appli	icable)					
RDP-A	A - (Adaptations ident	tified below are appli	icable)					
RDP-A	A - (Adaptations iden	tified below are appli	icable)					
RDP-A	A - (Adaptations iden	tified below are appli	icable)					
RDP-A	A - (Adaptations iden	tified below are appli	icable)					
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RDP-A	A - (Adaptations iden	tified below are appli	icable)					
RDP-A	A - (Adaptations iden	tified below are appli	icable)					

INDIVIDUALIZED EI	Page 26 of 34 DUCATION PROGRAM (IEP)
Los Angeles Unified School District	
Student TZEMACH AVIV S Last First MI	Date of Birth 18-JAN-2020 Meeting 11-OCT-2024 Date 11-OCT-2024
_	feguards and Follow-up Actions
	ral Rights & Safeguards was provided to the parent in his/her primary language.
The IEP Team Meeting Introductory Statements were read aloud at the	
The parent/guardian was informed of his/her right to a written translation	
translation IEP documentation should not be considered an official IEP document. While this	EP but translated content has not been fully vetted by a District translator. Any computer generated service is offered and available to assist parents/guardians to participate in IEP development, it is not a ho elect access to computer generated written IEP translation are still able to receive oral interpretation d official IEP documentation.
Is the parent/guardian requesting official translation? \bigcirc Yes \bigcirc No	Select Preferred Language: Hebrew
Specify the Individual Pages to be translated: Special Requests:	
For students who are 17 years old, the student and parent(s)/guardian(s student at 18 years of age, unless the court has determined otherwise.) have been informed that the educational decision-making rights will transfer to the
Pandemic Learning Loss Consideration	of Compensatory and/or Recoupment Services
Compensatory Education Consideration:	Recoupment Services Consideration:
 The IEP team has reviewed and discussed whether compensatory education is required due to the COVID-19 pandemic. The IEP team had 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 	 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.
 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. 	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).
Compensatory education consideration was documented on IEP date	
13-DEC-2022 (Inactive) Initial	13-DEC-2022 (Inactive) Initial ✔
 Preschool Only Consideration (Transition IEP) 30-Day IEP Consideration (Out-of-District) Student attends private school within district boundaries and resides or 	ttside of district boundaries (Eligibility Determination Only)
THIS SPACE DELIB	ERATELY LEFT BLANK.

	INDIVIDUALIZED EDU	CATION PROGRAM (IEP)	Page 27 of 34
Los Angeles Unified School District Student TZEMACH AVIV	S	Date of Birth 18-JAN-2020	Meeting Date 11-OCT-2024
Last First	MI		
	Section Q: Parent Par	ticipation and Consent	
Parent Participation			Notification Vhom When
 Parent/Student (18-21) has participated in the IEP m Parent/Student (18-21) indicated before the meeting to attend. Parent/Student (18-21) was notified 3 times of the meeting was held without the Parent/Student (18-21) precedent (18-21) preced	that they would not be able neeting time and place. eting notifications and the esent.	.vienod v	vnom wnen
O Parent/Student (18-21) did not attend and gave perm them if they did not attend.	ission to proceed without	I (PARENT) acknowledge that the IEP me request (Parent initials her meeting be rescheduled.)	eting was rescheduled to this date at my e ONLY if the PARENT requested that the IEP
Parent/Stud	lent (18-21) Agreement	to Components of the Proposed IE	P
A Parent/Student (18-21) may agree to all or some implement those portions of the IEP to which the p			n and services.
O Parent/Student (18-21) AGREES to all components	· · · ·		
O Parent/Student (18-21) AGREES to all component		THE SPECIFIC EXCEPTION(S) stated	below:
Assessment Specify			
Eligibility Specify			
Instructional Setting Specify			
Services Specify			
O The Parent/Student (18-21) DOES NOT AGREE w A Parent/Student (18-21) is not required to initiate a a parent/student (18-21) does wish to initiate a form dispute resolution processes in the District's publication	any form of dispute resolution of dispute resolution as to ation, <i>A Parent's Guide to S</i>	on as to components of the proposed IE the components of the proposed IEP, th	ne parent can find information on
Signature(s)			Date
• Parent • Guardian • Studen years	tt age 18-21 years age 18-21	O Surrogate Parent O Emanc	ripated Minor O Foster Parent
Did the school district facilitate parent involvement as a	1 0	•	
✓ I certify that I have received a copy of the Pare	nt Input Survey regarding t	he IEP process. I understand that my co	mpletion of the form is voluntary and
can be done at anytime after the IEP meeting			
Signature(s)			Date 11-OCT-2024



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.



s Angeles Unified School District		Reconvened Meeting Date
Student TZEMACH AVIV S	Date of Birth 18-JAN-2020	0 Meeting Date 11-OCT-2024
Last First	MI	
S	ection R: Names and Signatures (Signatures on File)	
Team Member	Print Name	Signature
Parent/Guardian	Maya Segal - attended via Zoom	
Parent/Guardian	Nir Tzemach	
Student Age 18 - 21 years		
Student Under Age 18 years		
Surrogate Parent		
Foster Parent		
Family Foster Home Provider		
Administrator	Jessica Chavarria	Jessica Chavarria
Administrative Designee		
Special Education Teacher	Liz Burruss	Elizabeth Burruss
General Education Teacher	Iris Yelinek	Tis foldet
School Psychologist		
School Nurse		
Related Service Staff LAS	Sandra van Wijk	Sandra Van Wijk
Related Service Staff OT	Joanne Gilgenbach	Ma OTRIL
Related Service Staff APE	Alexander Diksas	ONDI
interpreter		
Sign Language Interpreter		
Agency Representative		
Agency Representative		
Agency Representative		
Dther	Chrissa Patterson	Chrissa Patterson
Other		
Dther		
Dther		

				Reconve Date	ened Meeting	
Student TZEMAC		S	Date of Birth	18-JAN-2020	Meeting Date 11	I-OCT-2024
Last	First	MI				
		Section R: Nam	es and Signatures (Signatu	res on File)		
	Team Member		Print Name		Signature	
Parent/Guardian		(Maya Segal		Мурдица	
Parent/Guardian		(
Student Age 18 - 21 ye	ars	(
Student Under Age 18	years	(Aviv Tzemach		h	
Surrogate Parent		(
Foster Parent		(
Family Foster Home P	rovider	(
Administrator		(Rose Jauregui Santillan		Rose Jauregui Santillan	
Administrative Design	ee	(
Special Education Tead	her	(Marianna Harutyunyan		h	
General Education Tea	cher	(Sandy Houston		AAR	
School Psychologist		(
School Nurse		(
Related Service Staff	Occupational Therapy Asses	sor	Abby Hoffman		Abby Hoffman	
Related Service Staff						
Related Service Staff						
Interpreter		(
Sign Language Interpr	eter	(
Agency Representative		(
Agency Representative		(
Agency Representative		(
Other						
Other						
Other						
Other						

	TI 10 10	1 151/1		INDIVIDUALIZ	ED EDUCATION PROGRAM (IEP)		Page 30 of
Los Angeles Student	Unified Sc TZEMACH Last	AVI		S MI	Date of Birth 18-JAN-2020	Meeting Date	11-OCT-2024
			LEAS	TRESTRICT	IVE ENVIRONMENT ANALYSIS		
			Т		y the IEP Team at the IEP Team Meeting		
				Student	's Current Placement Type:		
O General	Education (Class/Gener	al Education	Site	O Special Day Program/General E	ducation Site	
0		-	ducation Cen	iter	O Nonpublic School		
⊖ Home/H	lospital or R	Residential C	Care Facility				
DIRECTION					team discussion regarding placement from the bo ne Step that indicates YES, it is also required to		A until the team reaches
use of suppl accommoda cannot be pr needs.	ementary ai tions and m covided. In s	ids and serv lodifications selecting the	ices cannot bo s is not the sol e LRE, consid	e achieved satisfact le justification for p leration is given to	ity of the student's disability is such that placemo orily. The lack of current availability of a studen placement in a more restrictive setting, unless the any potential harmful effect on the child or on th	it's required supp ere is a compellir ne quality of serv	orts, services, g reason why they ices that he or she
Step A.	classroom/setting?						
	• Yes O No If the answer is YES, then a general education classroom/setting is the appropriate placement. If the answer is No the question below.						
	○ Yes	() No	in a genera	l education classroo	the required supports, services, accommodations om/setting? If YES, all required supports, service sonable timeline. If the answer is NO, please arti	es, accommodation	ons and/or modifications
Step B.		supports, se ay program		nmodations and/or r	nodifications in the student's IEP be made availa	able on a general	education site in a
	() Yes	() No		er is YES, then a sp o the question belo	becial day program on a general education site is w.	the appropriate	placement. If the answer
	○ Yes	○ No	If not curre in a special modification	ntly available, can day program on a	the required supports, services, accommodations general education site? If YES, all required supp ed within a reasonable timeline. If the answer is 1	orts, services, ac	commodations and/or

s Angeles Unified School District Student TZEMACH AVIV s s Date of Birth 18-JAN-2020 Meeting 11-OCT-2 Last First MI Date ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued) To Be Completed By the IEP Team at the IEP Team Meeting Step C. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a special school setting 'I Yes, on on If the answer is YES, then a special school setting is the appropriate placement. If the answer is NO, go to the below. Yes No If the answer is YES, then a special school setting is the appropriate placement. If the answer is NO, go to the below. Yes No If the answer is YES, then a special school setting is the appropriate placement. If the answer is NO, go to the below. Then go Step D. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting of Yes, and required supports, services, accommodations and/or modifications he made in a special school setting? If YES, all required supports, services, accommodations and/or modifications me provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go Yes No If the answer is YES, then a home/hospital setting is the appropriate placement. If the answer is NO, go to the question below. Yes No If the answer is NO, go to the question below. Yes No If the answer is NO, go to the question below. Yes No If not currently available, and her equired supports, services, accommodations and/or modifications me provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go Step E. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a residential care faciliti Yes No If not currently available, articulate in the IEP what supports, accommodations and/or modifications are requised and this setting.	Date NT ANALYSIS (Continued) Team Meeting nt's IEP be made available in a special school setting? e appropriate placement. If the answer is NO, go to the questi vices, accommodations and/or modifications be made availab s, services, accommodations and/or modifications must be NO, please articulate why in the box below. Then go to Step 1 nt's IEP be made available in a home/hospital setting? e appropriate placement. vices, accommodations and/or modifications be made available s, services, accommodations and/or modifications be made available the appropriate placement.
ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued) To Be completed By the IEP Team at the IEP Team Meeting Step C. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a special school setting is the appropriate placement. If the answer is NO, go to the below. Yes No If the answer is YES, then a special school setting is the appropriate placement. If the answer is NO, go to the in a special school setting? If YES, all required supports, services, accommodations and/or modifications be made in a special school setting? Yes No If not currently available, can the required supports, services, accommodations and/or modifications be made in a special school setting? Step D. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting? Yes No If the answer is YES, then a home/hospital setting is the appropriate placement. If the answer is NO, go to the question below. Yes No If not currently available, can the required supports, services, accommodations and/or modifications be made in a home/hospital setting? If YES, all required supports, services, accommodations and/or modifications me provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go in a home/hospital setting? If YES, all required supports, services, accommodations and/or modifications in the student's IEP be made available in a residential care facilit in a nourent plavailable, articulate in the EIP what supports,	NT ANALYSIS (Continued) Team Meeting nt's IEP be made available in a special school setting? e appropriate placement. If the answer is NO, go to the questic vices, accommodations and/or modifications be made available s, services, accommodations and/or modifications must be NO, please articulate why in the box below. Then go to Step nt's IEP be made available in a home/hospital setting? e appropriate placement. vices, accommodations and/or modifications be made available s, services, accommodations and/or modifications be made available
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Step C. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a special school setting? Yes No If the answer is YES, then a special school setting is the appropriate placement. If the answer is NO, go to the below. Yes No If not currently available, can the required supports, services, accommodations and/or modifications be made in a special school setting? If YES, all required supports, services, accommodations and/or modifications mu provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go Step D. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting? Yes No If the answer is YES, then a home/hospital setting is the appropriate placement. If the answer is NO, go to the question below. Yes No If the answer is YES, then a home/hospital setting is the appropriate placement. If the answer is NO, go to the question below. Yes No If the answer is YES, then the required supports, services, accommodations be made in a home/hospital setting? If YES, all required supports, services, accommodations be made in a home/hospital setting? If YES, all required supports, services, accommodations be made in a home/hospital setting? If YES, all required supports, services, accommodations and/or modifications the made in a home/hospital setting? If YES, all required supports, services, accommodations and/or modifications mu provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go	nt's IEP be made available in a special school setting? e appropriate placement. If the answer is NO, go to the quest vices, accommodations and/or modifications be made availa s, services, accommodations and/or modifications must be NO, please articulate why in the box below. Then go to Step nt's IEP be made available in a home/hospital setting? e appropriate placement. vices, accommodations and/or modifications be made availa s, services, accommodations and/or modifications be made availa
Yes No If the answer is YES, then a special school setting is the appropriate placement. If the answer is NO, go to the below. Yes No If not currently available, can the required supports, services, accommodations and/or modifications be made in a special school setting? If YES, all required supports, services, accommodations and/or modifications me provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go Step D. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting? Yes No If the answer is YES, then a home/hospital setting is the appropriate placement. If the answer is NO, go to the question below. Yes No If the answer is YES, then a home/hospital setting is the appropriate placement. If the answer is NO, go to the question below. Yes No If not currently available, can the required supports, services, accommodations and/or modifications to made in a home/hospital setting? Yes No If not currently available, can the required supports, services, accommodations and/or modifications me provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go Step E. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a residential care facilities of No If not currently available, articulate in the IEP what supports, accommodations and/or modifications are requires of No	vices, accommodations and/or modifications be made availa s, services, accommodations and/or modifications must be NO, please articulate why in the box below. Then go to Step nt's IEP be made available in a home/hospital setting? e appropriate placement. vices, accommodations and/or modifications be made availa s, services, accommodations and/or modifications must be
Yes No If not currently available, can the required supports, services, accommodations and/or modifications be made in a special school setting? If YES, all required supports, services, accommodations and/or modifications mu provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go Step D. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting? Yes No If the answer is NO, go to the question below. If the answer is NO, go to the question below. Yes No If not currently available, can the required supports, services, accommodations and/or modifications be made in a home/hospital setting? Yes No If not currently available, can the required supports, services, accommodations and/or modifications be made in a home/hospital setting? Yes No If not currently available, and required supports, services, accommodations and/or modifications mu provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go Step E. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a residential care facilit Ves No If not currently available, articulate in the IEP what supports, accommodations and/or modifications are required supports, accommodations and/or modifications are requised supports.	s, services, accommodations and/or modifications must be NO, please articulate why in the box below. Then go to Step nt's IEP be made available in a home/hospital setting? e appropriate placement. vices, accommodations and/or modifications be made availa s, services, accommodations and/or modifications must be
Step E. Can the supports, services, accommodations and/or modifications and/or modificati	e appropriate placement. vices, accommodations and/or modifications be made availa s, services, accommodations and/or modifications must be
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Step E. Can the supports, services, accommodations and/or modifications and/or modificati	vices, accommodations and/or modifications be made availa s, services, accommodations and/or modifications must be
Step E. Can the supports, services, accommodations and/or modifications and/or modificati	s, services, accommodations and/or modifications must be
$\gamma_{\rm Ves}$ $\gamma_{\rm No}$ If not currently available, articulate in the IEP what supports, accommodations and/or modifications are requ	
$\gamma_{\rm Ves}$ $\gamma_{\rm No}$ If not currently available, articulate in the IEP what supports, accommodations and/or modifications are requ	
$\gamma_{\rm Ves}$ $\gamma_{\rm No}$ If not currently available, articulate in the IEP what supports, accommodations and/or modifications are requ	
Ves No If not currently available, articulate in the IEP what supports, accommodations and/or modifications are requ	nt's IEP be made available in a residential care facility?
	ports, accommodations and/or modifications are required fo

Student	TZEMACH Last	AVIV First	S MI	Date of Birth 18-JAN-2020	Meeting 11-OCT-2024 Date
	Al	NNUAL LEA		'E ENVIRONMENT ANALYSIS the IEP Team at the IEP Team Meeting	6 (Continued)
Step F.		cts at this time, inc	d in the contents of this cluding (check all that a cess to the full range of		the IEP team, outweigh any potential
		Rate at which s Lack of opport	l education instruction t student may earn credit unity for social interact unities for age-appropr	tion	
		Amount of soc Limited access	ialization opportunities to peers in student's ho	with typical peers	
		Other:		Notal models nom peers	

Student TZEMACU		Data of Diuth 10 TAX	L 2020 Monting Data 11 OCT 2024
Student TZEMACH Last	AVIV S	Date of Birth 18-JAN	Meeting Date 11-OCT-2024
Last	Tinst	1788	
		Effective With this IEP	Future Changes Related to this IEP
	As of Date:		12-AUG-2024
Eligibility: from Page 4)		Eligible (AUT)	
n om 1 age 4)	Final IEP Reason Final IEP Effective Date:		
Curriculum		General Education	General Education
Placement	Type of School	District Non-Resident School	District Resident School
	Name of School	MOSK CSPP	SUNNY BRAE AVE EL
Instructional Setting	A 11		
nsu ucuonai setting	Setting	General Education	General Education
	Program	PCC	UTK/CC
	Special Day Minutes/Wk		
	Addresses Goals	4(Math),2(Pretend Play),3(Literacy),1(Social Emotional 1),5(Perceptual Motor),7(Articulation),6(Functional Moblilty),9(Social Emotional 2),8(Articulation)	4(Math),2(Pretend Play),3(Literacy),1(Social Emotional 1),5(Perceptual Motor),7(Articulation),6(Functional Mobility),9(Social Emotional 2),8(Articulation)
Additional Factors	Low Incident Support	None	None
	Assistive Technology Support	No	No
	Transportation	Home to School	None
	-		
	Extended School Year/Intersession	() Yes O No	
	Parent Counseling and Training (PCT)	• Yes O No	
	ESY Transportation		
Accommodation, Modifications, Supports	Instructional Accommodations	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, Modeling of articulation: model sounds in words clearly, provide many opportunities for student to hear and practice sounds in words in a variety of contexts, remind to self-correct with visual or verbal cue when appropriate, repeat back student productions with corrected articulation.	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, Modeling of articulation: model sounds in words clearly, provide many opportunities for student to hear and practice sounds in words in a variety of contexts, remind to self-correct with visual or verbal cue when appropriate, repeat back student productions with corrected articulation.
	Instructional Modifications		
	Other Supports, including Non-Academic and Extra-curricular Activities	Health: Trained staff to assist student with toileting needs, and navigating stairs. Trained staff to supervise during meals, remind not to overstuff mouth and swallow food properly.	Health: Trained staff to assist student with toileting needs, and navigating stairs. Trained staff to supervise during meals, remind not to overstuff mouth and swallow food properly.
Preparation for Three Year Review IEP (At the second Annual Review IEP Meeting, the team nust discuss and locument the decision to	Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary?	🔿 Yes 💿 No	
conduct or not conduct a three-year comprehensive reassessment.)		Aviv should have a full re-evaluation prior to her transition to kindergarten.	

	Comments, as appropriate
Low Incidence Equipment	
Assistive Technology Equipment	
Participation in General Education	Offers of FAPE for both 23/24 and 24/25 school year are general education collaborative classes. Full inclusion in general education.

tudent TZEMACH AVIV Last F		IEP FAPE Part 2 - Summary of Date of Birth 18-JAN-2020	Services Meeting Date 11-OCT-2024
	Madi	Effective With This IEP	Future Changes Related To This IEP
Service 1	Start Date:	Effective on Signature Date	
09	End Date:		
Adapted PE	Service applies to:	Regular	
	Frequency:	1	
This service addresses the following goals:	Interval:	Weekly	
5(Perceptual Motor)	Minutes/Interval:	20	
	Minutes/Interval (Pullout from Gen Ed):	20	
	Service Delivery Model:	Direct Service (By a Single Provider)*	
	Responsible Personnel:	Licensed/Credentialed Provider	
	*		
Service 2	Start Date:	Effective on Signature Date	
16	End Date:		
Occupational Therapy	Service applies to:	Regular	
	Frequency:	5	
This service addresses the following goals:	Interval:	Monthly	

12(Visual Motor)	Minutes/Interval:	60	
	Minutes/Interval (Pullout from Gen Ed):	60	
	Service Delivery Model:	Direct Service (By a Single Provider)*	
	Responsible Personnel:	District Assigned Qualified Provider	
		Licensed/Credentialed Provider	
	*		
Service 3	Start Date:	Effective on Signature Date	
10	End Date:		
Language/Speech	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals:	Interval:	Weekly	
10(Articulation)	Minutes/Interval:	30	
11(Articulation)	Minutes/Interval (Pullout from Gen Ed):	30	
7(Phonology)	Service Delivery Model:	Direct Service (By a Single	
8(Articulation)		Provider)*	
	Area:		l-Based
	Responsible Personnel:	Licensed/Credentialed Provider	
		Special Education Teacher	
		General Education Teacher	
Service 4	Start Date:	Effective on Signature Date	
13	End Date:		
Physical Therapy	Service applies to:	Regular	
	Frequency:	1-5	

This service addresses the following goals:	Interval:	Monthly	
6(Functional Moblilty)	Minutes/Interval:	45	
	Minutes/Interval (Pullout from Gen Ed):	45	
	Service Delivery Model:	Direct Service (Collaborative)*	
	Responsible Personnel:	Licensed/Credentialed Provider	
		Special Education Teacher	
	*		

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	5	·

Part 4 - Compensatory Education/Recoupment Services Discussion

Compensatory education and recoupment of services consideration was documented on IEP dated 12/13/2022. N/A - Initial IEP Preschool Only Consideration (Transition)

Part 4 - Additional IEP Team Considerations & Parental Input

The purpose of this IEP Meeting is to implement the terms of the Final Settlement Agreement (FSA) dated 07/23/2024 for Aviv Tzemach.

Per the terms of the FSA:

The District agrees to assess Aviv in the area of Occupational Therapy. The timeline for the OT assessment will begin on 09/09/2024. On 09/09/2024, Parents will be provided a copy of an assessment plan listing the OT assessment. Parents consent to the OT assessment timeline beginning on 09/09/2024 and agree that no further consent is required. The OT assessment and an IEP Meeting to review the OT assessment and to discuss services, supports and accommodations to meet Aviv's unique needs will be completed within legal timelines.

Pending the OT assessment results, through the date of the IEP referenced above that reviews the OT assessment results, the District agrees to continue to provide Aviv with 60 minutes per month of OT services as documented in Aviv's IEP dated 12/08/2023. These OT services are part of a settlement of disputed claims and issues and shall not be considered stay put under state and federal special education laws.

In lieu of any compensatory and recoupment services, the District agrees to fund through a direct payment model the following compensatory services: 10 hours of NPA Compensatory OT services. The compensatory OT services shall be delivered by Professional Tutors of America (PTA), Non-Public Agency (NPA) certified by the California Department of Education. The services shall be available through 12/31/2025. These compensatory services are part of a settlement of disputed claims and issues and shall not be considered stay put under state and federal special education laws.

The District agrees to reimburse Parents for private preschool tuition for the 2023-2024 Regular School Year and 2024 Extended School Year (See FSA for terms of private preschool reimbursement).

The District agrees to reimburse Parents for private Language and Speech service provided by a private LAS provider from 04/01/2024 through 12/31/2025 (See FSA for terms related to private LAS services reimbursement).

Per IEP Team Discussion dated 04/12/2024:

This IEP meeting is being held to discuss progress and the transition to TK for the 24/25 school year.

IEP Team reviewed goal progress, present levels, assessments reports, eligibility, and developed new goals.

The Ages and Stages Questionnaire (ASQ-3) was completed with mother via phone on April 5, 2024 and is attached to this IEP.

The IEP team discussed a range of placements including general education, PAL, and PCC, for the 23/24 school year, and general education and UTK-CC, for the 24/25 school year.

For the remainder of the 23/24 school year, 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. 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.

For the 24/25 school year, the IEP Team recommends the UTK-CC classroom. The Universal Transition Kindergarten (UTK) and Collaborative (CC) class is an educationally based inclusive program that operates 6 hours a day, 5 days a week. The preschool curriculum is delivered through evidence-based practices. Aviv's goals, included in the IEP, will be supported by a collaborative team comprised of a credentialed teacher, an early childhood special education teacher, special education assistant, and general education classroom assistant.

Extended School Year: ESY services are NOT recommended, as Aviv has not exhibited significant regression or loss of critical skills during her educational breaks.

LAS: LAS services were offered at 30 minutes weekly. Parent inquired about an increase in LAS services. IEP Team continued to recommended 30 minutes weekly of LAS.

10-11-24 amendment meeting held to go over the OT assessment results from the FSA agreement.

Los Angeles Unified School District Student | TZEMACH AVIV

First

Last



IEP FAPE Part 2 - Summary of Services Date of Birth 18-JAN-2020

Meeting Date 11-OCT-2024

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				FAPE Su	ımmary Grid	l				
Progran	n:	PCC Eligible (AUT)			Setting:	Setting:		General Education		
Eligibili	ty:				Curricul	ım:	(General Education		
Transpo	rtation:	Home to School Low Incident Support: None				None				
	strict Received Signature:									
Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Total Minute	Addresses s Goal(s)	No Consent	
09	Adapted PE	Effective on Signature Date	Regular	Weekly	1	~	20	Perceptual Motor		
10	Language/Speech	Effective on Signature Date	Regular	Weekly	1-5	School- Based	30	Articulation, Articulation, Phonology, Articulation		
16	Occupational Therapy	Effective on Signature Date	Regular	Monthly	5	~	60	Visual Motor		
13	Physical Therapy	Effective on Signature Date	Regular	Monthly	1-5	~	45	Functional Moblilty		

Alternative Remote/Distance Learning Services During Emergency Conditions

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

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

	Teacher-posted lessons, asynchronous (online or other media)	Virtual class meetings, synchronous	Personalized learning tools (virtual or paper packets, as available)	Scheduled teacher appointments (virtual or in-person, as available)	Scheduled email check- ins (parent or student)	Virtual office hours (drop- in; parent or student)
Specialized Academic Instruction and Related Services			<			
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

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

	INDIVI	DUALIZED EDUCATION	PROGRAM	[Page 34 of 34		
	NGUAGE AND SPEEC	H SERVICES CERTIFIC	ATION (LAS	CERTIFICATIO	ON)	Atta alim and D		
Los Angeles Unified School District	Data of	19 JAN 2020		Maating	11 OCT 2024	Attachment B		
StudenAVIV S. TZEMACH	Date of Birth	18-JAN-2020		Meeting Date	11-OCT-2024			
This page is to be completed for students w	vith Special Education elig	gibility other than SLI wher Complete Step 1a or	0	he need for LAS s	services to support	the provision of FAPE.		
	Step 1a. General Ed	ucation Interventions -		as completed				
regarding language standards in the curric appropriate classroom accommodations, of Intervention support monitored over Interventions were not successful, stu	regarding language standards in the curriculum and referral for Special Education, consultation between the classroom teacher and school speech therapist for appropriate classroom accommodations, consultation with the SSPT that includes an EL expert if student is identified as an English Learner). Intervention support monitored over several weeks, and modified interventions as necessary based on student response. Interventions were not successful, student referred for special education assessment . Screening by a speech therapist or a Student Success Team meeting (including a speech therapist) with the focus being speech and language concerns OR an							
	Step	1b. Interventions Not A	pplicable					
Interventions not applicable for non-	LAUSD enrolled prescho	olers or when determined u	necessary by	the speech therapi	st.			
	Step 2. Review of Pro	e-referral Information -	Check items	as applicable				
 The speech or language delay does mean The delay does not appear to be due to The delay does not appear to be due to The delay does not appear to be due to The delay does not appear to be due to The delay does not appear to be due to 	o a lack of instruction in to o environmental factors. o economic factors.	English, dialectical factors o	r limited lang	uage experience.				
S	tep 3. Assessment - Ch	eck either A or B, and c	omplete the	remaining item	S			
 A. Student has received an assessme suspected) OR B. A Psychological Assessment is not student has received a health assessme the suspected or licensed speech the multiple measures of assessment, includir sample, parent interview or checklist, tead 	t required if the suspected nent that rules out whethe rapist has conducted a con ng but not limited to stand	d area of disability is voice, r an inability to communica mprehensive evaluation, inc lardized test instruments (or	fluency or arti e effectively i luding assessn alternate form	culation. s a result of a heat nent in the student is of assessment if	lth or sensory cond	ition. e, that consists of		
Step 4. Determinatio	n of the Need for LAS	Service (for students w	th Special E	ducation eligibi	ility <u>other than S</u>	<u>LI</u>):		
 The IEP team has determined that spelanguage Services are necessary due to the language to such an extent that it adversel The presenting need for LAS service or lack of instruction or the unfamiliarity If the above is so, identify the area(s) of denotes a construction disorder Articulation disorder Fluency disorder Voice disorder 	he results of a formal asse y affects his/her educatio is not due to: social mala with the English language	essment, which indicates that nal performance and cannot djustment, health factors, po	the student de be corrected v	emonstrates diffic without speech and	ulty understanding d language related s	or using spoken services.		
If the student is eligible, the II	EP Team must conside	r service delivery model	s based on th	he student's ide	ntified needs and	l appropriate		
placement in the least restrictive environment. The IEP team should also include teacher and parent participation in the implementation of goals and supports and accommodations to ensure achievement of goals and objectives in a time-efficient manner and carry-over to multiple communication contexts.								