IN	DIVIDUALIZED EDU	CATION PROGRAM (IEP)	Page 1 of 30
Los Angeles Unified School District			
Student Identification Number 200013X442			Eligible (ID)
Student GURVITCH MEIR		L	
Last	First	MI	Date of Birth 10-JUN-2015
	Section A: Med	eting Information	
Pertinent Dates			Type of Meeting
Date of Initial IEP Team Meeting	30-MAY-2018		Amendment of IEP dated
Date of Present Meeting	30-MAY-2018	Initial	
Annual Review to be conducted by	30-MAY-2019	Annual Review	Early Start Transition
Next Three Year Review will be conducted by	01-MAY-2020	Three Year Review	Expulsion Analysis
Three Year Review or Evaluation was conducted on	30-MAY-2018	Other	Individual Transition Plan
Transition to Kindergarten to be conducted by	01-MAY-2020		
Location of Meeting: Shenandoah		District Name: Los	Angeles Unified School District
	Section B: Stu	dent Information	
Date of Birth 10-JUN-2015 Age 2 Gra	de -1 Gender	Male Female Limited	l English Proficient Student Yes No
Ethnic Code White			
Location of the Psych Folder: SUPPORT UNIT CENTE	RAL WEST	Student has no Psych F	older:
Location of the Cum Folder:		Student has no Cum Fold	
	nt Language		
Alternate Mode of Communication			
Home Address of Student 1428 S SHERBOURNE DR			
City LOS ANGELES			CA ZIP Code 90035
Home Telephone (424) 382-1176 Daytime Tel	ephone 213-422-1176	Emergency Telephone	2 310-904-3630
School of Attendance Sp Ed Inf/Pre (1017)		Location Code 10	017
School of Residence Crescent Hts Bl El Mg		Location Code 328	38
Name of Parent/Guardian Sarah and Yosef Gurvitch	Telephor	ne (424) 382-1176	
Address			
City CA ZIP Code			
Surrogate Parent	Telephone		
Attends CURRENT SCHOOL as a result of one of the Preschool Program	following:		
Is the student living in a Family Foster Home (FFH)?	No Yes FFH#	Is FFH Pro	vider related to student? No Yes
Relationship			
Licensed Children's Institution No Yes LCI	Name		LCI#
Out of home placement made by: Opepartment of M	Iental Health O Depar	tment of Children's Services	Regional Center Superior Court
Other	Child's family liv	ing within LAUSD's boundari	es? No Ves

If the student is 18 years old or older or is an emancipated minor, does he/she have educational decision-making rights? O No Yes

		INDIVIDUA	ALIZI	ED EDUCATION PROGRAM (IEP)	Page 2 of
Los Angeles Unified School Distriction GURVITCH	ct MEIR	L		Date of Birth 10-JUN-2015	Meeting Date 30-MAY-2018
			ection	C: Language Acquisition	Ŭ L
Language Classification:				Start Date:	Reclassification Date:
Parent Waiver: Yes O No					
Elementary English Language D				t Date:	
Secondary English Language De				Date:	
Communication Observation Ma	atrix Level:	Start			
		Section D		l Achievement from Current IEP	
Goal for: (example - Reading)				If No, explain the reason the goal/object	tive was not achieved
1.			0		
Objective 1 met		0	0		
Objective 2 met		0	0		
2.		0	0		
Objective 1 met			0		
Objective 2 met		0	0		
3.			0		
Objective 1 met		0	0		
Objective 2 met		0	0		
4.		0	0		
Objective 1 met		0	0		
Objective 2 met			0		
5.		0	0		
Objective 1 met		0	0		
Objective 2 met		0	0		
6.		0	0		
Objective 1 met	<u> </u>	0	0		
Objective 2 met		0	0		
7.		0	0		
Objective 1 met		0			
Objective 2 met		0	0		
8.		0	0		
Objective 1 met		0			
Objective 2 met		0			
9.		0	0		
Objective 1 met		0	0		
Objective 2 met		0	0		
10.		0	0		
Objective 1 met		0	0		
Objective 2 met			0		

INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Student GURVITCH MEIR L Date of Birth 10-JUN-2015 Meeting Date 30-MAY-2018 Section E: Present Level of Performance Performance Area: Perceptual Motor Function and Object Control Assessment/Monitoring Process Used: State-District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): (Please see his health report regarding his Sidegnoses of Down Syndrome and hypothyroidism). (Please see his health report regarding his Sidegnoses of Down Syndrome and hypothyroidism). Areas of Relative Strength: Based on assessment results, in the area of Perceptual Motor Function, Meir stands on his tip-toes 5-6 seconds with support. He independently climbs in and out of a child size chair. In the area of Object Control, Meir stops a rolled ball with his hands from a sitting position on the floor. Areas of Need: In the area of Perceptual Motor Function, Meir is unable to balance on 1 foot for 1 second or consistently initiate gross motor movements. In the area of Locomotor Skills, Meir was observed to walk around the classroom with an immature pattern avoiding the obstacles such as furniture. He is unable to run or jump and he doesn't yet bounce his knees in preparation to jump. (He is not developmentally at a level to run and jump). Stairs are challenging for Meir. In the area of Object Control, he rolls the ball in a random direction (not in the direction of this assessment) he pushes a 7 inch ball from his chest with both hands to throw it; not throwing the ball overhead or underhand with both hands. Meir does not trap-catch the 7 inch ball dropped into his hands at chest level; however, he grass a 7 inch ball from his chest with both hands in the task of kicking, Meir either walks into the ball or quickly and softly push kicks it with his foot. Observe for safety during activities. Lassesment/Monitoring Process Used: State-District Assessme	Student GURVITCH MEIR I. Date of Birth 10-JUN-2015 Meeting Date 30-MAY-2018 Section E: Present Level of Performance Performance Area: Perceptual Motor Function and Object Control Assessment/Monitoring Process Used: PSMA, CARE-R, Parent Interview and Observation State District Assessment Seasults: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): This information is based on Meir's initial Adapted Physical Education assessment completed on April 27, 2018, at Shenandoah St. Elem. School. Meir was 2.10 years old at the time of the assessment. (Please see his health report regarding his diagnoses of Bown Syndrome and hypothyrodistan). Areas of Relative Strength: Based on assessment results, in the area of Perceptual Motor Function, Meir stands on his tip-toes 5-6 seconds with support. He independently climbs in and out of a child size chair. In the area of Object Control, Meir stops a rolled ball with his hands from a sitting position on the floor. Areas of Need: In the area of Perceptual Motor Function, Meir is unable to balance on 1 foot for 1 second or consistently imitate gross motor movements. In the area of Locomotor Skills, Meir was observed to walk around the classroom with an immature pattern avoiding the obstacles such as furniture. He is unable to run or jump and he doesn't yet bounce his knees in preparation to jump. (He is not developmentally at a level to run and jump). Statirs are challenging for Meir. In the area of Object Control, he rolls the ball in a random direction (not in the direction of this assessor). He pushes a 7 inch ball from his chest with both hands to throw Atj not throwing the ball overhead or underhand with both hands. Her does not trapa-catch the hands to throw Atj not throwing the ball overhead or underhand with both hands. Her does not trapa-catch the bis hands to throw a public pattern and an advertice of the Disability on Academic and Educational Performance: Meir's intellectual disabilit	13/2018			Individualized Education Program	(IEP)
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Performance Area: Assessment/Monitoring Process Used:	Performance Area: Assessment/Monitoring Process Used: State/District Assessment Results:	consistently imitate gross maround the classroom with an or jump and he doesn?t yet be to run and jump). Stairs are random direction (not in the hands to throw it; not throw 7 inch ball dropped into his kicking, Meir either walks in Observe for safety during actification.	otor movements immature patt ounce his knee challenging f direction of ing the ball o hands at ches nto the ball o tivities. Academic and E r skills will	i. In the artern avoidings in prepartor Meir. In this assess everhead or ut level; how requickly a	ea of Locomotor Skills, Meir g the obstacles such as furn ation to jump. (He is not d the area of Object Control, or). He pushes a 7 inch ball underhand with both hands. M wever, he grasps it with bot nd softly push kicks it with Performance: Meir's intelled	was observed to walk viture. He is unable to run levelopmentally at a level he rolls the ball in a from his chest with both leir does not trap-catch the ch hands. In the task of his foot.
Assessment/Monitoring Process Used:	Assessment/Monitoring Process Used: State/District Assessment Results:	Kathy McCool-Adapted Physica	l Education Te	acher		
	State/District Assessment Results:	Performance Area:				
	State/District Assessment Results:	Assessment/Monitoring Process Used:				
	Eurrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):					

/13/2018	Individualized Education Program (IEP)

					Page 4 of 3	
	INDIV	TDUALIZ	ZED EDUCATION PRO	OGRAM (IEP)		
Los Angeles Unified School District						
Student GURVITCH	MEIR	L	Date of Birth 10	-JUN-2015	Meeting Date 30-MAY-2018	
		Section E	E: Present Level of Perfo	ormance		
Performance Area:	Communication					
Assessment/Monitoring Process Used:	REEL-3, Parent in	nterview,	Observation			
State/District Assessment Results:						
Current Performance/Assessment Sumr	nary (include studen	t strengths	s, student needs and impa	ct of disability on s	tudent performance): 🕡	
Westside Regional Center due Areas of Strength: Meir presche is able to do simple requisay/imitate social greetings pictures or objects named by parts on himself, understands rhymes/finger play/songs, perher.?, understands the meanin pictures involving five simp called, uses word-like expreschile his body is still, play that he associates them with peekaboo?, gestures and uses words the same way each time responds to songs or rhymes when they are not paying attachel with personal needs.	ents with borde ests (?Give me , understand ne others, antici s about certain rforms actions of most obje le actions. Exp le actions so he ap ys games such a certain situat a firm voice w so most people by vocalizing o	rline refive!?) w words pate what toys in without cts and ressive pears to jons, un hen he wo	eceptive language : , listens and seem: each week, recogn: at will happen in n the other room, of gestural cues, for actions talked ab- ly, mom reported the obe naming some the a-cake?, uses the ses exclamations so wants others to get ar him understand of g to sing along or	skills. Receptis interested whize the mood of familiar routinenjoys listenin llows commands but or shown in nat Meir responnings in his lasame word forms uch as ?Uh-oh?, t something or what those word talk, tries to	men someone talks to him, most speakers, points to mes, point to major body mes to nursery such as ?give it to mpictures and points to mes to his name when meguage, makes noises so you can recognize starts games such as ? do something, says some mes mean, frequently mes to there attention	
Performance Area:	Communication C	Cont.			77]	
Assessment/Monitoring Process Used:						
State/District Assessment Results:						
Current Performance/Assessment Sumr	nary (include studen	t strengths	s, student needs and impa	ct of disability on s	tudent performance):	
Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Areas of Need: His articulation skills should be monitored as his expressive language skills increase. Meir was non-verbal throughout the assessment time. He presents with borderline receptive language skills and below average expressive language skills. He has difficulty imitating what he hears, using nonsense words in sentences or phrases, making noises that begin with ?t-ah???p-ah??k-ah?, combining words with gestures to let you know he wants something, using real words while talking, greeting and saying good-bye to people with words such as ?hi? and ?bye?, using real words and gestures when talking with others, having names for all his favorite toys/foods/pets, repeating or practicing certain words he seems to like, using about 50 words, using 2-word sentence or phrase such as ?Throw ball?, saying at least two new words each week, trying to tell what has happened to him using real words, using words such ae ?I?, ?it? or ?my?, referring to himself by his name, using words ending in ?ing, telling where something might be using prepositions, using plurals, using complicated sentences and using words that tell about color and size. Impact of Disability: Meir?s receptive and expressive language delays impact his ability to communicate effectively with teachers and peers and participate in a general education curriculum.						

				Page 5 of 30
	INDI	VIDUALIZI	ED EDUCATION PROGRAM (IEP)	Ç
Los Angeles Unified School District				
Student GURVITCH	MEIR	L	Date of Birth 10-JUN-2015	Meeting Date 30-MAY-2018
		Section E:	Present Level of Performance	
Performance Area:	Health and Deve		Tresent Level of Ferror manee	
Assessment/Monitoring Process Used:			narent interview observation	
State/District Assessment Results:	VISION UNA TIUGI	io sereening	,, parent mierview, coservation	
Current Performance/Assessment Summ	nary (include stude	ent strengths,	student needs and impact of disability or	n student performance):
NICU for 4 days for oxygen as Developmental milestones as is not using any words at all aware of common dangers with: Health Summary: He is diagnoshypothyroidism. He has a hist to choke. Parent reports she Strengths: Meir is in good awere no valid results for the Parent reports no concerns redict and is a selective eater prefers to have parent feed a some signs and pulling. He is Areas of need: There are no	nd monitoring reported by pa l but makes so in his environ sed with Down tory of overst cuts his food general health e Audio Screen egarding his hr. He is capabhim. He can ds alert, activ areas of healiagnosis of Do	and was di rent: he s bunds. He i iment and p Syndrome a suffing his linto smal i. He pass ing on 5/2 iearing and ele of usir rrink from te and ambu	sed the Spot Screener vision s 22/18 and has been referred to d he responds when his name is ng utensils to feed himself bu an sippy cup. He is able to ulatory.	without any treatments. 1, walked at 24 months, he rs diapers. He is not fully frun away. daily medication for the second seco
Performance Area:	Health continued	d		
Assessment/Monitoring Process Used:				
State/District Assessment Results:				
Current Performance/Assessment Sumr	nory (include stude	ant strangths	student needs and impact of disability or	n student performance):
Accommodations: None based or changes. Trained school staff	n health. Trai f will assist	ned school him with t	l staff will assist him with h the use of utensils when feedi ated when eating, cut food int	nis toileting needs: diaper ing and will monitor closely
Health Assessment conducted I	oy Christine O	dom, RN or	n 5/22/18	
			not able to use utensils nor e supervision during the eating	

	INDIVIDII	ALIZED EDU	CATION PROGRAM		Page 6 of 30	
Los Angeles Unified School District	I (DI (IDC	TELEBED ED)		
Student GURVITCH	MEIR L	Dat	te of Birth 10-JUN-201	Meeting Date 30-MAY	7-2018	
	Secti	ion E: Present	Level of Performance			
Performance Area:	Fine Motor, Visual M	lotor, Sensory	Modulation			
Assessment/Monitoring Process Used:	Formal, informal, obs	ervation, pare	nt interview			
State/District Assessment Results:	n/a					
Current Performance/Assessment Summ	nary (include student stre	engths, student r	needs and impact of disal	ility on student performance):		
has adequate range of motion complete routine classroom ad initiate and maintain partic the classroom environment and He has intact foundational vi	ed to standing) ind to reach items about tivities and seque pation in tasks. I manipulate items isual motor skills ate and use classro	dependently, ove his head ence classro He has adequ within his to locate i oom tools su	and access all ar or on the floor. om tasks with mini ate tactile discri hands (school tool tems and use them ch as pencils, cra	eas of the school campus. Meir He has adequate praxis to mal to maximum verbal cues to mination to tolerate input in s such as pencils and scissors). appropriately. He has intact yons, scissors and toys. He is		
Performance Area:	Fine Motor, Visual M	lotor, Sensory	Modulation continued			
Assessment/Monitoring Process Used:	,					
State/District Assessment Results:						
Current Performance/Assessment Sumn	nary (include student stre	enaths student r	needs and impact of disal	ulity on student performance):		
Student's areas of need: School-based occupational the underlying foundational perfe functional visual processing student to successfully acces expertise. At this time, Mein the support of school occupat he is exposed to age appropri continued refinement of his r Impact of student's disability	Assessment/Monitoring Process Used: State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):					

	INDIVI	DUALIZE	ED EDUCATION PRO	GRAM (IEP)	Page 7 of 30
Los Angeles Unified School District	INDIVI	IDUALIZE	EDUCATION I RO	OKAM (IEI)	
Student GURVITCH	MEIR	L	Date of Birth 10	IIINI 2015	Meeting Date 30-MAY-2018
Student GORVITCH	MEIK	L	Date of Birtin 10	JUN-2013	Wreeting Date 30-MA1-2016
	S	Section E: F	Present Level of Perfor	rmance	
Performance Area:	Cognition				
Assessment/Monitoring Process Used:	Standardized Test,	Observation	on, Interview, Review	v of Record	
State/District Assessment Results:					
Current Performance/Assessment Sumr	nary (include student	strengths, s	student needs and impac	et of disability on s	student performance):
Overall, Meir's current functions average range based on performing observation and interview	tioning in cogni rmance on the Mu	tion/gen	eral ability is e les of Early Lear	stimated to b	e in the well-below nd information gathered
Meir's profile as examined or significant impairment in vi					eceptive language and more
Potential factors impacting t Educational Impact: A general					
					//
Performance Area:	School Readiness S	Skills			
Assessment/Monitoring Process Used:	Standardized Test,	Observation	on, Interview, Review	v of Record	
State/District Assessment Results:	,				
C D C /A	<i>C</i> 1.1 . 1 .	1	. 1 . 1 1:		
Current Performance/Assessment Summ Overall, Meir's current functions					
chronological age and school (MSEL) and information gather Third Edition (ABAS 3).	experience to d	late, base	ed on performance	on the Mulle	n Scales of Early Learning
Meir demonstrates strengths : making marks on paper with a			s, clothing items	, attending t	o pictures in book and
Areas of need/challenge were pre-writing.	identified in g	general f	und of informatio	n, pre-mathem	atics, pre-reading, and
Educational Impact: An acader	mic performance/	school r	eadiness impact w	as identified	at this time.

				Page 8 of 30		
	INDIV	TDUALIZED	EDUCATION PROGRAM (IEP)		
Los Angeles Unified School District						
Student GURVITCH	MEIR	L	Date of Birth 10-JUN-2015	Meeting Date 30-MAY-2018		
		Section F: Pr	resent Level of Performance			
Performance Area:	Communication S		escht Ecvel of I el formance			
			. Interview Deview of Deep	d		
Assessment/Monitoring Process Used:	Standardized Test	, Observation	n, interview, Review of Reco	ord		
State/District Assessment Results:						
Current Performance/Assessment Sumr	nary (include studen	t strengths, stu	ident needs and impact of disab	ility on student performance):		
Meir's home language is Engl understands both languages e		He was as	ssessed in English give	n parent?s report that he		
Overall, Meir's language ski	lls are found to	o be below	age expectations.			
when someone says his name of 'yes', and points to common his voice to express different Meir evidences the following	r talks to him, items in a room nt feelings or o needs/challeng	laughs when asked needs. The es: He is	en another person laugh d. The parent reported teacher reported Meir still learning to use w	Meir is able to lower or raise can sign names of objects.		
	guage and speecl			ir exhibits delays in receptive		
Educational Impact: A communi	ication impact	was identi	fied at this time.			
Performance Area:	Motor Skills					
Assessment/Monitoring Process Used:	Standardized Test	, Observation	n, Interview, Review of Reco	ord		
State/District Assessment Results:		-				
Current Performance/Assessment Sumr	nory (include studen	t strangths, sti	ident needs and impact of disab	ility on student performance):		
Overall, Meir's motor skills				inty on student performance).		
Based on the rater's responses on the ABAS 3 (Motor), Meir evidences the following strengths: He walks independently for at least 5 steps without falling, bends over to pick up things from the floor, uses two hands to handle objects, and picks up small, flat objects from a table.						
Meir evidences the following needs/challenges: Meir is still learning to run without falling, draw a straight line or color within the lines. Per OT assessment results, Meir demonstrates deficit in the area of fine motor skills. Per APE assessment results, his gross motor skills are delayed.						
Educational Impact: A gross motor skill impact was identified at this time.						

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	INDIV	IDUALIZE	D EDUCATION PROGRAM (IEP)	
Los Angeles Unified School District	1			
Student GURVITCH	MEIR	L	Date of Birth 10-JUN-2015	Meeting Date 30-MAY-2018
	S	Section E: P	Present Level of Performance	
Performance Area:	Social and Emotio	nal Functio	oning	
Assessment/Monitoring Process Used:	Standardized Test,	Observation	on, Interview, Review of Record	
State/District Assessment Results:				
Current Performance/Assessment Sumi	mary (include student	strengths, s	tudent needs and impact of disability on st	udent performance): 🕡
Overall, Meir's social emoti	onal status is f	Found to b	be within age expectations.	
the following strengths: He laughs when he is delighted, differently to familiar and Meir evidences the following	smiles when he s shows a sense c unfamiliar peopl needs/challenge endship with pee	sees a par of humor, le. es: He is ers, share	ater's responses on formal rati rent or teacher, displays close chooses a game during playtime still learning to consistently e toys with others, say 'thank engage in imaginary plays.	ness to his parents, , and responds imitate adult actions,
	and emotional s		pact was not identified at this	time. Below age level
behaviors mentioned above ar due to a true deficit in his				e language delay, and not
due to a true deficit in his	social and emot			e language delay, and not
due to a true deficit in his	Self-Help Skills	tional fur	nctioning.	e language delay, and not
due to a true deficit in his Performance Area: Assessment/Monitoring Process Used:	Self-Help Skills	tional fur	nctioning.	e language delay, and not
Derformance Area: Assessment/Monitoring Process Used: State/District Assessment Results:	Self-Help Skills Standardized Test,	Observation	on, Interview, Review of Record	
Performance Area: Assessment/Monitoring Process Used: State/District Assessment Results: Current Performance/Assessment Summ	Self-Help Skills Standardized Test, mary (include student	Observation	on, Interview, Review of Record	rudent performance):
Performance Area: Assessment/Monitoring Process Used: State/District Assessment Results: Current Performance/Assessment Summ	Self-Help Skills Standardized Test, mary (include student aptive behavior	Observations strengths, so	on, Interview, Review of Record tudent needs and impact of disability on st	nudent performance):
Performance Area: Assessment/Monitoring Process Used: State/District Assessment Results: Current Performance/Assessment Summ Overall, Meir's self-help/ad Based on the rater's respons	Self-Help Skills Standardized Test, mary (include student aptive behavior es on the ABAS 3 er foods, eats w	Observations strengths, so is found 3, Meir evith a spo	on, Interview, Review of Record tudent needs and impact of disability on st to be in the well below average vidences the following strength oon or fork, sits still when ad	nudent performance): (i) e range. s: Meir drinks from a
Performance Area: Assessment/Monitoring Process Used: State/District Assessment Results: Current Performance/Assessment Summ Overall, Meir's self-help/ad Based on the rater's respons cup, feeds himself with fing hands or face, select or use Meir evidences the following indicate his need to use the arrives at school, show, poi	Self-Help Skills Standardized Test, mary (include student aptive behavior es on the ABAS are foods, eats was books or toys, needs/challenge toilet, show cont or tell adult or playing with	Observation Strengths, so is found Help Help Help Help Help Help Help Hel	tudent needs and impact of disability on st to be in the well below averag vidences the following strength pon or fork, sits still when ad ps puts toys away. still learning to take off his en he spills something, go to h jury spot on his body, tell adu us things, stay within sight of	rudent performance): e range. s: Meir drinks from a ult wipes or washes his shoes, wash his hands, is assigned chair when he lts if he is not feeling
Performance Area: Assessment/Monitoring Process Used: State/District Assessment Results: Current Performance/Assessment Summ Overall, Meir's self-help/ad Based on the rater's respons cup, feeds himself with fing hands or face, select or use Meir evidences the following indicate his need to use the arrives at school, show, poi well, avoid dangerous things refrain consistently) from p	Self-Help Skills Standardized Test, mary (include student aptive behavior es on the ABAS 3 er foods, eats w s books or toys, needs/challenge toilet, show cont or tell adult or playing with utting objects of	Observation Strengths, so is found Here with a sponting and help es: He is concern whe ts his in the dangerous or toys in	tudent needs and impact of disability on st to be in the well below averag vidences the following strength pon or fork, sits still when ad ps puts toys away. still learning to take off his en he spills something, go to h jury spot on his body, tell adu us things, stay within sight of	udent performance): e range. s: Meir drinks from a ult wipes or washes his shoes, wash his hands, is assigned chair when he lts if he is not feeling teacher, and refrain (or
Performance Area: Assessment/Monitoring Process Used: State/District Assessment Results: Current Performance/Assessment Summ Overall, Meir's self-help/ad Based on the rater's respons cup, feeds himself with fing hands or face, select or use Meir evidences the following indicate his need to use the arrives at school, show, poi well, avoid dangerous things refrain consistently) from p	Self-Help Skills Standardized Test, mary (include student aptive behavior es on the ABAS 3 er foods, eats w s books or toys, needs/challenge toilet, show cont or tell adult or playing with utting objects of	Observation Strengths, so is found Here with a sponting and help es: He is concern whe ts his in the dangerous or toys in	tudent needs and impact of disability on st to be in the well below average vidences the following strength con or fork, sits still when ad ps puts toys away. still learning to take off his en he spills something, go to h jury spot on his body, tell adu us things, stay within sight of n mouth.	udent performance): e range. s: Meir drinks from a ult wipes or washes his shoes, wash his hands, is assigned chair when he lts if he is not feeling teacher, and refrain (or
Performance Area: Assessment/Monitoring Process Used: State/District Assessment Results: Current Performance/Assessment Summ Overall, Meir's self-help/ad Based on the rater's respons cup, feeds himself with fing hands or face, select or use Meir evidences the following indicate his need to use the arrives at school, show, poi well, avoid dangerous things refrain consistently) from p	Self-Help Skills Standardized Test, mary (include student aptive behavior es on the ABAS 3 er foods, eats w s books or toys, needs/challenge toilet, show cont or tell adult or playing with utting objects of	Observation Strengths, so is found Here with a sponting and help es: He is concern whe ts his in the dangerous or toys in	tudent needs and impact of disability on st to be in the well below average vidences the following strength con or fork, sits still when ad ps puts toys away. still learning to take off his en he spills something, go to h jury spot on his body, tell adu us things, stay within sight of n mouth.	udent performance): e range. s: Meir drinks from a ult wipes or washes his shoes, wash his hands, is assigned chair when he lts if he is not feeling teacher, and refrain (or

			Page 10 of 3
	INDIVIDUALIZ	ZED EDUCATION PROGRAM (IEP)	Ç
os Angeles Unified School District			
GURVITCH	MEIR L	Date of Birth 10-JUN-2015	Meeting Date 30-MAY-2018
	Section E	: Present Level of Performance	
Performance Area:	Access/ Mobility		
Assessment/Monitoring Process Used:	Observation, HELP, Bayley	Scales of Infant and Toddler Development	
State/District Assessment Results:	NA		
Current Performance/Assessment Summ	nary (include student strengths	, student needs and impact of disability on studer	nt performance): 🕡
		SD Preschool Assessment Team by Region	
fall approximately at the 16	-20 month age-range.	or Strands (Birth to 3) where Meir?s	
sitting and standing activit reach outside his base of su perform all floor transition crawl position. He can ambu desks, chairs, and adults wi down a ramp and walk >100 fe	tes in the classroom. port while sitting on without assistance ar late around a classroom th good balance and bou th without assistance of	unctional range of motion and streng He is able to sit with erect posture the floor and in a standard preschood d transitions from floor sitting to a transitioning from carpet to tile a undary awareness. He can transition over uneven surfaces. Meir can walk stance and minimum assistance for sa	e intermittently and ol chair. He can standing using a bear navigating around out of a classroom on an apparatus and
and upper extremity support repetition and practice in a	to access stairs, appar preschool environment	sed dynamic standing balance requiring ratus and crowded areas. Meir will be to improve his ability to access sta ded areas when peers are present.	benefit from daily
Impact of student?s disabili	cy on academic and over	rall performance:	
	co access apparatus and	agnosis of Down Syndrome, and his not a stairs, impacts his involvement and	
Natalie Spiteri, PT, DPT, PC LAUSD Doctor of Physical The			
Performance Area:			//
Assessment/Monitoring Process Used:			
State/District Assessment Results:			
Current Performance/Assessment Sumi	nary (include student strengths	, student needs and impact of disability on studer	nt performance):
	, ,	, 1	1 /

/13/2018	Individualized Education Program (IEP)	

				Page 11 of 30
	INDIVIDUALIZ	ED EDUCATION I	PROGRAM (IEP)	
Los Angeles Unified School District				
Student GURVITCH	MEIR L	Date of Birth	10-JUN-2015	Meeting Date 30-MAY-2018
		Section F: Eligibilit	y	
If applicable, areas discussed related t	o disability or suspected disabilit	ty:		
Health, General Ability, Ac	ademic Performance, Lang	guage Function,	Motor Abilities,	Social Emotional Status, Self-Help
For Initial IEP, interventions attempted	d prior to determining eligibility:	:		721
He currently attends the UC April 2017.	LA Intervention Program	3 days weekly f	or 3 hours daily	. He has been going there since
Eligible as a student with the disability Code: ID Intellect Not Applicable, Blind Additional Low Incidence Eligibility of Code: Not Applicable, Blind	rtual Disability or Partially Sighted (only for VI, DBL, DEA, HOH,	or severe OI):		
 Does not meet eligibility criteria or No Longer Eligible for Special E No Longer Eligible (Effective Dat This is a Final IEP, the student refinal IEP Reason: Final IEP Effective Date: 	ducation Services (Review IEP).	, , , , , , , , , , , , , , , , , , ,	e Effective Date belor	w.
The IEP Team has considered and a	grees that the educational need	ds of the student are	not primarily due to	o:
Social Maladjustment Lack of instruction in math	Temporary Physical I Limited English Profi	•	✓ Lack of instruct ✓ Environmental,	tion in reading Cultural or Economic Factors

					Page 12 of 30			
	INDIVID	UALIZED EDUCATION	ON PROGRAM (IEP)					
Los Angeles Unified School Di	strict							
Student GURVITCH	MEIR	L Date of Bi	rth 10-JUN-2015	M	leeting Date 30-MAY-2018			
	•							
	State Assessments Norm Referenced Criterion Referenced Curriculum Based Observation							
(e.g., vocalizations, popictures, word approximal wants, needs or answer of	dated to the goal: of communication strategion printing, gestures, signs, ations, etc.) to express half maximum printings, with maximum printings, accuracy in 3/5 opportunit	Meir is (e.g pict want	will use a variety of the control of	of communicati inting, gestur tions, etc.) t uestions, with	on strategies es, signs, o express his moderate			
Date to be achieved Septer	mber ▼ 2018 ▼ MO/YR	3/5	pts and modeling as opportunities. to be achieved January	√ ▼ 2019	0% accuracy in ▼ MO/YR			
	IEP REPORT OF PR	OGRESS AND ACHIE EXPLANATION OF	VEMENT FROM CUR	RENT IEP				
4 GOAL MET OR EXCEEDE	D 3 SUBSTANTIAL PROGR			<i>GRESS</i> (1-49% o	f goal met) 1 NO PROGRESS			
1st Reporting Period Date:	2nd Reporting Period Date:	3rd Reporting Period Date:	4th Reporting I (Secondary Only		Goal Achievement			
Progress Mark: Is progress sufficient to meet annual goal?	Progress Mark: Is progress sufficient to mee annual goal?	Progress Mark: Is progress sufficient annual goal?	Progress Mark: to meet Is progress suf annual goal?	ficient to meet	Objective 1 Met: Yes No Objective 2 Met:			
Yes No If "No" please comment:	Yes No If "No" please comment:	Yes No	Yes Yes It: If "No" please co	No omment:	Yes No f "No" please explain:			
Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other	Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other	Needs More Time Excess Absence/To Assignments Not Completed Need to review/rev Goal Other	Assignment Completed	ence/Tardy ts Not	<i>l</i> 2			

					Page 13 of 30
	INDIVID	UALIZED EDUCA	TION PROGRAM (IEP)		
Los Angeles Unified School Di	strict			-	
Student GURVITCH	MEIR	L Date o	of Birth 10-JUN-2015	M	leeting Date 30-MAY-2018
Section G: Annual Goals and Performance Area: Annual Goal # 2 On request with prompts		l imitate 4 out c	of 5 gross motor warm-up	movements or	tasks.
Progress on annual goals to be provided at either Progress Re Methods of Evaluation: State Assessments		riterion Referenced	of Progress and Achievemen Curriculum Based	nt from Current IE	EP" form(s) which will be Observation
Portfolio		iformal	Other: progress no	ntes	Observation
Portiollo	work samples • In	погтаг	other. progress no	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	
Incremental objective #1 rel On request and with assi imitate 2 out of 5 warm-	istance as needed, Meir wi -up movements or tasks. mber ▼ 2018 ▼ MO/YR	II Ci	ncremental objective #2 rel on request and with mode mitate 3 out of 5 warm-	erate assistance up movements o	e, Meir will
	IEP REPORT OF PR		HIEVEMENT FROM CUF	RRENT IEP	
4 GOAL MET OR EXCEEDE	D 3 SUBSTANTIAL PROGR	EXPLANATION		GRESS (1-49% o	of goal met) 1 NO PROGRESS
1st Reporting Period	2nd Reporting Period	3rd Reporting Per			Goal Achievement
Date:	Date:	Date:	(Secondary Onl		
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:		Objective 1 Met:
Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	Is progress sufficient to mee annual goal? Yes No If "No" please comment: Needs More Time	Is progress sufficient annual goal? Yes No If "No" please common Needs More Ti	annual goal? Yes If "No" please c	No comment:	Yes No Objective 2 Met: Yes No If "No" please explain:
Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other	Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other	Excess Absence Assignments N Completed Need to review Goal Other	Assignmen Completed	sence/Tardy nts Not view/revise	<i>li</i>

	IND	IVIDUALIZED EDU	CATION PROGRAM (IEP)	Page 14 of 30			
Los Angeles Unified School Dis			` ,				
Student GURVITCH	MEIR	L Date	te of Birth 10-JUN-2015	Meeting Date 30-MAY-2018			
Section G: Annual Goals and Performance Area: Object Cor Annual Goal # Object Control and Percep On request, with a demons stationary 7-8 inch ball,	otual Motor:	ndependently mainta	in balance for 1-2 seconds whi	le kicking a			
Progress on annual goals to be provided at either Progress Rep Methods of Evaluation: State Assessments Portfolio	port or Report Card period			m Current IEP" form(s) which will be Observation			
With moderate support, M	Deta to be solvinged Japuary - 2010 - MOVA						
	IEP REPORT O	F PROGRESS AND A	ACHIEVEMENT FROM CURRE	NT IEP			
4 COAL WET OR EVCEEDED	D 2 CUDCTANTIAL D		ON OF MARKS	PSG (1 400) - F 1 A LNO DDOCDEGG			
4 GOAL MET OR EXCEEDED 1st Reporting Period	2nd Reporting Period	ROGRESS (50-99% of 3rd Reporting 1	· .	SS (1-49% of goal met) 1 NO PROGRESS od Goal Achievement			
	Date:	Date:	(Secondary Only) Da				
	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:			
annual goal? Yes No	Is progress sufficient to annual goal? Yes No If "No" please comment:	meet Is progress suffannual goal? Yes If "No" please co		Objective 2 Met: Yes No			
☐ Need to review/revise	Needs More Time Excess Absence/Tard Assignments Not Completed Need to review/revis Goal Other	Assignment Completed	ts Not Excess Absence Assignments Not Completed	me z/Tardy ot			

						Page 15 of 30
	INDIVID	UALIZED EDUC	ATION PROGRA	M (IEP)		
Los Angeles Unified School Di	strict					
Student GURVITCH	MEIR	L Date	of Birth 10-JUN-2	2015	N	Teeting Date 30-MAY-2018
Section G: Annual Goals and Performance Area: Fine Moto Annual Goal # To demonstrate improved functional grasp.	•	ll trace pre-wri	iting shapes with	n 75% accurac	cy within 1	cm using a
Progress on annual goals to be provided at either Progress Re Methods of Evaluation: State Assessments		ing the "IEP Repor			om Current II	EP" form(s) which will be Observation
Portfolio		formal	Other:			
	fine motor skills. Meir w with 25% accuracy within	i11	Incremental object To demonstrate itrace pre-writing a function Date to be achieved	improved fineng shapes with mal grasp.	e motor ski th 50% accu	
Date to be achieved Septer	mber ▼ 2018 ▼ MO/YR			,		
	IEP REPORT OF PRO	OGRESS AND AC	CHIEVEMENT F	ROM CURRE	ENT IEP	
4 GOAL MET OR EXCEEDE.	D 3 SUBSTANTIAL PROGE	EXPLANATIO		TIAL PROGRE	FSS (1 40% a	of goal met) 1 NO PROGRESS
	2nd Reporting Period	3rd Reporting Pe		Reporting Peri		Goal Achievement
	Date:	Date:		ondary Only) D		
	Progress Mark:	Progress Mark:		ress Mark:		Objective 1 Met:
Needs More Time Excess Absence/Tardy Assignments Not	annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	annual goal? Yes No If "No" please com Needs More? Excess Abser Assignments	annua nment: If "No Time Ince/Tardy Not	al goal? Yes No o" please comm Needs More Tir Excess Absence Assignments N	ment: me :e/Tardy	Yes No Objective 2 Met: Yes No If "No" please explain:
Completed Need to review/revise Goal Other	Completed Need to review/revise Goal Other	Completed Need to revie Goal Other	w/revise Goal	pleted Need to review Other	r/revise	//

					Page 16 of 30			
	INDIVID	OUALIZED EDUCATION PRO	OGRAM (IEP)					
Los Angeles Unified School Di	strict							
Student GURVITCH	MEIR	L Date of Birth 10-	JUN-2015	Meet	ing Date 30-MAY-2018			
Section G: Annual Goals and Objectives Performance Area: Access/ Mobility Annual Goal # 5 GB In collaboration with classroom staff, Meir will safely ascend/descend 4-5 apparatus steps with 1 handrail with typical supervision for safety with peers present, 4/5 opportunities.								
Progress on annual goals to be reported to parents by completing the "IEP Report of Progress and Achievement from Current IEP" form(s) which will be provided at either Progress Report or Report Card periods. Methods of Evaluation: State Assessments Norm Referenced Criterion Referenced Curriculum Based Observation Portfolio Work Samples Informal Other:								
safely ascend/descend 4-	Lassroom staff, Meir will 5 apparatus steps with 1 assistance for safety with rtunities.	In collabor safely asco handrail w peers preso	end/descend 4-5	assroom staff, Me 5 apparatus steps ssistance for saf tunities.	with 1 ety with			
	IEP REPORT OF PR	OGRESS AND ACHIEVEME	NT FROM CUR	RENT IEP				
		EXPLANATION OF MARI						
4 GOAL MET OR EXCEEDE 1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting I		al met) 1 NO PROGRESS I Achievement			
Date:	Date:	Date:	(Secondary Only	y) Date:				
Progress Mark: Is progress sufficient to meet annual goal?	Progress Mark: Is progress sufficient to mee annual goal?	Progress Mark: Is progress sufficient to meet annual goal?	Progress Mark: t Is progress suff annual goal?	ficient to meet	Yes No No ective 2 Met:			
○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	O Yes O	No C	Yes No			
If "No" please comment:	If "No" please comment:	If "No" please comment:	If "No" please co	omment:	Vo" please explain:			
Needs More Time	Needs More Time	Needs More Time	Needs More	e Time				
Excess Absence/Tardy	Excess Absence/Tardy	Excess Absence/Tardy	Excess Abs					
Assignments Not Completed	Assignments Not Completed	Assignments Not Completed	Assignment Completed	ts Not				
Need to review/revise	Need to review/revise	Need to review/revise	Need to rev	riew/revise	//			
Goal	Goal	Goal	Goal					
Other	Other	Other	Other					

	IND	IVIDUALIZED I	EDUCATION PROGRAM	M (IEP)	Page 17 of 30
Los Angeles Unified School Dis				()	
Student GURVITCH	MEIR	L	Date of Birth 10-JUN-20	015	Meeting Date 30-MAY-2018
Section Co. Assessed Co. de and	I Obiti				
Section G: Annual Goals and Performance Area: Access/ M					
Annual Goal #	GB				
In collaboration with cla		.ll demonstrate	improved ability to a	ccess his campus and	playground
environment as evidenced during classroom transiti				faces keeping pace w	ith his peers
Progress on annual goals to be provided at either Progress Rep			Report of Progress and Ac	hievement from Current	IEP" form(s) which will be
Methods of Evaluation:					
State Assessments	Norm Referenced	Criterion Refe		n Based	Observation
Portfolio	Work Samples	✓ Informal	U Other:		
Incremental objective #1 rela	ated to the goal:		Incremental object	ive #2 related to the goa	al:
In collaboration with cl demonstrate improved abi playground environment a safely ambulate >100 fee pace with his peers duri typical supervision, 4/5	lity to access his ca s evidenced by his ab t on uneven surfaces ng classroom transiti	mpus and ility to keeping	demonstrate impr playground envir safely ambulate pace with his pe	with classroom staf oved ability to acce onment as evidenced >200 feet on uneven ers during classroom ion, 4/5 opportuniti	ss his campus and by his ability to surfaces keeping transitions with
Date to be achieved Septem	nber ▼ 2018 ▼ MO/	YR	Date to be achieved	January ▼ 2019	9 ▼ MO/YR
	IEP REPORT OI	F PROGRESS A	ND ACHIEVEMENT FR	OM CURRENT IEP	
4 GOAL MET OR EXCEEDED	D 3 SUBSTANTIAL PI		ATION OF MARKS	TAL PROGRESS (1-49%	of goal met) 1 NO PROGRESS
	2nd Reporting Period	3rd Report		eporting Period	Goal Achievement
	Date:	Date:		ndary Only) Date:	
Progress Mark:	Progress Mark:	Progress M	ark: Progre	ess Mark:	Objective 1 Met:
Is progress sufficient to meet annual goal?	Is progress sufficient to annual goal?	meet Is progress annual goal		ogress sufficient to mee l goal?	1
Yes No	O Yes O No	O Yes	O No	ves No	Objective 2 Met: Yes No
If "No" please comment:	If "No" please comment:	If "No" plea	ase comment: If "No	" please comment:	If "No" please explain:
Needs More Time	Needs More Time	Needs	More Time N	leeds More Time	
Excess Absence/Tardy	Excess Absence/Tard	y Excess	Absence/Tardy	excess Absence/Tardy	
Assignments Not Completed	Assignments Not Completed	Assign Completed	ments Not Comp	Assignments Not leted	
Need to review/revise Goal	Need to review/revise	e Reed t Goal	o review/revise Goal	leed to review/revise	//
Other	Other	Other		other	

					Page 18 of 30			
	INDIVIDUALIZED EDUCATION PROGRAM (IEP)							
Los Angeles Unified School Di	strict							
Student GURVITCH	MEIR	L Date of Bi	rth 10-JUN-2015	Mo	eeting Date 30-MAY-2018			
Section G: Annual Goals and Objectives Performance Area: Functional Play Annual Goal # 7 GB Meir will play with 5 different toys independently in the way in which they were intended, e.g. putting the pieces in Mr. Potato Head; flattening, rolling and using cookie cutter shapes in play dough; building blocks; etc. with minimal support in 4 out of 5 opportunities.								
Progress on annual goals to be provided at either Progress Re Methods of Evaluation: State Assessments		ing the "IEP Report of P	rogress and Achievemen Curriculum Based	t from Current IEI	P" form(s) which will be Observation			
Portfolio	Work Samples In	ıformal	Other:					
	ifferent toys independently	y in Moin	mental objective #2 rel		ndenendently			
pieces in Mr. Potato Hea	ere intended, e.g. putting ad; flattening, rolling and ses in play dough; building am support in 3 out of 5	the in t the usin bloc oppo	he way in which they pieces in Mr. Potato g cookie cutter shap ks; etc. with modera rtunities.	were intended, Head; flatteni es in play doug te support in 4	e.g. putting ng, rolling and n; building			
Date to be achieved Septer	mber ▼ 2018 ▼ MO/YR	Date	to be achieved Januar	y ▼ 2019 ▼	MO/YR			
	IEP REPORT OF PR	OGRESS AND ACHIE	VEMENT FROM CUF	RRENT IEP				
4 GOAL MET OR EXCEEDE	D 3 SUBSTANTIAL PROGI	EXPLANATION OF		<i>GRESS</i> (1-49% of	goal met) 1 NO PROGRESS			
1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting	<u> </u>	Goal Achievement			
Date:	Date:	Date:	(Secondary Onl		our remerement			
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	0	Objective 1 Met:			
Is progress sufficient to meet annual goal? Yes No	Is progress sufficient to meet annual goal? Yes No	t Is progress sufficient annual goal? Yes No	to meet Is progress suf annual goal?	No	Yes No Objective 2 Met:			
If "No" please comment:	If "No" please comment:	If "No" please commen	t: If "No" please c	comment:	Yes No f "No" please explain:			
Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other	Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other	Needs More Time Excess Absence/Ta Assignments Not Completed Need to review/rev Goal Other	Assignmen Completed	sence/Tardy ats Not				

INDIVIDUALIZED EDUCATION PROGRAM (IEP) Section G: Annual Goals and Objectives Performance Area: Pre-scaledmic Annual Goals # GB Bell # Will match two items independently (objects or pictures) that are the same in some way, in 4 out of 5 opportunities. Progress on annual goals to be reported to parents by completing the "IEP Report of Progress and Achievement from Current IEP" form(s) which will be provided at either Progress Report or Report Card periods. Methods of Evaluation: State Assessments Norm Referenced Criserion Referenced Criserion Referenced Crimerion Referenced Other: Incremental objective #1 related to the goal: Incremental objective #1 related to the goal: Incremental objective #2 related to						Page 19 of 30
Section G: Annual Goals and Objectives Performance Area. Pre-scaedanies Annual Goal #		INDIVID	UALIZED EDUCATION	N PROGRAM (IEP)		
Section G: Annual Goals and Objectives Performance Area: Pro-academic Annual Goal #	Los Angeles Unified School Dis	strict				
Performance Area: Pro-unademic Annual Goal # GB Refer will natch two items independently (objects or pictures) that are the same in some way, in 4 out of 5	Student GURVITCH	MEIR	L Date of Bir	th 10-JUN-2015	Meeting Date	30-MAY-2018
Double to be achieved September 2018 Mo/YR Date to be achieved September 2019 Mo/YR Date to be achieved Date	Performance Area: Pre-acader Annual Goal # 8 Meir will match two items	nic GB	or pictures) that are	the same in some way,	, in 4 out of 5	
Meir will match two items (objects or pictures) that are the same in some way, in 3 out of 5 opportunities, with adult prompting. Meir will match two items (objects or pictures) that are the same in some way, in 4 out of 5 opportunities, with adult prompting. Date to be achieved September ▼ 2018 ▼ MO/YR Date to be achieved January ▼ 2019 ▼ MO/YR Date to be achieved January Tenes T	provided at either Progress Re Methods of Evaluation: State Assessments	port or Report Card periods. Norm Referenced C	riterion Referenced	Curriculum Based	_	
EXPLANATION OF MARKS 4 GOAL MET OR EXCEEDED 3 SUBSTANTIAL PROGRESS (50-99% of goal met) 2 PARTIAL PROGRESS (1-49% of goal met) 1 NO PROGRESS Ist Reporting Period Date:	Meir will match two item are the same in some way with adult prompting.	s (objects or pictures) to	Meir ties, are t	will match two items he same in some way, adult prompting.	(objects or pictures) in 4 out of 5 opportuni	
EXPLANATION OF MARKS 4 GOAL MET OR EXCEEDED 3 SUBSTANTIAL PROGRESS (50-99% of goal met) 2 PARTIAL PROGRESS (1-49% of goal met) 1 NO PROGRESS Ist Reporting Period Date:		VED DEDOOM OF DO	O CONTROL LAW L CANADA		WAYER AND	
A GOAL MET OR EXCEEDED 3 SUBSTANTIAL PROGRESS (50-99% of goal met) 2 PARTIAL PROGRESS (1-49% of goal met) 1 NO PROGRESS		IEP REPORT OF PR			RENTIEP	
Date: Date: Date: CSecondary Only) Date: Progress Mark: Progress Mark: Progress Mark: Progress Mark: Objective 1 Met: Yes Progress sufficient to meet Is p	4 GOAL MET OR EXCEEDED	D 3 SUBSTANTIAL PROGR			RESS (1-49% of goal met)	1 NO PROGRESS
Is progress sufficient to meet Is progres sufficient to meet Is progress sufficient to progress sufficient	1 0		1			ement
Other Other Other	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	Is progress sufficient to mee annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise	t Is progress sufficient to annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tar Assignments Not Completed Need to review/revis	o meet Is progress suffi- annual goal? Yes No If "No" please coa Needs More Excess Abse Assignments Completed Need to revie Goal	Objective 2 M. Objective 3 M. Objective 4 M. Objective 3 M. Objective 4 M. Object	No let: No

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	INDIVID	UALIZED EDUCATION PE	ROGRAM (IEP)		
Los Angeles Unified School Di	istrict				
Student GURVITCH	MEIR	L Date of Birth 1	0-JUN-2015	Meeting Date	30-MAY-2018
Section G: Annual Goals an Performance Area: Pre-acade Annual Goal # 9 Meir will maintain part of 5 opportunities.		rected activity for up to	5 minutes with mi	inimal support in 4 out	
Progress on annual goals to be provided at either Progress Ro Methods of Evaluation: State Assessments			ss and Achievement f	from Current IEP" form(s) w	
Portfolio	Work Samples In	oformal O	ther:		
	icipation in a teacher-dirwith moderate support in 4	ected out Meir wil directed in 4 out		cipation in a teacher- minutes with minimal su	upport
	IEP REPORT OF PR	OGRESS AND ACHIEVEM	ENT FROM CURR	RENT IEP	
4 GOAL MET OR EXCEEDE	ED 3 SUBSTANTIAL PROGR	EXPLANATION OF MAI RESS (50-99% of goal met)		RESS (1-49% of goal met)	1 NO PROGRESS
1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Pe		
Date:	Date:	Date:	(Secondary Only)		
Progress Mark: Is progress sufficient to meet annual goal?	Progress Mark: Is progress sufficient to mee annual goal?	Progress Mark: t Is progress sufficient to me annual goal?	Progress Mark: eet Is progress suffic annual goal?	Objective 1 M	
O Yes O No	○ Yes ○ No	O Yes O No	Yes No	Yes C	
If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise	If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise	If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise	Needs More ' Excess Abser Assignments Completed Need to revie	Time nce/Tardy Not	e explain:
Goal Other	Goal Other	Goal Other	Goal Other		

					Page 21 of 30
	INDIVID	UALIZED EDUC	ATION PROGRAM (IEP	⁽²⁾	
Los Angeles Unified School Di	strict				
Student GURVITCH	MEIR	L Date	of Birth 10-JUN-2015		Meeting Date 30-MAY-2018
Section G: Annual Goals and Performance Area: Social/Em Annual Goal # 10 Meir will play cooperati	J	for at least 10	minutes, on 4/5 occasi	ons.	
Progress on annual goals to be provided at either Progress Re Methods of Evaluation: State Assessments Portfolio	Norm Referenced C	ing the "IEP Repor riterion Referenced			IEP" form(s) which will be Observation
= Totalono	- Work Sumples - In				
Incremental objective #1 rel Meir will play alongside 3 interactions, for at 1 occasions, with moderate Date to be achieved Septer	e another child, with at least 5 minutes, on 4/5 e support.	east	Meir will play coopera at least 5 minutes, on support. Date to be achieved Janu	ntively with one 4/5 occasions,	other child for
	IEP REPORT OF PRO		CHIEVEMENT FROM C	URRENT IEP	
4 GOAL MET OR EXCEEDE	D 3 SUBSTANTIAL PROGI	EXPLANATIO RESS (50-99% of go		ROGRESS (1-49%	of goal met) 1 NO PROGRESS
1st Reporting Period Date:	2nd Reporting Period Date:	3rd Reporting Po		ng Period	Goal Achievement
Progress Mark: Is progress sufficient to meet annual goal?	Progress Mark: Is progress sufficient to mee annual goal?	Progress Mark: Is progress suffice annual goal?	Progress Man cient to meet Is progress annual goal?		Objective 1 Met:
O Yes O No	Yes No If "No" please comment:	Yes No	Yes C		Objective 2 Met: Yes No If "No" please explain:
Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other	Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other	Needs More ' Excess Abser Assignments Completed Need to revie Goal Other	Not Excess A Assignm Completed	More Time Absence/Tardy ments Not review/revise	

				Page 22 of 3
	INDI	VIDUALIZEI	DEDUCATION PROGRAM (IEP)	
os Angeles Unified School Di	strict			
Student GURVITCH	MEIR	L	Date of Birth 10-JUN-2015	Meeting Date 30-MAY-2018
	Section K	: Participation	in State and District-wide Assessments	
	Assessments administe	ered will confor	m to those assessments determined for each	th grade by
DRDP-A - (Adaptations identified l		tment of Educa	tion and/or the Los Angeles Unified School	i District.
KDI -A - (Adaptations identified t	below are applicable)			

	I	NDIVIDUAL	IZED EDUCATION PROGRAM (IEP)	Page 23 of 30			
Los Angeles Unified School D	District						
Student GURVITCH	MEIR	L	Date of Birth 10-JUN-2015	Meeting Date 30-MAY-2018			
	Se	ction N: Proc	edural Safeguards and Follow-up Actions				
A Parent's Guide to Spe	ecial Education Service	es including P	Procedural Rights & Safeguards was provided	to the parent in his/her primary language.			
The IEP Team Meeting In	The IEP Team Meeting Introductory Statements were read aloud at the beginning of the IEP Team meeting.						
The parent/guardian was	informed of his/her righ	nt to a written	translation of the IEP.				
Is the parent/guardian re	questing translation ser	vices? Yes	No O				
			on of the IEP in Hebrew				
Specify the Individual Special Requests:	al Pages to be translated	l:					
Special Requests.							
For students who are 17 y student at 18 years of age, unl	years old, the student an	d parent(s)/gu	ardian(s) have been informed that the education e.	nal decision-making rights will transfer to the			
l		THIS SPA	CE DELIBERATELY LEFT BLANK.				
ı							
ı							

		INDIVIDUALIZED	FDUCA	ATION PROG	RAM (TEF	2)	Page 24 of 30
Los Angeles Unified School I		INDIVIDUALIZED	EDUCA	MIONIKOG	KAWI (IEI	,	
Student GURVITCH	MEIR	L	Date of l	Birth 10-JUN-2	2015		Meeting Date 30-MAY-2018
		Section Q: Pare					
	Parent Participation					Parent Notific	cation
Parent/Student (18-21) ha	as participated in the IEP m	eeting.	-	Method Student		Whom A Petersen	When 26-APR-2018
Parent/Student (18-21) in to attend.	ndicated before the meeting	that they would not b	be able	Student		A Petersen	20-APK-2018
Parent/Student (18-21) did no meeting was held without the	Parent/Student (18-21) pres	ting notifications and sent	the I	(PARENT) acki equest EP meeting be i	(Par	ent initials here ON	was rescheduled to this date at my LY if the PARENT requested that the
Parent/Student (18-21) do them if they did not attend.	id not attend and gave perm	nission to proceed with	hout	Er meeting be i	еѕспешие	<i>i.)</i>	
	Parent/S	tudent (18-21) Agree	ement to	Components	of the Prop	oosed IEP	
	A Parent/Student (18-21) may agree to all or some of the components of a proposed IEP. The District will implement those portions of the IEP to which the parent/student (18-21) agrees so as to not delay providing instruction and services.						
Parent/Student (18-21) A	GREES to all components	of the IEP.					
Parent/Student (18-21) A	=	of the proposed IEP V	WITH T	HE SPECIFIC	ЕХСЕРТ	ION(S) stated below	w:
Assessment	Specify						
Eligibility	Specify						
InstructionalSetting	Specify						
Services	Specify						
The Parent/Student (18-21) is a parent/student (18-21) is a parent/student (18-21) does not be parent/student (18-21) does not be a parent/student (18-21) does	not required to initiate any f	form of dispute resolu	ition as to	components of	f the propo		e parent does not agree. If a
processes in the District's pul		to Special Education	Services	(Including Pro	cedural Rig		
		Parent Co	oncerns	and Comments	s		
Signature(s)	/				Date	08-JUN-2018	//
Parent	Student age 18-21	years	Surrog	gate Parent	0	Emancipated Minor	Foster Parent
Did the school district facilita	ate parent involvement as a	means of improving s	services a	and results for y	our child?	O Yes O No	No Response
	ve received a copy of the Pone after the IEP meeting	arent Input Survey reg	garding tl	he IEP process.	I understa	nd that my completion	on of the form is voluntary and can
Signature(s)					_ Date	30-MAY-2018	

PARENT INPUT SURVEY

Would you please take a moment to complete the survey below.

The information you provide will help us improve the Individualized Education Program (IEP) process. Thank you in advance for your time and interest.

ALL INFORMATION IS CONFIDENTIAL

DIRECTIONS: After each statement, please place an X on the line that describes your experience with your child's IEP.

A.	Regarding your child's current IEP:	Yes	No	Does Not Apply
1.	I am satisfied with the IEP meeting.			
2.	I feel that the IEP accurately reflects the decisions made at the IEP meeting.			
3.	I received notice of the IEP meeting.			
4.	I received "The IEP and You" handbook with the notice of the IEP meeting.			
5.	During the IEP process I received "A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)" explaining my rights as a parent.			
6.	The IEP meeting was held in an appropriate setting.			
7.	I feel I was treated as an equal and important part of the IEP team.			
8.	The participants at the IEP meeting were prepared and informed.			
9.	Placements for my child, including the general education setting, were discussed and decided upon.			
10.	Related services were discussed and decided upon, if relevant.			
11.	If my child is 14 years old or older, an Individualized Transition Plan (ITP) was developed with my child's and my concerns in mind.			
12.	At the end of the IEP meeting the decisions were summarized.			
13.	If I needed an oral interpretation of the IEP team meeting an interpreter was provided.			
14.	The interpretation of the IEP team meeting enabled me to participate and make an informed decision regarding my child's IEP during the IEP meeting.			
15.	The interpreter stayed for the duration of the IEP team meeting.			
16.	If the interpreter left the IEP meeting before it was over, another staff member served as the interpreter and the interpretation was adequate.			
17.	I am aware that, if I am dissatisfied with the adequacy of the oral interpretation at the IEP team meeting, I can file a complaint with the Educational Equity Compliance Office at (213) 241-7682.			
18.	If I needed a written translation of the IEP, translation services were offered.			
19.	I am aware that, if I do not receive a copy of the translated IEP, I can contact the site administrator or call the Division of Special Education at (213) 241-6701.			
	any of the answers to items 13–16 or 18–19 was No, please discuss your concern(s) with the te administrator or call the Division of Special Education at (213) 241-6701.			
Sancy.	Regarding your child's previous IEP (if relevant):			
20.	I am satisfied that my child received the services described on the previous IEP. (If your answer to this question is "No", please write concerns below.)			
			Addition	al Comments

re anything n e write below	or call the Parent Resource Network at 1-800-933-8133.
Plea	ase fold along dotted lines with the address showing. Seal and mail. Postage is pre-paid. Again, Thank you!
	NO POSTA NECESSA IF MAILE IN THE
	BUSINESS REPLY MAIL
	FIRST-CLASS MAIL PERMIT NO. 33798 LOS ANGELES CA 90051 POSTAGE WILL BE PAID BY ADDRESSEE
	ATTN PARENT RESOURCE NETWORK LOS ANGELES UNIFIED SCHOOL DISTRICT PO BOX 613307 LOS ANGELES CA 90099-4093
**********	Hdallarlladda haballaddaddaddadd
English	
e e	
English	
<u> </u>	

INDIVI	DUALIZED EDUCATION PROGRAM	Page 25 of 30 M (IEP)
Los Angeles Unified School District		
		Reconvened Meeting Date
Student GURVITCH MEIR	Date of Birth 10-JUN-20	
Team Member	R: Names and Signatures (Signatures of Print Name	Signature
Parent/Guardian	Sara Gurvitch	Signature
Parent/Guardian	Yosef Gurvitch	
	Toset Gurvitch	
Student Age 18 - 21 years		
Student Under Age 18 years		
Surrogate Parent		
Foster Parent		
Family Foster Home Provider		
Administrator		
Administrative Designee	Alex Sage	
Special Education Teacher	Anne Petersen	
General Education Teacher	Rachel Braude	
School Psychologist		
School Nurse		
Related Service Staff LAS	Phyllis Ross	
Related Service Staff OT	Susan Ramirez	
Related Service Staff APE	Kathy McCool	
Interpreter		
Sign Language Interpreter		
Agency Representative		
Agency Representative		
Agency Representative		
Other		

						Page 26 of 3
			IN	DIVIDUALIZED	EDUCATION PROGRAM (IEP)	
Los Ang	geles Unifie	d School Di	strict			
Student	GURVITC	Н	MEIR	L	Date of Birth 10-JUN-2015	Meeting Date 30-MAY-2018
				Be Completed By the	IVE ENVIRONMENT ANALYSIS ne IEP Team at the IEP Team Meeting Current Placement Type:	
				Statement	Janean Fracement 1990.	
○ Ge	eneral Educa	ation Class/C	General Education Site		Special Day Program/General Ed	ducation Site
O Sp	ecial Day P	rogram/Spec	cial Education Center		Nonpublic School	
Оно	ome/Hospita	al or Residen	itial Care Facility			
				Step	discussion regarding placement from the beginned that indicates YES. ents with disabilities be educated in the least in	
more re	estrictive set nentary aids	ting should and service	only occur if the nature of scannot be achieved sat	or severity of the st isfactorily. The lac	udent's disability is such that placement in a l k of current availability of a student's required we setting, unless there is a compelling reason	ess restrictive setting with the use of d supports, services, accommodations and
Step	Can the su	pports, servi	ces, accommodations an	d/or modifications	in the student's IEP be made available in a ge	eneral education classroom/setting?
A.	O YES	○ _{NO}	If the answer is YES, t question below.	hen a general educ	ation classroom/setting is the appropriate place	cement. If the answer is NO, go to the
	O YES	\bigcirc_{NO}	general education class	sroom/setting? If Y	d supports, services, accommodations and/or r ES, all required supports, services, accommo the answer is NO, please articulate why in the	dations and/or modifications must be
Step	Can the su	pports, servi	ces, accommodations an	d/or modifications	in the student's IEP be made available on a g	eneral education site in a special day
В.	program?	0.172	If the answer is YES, t	hen a special day p	orogram on a general education site is the appr	ropriate placement. If the answer is NO, go
	O YES	○ NO	to the question below.			
	O YES	○ _{NO}	special day program of	n a general education	d supports, services, accommodations and/or a consite? If YES, all required supports, services eline. If the answer is NO, please articulate w	s, accommodations and/or modifications

Can the sup		To ices, accommodations a If the answer is YES,	Be Completed l											
O YES	○ NO	To ices, accommodations a If the answer is YES,	Be Completed l	By the IEP Team at the IEP Team Meeting tions in the student's IEP be made available in										
O YES	○ NO	If the answer is YES,			n a special school setting?									
			then a special s	school setting is the appropriate placement. I	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a special school setting?									
O YES	○ NO	If not currently availa	If the answer is YES, then a special school setting is the appropriate placement. If the answer is NO, go to the question below.											
		If not currently available, can the required supports, services, accommodations and/or modifications be made available in a special school setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step D.												
					/.									
Can the sur	norts, servi	ices, accommodations a	nd/or modificat	tions in the student's IEP he made available i	in a home/hospital setting?									
O YES	O _{NO}	If the answer is YES,	then a home/ho	ospital setting is the appropriate placement.	and none respirationally.									
O YES	○ _{NO}	home/hospital setting	? If YES, all re	quired supports, services, accommodations a	and/or modifications must be provided within a									
Can the sur	norts servi	ices accommodations a	nd/or modificat	tions in the student's IFP he made available i	n a residential care facility?									
O YES	○ _{NO}	1			· · · · · · · · · · · · · · · · · · ·									
		•												
	YES YES Can the sup	YES NO YES NO Can the supports, serving	YES NO If the answer is YES, If the answer is NO, go If not currently availahome/hospital setting reasonable timeline. I	YES NO If the answer is YES, then a home/hor If the answer is NO, go to the question of the present of the answer is NO, go to the question of the answer is NO, go to the question of the answer is NO, go to the question of the answer is NO, go to the question of the answer is NO. If not currently available, articulate in the answer is NO. If not currently available, articulate in the answer is NO.	If not currently available, can the required supports, services, accommodations a home/hospital setting? If YES, all required supports, services, accommodations a reasonable timeline. If the answer is NO, please articulate why in the box below. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in the IEP what supports, accommodations and the IEP what supports, accommodations and the IEP what supports, accommodations are supports.									

		INDIVIDUALIZED EDUCATION PROGRAM (II	Page 27 of 30
Los Angeles Unified Sch	nool District		IEP FAPE Part 1 - Eligibility, Placements and Supports
Student GURVITCH	MEIR	L Date of Birth 10-JUN-2015	Meeting Date 30-MAY-2018
		Effective With this IEP	Future Changes Related to this IEP
	As of Date:	08-JUN-2018	
		Eligible (ID)	
Eligibility: (from Page 4)	Final IEP Reason Final IEP Effective	,	
Curriculum	Date:	General Education	//
	Type of School	District Non-Resident School	
Placement	Type of School	CANFIELD AVE EL	
Taccincin	Name of School	CAMPIELD AVE EL	
Instructional Setting	Setting	Special Education	
	Program	PAL	
	Special Day	1350	
	Minutes/Wk	2(Perceptual Motor),3(Object	
	Addresses Goals	Control),1(Communication),4(Fine Motor),8(Preacademic),9(Pre-academic),7(Functional Play),10(Social/Emotional),5(Access/Mobility),6(Access/Mobility)	
Additional Factors	Low Incident Support	None	
	Assistive Technology Support	No	
	Transportation	Home to School	
	Extended School Year/Intersession	Yes O No	
	Parent Counseling and Training (PCT)	Yes O No	
	ESY Transportation	Home to School	
Accommodation, Modifications, Supports		Positive reinforcement; predictable routines; preferential seating; redirection; repetition; visual/verbal cues; rephrase prompts; physical/sensory breaks; establish routine for activities and transitions; modeling of ageappropriate socialization skills	
	Instructional Modifications		
	Other Supports, including Non- Academic and Extra- curricular Activities	Trained school staff will assist him with the use of utensils when feeding and will monitor closely and observe choking precautions (child should be seated when eating, cut food into small pieces).	
Preparation for Three Year Review IEP (At	Do the Parent and the District (local	Yes O No	

the second Annual Review IEP Meeting, the team must discuss and document the	educational agency) agree that a reassessment is unnecessary?		
decision to conduct or not conduct a three- year comprehensive reassessment.)	If the Parent does not agree, specify the area(s) to be reassessed.		
		Comments, as appropriate	
Low Incidence Equipment			//
Assistive Technology Equipment			
Participation in General Education			li .

Page 28 of 30 INDIVIDUALIZED EDUCATION PROGRAM (IEP) IEP FAPE Part 2 - Summary of Services Los Angeles Unified School District Student GURVITCH MEIR Date of Birth 10-JUN-2015 Meeting Date 30-MAY-2018 **Future Changes Effective With This IEP Related To This IEP** Effective as of 3rd Birthday with Start Date: Service 1 Parent Signature 10-Jun-2018 09 End Date: Adapted PE Service applies to: ESY 1-5 Frequency: This service addresses the following Interval: Yearly goals: Minutes/Interval: 60 2(Perceptual Motor) 3(Object Control) Minutes/Interval (Pullout from Gen 0 Ed): Service Delivery Model: Direct Service (Collaborative)* Responsible Personnel: Licensed/Credentialed Provider Special Education Teacher Effective as of 3rd Birthday with Start Date: Service 2 Parent Signature 10-Jun-2018 End Date: 09 Adapted PE Service applies to: Regular Frequency: 1-5 This service addresses the following Interval: Weekly goals: Minutes/Interval: 20 2(Perceptual Motor) Minutes/Interval (Pullout from Gen 3(Object Control) 0 Ed): Service Delivery Model: Direct Service (Collaborative)* Responsible Personnel: Licensed/Credentialed Provider Special Education Teacher Effective as of 3rd Birthday with Service 3 Start Date: Parent Signature 10-Jun-2018 End Date: 13 **Physical Therapy** Service applies to: **ESY** 1-5 Frequency:

This service addresses the following goals:	Interval:	Weekly
5(Access/ Mobility)	Minutes/Interval:	20
6(Access/ Mobility)	Minutes/Interval (Pullout from Gen Ed):	0
	Service Delivery Model:	Direct Service (Collaborative)*
	Responsible Personnel:	Licensed/Credentialed Provider
		Special Education Teacher

*

Effective as of 3rd Birthday with Service 4 Start Date: Parent Signature 10-Jun-2018 End Date: 16 **Occupational Therapy** Service applies to: ESY 1-5 Frequency: This service addresses the following Interval: Yearly goals: Minutes/Interval: 120 4(Fine Motor) Minutes/Interval (Pullout from Gen 0 Ed): Service Delivery Model: Direct Service (Collaborative)*

ŧ

Effective as of 3rd Birthday with Service 5 Start Date: Parent Signature 10-Jun-2018 13 End Date: **Physical Therapy** Service applies to: Regular 1-5 Frequency: This service addresses the following Weekly Interval: goals: Minutes/Interval: 5(Access/ Mobility) 30 6(Access/ Mobility) Minutes/Interval (Pullout from Gen 0 Ed): Service Delivery Model: Direct Service (Collaborative)*

Responsible Personnel: Direct Service (Collaborative)*

Licensed/Credentialed Provider

Special Education Teacher

Responsible Personnel: District Assigned Qualified Provider

1

Effective as of 3rd Birthday with Service 6 Start Date: Parent Signature

Start Date: Parent Signature 10-Jun-2018

16 End Date:

Occupational Therapy Service applies to: Regular

Frequency:

This service addresses the following Interval: Weekly

goals:

4(Fine Motor) Minutes/Interval: 30

Minutes/Interval (Pullout from Gen

Ed):

Service Delivery Model: Direct Service (Collaborative)*

Responsible Personnel: District Assigned Qualified Provider

Notes

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

Part 3 - Percentage of Time Outside of General Education

	Effective With this IEP	Future Changes Related to this IEP
% of Time per Week outside of General Education	85 %	

Part 4 - Additional Discussion (This section is optional)

Based upon Meir's current needs, the IEP team recommends a Preschool for All Learners classroom (PAL). The PAL is an educationally-based special day program that operates 4 hours and 30 minutes, 5 days a week. The preschool curriculum is delivered through evidenced-based practices. Meir's communication goals, included in the IEP, will be supported in an integrated model by a multidisciplinary on-site team comprised of a speech-language pathologist, early childhood special education teacher, and District special education assistants. The Speech-language pathologist will provide 2 hours of support in the classroom each week.

Team offered Meir a PAL classroom at school-of-residence, but parents preferred PAL classroom at Canfield.

					Page 29 of 3	
	DATA/T	RANSPORT	ATION TRANS	SFER FORM		
This information is for data collection and record keeping purposes only. It is not part of the IEP. At the conclusion of the IEP team meeting: (1) Fax a copy of this form and page one of the IEP to the School Support for your school. (2) Mail one copy of this form and one copy of page one of the IEP to the School Support Office for your school.						
Student GURVITCH	MEIR	L	Date of Birth	10-JUN-2015	Meeting Date 30-MAY-2018	
SCHOOL SETTING						
O District School of Residen	District Non-r School	residence	O Head Start	O Communit	ty College District Early Education Center	
O District Special Education School/Center	O Nonpublic Sc	hool	O Nonpublic Agency	State Resid	dential	
O Dual Enrollment	O Home		O Hospital	Private/Par School	rochial Other	
RELATED SERVICES						
Check: Assistant -	Class	Health	Care Assistant -	Class	Licensed Vocational Nurse - Class	
Assistant -			Care Assistant -	Bus	Licensed Vocational Nurse - Bus	
ASSIGNED SCHOOL (Comp	plete if the information is kn	own)				
Assigned School Sp Ed Inf/Pre	: (1017)		Location Code	1017		
School Hours Begin	1	End		A	Arrival time for breakfast progran	
TRANSPORTATION INFOR	RMATION (Complete for St	udents Requi	ring Transport	ation)		
Allergies	Bus Safety Vest	G-Tube		Seizures	Ventilator	
Asthma	Cardiac	Helmet	t	Shunt	Walker	
Behavioral Support Plan	Cerebral Palsy	Lift Bu	IS	Sickle Cell	Wheelchair	
Bleeder	Child Safety Seat	Muscu	lar Dystrophy	Spina Bifida	Other	
Blind/Partially Sighted	Crutches	☐ Medica	ation	Suctioning		
Brittle Bones	Deaf/Hard of Hearing	Oxygen	n - Tank	Therapy with Transportation		
Brace	Diabetes	Oxyger	n - Portable	Tracheotomy		
Prepared by		Telephone		Date		

os Ana	eles Unified School I	District	INDIVID			UCATION 1	. ACOM	(12/1)				
Student GURVITCH MEIR L					Date of Birth 10-JUN-2015				Meeting Date 30-MAY-2018			
			ummary Grid									
Progran	n:	PAL			II E St	Setting:			Spec	ial Educat	ion	
· ·			Eligible (ID)			=			-	General Education		
Transpo	ortation:	Home to School			Low Incident Support:			Non	None			
Service Code	Service Desc	Start Date				Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)	
09	Adapted PE	Effect	ive as of 3rd Birthda Signature	arent	ESY	Yearly	1-5	~	60	Perceptual Motor , Object Control		
09	Adapted PE	Effect	ive as of 3rd Birthda Signature	arent	Regular	Weekly	1-5	~	20	Perceptual Motor , Object Control		
16	Occupational Therapy	Effective as of 3rd Birthday with Parent Signature				Regular	Weekly	1	~	30	Fine Motor	
16	Occupational Therapy	Effective as of 3rd Birthday with Parent Signature			arent	ESY	Yearly	1-5	~	120	Fine Motor	
13	Physical Therapy	Effect	ive as of 3rd Birthda Signature	ay with P	arent	Regular	Weekly	1-5	~	30	Access/ Mobility, Access/ Mobility	
13	Physical Therapy	Effect	ive as of 3rd Birthda Signature	ay with P	arent	ESY	Weekly	1-5	~	20	Access/ Mobility, Access/ Mobility	
						am Informa	<i>.</i> •					