			INDIVIDUALIZED ED	UCATION PROGRAM (IEP)	1	Page 1 of 26
Los Angeles Unified So Student Identification		00089X512	ssid 1	730321526	r	Eligible (HOH)
Student RABINA	AMIT				Date of Birth:	19-JUL-2015
Last		irst	MI			
	Destar	(D. ().	Section A: M	eeting Information	The Charles	
	Pertinen	t Dates			Type of Meeting	
Date of Initial IEP Team M	Meeting	03-JUL-2019		() Initial	 Ameno 	lment of IEP dated
Date of Present Meeting	2	16-DEC-2019			03-JUL-2	2019
Annual Review to be conc	, ,	03-JUL-2020		Annual Review	⊖ Early S	Start Transition
Next Three Year Review conducted by	will be	01-MAY-2020		O Three Year Review	0.	ion Analysis
Three Year Review or Eva conducted on	aluation was	03-JUL-2019		Other		lual Transition Plan
Transition to Kindergarter conducted by	n to be	01-MAY-2020				
Location of Meeting	Distr	rict Central Of	fice	District Name	Los Angeles Unified S	School District
			Section B: St	udent Information		
Date of Birth	19-JUL-2015		Age	4	Grade	-1
Gender	O _{Male} ● _{Fe}	male	Limited English Proficient Student	O Yes O No	Ethnic Code	White
Location of the Psych Folder	SUPPORT UN	IT CENTR	Student has no Psych Folder			
Location of the Cum Folder			Student has no Cum Folder	\checkmark		
Home Language			Student Language		Alternate Mode of Communication	
Home Address of Student	3166 S BARRI	NGTON AVE	APT 206			
City	LOS ANGELE	S CA	ZIP Code	90066		
Home Telephone	(424) 353-9213		Daytime Telephone		Emergency Telephone	
School of Attendance	Sp Ed Inf/Pre (1	1017)	Location Code	1017		
School of Residence	Mar Vista El		Location Code	5192		
Name of Parent/Guardian	Adva Loutaty/C	ilad Rabin	Telephone			
Address	same as above					
City		CA	ZIP Code			
Surogate Parent			Telephone			
Attends CURRENT SCH following	OOL as a result o		Preschool Program	♥		
Is the student living in a F (FFH)?	amily Foster Home	e 🖲 No	O Yes	FFH#		
Is FFH Provider related to	student?		O_{Yes}	Relationship		
Licensed Children's Institu	ition	• No	O Yes	LCI Name		
		\bigcirc	. 10	LCI#		
Out of the home placemer	it made by		gional Center perior Court	O Department of Mental Hea	lith Upparti	nent of Children's Services
Child's family living withi boundaries?	n LAUSD's		Yes	Utner]
	ld or older or is an	emancinated	minor does he/she have educ	ational decision-making rights?		$\bigcirc_{No}\bigcirc_{Yes}$
						- 110 - 103

os Angeles	s Unified School District		INDIVII					
Student	RABINA AMI	Г			Date of Birth	19-JUL-2015	Meeting Date	16-DEC-2019
	Last	First	MI	Section C. L.	anguage Acquisitio			
nguage Cla	assification:			Section C. L.	Start Date:	u		
rent Waive			Yes O No		Reclassifica	ation Date:		
	nglish Language Developmer				Start Date:			
evel:	ingnish Language Developmen				Start Date.			
econdary Er evel:	nglish Language Developmen	t			Start Date:			
ommunicati	on Observation Matrix Level	:			Start Date:			
			Sect	ion D: Goal Ao	chievement from Cur	rent IEP		
				Achieved				
Goal for: (e) 1	xample - Reading)		Yes			the reason the goal/	objective was not achieved	
1				0				
	Objective 1 met		0	0				
	Objective 2 met		0	0				
2				0				
	Objective 1 met		0	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	0				
5				0				
	Objective 1 met		0	0				
	Objective 2 met		0	0				
6				0				
	Objective 1 met		0	0				
	Objective 2 met		0	0				
7				0				
	Objective 1 met		0	0				
	Objective 2 met		0	-				
8				0				
-	Objective 1 met			0				
			0	0				
9	Objective 2 met		0	0	6			
,				0				
	Objective 1 met		0	0				
10	Objective 2 met		0	0				
10			0	0	(
	Objective 1 met		0	0				
	Objective 2 met		0	0				

os Angeles Unified School Dis Student RABINA	AMIT		Date of Birth	19-JUL-2015	Meeting Date	16-DEC-2019
Last	First	MI	Date of Birth	19-JOL-2015	Weeting Date	10-DEC-2019
			n E: Present Level of Performa	ance		
rformance Area:	Cog	nition/General Ability				
sessment/Monitoring Process Use	d: Rec	ord Review, Observation	on, Interview, and Testing			
te/District Assessment Results:						
rrent Performance/Assessment Su	mmary (includ	le student strengths, stu	dent needs and impact of disability	on student performan	ce):	
nterview on the Developmental Pr nd resistant behavior; testing was Potential factors impacting the val	ofile Third Edi not completed. idity of the find	tion (DP3). Amit's perf This may be due to the lings include: N/A	ed to be in the high average range b ormance on the Mullen Scales of Ea nature of the assessment in an unfa time, a re-evaluation is recommend	rly Learning (MSEL miliar environment a) is unclear due to her non nd within a short amount o	-compliant of time.
rformance Area:	Aca	demic Performance/Sc	1001 Readiness			
sessment/Monitoring Process Use	_		on, Interview, and Testing			
ate/District Assessment Results:		ora neview, Observant	in, merview, and resultg			
		la atridant atria	dont noods and im	on studentf		
		_	dent needs and impact of disability as expected given the student's chro	-		
-	performance/s	chool readiness impact	ting in academic tasks within the cla			
-	performance/s	chool readiness impact	-			
-	performance/s	chool readiness impact	-			
•	performance/s	chool readiness impact	-			
•	performance/s	chool readiness impact	-			
-	performance/s	chool readiness impact	-			
•	performance/s	chool readiness impact	-			
-	performance/s	chool readiness impact	-			
nformation was provided. Educational Impact: An academic	performance/s	chool readiness impact	-			
-	performance/s	chool readiness impact	-			

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s Angeles Unified School District Student RABINA AMI	T			D / 821	10 HH 2015	N	16 DEC 2010
	First	MI		Date of Bir	h 19-JUL-2015	Meeting Da	ate 16-DEC-2019
			tion E: Prese	nt Level of Perfor	mance		
formance Area:	Communie	cation					
sessment/Monitoring Process Used:	Record Re	view, Observa	ation, Interview	, and Testing			
te/District Assessment Results:							
rrent Performance/Assessment Summar	y (include stud	ent strengths, s	student needs ar	nd impact of disabil	ty on student performance):	
mit's primary language is Hebrew. Mot lebrew.	her reported tha	t she is expos	ed to English at	her school. The ass	essment was completed in	English with transla	tion in
Overall, Amit's language skills are found trengths: she has fifty different speaking he can recognize her name in print, and	words, she can	sing common	n songs, she und				
Amit evidences the following needs/chal ne hundred. Amit presents with overall peech and language report before makin	communication	delays, which	n is likely attribu				
Educational Impact: A communication in	mpact was iden	tified at this ti	me.				
rformance Area:	Motor Ski	lls					
sessment/Monitoring Process Used:			ation, Interview	and Testing			
ate/District Assessment Results:							
ne District Assessment Results.			ation, interview	, 8			
urrent Performance/Assessment Summar Dverall, Amit's motor skills are found to trengths: she can tip toe for ten feet, she an copy a diamond shape. Amit evidences the following needs/chal	be in the high a can buckle her	verage range. self into her ca	student needs ar Based on the ra ar seat, she can s	nd impact of disabil iter's responses on t swing herself on a s	e Developmental Profile 3 wing, she can carry a chair	, Amit evidences th from one room to a	
Overall, Amit's motor skills are found to trengths: she can tip toe for ten feet, she	be in the high a can buckle here	verage range. self into her ca not play a gan	student needs ar Based on the ra ar seat, she can s ne requiring hop	nd impact of disabil iter's responses on t swing herself on a s	e Developmental Profile 3 wing, she can carry a chair	, Amit evidences th from one room to a	
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os Angeles	Unified School	District		INDIVIDUA	ALIZED EDUCA	TION PROGRA	AM (IEP)				
Student	RABINA	AMIT				Date of Birth	19-JUL-2015		Meeting Date	16-DEC-2019	9
	Last	Firs	st	MI	n E: Present Le	vel of Perform	nco				
erformance A	Area:		Social Emot		I E. I I escht Le		ance				
ssessment/N	Aonitoring Process	Used:	Record Rev	view, Observatio	n, Interview, and	Testing					
	Assessment Result			,	, ,	0					
	rmance/Assessmer		nclude studer	nt strengths, stud	lent needs and im	pact of disability	on student perform	mance):			
	it's social emotion	• •		• •	-		-		onses on formal ra	ting	
cales, Amit oileting nee ask for up to	evidences the follo ds, she expresses v o thirty minutes, ar with the examiners	owing strength wanting to play nd she understa	hs: she unders y with peers,	stands what 'my' she prefers to pl	means, she can n ay with peers vs.	ame a familiar fri playing alone, she	end, she responds e can play group §	s better to fa games, she c	miliar adults, she i an stay engaged o	indicates n a single	
directed activ difficulties s	nces the following vities. Mother repo eem to be due to th ffecting her ability	orted some diff ne following fa	ficulty makin actors: she is	ng friends or play new to the coun	ving with peers in try, most of the ch	small group since aildren do not spe	e moving from Isi ak in her native la	rael. Howev anguage, and	er, these behaviora I she has hearing l	ıl oss. These	
Educational	Impact: A social e	emotional statu	us impact was	s not identified a	at this time.						
erformance A	Area:		Self-Help/A								
.ssessment/N	6 % ° D		Con menp	daptive Skills							
	Aonitoring Process	Used:	<u> </u>	•	n, Interview, and	Testing					
ate/District	Aonitoring Process Assessment Result		<u> </u>	•	n, Interview, and '	Testing					
urrent Perfor Overall, Am following str use a touch s	e e	ts: nt Summary (in ive behavior is nt away three th help prepare si	Record Rev nclude studer s found to be things, she tak simple foods.	nt strengths, stud in the average r ke off a t-shirt, s	lent needs and imp ange. Based on the he can put on shoo	pact of disability e rater's response es, she is toilet tra	s on the Developr ined, she can was	nental Profi sh/dry hands	/face, she can dres	ss herself,	
urrent Perfor Overall, Am following str use a touch s Amit evider	Assessment Result rmance/Assessmer iit's self-help/adapt rengths: she can pu screen device, and	ts: nt Summary (in ive behavior is nt away three ti help prepare si needs/challeng	Record Rev nclude studer s found to be things, she tak simple foods. ges: she cann	it w, Observatio nt strengths, stuc in the average r ke off a t-shirt, s ot select and pla	lent needs and imp ange. Based on the he can put on show y a DVD/video, c	pact of disability e rater's response es, she is toilet tra	s on the Developr ined, she can was	nental Profi sh/dry hands	/face, she can dres	ss herself,	
urrent Perfor Overall, Am following str use a touch s Amit evider	Assessment Result rmance/Assessmer it's self-help/adapt rengths: she can pu screen device, and nees the following	ts: nt Summary (in ive behavior is nt away three ti help prepare si needs/challeng	Record Rev nclude studer s found to be things, she tak simple foods. ges: she cann	it w, Observatio nt strengths, stuc in the average r ke off a t-shirt, s ot select and pla	lent needs and imp ange. Based on the he can put on show y a DVD/video, c	pact of disability e rater's response es, she is toilet tra	s on the Developr ined, she can was	nental Profi sh/dry hands	/face, she can dres	ss herself,	
urrent Perfor Overall, Am following str use a touch s Amit evider	Assessment Result rmance/Assessmer it's self-help/adapt rengths: she can pu screen device, and nees the following	ts: nt Summary (in ive behavior is nt away three ti help prepare si needs/challeng	Record Rev nclude studer s found to be things, she tak simple foods. ges: she cann	it w, Observatio nt strengths, stuc in the average r ke off a t-shirt, s ot select and pla	lent needs and imp ange. Based on the he can put on show y a DVD/video, c	pact of disability e rater's response es, she is toilet tra	s on the Developr ined, she can was	nental Profi sh/dry hands	/face, she can dres	ss herself,	
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urrent Perfor Overall, Am following str use a touch s Amit evider	Assessment Result rmance/Assessmer it's self-help/adapt rengths: she can pu screen device, and nees the following	ts: nt Summary (in ive behavior is nt away three ti help prepare si needs/challeng	Record Rev nclude studer s found to be things, she tak simple foods. ges: she cann	it w, Observatio nt strengths, stuc in the average r ke off a t-shirt, s ot select and pla	lent needs and imp ange. Based on the he can put on show y a DVD/video, c	pact of disability e rater's response es, she is toilet tra	s on the Developr ined, she can was	nental Profi sh/dry hands	/face, she can dres	ss herself,	
urrent Perfor Overall, Am following str use a touch s Amit evider	Assessment Result rmance/Assessmer it's self-help/adapt rengths: she can pu screen device, and nees the following	ts: nt Summary (in ive behavior is nt away three ti help prepare si needs/challeng	Record Rev nclude studer s found to be things, she tak simple foods. ges: she cann	it w, Observatio nt strengths, stuc in the average r ke off a t-shirt, s ot select and pla	lent needs and imp ange. Based on the he can put on show y a DVD/video, c	pact of disability e rater's response es, she is toilet tra	s on the Developr ined, she can was	nental Profi sh/dry hands	/face, she can dres	ss herself,	
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urrent Perfor Overall, Am following str use a touch s Amit evider	Assessment Result rmance/Assessmer it's self-help/adapt rengths: she can pu screen device, and nees the following	ts: nt Summary (in ive behavior is nt away three ti help prepare si needs/challeng	Record Rev nclude studer s found to be things, she tak simple foods. ges: she cann	it w, Observatio nt strengths, stuc in the average r ke off a t-shirt, s ot select and pla	lent needs and imp ange. Based on the he can put on show y a DVD/video, c	pact of disability e rater's response es, she is toilet tra	s on the Developr ined, she can was	nental Profi sh/dry hands	/face, she can dres	ss herself,	
urrent Perfor Overall, Am following str use a touch s Amit evider	Assessment Result rmance/Assessmer it's self-help/adapt rengths: she can pu screen device, and nees the following	ts: nt Summary (in ive behavior is nt away three ti help prepare si needs/challeng	Record Rev nclude studer s found to be things, she tak simple foods. ges: she cann	it w, Observatio nt strengths, stuc in the average r ke off a t-shirt, s ot select and pla	lent needs and imp ange. Based on the he can put on show y a DVD/video, c	pact of disability e rater's response es, she is toilet tra	s on the Developr ined, she can was	nental Profi sh/dry hands	/face, she can dres	ss herself,	
urrent Perfor Overall, Am following str use a touch s Amit evider	Assessment Result rmance/Assessmer it's self-help/adapt rengths: she can pu screen device, and nees the following	ts: nt Summary (in ive behavior is nt away three ti help prepare si needs/challeng	Record Rev nclude studer s found to be things, she tak simple foods. ges: she cann	it w, Observatio nt strengths, stuc in the average r ke off a t-shirt, s ot select and pla	lent needs and imp ange. Based on the he can put on show y a DVD/video, c	pact of disability e rater's response es, she is toilet tra	s on the Developr ined, she can was	nental Profi sh/dry hands	/face, she can dres	ss herself,	
urrent Perfor Overall, Am following str use a touch s Amit evider	Assessment Result rmance/Assessmer it's self-help/adapt rengths: she can pu screen device, and nees the following	ts: nt Summary (in ive behavior is nt away three ti help prepare si needs/challeng	Record Rev nclude studer s found to be things, she tak simple foods. ges: she cann	it w, Observatio nt strengths, stuc in the average r ke off a t-shirt, s ot select and pla	lent needs and imp ange. Based on the he can put on show y a DVD/video, c	pact of disability e rater's response es, she is toilet tra	s on the Developr ined, she can was	nental Profi sh/dry hands	/face, she can dres	ss herself,	
urrent Perfor Overall, Am following str use a touch s Amit evider	Assessment Result rmance/Assessmer it's self-help/adapt rengths: she can pu screen device, and nees the following	ts: nt Summary (in ive behavior is nt away three ti help prepare si needs/challeng	Record Rev nclude studer s found to be things, she tak simple foods. ges: she cann	it w, Observatio nt strengths, stuc in the average r ke off a t-shirt, s ot select and pla	lent needs and imp ange. Based on the he can put on show y a DVD/video, c	pact of disability e rater's response es, she is toilet tra	s on the Developr ined, she can was	nental Profi sh/dry hands	/face, she can dres	ss herself,	
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urrent Perfor Overall, Am following str use a touch s Amit evider	Assessment Result rmance/Assessmer it's self-help/adapt rengths: she can pu screen device, and nees the following	ts: nt Summary (in ive behavior is nt away three ti help prepare si needs/challeng	Record Rev nclude studer s found to be things, she tak simple foods. ges: she cann	it w, Observatio nt strengths, stuc in the average r ke off a t-shirt, s ot select and pla	lent needs and imp ange. Based on the he can put on show y a DVD/video, c	pact of disability e rater's response es, she is toilet tra	s on the Developr ined, she can was	nental Profi sh/dry hands	/face, she can dres	ss herself,	
urrent Perfor Overall, Am following str use a touch s Amit evider	Assessment Result rmance/Assessmer it's self-help/adapt rengths: she can pu screen device, and nees the following	ts: nt Summary (in ive behavior is nt away three ti help prepare si needs/challeng	Record Rev nclude studer s found to be things, she tak simple foods. ges: she cann	it w, Observatio nt strengths, stuc in the average r ke off a t-shirt, s ot select and pla	lent needs and imp ange. Based on the he can put on show y a DVD/video, c	pact of disability e rater's response es, she is toilet tra	s on the Developr ined, she can was	nental Profi sh/dry hands	/face, she can dres	ss herself,	
urrent Perfor Overall, Am following str use a touch s Amit evider	Assessment Result rmance/Assessmer it's self-help/adapt rengths: she can pu screen device, and nees the following	ts: nt Summary (in ive behavior is nt away three ti help prepare si needs/challeng	Record Rev nclude studer s found to be things, she tak simple foods. ges: she cann	it w, Observatio nt strengths, stuc in the average r ke off a t-shirt, s ot select and pla	lent needs and imp ange. Based on the he can put on show y a DVD/video, c	pact of disability e rater's response es, she is toilet tra	s on the Developr ined, she can was	nental Profi sh/dry hands	/face, she can dres	ss herself,	
urrent Perfor Overall, Am following str use a touch s Amit evider	Assessment Result rmance/Assessmer it's self-help/adapt rengths: she can pu screen device, and nees the following	ts: nt Summary (in ive behavior is nt away three ti help prepare si needs/challeng	Record Rev nclude studer s found to be things, she tak simple foods. ges: she cann	it w, Observatio nt strengths, stuc in the average r ke off a t-shirt, s ot select and pla	lent needs and imp ange. Based on the he can put on show y a DVD/video, c	pact of disability e rater's response es, she is toilet tra	s on the Developr ined, she can was	nental Profi sh/dry hands	/face, she can dres	ss herself,	

os Angeles	Unified School I	District	INDIVIDUA	LIZED EDUCATION PROGRA	AM (IEP)		Pag
Student	RABINA	AMIT		Date of Birth	19-JUL-2015	Meeting Date	16-DEC-2019
	Last	First	MI	E: Present Level of Perform			
rformance A	Area:	Hea	alth and Development	E: Fresent Level of Ferforma	ance		
	Ionitoring Process U	_	•	eight, Vision Screen and Audio Re	ferral		
	Assessment Results	_	, 6,	6)			
			de student strengths, stude	ent needs and impact of disability of	on student performance):	
'his is an Ini	tial IEP health asse	ssment for Amit.	Amit's mother, Adva Lou	taty provided a health history for	this IEP.		
nother. Deve		nes as reported by	parent: she sat at 9 month	uneventful, Amit was healthy at b hs, crawled at 5 months, walked at			
nserted and to concerns from an oper	wears bilateral hear with her vision,. Ar	ing aids. Per pare nit was referred to nicates her needs	ent's report, hearing loss w o ARU for further evaluat	problems and does not take any n as from birth. Amit refused the vi ion. She eats a regular diet, is a pi rt, active and ambulatory. She is a	sion screening 6-18-19; cky eater and can feed h	however mother states herself with utensils and	there are drink
Areas of nee	ed: Diagnosed with	a hearing loss					
Impact of di	sability: Hearing de	eficit may impact	student's participation and	l progress in the educational currie	culum		
erformance A	Area:						
ssessment/M	Ionitoring Process U	Jsed:					
ate/District	Assessment Results	:					
rrent Perfor	mance/Assessment	Summary (inclue	de student strengths, stude	ent needs and impact of disability of	on student performance):	
	afifar RN MA	,	vider for complete eye exa				

s Angeles Unified School District			UALIZED EDUCA	110N FROGRA	AM (IEF)		
Student RABINA AM				Date of Birth	19-JUL-2015	Meeting Date	16-DEC-2019
Last	First	MI	ion E. Dr4	ual of Df			
formance Area:	Hearing		ion E: Present Le	vel of Performa	ance		
sessment/Monitoring Process Used:		gic Evaluation ar	d Observation				
-	Audiolo	gic Evaluation al	id Observation				
te/District Assessment Results:		1					
rrent Performance/Assessment Summa earing evaluation was completed in Isr	• •				• /		
000 HZ. Left ear thresholds were mode ght ear and at 45 dB at the left ear, con e read since they were written in Hebre Amit is able to hear loud speech and en tay have difficulty understanding what earing when speech is presented at a di	rate to mild se sistent with to w. vironmental so is said to her y	nsorineural (perr nal responses and punds in a quiet c without visual cu	nanent) hearing loss. I suggestive of good ne to one listening e es and or the consiste	Speech Reception test reliability. H nvironment. She ent use of hearing	on Thresholds (SRTs) wer listory and observations of is not able to hear normal g technology. Amit will ha	e obtained at 50-55 c n the evaluation repo conversational level ave significantly mor	lB at the rt could not speech and e difficulty
vill benefit from preferential/flexible cla					s toulie in a typical classi	com instelling enviro	
t was noted on Amit's Early Childhood	Referral form	that she wears h	earing aids.				
-			-				
Strengths: It was noted that Amit uses b Needs: Amit needs to demonstrate cons Impact of Hearing Loss: This degree of Jearing.	istent use of p hearing loss n	roperly functioni nay impact Amit	ng hearing technolog	gy.			
Submitted by Maria Pezzulo, Education	al Audiologis	t, 6/28/19					
rformance Area:							
sessment/Monitoring Process Used:							
ate/District Assessment Results:							
ate/District Assessment Results: Irrent Performance/Assessment Summa	ry (include stu	ident strengths, s	tudent needs and imp	pact of disability	on student performance):		
	ry (include str	ident strengths, s	tudent needs and imp	pact of disability of	on student performance):		
	ry (include stu	ident strengths, s	tudent needs and imp	pact of disability of	on student performance):		
	ry (include stu	ident strengths, s	tudent needs and imp	pact of disability o	on student performance):		
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	ry (include stu	ident strengths, s	tudent needs and imp	pact of disability of	on student performance):		
	ry (include stu	ident strengths, s	tudent needs and imp	pact of disability of	on student performance):		

os Angeles Unified School Di	strict		_			
Student RABINA	AMIT		Date of Birth	19-JUL-2015	Meeting Date	16-DEC-2019
Last	First	MI Section	E: Present Level of Performa	nce		
rformance Area:	Recen	tive Language	E. Tresent Level of Terrorma	unce		
ssessment/Monitoring Process Us			nt and teacher report, ASIPS			
Ū.	intoin	lai Obseivatiolis, Faie	in and teacher report, ASIFS			
ate/District Assessment Results:						
urrent Performance/Assessment S	ummary (include	student strengths, stud	ent needs and impact of disability	on student performance	e):	
herapist's report in Israel, Amit ca report, Amit utilizes the plural for o object names in Hebrew such a Needs- Amit needs to work on fo Impact of Disability: Amit's eligi	n identify 100 wo m of words. When s ball, cake, horse, llowing multistep bility of HOH, ma	rds in Hebrew. When asked, Amit can give fish and point to the c directions in the classr nifested in a moderate	d can follow two step related, fam called from across a room, Amit w her name, age and favorite color in orrect picture. Amit was observed oom setting. sensorineural hearing loss at the ri gh audition alone which impacts he	ill turn and localize to l n Hebrew. In a quiet set to to sequence two crit ght ear and a moderate	her name being called. P tting, Amit was observed ical elements in a messag to mild sensorineural he	er parent I to listen ge. aring loss
erformance Area:	Expres	ssive Language				
ssessment/Monitoring Process Us	ed: Inform	al Observations, Pare	nt and teacher report			
ate/District Assessment Results:			•			
	ummary (include :	student strengths stud	ent needs and impact of disability	on student performance		
	• •	• •	language of Hebrew. According to	•	·	
Needs- Amit needs to work on ex Impact of Disability: Impact of D sensorineural hearing loss at the lo	panding her senter	nces to 4 or more word	mit is able to sing common songs Is when expressing her wants and i ifested in a moderate sensorineura formation presented through audit	needs. I hearing loss at the rig	ht ear and a moderate to	mild
Needs- Amit needs to work on ex Impact of Disability: Impact of D	panding her senter	nces to 4 or more word	ls when expressing her wants and i	needs. I hearing loss at the rig	ht ear and a moderate to	mild
Needs- Amit needs to work on ex Impact of Disability: Impact of D sensorineural hearing loss at the lo	panding her senter	nces to 4 or more word	ls when expressing her wants and i	needs. I hearing loss at the rig	ht ear and a moderate to	mild
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Needs- Amit needs to work on ex Impact of Disability: Impact of D sensorineural hearing loss at the lo	panding her senter	nces to 4 or more word	ls when expressing her wants and i	needs. I hearing loss at the rig	ht ear and a moderate to	mild
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Needs- Amit needs to work on ex Impact of Disability: Impact of D sensorineural hearing loss at the lo	panding her senter	nces to 4 or more word	ls when expressing her wants and i	needs. I hearing loss at the rig	ht ear and a moderate to	mild
Needs- Amit needs to work on ex Impact of Disability: Impact of D sensorineural hearing loss at the lo	panding her senter	nces to 4 or more word	ls when expressing her wants and i	needs. I hearing loss at the rig	ht ear and a moderate to	mild
Needs- Amit needs to work on ex Impact of Disability: Impact of D sensorineural hearing loss at the lo	panding her senter	nces to 4 or more word	ls when expressing her wants and i	needs. I hearing loss at the rig	ht ear and a moderate to	mild
Needs- Amit needs to work on ex Impact of Disability: Impact of D sensorineural hearing loss at the lo	panding her senter	nces to 4 or more word	ls when expressing her wants and i	needs. I hearing loss at the rig	ht ear and a moderate to	mild
Needs- Amit needs to work on ex Impact of Disability: Impact of D sensorineural hearing loss at the lo	panding her senter	nces to 4 or more word	ls when expressing her wants and i	needs. I hearing loss at the rig	ht ear and a moderate to	mild
Needs- Amit needs to work on ex Impact of Disability: Impact of D sensorineural hearing loss at the lo	panding her senter	nces to 4 or more word	ls when expressing her wants and i	needs. I hearing loss at the rig	ht ear and a moderate to	mild
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Needs- Amit needs to work on ex Impact of Disability: Impact of D sensorineural hearing loss at the lo	panding her senter	nces to 4 or more word	ls when expressing her wants and i	needs. I hearing loss at the rig	ht ear and a moderate to	mild
Needs- Amit needs to work on ex Impact of Disability: Impact of D ensorineural hearing loss at the lo	panding her senter	nces to 4 or more word	ls when expressing her wants and i	needs. I hearing loss at the rig	ht ear and a moderate to	mild

Student RABINA	strict		EDUCATION PROGRA			
	AMIT		Date of Birth	19-JUL-2015	Meeting Date	16-DEC-2019
Last	First	MI Section E: Pre	sent Level of Performa	ince		
erformance Area:	Auditory					
ssessment/Monitoring Process Us	ed: Informal	Observations, Teacher and I	Parent comments, ASIPs			
ate/District Assessment Results:]	
Irrent Performance/Assessment S	ummary (include stur	lent strengths, student need:	and impact of disability	on student performance)	:	
Strengths- According to her Hebre speaker for an extended period of lirections (1 step, possibly two ste speaker her name and favorite colo cet. Needs- Amit needs to work on rec	time. Per teacher repo ps). She is able to rep or. (All of this she is a	ort, she is able to discrimina beat the Ling 6 sounds from able to do in Hebrew). Amit	te between a linguistic and a distance of 3 and 6 feet	l non linguistic sound. S from the speaker. When	he follows oral stereoty asked, she is able to te	rpical Il the
Impact of Disability: Amit's eligit at the left ear affects her ability to curriculum.						
erformance Area:						
ssessment/Monitoring Process Us	ed:					
ate/District Assessment Results:						
urrent Performance/Assessment S	ummary (include stur	lent strengths, student needs	and impact of disability of	on student performance)	:	

	Unified School D	istrict	INDIVID	DUALIZED EDUCA	TION PROGR	AM (IEP)				Page 1
Student	RABINA	AMIT			Date of Birth	19-JUL-2015		Meeting Date	16-DEC-201	9
	Last	First	MI	Section F: E	ligibility					
applicable,	areas discussed relat	ed to disability or	suspected disability		inglishing					
Health; Gene	ral ability/cognition;	; school readiness	skills; motor skills;	communication; socia	l-emotional fun	ctioning; self-he	p skills; au	diology		
For Initial IEF	P, interventions atten	npted prior to dete	ermining eligibility:							
-	tudent with the disab									
Code:	НОН		d of Hearing							
	 Not Applicable, 		ind or	OPartially Sigh	ited					
	w Incidence Eligibil	lity (only for VI, I	DBL, DEA, HOH, or	severe OI):						
Code:										
	 Not Applicable, 	O_{B}	ind or	$\bigcirc_{\text{Partially Sigh}}$	ited					
Does not r	neet eligibility criter	ia for Special Edu	acation Services (Init	tial IFP)						
or	neer englosinty erner	in for Speein Eu	leation bervices (init	liur IEI).						
_										
			ces (Review IEP).							
	r Eligible for Special r Eligible (Effective I		ces (Review IEP).							
No Longer	r Eligible (Effective	Date):								
No Longer	r Eligible (Effective)	Date):		n Services until the Er						
No Longer This is a F Final IEP Rea	r Eligible (Effective inal IEP, the student	Date):	for Special Educatio		Final IEP Effe	ctive Date:				
No Longer This is a F Final IEP Rea The IEP Tea	r Eligible (Effective inal IEP, the student son: m has considered a	Date):	for Special Educatio	s of the student are n	Final IEP Effeo ot primarily do	ctive Date:				
No Longer This is a F Final IEP Rea The IEP Tea Social	r Eligible (Effective 'inal IEP, the student ison: m has considered a Maladjustment	Date):	for Special Educatio	s of the student are n mporary Physical Disa	Final IEP Effec ot primarily du ability	ctive Date:		of instruction in read		
No Longer This is a F Final IEP Rea The IEP Tea Social	r Eligible (Effective inal IEP, the student son: m has considered a	Date):	for Special Educatio	s of the student are n	Final IEP Effec ot primarily du ability	ctive Date:		of instruction in read		tors
No Longer This is a F Final IEP Rea The IEP Tea Social	r Eligible (Effective 'inal IEP, the student ison: m has considered a Maladjustment	Date):	for Special Educatio	s of the student are n mporary Physical Disa	Final IEP Effec ot primarily du ability	ctive Date:				tors
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No Longer This is a F Final IEP Rea The IEP Tea Social	r Eligible (Effective 'inal IEP, the student ison: m has considered a Maladjustment	Date):	for Special Educatio	s of the student are n mporary Physical Disa	Final IEP Effec ot primarily du ability	ctive Date:				tors
No Longer This is a F Final IEP Rea The IEP Tea Social	r Eligible (Effective 'inal IEP, the student ison: m has considered a Maladjustment	Date):	for Special Educatio	s of the student are n mporary Physical Disa	Final IEP Effec ot primarily du ability	ctive Date:				tors
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No Longer This is a F Final IEP Rea The IEP Tea Social	r Eligible (Effective 'inal IEP, the student ison: m has considered a Maladjustment	Date):	for Special Educatio	s of the student are n mporary Physical Disa	Final IEP Effec ot primarily du ability	ctive Date:				tors
No Longer This is a F Final IEP Rea The IEP Tea Social	r Eligible (Effective 'inal IEP, the student ison: m has considered a Maladjustment	Date):	for Special Educatio	s of the student are n mporary Physical Disa	Final IEP Effec ot primarily du ability	ctive Date:				tors
No Longer This is a F Final IEP Rea The IEP Tea Social	r Eligible (Effective 'inal IEP, the student ison: m has considered a Maladjustment	Date):	for Special Educatio	s of the student are n mporary Physical Disa	Final IEP Effec ot primarily du ability	ctive Date:				tors
No Longer This is a F Final IEP Rea The IEP Tea Social	r Eligible (Effective 'inal IEP, the student ison: m has considered a Maladjustment	Date):	for Special Educatio	s of the student are n mporary Physical Disa	Final IEP Effec ot primarily du ability	ctive Date:				tors

AABINA AMIT will work/play cooperatively with one other child for at least 10 RABINA AMIT will enter a group of children and play cooperatively for at least 10 ninutes, on 4 occasions during a school week. MO/YR ate to be achieved: MO/YR Date to be achieved: MO/YR ate to be achieved: MO/YR Date to be achieved: MO/YR Date to be achieved: MO/YR Ate to be achieved: MO/YR Date to be achieved: MO/YR Date to be achieved: MO/YR Date to be achieved: MO/YR Ate to be achieved: MO/YR Date: SUBSTANTIAL PROGRESS (50-99% of goal met) 2 PARTIAL PROGRESS (1-49% of goal met) I NO PROGRESS SUBSTANTIAL PROGRESS (50-99% of goal met) 2 PARTIAL PROGRESS (1-49% of goal met) I NO PROGRESS Streepering Period Date: Progress Mark: Progress Mark: Progress Mark: Progress Mark: Progress sufficient to meet annual goal? Is progress sufficient to meet annual goal? St progress Absence/Tardy Assignments Not Completed	Student RABINA	AMIT		Date of Birth 19-JUL-2015	Meeting Date 16-DEC-2019
rformance Area: School Readiness Annual Goal #:	Last	First		aals and Objectives	
ABINA AMIT will enter a group of children and play cooperatively for at least 20 minutes, on four occasions during a school week.	rformance Area:	School		· · · · · · · · · · · · · · · · · · ·	
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☐ Other Teacher Charted Observations Incremental objective #1 related to the goal: Incremental objective #2 related to the goal: With maximum teacher support, Amit follow 2-3 step directions with 70% accuracy in 3/5 trials as measured by teacher observations. Incremental objective #2 related to the goal: With maximum teacher support, Amit follow 2-3 step directions with 75% accuracy in 3/5 trials Incremental objective #2 related to the goal: With maximum teacher support, Amit follow 2-3 step directions with 75% accuracy in 3/5 trials Incremental objective #2 related to the goal: With maximum teacher support, Amit follow 2-3 step directions with 75% accuracy in 3/5 trials Incremental objective #2 related to the goal: Wate to be achieved: November V 2019 V MO/YR Date to be achieved: March V 2020 V MO/YE Intercemental objective #2 related to the goal: With maximum teacher observations. Intercemental objective #2 related to the goal: Intercemental objective #2 related to the goal: With maximum teacher observations. Intercemental objective #2 related to the goal: Intercemental objective #2 related to the goal: With maximum teacher observations. Intercemental objective #2 related to the goal: Intercemental objective #2 related to the goal: With maximum teacher observations. Intercemental objective #2 related to the goal: Interemental objective #2 related to the goal: </td <td></td> <td>_</td> <td></td> <td></td> <td></td>		_			
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Student RABINA	AMIT]	Date of Birth 19-JUL-2015	Meeting Date 16-DEC-2019
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Student RABINA	AMIT		Date of Birth 19-JUL-2015	Meeting Date 16-DEC-2019
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formance Area:	Articul	ation Skills	Annual Goal #:	
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ogress on annual goals to be her Progress Report or Repo		ing the "IEP Report of Progres	ss and Achievement from Current IEP" form(s) which will be provided at
1	_	Methods of	Evaluation	
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Other				
cremental objective #1 rela	-		Incremental objective #2 related to the g	
	ech clarity by producing age a erances) with maximum promp		Amit will increase overall speech clarity by words, phrases (2-3 word utterances) with n opportunities.	
te to be achieved:	November V 2019	✓ MO/YR	Date to be achieved: March	✓ 2019 ✓ MO/YR
ate to be achieved:	IEP REPC	DRT OF PROGRESS AND A EXPLANATION	CHIEVEMENT FROM CURRENT IEP	• 2019 •
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Last First Mt Section C: Annual Goals and Objectives Annual Goals #:	Student RABINA	AMIT		Date of Birth 19-JUL-2015	Meeting Date 16-DEC-2019	
rformance Area: Self-Advocacy DHH Annual Goal #: with fuding teacher support, Amit will let an adult know if her hearing aids are not functioning property with 80% accuracy in 4/5 trials as measured by teacher charted beervations. orgerss 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 the Progress Report or Report Card periods. State Assessments Onerror Other Criterion Referenced Other Criterion Referenced Other Criterion Referenced With maximum teacher support, Amit Will et an adult know if her hearing aids are not metioning property with 80% accuracy in 4/5 trials as measured by teacher charted observations. Informal Informal Informal Informal Other Carterion It is maximum teacher support, Amit Will et an adult know if her hearing aids are not metioning properly with 80% accuracy in 4/5 trials as measured by teacher charted beervations. It is maximum teacher support, Amit Will et an adult know if her hearing aids are not functioning properly with 80% accuracy in 4/5 trials as measured by teacher charted observations. It is to be achieved: October 2019 MOVYR Date: Date: Date: Objective 14 It Deporting Period Jate REPORT OF PROCRESS AD ACHEVE	Last	First				
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Student	RABINA	AMIT)	Date of Birth	19-JUL-2015	Meeting Date	16-DEC-2019
	Last	First	MI	-				
	administ1 - '1	l conform to the	Section K: Partici	pation in State	and District-w	ide Assessments epartment of Education and	d/on the Let Arrest	Inified Seb 1 Di-4 ' 4
ssessments	administered will	conform to those as	sessments determined i	or each grade by	the California De	epartment of Education and	d/or the Los Angeles	Unified School District.

		INDIVIDUA	LIZED EDUCA	TION PROGRA	AM (IEP)		Page 19 of 2
Los Angeles Unified School Dist			\ \				
Student RABINA	AMIT			Date of Birth	19-JUL-2015	Meeting Date	16-DEC-2019
Last	First	MI Section N: Proc	edural Safegu	ards and Follov	w-up Actions		
A Parent's Guide to Special Ed	ucation Services in		-		-	er primary language.	
The IEP Team Meeting Introduct						1 9 8 8	
The parent/guardian was informed				·	-		
Is the parent/guardian requesting tran	slation services?	• Yes	O No				
If yes, the parent/guardian has rec	quested a written tra	anslation of the IEP i	n Hebrew				
Specify the Individual Pages to b	e translated:						
Special Requests:							
For students who are 17 years of unless the court has determined of	d, the student and p otherwise	parent(s)/guardian(s)	have been inforr	ned that the educa	ational decision-making r	ights will transfer to the	he student at 18 years of ag
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Los Angolos Unif-d C-L-dD' ' '	INDIVIDUALIZED EDU	CATION PROGRAM (IEI	')	Ū.
Los Angeles Unified School District Student RABINA AMIT Last First	MI	Date of Birth 19-JU	L-2015 Meeting D	ate 16-DEC-2019
	Section Q: Parent Par	ticipation and Consent		
Parent Participation			Parent Notification	
Parent/Student (18-21) has participated in the IEP me	- <i>i</i>	Method	Whom	When
 Parent/Student (18-21) has participated in the EP me Parent/Student (18-21) indicated before the meeting t attend. 		Other	FSA	20-NOV-2019
Parent/Student (18-21) was notified 3 times of the me Parent/Student (18-21) did not respond to any of the meet was held without the Parent/Student (18-21) present.	ing notifications and the meeting			
O Parent/Student (18-21) did not attend and gave permi they did not attend.	ssion to proceed without them if		hat the IEP meeting was reschedu Is here ONLY if the PARENT requ	
Parent/S	Student (18-21) Agreement	to Components of the	Proposed IEP	
A Parent/Student (18-21) may agree to all or some o implement those portions of the IEP to which the pa	rent/student (18-21) agrees so a		struction and services.	
 Parent/Student (18-21) AGREES to all components Parent/Student (18-21) AGREES o all components (18-21) 			N 4 4 11 1	
O Parent/Student (18-21) AGREES o all components o	of the proposed IEP WITH THE	SPECIFIC EXCEPTION(S) stated below:	
Eligibility Specify				
Instructional Setting Specify				
Services Specify				
The Parent/Student (18-21) DOES NOT AGREE w	ith any of the components of the m	ronosed IFP]	
A Parent/Student (18-21) bolts for a control a control and a parent/student (18-21) does wish to initiate a form o processes in the District's publication, <i>A Parent's Gu</i>	ny form of dispute resolution as f dispute resolution as to the co	to components of the pro mponents of the proposed	IEP, the parent can find inform	
	1	s and Comments	ingnis unu sujeguurus).	
Signature(s)			Date 16-1	DEC-2019
	ent age 18-21 years age 18-21	O Surrogate Parent	Date 16-1 O Emancipated Minor	DEC-2019 O Foster Parent
Parent O Guardian O Study years		-	O Emancipated Minor	
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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.			
	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	

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PARENT INPUT SURVE English				
Q1				

os Angeles Unified	13 School District	NDIVIDUALIZED EDUCATION PROGRAM (IEP)	Page 21
Los Angeles Unified School District			Reconvened Meeting
Student RABINA		Date of Birth 19-JUL-2	
		Section R: Names and Signatures (Signatures on File))
	Team Member	Print Name	Signature
Parent/Guardian		ADVA LOUTATY	
Parent/Guardian		GILAD RABINA	
Student Age 18 - 21 ye	ars		
Student Under Age 18	years		
Surrogate Parent			
Foster Parent			
Family Foster Home P	rovider		
Administrator			
Administrative Design	ee	HEIDI SPERBER	
Special Education Tea	cher	NEIL LEWIS	
General Education Tea	cher	ANNE PETERSEN	
School Psychologist			
School Nurse			
Related Service Staff	LAS	EMILY HRUBY	
Related Service Staff	DHH	STACY JACOBSON	
Related Service Staff	DHH	MARIA PEZZULO	
nterpreter			
Sign Language Interpre	eter		
Agency Representative	;		
Agency Representative	,		
Agency Representative	;		
Other	Advocate	Luciana Granach	
Other			
Other			
Other			

			CATION PROGRAM (IEP)	Page 22 of 26
Los Angeles Student	Unified School District RABINA AM		Date of Birth 19-JUL-2015	Meeting Date 16-DEC-2019
	Last	First MI	VIRONMENT ANALYSIS	
			Team at the IEP Team Meeting	
			t Placement Type:	
• General 1	Education Class/Genera	l Education Site	O Special Day Program/General Educ	ation Site
	Day Program/Special Ed		O Nonpublic School	
O Home/H	ospital or Residential Ca	are Facility		
DIRECTIO		nation below as part of the IEP team discussio indicates YES. After reaching the Step that in		
restrictive se aids and serv not the sole j	tting should only occur vices cannot be achieved justification for placeme	ucation Act (IDEA) requires that students with if the nature or severity of the student's disabi l satisfactorily. The lack of current availability nt in a more restrictive setting, unless there is al harmful effect on the child or on the quality	lity is such that placement in a less restrict of a student's required supports, services, a compelling reason why they cannot be	tive setting with the use of supplementary accommodations and modifications is
Step A.	Can the supports, ser	vices, accommodations and/or modifications	in the student's IEP be made available in a	general education classroom/setting?
	O Yes O No	If the answer is YES, then a general educa question below.	tion classroom/setting is the appropriate p	lacement. If the answer is NO, go to the
	O Yes O No	If not currently available, can the required general education classroom/setting? If YI provided within a reasonable timeline. If the	ES, all required supports, services, accomr	nodations and/or modifications must be
Step B.	Can the supports, ser program?	vices, accommodations and/or modifications	in the student's IEP be made available on	a general education site in a special day
	\bigcirc Yes \bigcirc No	If the answer is YES, then a special day pr go to the question below.	ogram on a general education site is the ap	ppropriate placement. If the answer is NO,
	O Yes O No	If not currently available, can the required	n site? If YES, all required supports, servi	ces, accommodations and/or modifications

os Angeles	Unified Scho	ol District	INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student	RABINA	AMIT	Date of Birth19-JUL-2015Meeting Date16-DEC-2019
	Last	First	
		ANNUAL I	LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)
			To Be Completed By the IEP Team at the IEP Team Meeting
Step C.	Can the su	pports, services, ac	ccommodations and/or modifications in the student's IEP be made available in a special school setting?
	\bigcirc Yes	\bigcirc No If the	e answer is YES, then a special school setting is the appropriate placement. If the answer is NO, go to the question below.
	O Yes	specia	currently available, can the required supports, services, accommodations and/or modifications be made available in a ial school setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a onable timeline. If the answer is NO, please articulate why in the box below. Then go to Step D.
Step D.	Can the su	pports, services, ac	ccommodations and/or modifications in the student's IEP be made available in a home/hospital setting?
	O Yes		e answer is YES, then a home/hospital setting is the appropriate placement. e answer is NO, go to the question below.
	O Yes	○ No If not home	to currently available, can the required supports, services, accommodations and/or modifications be made available in a e/hospital setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a onable timeline. If the answer is NO, please articulate why in the box below. Then go to Step E.
Step E.	-	∩ _{No} If not	ccommodations and/or modifications in the student's IEP be made available in a residential care facility? t currently available, articulate in the IEP what supports, accommodations and/or modifications are required for the student is setting.
os Angeles	Unified Scho	ol District	INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student	RABINA	AMIT	Date of Birth 19-JUL-2015 Meeting Date 16-DEC-2019
	Last	First ANNI I AI	MI LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)
		ANNOALI	To Be Completed By the IEP Team at the IEP Team Meeting
Step F.			ted in the contents of this IEP, and the placement being considered by the IEP team, outweigh any potential harmful g (check all that apply):
		Missed gene	access to the full range of the curriculum eral education instruction taught by highly qualified staff
		Lack of oppo Lack of oppo Amount of s Limited acce	ch student may earn credits for graduation portunity for social interaction portunities for age-appropriate peer role models socialization opportunities with typical peers cess to peers in student's home community posure to appropriate behavioral models from peers

Student RABINA	AMIT		Date of Birth	19-JUL-2015	Meeting Date	ents and Suppo
Last	First	МІ				10 520 2017
		Effective With this IEP		Future Change	es Related to this IEP	
	As of Date:	16-DEC-2019				
Eligibility:		Eligible (HOH)				
(from Page 4)	Final IEP Reason Final IEP Effective Date:					
Curriculum		General Education				
Placement	Type of School	Preschooler Non-LAUSD/Not Hea	dstart			
	Name of School	SP ED INF/PRE (1989)				
	Tunie of School	MAR VISTA EL				
nstructional Setting						
listructional Setting	Setting	DIS Only - Preschooler				
	Program	GE				
	Special Day Minutes/Wk	0				
	Addresses Goals	(Expressive Language),(Auditory I (Receptive Language),(Social Emo Readiness),(School Readiness)				
Additional Factors	Low Incident Support	Yes (DHH-Eligibility)				
	Assistive Technology	No				
	Support					
	Transportation	None				
	Extended School Year/Intersession	O yes (No				
	Parent Counseling and Training (PCT)					
	ESY Transportation					
Accommodation, Modifications, Supports	Instructional Accommodations	Flexible, preferential seating in cla proximity to the primary speaker of activity; attention should be gained delivery of auditory information, t face student when speaking to may cues; rephrase/restate information clarification; make frequent check understanding, minimize backgrou possible; and provide visual/graph for materials when available. For a and assessments that require Amit audio/listening stimuli, Amit will 1 hearing and/or amplification techn appropriate.	or learning d prior to eacher should cimize visual as needed for s for and noise as ic supplements all curriculum to respond to nave access to			
	Instructional Modifications					
	Other Supports, including Non-Academic and Extra-curricular Activities					
Preparation for Three Year Review IEP (At the second Annual Review IEP Meeting, the team must discuss and document the decision to	agency) agree that a reassessment is unnecessary?	• Yes O No				
conduct or not conduct a three-year comprehensive reassessment.)	a If the Parent does not agree, specify the area(s) to be reassessed.					
,		Comments, as approp	riate	('		
Low Incidence Equipment	Hearing Technology					
Assistive Technology Equipment						

Participation in General Education		

Los Angeles Unified School District Student RABINA AMIT		IEP FAPE Part 2 - Summary of S Date of Birth 19-JUL-2015	Meeting Date 16-DEC-2019
Last Firs	t MI	Effective With This IEP	Future Changes Related To This IEP
Service 1	Start Date:	Effective on Signature Date 16-DEC-2019	
05	End Date:		
Deaf/Hard of Hearing Itinerant	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals:	Interval:	Weekly	
(Auditory Learning)	Minutes/Interval:	75	
(Self-Advocacy DHH)	Minutes/Interval (Pullout from Gen Ed):	30	
	Service Delivery Model:	Direct Service (Collaborative)*	
	Responsible Personnel:	Licensed/Credentialed Provider	
-			
-			
_			
_			

Notes:

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

Part 3 - Percentage of Time Outside of General Education						
	Effective With this IEP	Future Changes Related to this IEP				
% of Time per Week outside of General Education	2					
Part 4 - Additional Discussion (This sect	ion is optional)					
The purpose of this IEP is to implement the terms of the Final Settlement A	greement (FSA) dated 11/20/19.					
Per the terms of the FSA:						
In lieu of the District's offer of placement as offered in the IEP dated 07/03, FSA for details related to reimbursement through 07/31/20).	(19, parents have elected to enroll Amit in Kind	der Circle, a non LAUSD, private preschool setting (see				
In lieu of the District LAS Services as offered in the IEP dated 07/03/19, pathrough 07/31/20 and private agency information).	arents have elected to access private LAS Servi	ces for Amit (see FSA for details related to reimbursement				
A total of 75 minutes per week of DHH Services will be provided to Amit.						
Parent's signature on the FSA is considered consent to this IEP. The comple	eted IEP will be sent to parent via email or USI	PS Mail.				

INDIVIDUALIZED EDUCATION PROGRAM (IEP) os Angeles Unified School District IEP FAPE Part 2 - Summary of Services Indent RABINA AMIT FIRST MI Last First MI Service Service Start Service Interval Applies Code Desc Date Start Applies To IDE Part Service Interval Area Total Addresses No Conservice Code Desc Date Beflective on Regular Veekly In-5 ~ 75 Auditory Learning, Self- Itinerant Signature Date IEP Team Information For IEP Team Information Service IEP team has reviewed the FAPE Summary Page to ensure that it reflects the IEP Team decisions.	IEP FAPE Part 2 - Summary of Services IEP FAPE Part 2 - Summary of Services RABINA AMIT Date of Birth 19-JUL-2015 Meeting Date 16-DEC-2019 Last First MI FAPE Summary Grid Foreguency Area Total Addresses No Consent Date Date Applies To Interval Frequency Area Total Addresses No Deaf/Hard of Hearing Effective on Regular Weekly 1-5 ~ 75 Auditory Learning, Self- Advocacy DHH For IEP Team Information
Last First MI FAPE Summer Grid Service Code Service Desc Start Date Service Applies To Interval Service To Frequency Service Area Minutes Total Minutes Addresses Goal(s) No Conservice 05 Deaf/Hard of Hearing Itinerant Effective on Signature Date Regular Weekly 1-5 ~ 75 Auditory Learning, Self- Advocacy DHH For IEP Team Information	Last First MI FAPE Summer Service Service Desc Start Service Date Applies To Deaf/Hard of Hearing Effective on Signature Date Regular Weekly 1-5 Consent Addresses Addresses Addresses Addresses Consent
FAPE summer Grid Service Code Service Desc Start Date Service Applies To Interval Service Frequency Service Area Minutes Total Minutes Addresses Goal(s) No Conser 05 Deaf/Hard of Hearing Itinerant Effective on Signature Date Regular Weekly 1-5 ~ 75 Auditory Learning, Self- Advocacy DHH For Hearing	Service e Start Desc Service Applies To Interval Applies To Frequency Applies To Area Minutes Total Minutes Addresses Goal(s) No Consent Deaf/Hard of Hearing Itinerant Effective on Signature Date Regular Weekly 1-5 ~ 75 Auditory Learning, Self- Advocacy DHH
Code Desc Date Applies To Image: Conservation of the co	e Desc Date Applies To Image: Consent To Minutes Goal(s) Consent Deaf/Hard of Hearing Itinerant Effective on Signature Date Regular Weekly 1-5 ~ 75 Auditory Learning, Self-Advocacy DHH For IF Team Itinerant
Code Desc Date Applies To Image: Conservation of the co	e Desc Date Applies To Image: Consent To Minutes Goal(s) Consent Deaf/Hard of Hearing Itinerant Effective on Signature Date Regular Weekly 1-5 ~ 75 Auditory Learning, Self-Advocacy DHH For IF Team Itinerant
Itinerant Signature Date Advocacy DHH	Itinerant Signature Date Advocacy DHH

		IDUALIZED EDUCATION PRO CH SERVICES CERTIFICATION		Page 20
os Angeles Unified School District udentAMIT RABINA	Date of	19-JUL-2015	Meeting	Attachment B
is page is to be completed for students w	Birth rith Special Education eligibili	ty other than SLI when determining	Date the need for LAS services t	o support the provision of FAPE.
	Sten 1a General E	Complete Step 1a or 1b ducation Interventions - Check	items as completed	
Intervention strategies implemented,	•		•	to school staff development regarding
inguage standards in the curriculum and ccommodations, consultation with the Si Intervention support monitored over	referral for Special Education, SPT that includes an EL exper	, consultation between the classroon t if student is identified as an Englis	n teacher and school speech h Learner).	therapist for appropriate classroom
 Intervention support monitored over Interventions were not successful, stu Screening by a speech therapist or a \$ 	dent referred for special education	ation assessment .		
creening instrument for non-LAUSD en		(including a speech therapist) with	the focus being speech and	language concerns OK an approved
7		p 1b. Interventions Not Applic		
Interventions not applicable for non-				
7	•	re-referral Information - Checl	t items as applicable	
The speech or language delay does n				
 The delay does not appear to be due t The delay does not appear to be due t 	•	ish, dialectical factors or limited lan	guage experience.	
\mathbf{Z} The delay does not appear to be due to \mathbf{Z}				
\mathbf{Z} The delay does not appear to be due to	o social or cultural factors.			
	Step 3. Assessment - C	heck either A or B, and comple	te the remaining items	
	nt by a school psychologist the	at gives an indication of where the s	tudent's general ability lies.	(if a language impairment is suspected)
DR B. A Psychological Assessment is no	at required if the suspected are	a of disability is voice fluency or a	ticulation	
Student has received a health assessment is in				sory condition
A credentialed or licensed speech the				5
neasures of assessment, including but no r checklist, teacher interview or checklis			essment if necessary), forma	al speech/language sample, parent intervie
		S Service (for students with Sp	Ū.	
hat it adversely affects his/her educationa	f a formal assessment, which a l performance and cannot be of	indicates that the student demonstra corrected without speech and langua	tes difficulty understanding ge related services.	or using spoken language to such an exten
The presenting need for LAS service astruction or the unfamiliarity with the E f the above is so, identify the area(s) of d	nglish language.	ment, health factors, poor school att	endance, environmental, eco	onomic, or social disadvantage, or lack of
Language disorder				
Articulation disorder				
Fluency disorder Voice disorder				
least restrictive environment. T	he IEP team should also in	nclude teacher and parent part	icipation in the impleme	ls and appropriate placement in the ntation of goals and supports and ultiple communication contexts.