Student Iden	tification Nun	iber 200	089X512		SSID				Eligible (HOH)
Student R	ABINA	AMIT					Date of Birth:	1	9-JUL-2015
	Last	Firs	t	MI	Section A	Meeting Information			
		Pertinent l	Dates		Section 71.	Treeting Information	Type of	Meeting	
Date of Initial IE	P Team Meetin	ng 03-	-JUL-2019			(Initial		○ Amendn	nent of IEP dated
Date of Present N	Meeting	03-	-JUL-2019			Initial		Amendi	nent of the dated
Annual Review to	o be conducted	by 03-	-JUL-2020			Annual Review		O Early St	art Transition
Next Three Year conducted by	Review will be	03-	-JUL-2022			O Three Year Review		Expulsion	on Analysis
Three Year Reviewonducted on	ew or Evaluation	on was	-JUL-2019			Other		Individu	al Transition Plan
Transition to Kin conducted by	dergarten to be								
Location of Meet	ting	BURR	OUGHS M	S		District Name	Los Angele	s Unified Sc	hool District
					Section B:	Student Information			
Date of Birth	19-	JUL-2015		Age		3	Grade		-1
Gender	0	Male Fem	ale	Limited Proficier	English nt Student	O Yes O No	Ethnic Code		White
Location of the P	sych SP	ED INF/PRE	(1989)		has no Psych				
Location of the C Folder	Cum			Student l Folder	has no Cum	✓			
Home Language				Student 1	Language		Alternate Me Communicat		
Home Address of Student	f 316	66 S BARRING	GTON AV	#206					
City	LO	S ANGELES	CA	ZIP Cod	e	90066			
Home Telephone	(42	4) 353-9213		Daytime	Telephone		Emergency	Γelephone	
School of Attend	ance Sp	Ed Inf/Pre (10	17)	Location	Code	1017			
School of Reside	nce Ma	ır Vista El		Location	Code	5192			
Name of Parent/Guardian				Telepho	ne				
Address									
City			CA	ZIP Cod	e				
Surogate Parent				Telephoi	ne				
Attends CURRE following	NT SCHOOL	as a result of o	one of the	Preschool	Program	~			
s the student livi (FFH)?	ing in a Family	Foster Home		\bigcirc Yes		FFH#			
s FFH Provider	related to stude	nt?		\bigcirc Yes		Relationship)
Licensed Childre	n's Institution		\bigcirc No	O Yes		LCI Name)
						LCI#)
Out of the home	placement mad	e by		gional Center	r	O Department of Mental H	ealth	O Departme	ent of Children's Services
				perior Court		Other			
Child's family liv oundaries?	ing within LAU	USD's	O _{No}	O Yes					
f the student is 1	8 years old or o	older or is an e	mancipated	minor, does l	ne/she have e	ducational decision-making rights?			$\bigcirc_{No}\bigcirc_{Yes}$

Student	Unified School District RABINA AMIT			1	Date of Birth 19-JUL-2015	Meeting Date 03-JUL-2019					
Student	Last First		MI			Meeting Date 03-30L-2019					
CI.			Sect	ion C: Lang	anguage Acquisition Start Date:						
anguage Clas arent Waiver											
		O Yes	O _{No}		Reclassification Date:						
lementary Er evel:	nglish Language Development				Start Date:						
econdary Engevel:	glish Language Development				Start Date:						
	on Observation Matrix Level:				Start Date:						
			Section I	: Goal Achie	vement from Current IEP						
				ieved							
Goal for: (ex 1	ample - Reading)		Yes	No	If No, explain the reason the go	al/objective was not achieved					
1			0	0							
	Objective 1 met		0	0							
	Objective 2 met		0	0							
2			0	0							
	Objective 1 met		0	0							
	Objective 2 met		0	0							
3			0	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	0							
	Objective 1 met		0	0							
	Objective 2 met		0	0							
6			0	0							
	Objective 1 met		0	0							
	Objective 2 met		0	0							
7			0	0							
	Objective 1 met		0	0							
	Objective 2 met		0	0							
8			0	0							
	Objective 1 met		0	0							
	Objective 2 met		0	0							
9			0	0							
	Objective 1 met		0	0							
	Objective 2 met		0	0							
10	.,										
-	Objective 1 met		0	0							
	Objective 2 met		0	0							
	Objective 2 met		0	0	1						

Student		listrict		INDIVID	UALIZED 1	EDUCATIO	ON I KOG	KAM (IEP)					
	RABINA RABINA	AMIT				D	ate of Birtl	19-JUL-	2015	Meeti	ng Date	03-JUL-2019	
	Last	First	t	MI									
formance A	Area:		Cognition/G		tion E: Pres	sent Level	oi Periori	nance					
	Ionitoring Process U				tion, Intervie	w and Test	ting				\dashv		
	Assessment Results:				, , , , , , , , , , , , , , , , , , , ,	.,					\dashv		
	mance/Assessment		clude studen	t strengths, s	tudent needs	and impact	of disabilit	v on student	performance)	:	_		
verall. Am	t's current functioni	ng in cognitic	on/general ab	ility is estim	ated to be in	the high av	erage range	based on in	formation gath	ered via obse	rvation and		
terview on id resistant	the Developmental behavior; testing wa stors impacting the v	Profile Third as not comple	Edition (DP eted. This ma	3). Amit's pe y be due to t	erformance of	n the Mulle	n Scales of	Early Learni	ng (MSEL) is	unclear due to	her non-c	ompliant	
Educational	Impact: A general a	bility/cogniti	on impact is	unclear at th	is time, a re-	evaluation i	s recomme	ided to more	accurately de	termine cogni	tive ability		
formance A	Area:	(Academic Po	erformance/S	School Readi	ness							
sessment/M	Ionitoring Process U	Jsed:	Record Revi	ew, Observa	tion, Intervie	w, and Test	ting						
e/District	Assessment Results:	:											
rent Perfor	mance/Assessment	Summary (in	clude studen	t strengths, s	tudent needs	and impact	of disabilit	y on student	performance)	:			
	was provided. Impact: An academ	ic performand	ce/school rea	diness impa	ct was identif	fied at this t	ime.						

				INDIVIDUAL	IZED EDUCAT	ION PROGRA	AM (IEP)		Page 4 o
Los Angele Student	s Unified School I RABINA	District AMIT				Date of Birth	19-JUL-2015	Meeting	Date 03-JUL-2019
Student	Last	Fir	st	MI		Date of Dirth	19-JUL-2013	Wieeung	Date 03-JOL-2019
					: Present Leve	el of Perform	ance		
Performance			Commun						
	Monitoring Process I		Record R	eview, Observation, l	interview, and To	esting			
	Assessment Results								J
		- •		dent strengths, studen	-	-	•		
Amit's prim Hebrew.	ary language is Heb	rew. Mother	reported th	at she is exposed to E	English at her sch	ool. The assess	sment was complete	ed in English with tra	nslation in
strengths: s		speaking wo	rds, she ca	n sing common songs				le 3, Amit's evidences a story by looking at p	
one hundre		n overall com	munication	n delays, which is like				y language and she cu iew the deaf and hard	
Educationa	ıl Impact: A commu	nication impa	ct was ider	ntified at this time.					
Performance	Area:		Motor Sk						
Assessment/	Monitoring Process I	Used:	Record R	eview, Observation, l	Interview, and To	esting			
State/District	Assessment Results	s:							J
Amit evide	diamond shape. ences the following n Il Impact: A motor sl		-		uiring hopping o	n one foot, and	she cannot hit a bal	ll that is pitched to he	r.

Los Angeles Unified School District	Page 5 of 26 INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student RABINA AMIT	Date of Birth 19-JUL-2015 Meeting Date 03-JUL-2019
	irst MI
D.C.	Section E: Present Level of Performance
Performance Area:	Social Emotional
Assessment/Monitoring Process Used:	Record Review, Observation, Interview, and Testing
State/District Assessment Results:	
Current Performance/Assessment Summary	(include student strengths, student needs and impact of disability on student performance):
scales, Amit evidences the following streng toileting needs, she expresses wanting to pl	aund to be in the average range. Based on observations, informal interviews and the rater's responses on formal rating ths: she understands what 'my' means, she can name a familiar friend, she responds better to familiar adults, she indicates asy with peers, she prefers to play with peers vs. playing alone, she can play group games, she can stay engaged on a single stands that some things belong to other people and asks permission for access. During the assessment, she made adequate
directed activities. Mother reported some d difficulties seem to be due to the following	nges: she cannot verbally express how someone else is feeling. During the assessment, she did not participate in the adult ifficulty making friends or playing with peers in small group since moving from Israel. However, these behavioral factors: she is new to the country, most of the children do not speak in her native language, and she has hearing loss. These communicate, and participate with others and at this time her difficulties due not seem to be due to a true social emotional
Educational Impact: A social emotional sta	ttus impact was not identified at this time.
Performance Area:	Self-Help/Adaptive Skills
Assessment/Monitoring Process Used:	Record Review, Observation, Interview, and Testing
State/District Assessment Results:	
Current Performance/Assessment Summary	(include student strengths, student needs and impact of disability on student performance):
use a touch screen device, and help prepare Amit evidences the following needs/challe	things, she take off a t-shirt, she can put on shoes, she is toilet trained, she can wash/dry hands/face, she can dress herself, simple foods. nges: she cannot select and play a DVD/video, care for bowel movements independently, or state personal information. whavior impact was not identified at this time.

				IND	IVIDUAI	LIZED ED	UCATIO	ON PRO	OGRA	M (IEP)						Page 6 of 26
Los Angeles Unif)					2015		3.5	ъ.	02 1111 2	010
Student RAE	BINA A	AMIT Fir	st	N	<u>л</u>	J	Da	ate of Bi	irth	19-JUL-	2015		Meetin	g Date	03-JUL-2	019
					Section	E: Presen	t Level	of Perf	orma	nce				_		
Performance Area:			Health and											_		
Assessment/Monitor			Parent Inte	erview; H	leight, We	ight, Vision	n Screen a	and Aud	lio Ref	ferral				_		
State/District Assess			L													
Current Performance		• •					•		-		pertorma	nce):				1
This is an Initial IE	P health assessme	nt for A	mit. Amit's	mother,	Adva Lou	taty provide	ed a healt	th histor	y for th	his IEP.						
Birth and Developm mother. Developm together at 36 mon	ental milestones as	reporte	d by parent	: she sat a												
Strengths: Amit is inserted and wears no concerns with h from an open cup. reports she is up to	bilateral hearing a ter vision,. Amit w Amit communicat	ids. Per as refer es her n	parent's repred to ARU eeds using g	ort, heari for furthe	ing loss wa er evaluati	as from bir ion. She eat	th. Amit i ts a regula	refused t ar diet, is	the vis	sion screer ky eater a	ning 6-18- nd can fe	-19; howed	ever mothe f with uten	er states sils and	there are I drink	
Areas of need: Dia	agnosed with a hea	ring los	s													
Impact of disabilit	ty: Hearing deficit	may im	pact student	's partici	pation and	l progress ii	n the edu	cational	curric	ulum						
Performance Area:																
Assessment/Monitor	ring Process Used:															
State/District Assess	sment Results:															
Current Performance	e/Assessment Sum	mary (i	nclude stud	ent streng	gths, stude	nt needs an	d impact	of disab	oility o	n student	performa	nce):				7
Accommodations: Preferential seatin Parent to follow u Elizabeth Rafifar 1 6-18-19	p with primary hea	alth-care	provider fo	or comple	ete eye exa	am										

				INDIVIDUA	LIZED EDU	CATION PRO	OGRA	M (IEP)				Page 7 of 26
Los Angeles Student	RABINA	AMIT)	Date of B	irth	19-JUL-2015		Meeting Da	ate 03-JUL-20	10
Student	Last	Fire	st	MI	J	Date of B	ırın	19-JUL-2013		Meeting Da	ate U3-JUL-20	19
				Section	E: Present	Level of Perf	forma	nce				
Performance			Hearing									
Assessment/N	Monitoring Process U	Jsed:	Audiologi	c Evaluation and C	bservation							
	Assessment Results											
Current Perfo	rmance/Assessment	Summary (ii	nclude stud	ent strengths, stude	nt needs and	impact of disab	oility o	n student performa	ince):			
4000 Hz. Le right ear and	luation was complet ift ear thresholds we l at 45 dB at the left e they were written in	re moderate t ear, consiste	o mild sens	sorineural (perman	ent) hearing l	oss. Speech Red	ception	Thresholds (SRTs	s) were obt	ained at 50-5	5 dB at the	
may have di hearing whe	e to hear loud speech fficulty understanding in speech is presente from preferential/fle	ng what is sa d at a distanc	id to her wi	thout visual cues a presence of a comp	nd or the con eting backgr	sistent use of he ound noise, such	earing 1	technology. Amit v	will have si	ignificantly m	nore difficulty	
It was noted	l on Amit's Early Cl	nildhood Refe	erral form t	hat she wears heari	ng aids.							
Needs: Am Impact of H Hearing.	t was noted that Am it needs to demonstr learing Loss: This do by Maria Pezzulo, E	ate consisten egree of hear	t use of pro ing loss ma	perly functioning h y impact Amit's ac	earing techn	ology.		-				
D 0												
Performance												
	Monitoring Process U											
	Assessment Results											
Current Perfo	rmance/Assessment	Summary (ii	nclude stud	ent strengths, stude	nt needs and	impact of disab	oility o	n student performa	ance):			

	Page 8 of 26 INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Los Angeles Unified School District Student RABINA AMIT	Date of Birth 19-JUL-2015 Meeting Date 03-JUL-2019
	rst MI
Performance Area:	Speech and Language Skills
Assessment/Monitoring Process Used:	Formal and Informal Assessment, Observation, Parent Feedback
State/District Assessment Results:	N/A
Current Performance/Assessment Summary	include student strengths, student needs and impact of disability on student performance):
	nt of a comprehensive preschool assessment to determine a need for possible special education services. Parent contacted has concerns about Amit's speech development and hearing loss.
was non-compliant throughout the session. behind, front) and analogies. She is able to	wear girl who is very shy and reserved. Formal language test was attempted using PLS-5 but Amit refused to participate and However, based on parent interview, Amit is able to understand 1-2 step directions, prepositions (above, below, near, count from 1-15, sing songs (but it is not clear), uses concepts such as small/big and plurals. Amit has vocabulary of able to generate 2-3 word utterances to express her wants and needs and thoughts and ideas. As reported by parent, she also s.
	ess, Amit was shy and non-compliant. Refused to participate and thus formal testing was not completed. Based on Parent ulary and emerging in expanding her vocabulary and sentence structure. Amit's speech is reportedly unclear and she gets erstand her speech.
Impact of Disability: Amit's history of hear preschool oral language activities.	ing loss and limited receptive and expressive language skills will directly impact her communication and participation in
Recommendation: Comprehensive Speech and Language asse	ssment to determine her current speech and language skills.
Suhasini Shome M.S CCC-SLP Speech Language Pathologist	
Performance Area:	
Assessment/Monitoring Process Used:	
State/District Assessment Results:	
Current Performance/Assessment Summary	include student strengths, student needs and impact of disability on student performance):

				INDIVIDUALI	ZED EDUCATI	ON PROGRA	AM (IEP)			Page 9 of	26
U	S Unified School E				_		10 HH 2015			02 HH 2010	
Student	RABINA Last	AMIT	et .	MI	Ľ	ate of Birth	19-JUL-2015		Meeting Date	03-JUL-2019	
	Lust	111			: Present Level	of Performa	ance				
Performance	Area:		Receptive	Language							
Assessment/	Monitoring Process U	Jsed:	Informal (Observations, Parent a	and teacher repor	t, ASIPS					
State/District	Assessment Results	:									
Current Perfo	ormance/Assessment	Summary (ii	nclude stud	ent strengths, student	needs and impac	t of disability	on student perforr	nance):			
therapist's report, Amir to object na	eport in Israel, Amit t utilizes the plural fo mes in Hebrew such	can identify orm of words as ball, cake	100 words s. When ask , horse, fish	at color is this?' and c in Hebrew. When cal ted, Amit can give he a and point to the corr ctions in the classrooi	led from across a r name, age and f ect picture. Amit	room, Amit w avorite color in	rill turn and locali: n Hebrew. In a qu	ze to her name iet setting, An	being called. I nit was observe	Per parent ed to listen	
Impact of I	Disability: Amit's elig	gibility of HO	OH, manife	sted in a moderate sen	nsorineural hearin						
Performance	Area:		Expressiv	e Language							
Assessment/N	Monitoring Process U	Jsed:	Informal (Observations, Parent a	and teacher repor	t					
State/District	Assessment Results	:									
Current Perfo	ormance/Assessment	Summary (in	nclude stud	ent strengths, student	needs and impac	t of disability	on student perforr	nance):			
Needs- Am Impact of I sensorineurs	it needs to work on o	expanding he	er sentences	color in Hebrew. Amis to 4 or more words voility of HOH, manife ty to understand infor	when expressing l	ner wants and i	needs.	he right ear an	d a moderate to	o mild	

Los Angeles	Unified School Dis	strict		INI	DIVIDUAI	LIZED ED	UCATIO	N PROGR	AM	I (IEP)				
Student	RABINA	AMIT)	Da	te of Birth	1	19-JUL-2015	Meeti	ng Date	03-JUL-2019	
	Last	Firs	st]	MI Section	E: Presen	t Level o	f Perform:	anc	e				
erformance.	Area:		Auditory	Learning										
ssessment/N	Monitoring Process Us	ed:	Informal (Observat	ions, Teach	her and Pare	ent comme	ents, ASIPs						
ate/District	Assessment Results:													
urrent Perfo	rmance/Assessment S	ummary (ii	nclude stud	lent stren	gths, stude	ent needs and	d impact o	of disability	on :	student performance)				
speaker for a directions (1	an extended period of step, possibly two stename and favorite colo	time. Per te ps). She is	eacher repo able to rep	ort, she is beat the L	able to dis ing 6 soun	scriminate bo ds from a di	etween a l istance of	linguistic an 3 and 6 feet	nd no t fro	on linguistic sound. S om the speaker. When	he follows ora asked, she is	al stereoty able to te	ypical ell the	
Needs- Am	it needs to work on red	calling 3 cr	itical elem	ents of a	message.									
	visability: Amit's eligit r affects her ability to													
rformance.	Area:													
sessment/N	Monitoring Process Us	ed:										Ō		
ate/District	Assessment Results:													
urrent Perfo	rmance/Assessment S	ummary (ii	nclude stud	lent stren	gths, stude	ent needs and	d impact o	of disability	on:	student performance)				

			INDIVIDUA	LIZED EDUCATION PROGR	AM (IEP)		Page 11 of 20
Los Angele Student	s Unified School Di RABINA	strict AMIT		Date of Birth	19-JUL-2015	Meeting Date	03-JUL-2019
~~~~	Last	First	MI			······································	
If applicable,	areas discussed relate	d to disability or su	spected disability:	Section F: Eligibility			
Health; Gen	eral ability/cognition;	school readiness sk	ills; motor skills; con	nmunication; social-emotional fun	ctioning; self-help skills	; audiology	
E L'ALLE	D : 4 .: 4	. 1 1.					
For Initial IE	P, interventions attemp	pted prior to detern	ining eligibility:				
-	student with the disabi		cii :				
Code:	НОН		f Hearing				
Additional L	Not Applicable, ow Incidence Eligibili	OBline		OPartially Sighted			
Code:	ow incidence Engloin	ty (only for vi, DE	E, DEA, HOH, or sev	ere or).			
	Not Applicable,	OBline	l or	OPartially Sighted			
O Does not	meet eligibility criteria						
or	meet englomey emeric	a for Special Educe	tion betvices (initial)				
O No Longe	er Eligible for Special	Education Services	(Review IEP).				
No Longe	er Eligible (Effective I	Date):					
This is a l	Final IED, the student i	remains eligible for	Special Education Se	ervices until the Effective Date be	low.		
Final IEP Re		Cilianis cligible for	Special Education Se	Final IEP Effect			
The IEP Tea	nm has considered an	d agrees that the	educational needs of	the student are not primarily du	ie to:		
	Maladjustment	8		rary Physical Disability		ck of instruction in read	ing
	of instruction in math			d English Proficiency		vironmental, Cultural or	

_	I <b>nified Schoo</b> RABINA	AMIT		Date of Birth 19-JUL-2015	Meeting Date 03-JUL-2019
Student R	Last	First	MI	Date Of Billin 19-JUL-2013	Meeting Date 03-JUE-2019
			Section G: Annual G	•	
rformance Are			Readiness	Annual Goal #:	
	win chief u g	oop or amuren and pasy coops	narely to a read 20 millions,	on four occasions during a school week.	
		reported to parents by comple ort Card periods.	ting the "IEP Report of Progres	ss and Achievement from Current IEP" form(s)	) which will be provided at
7			Methods of		
State Assess Observation Other		Norm R Portfolio	eferenced 0	☐ Criterion Referenced ☐ Work Samples	☐ Curriculum Based ☑ Informal
RABINA AMI	T will work/pl	ated to the goal:  ay cooperatively with one othe g a school week.	r child for at least 10	Incremental objective #2 related to the ge RABINA AMIT will enter a group of childr minutes, on 4 occasions during a school wee	en and play cooperatively for at least 10
ate to be achiev	ved:		₩O/YR	Date to be achieved:	✓ ✓ MO/YR
		IEP REPO	ORT OF PROGRESS AND A	CHIEVEMENT FROM CURRENT IEP	
			EXPLANATIO	ON OF MARKS	
4 GOAL ME EXCEEDED		3 SUBSTANTIAL PROGR		2 PARTIAL PROGRESS (1-49% of goal n	net) 1 NO PROGRESS
1st Reporting	Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary Only)	Goal Achievement
Date:		Date:	Date:	Date:	
Progress Mark:		Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:
51 000 IVIUI K.					O Yes O No
					Objective 2 Met:
Is progress suff meet annual go  Yes  If "No" please o	oal? No comment:	Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:	Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:	Is progress sufficient to meet annual goal?  O Yes O No  If "No" please comment:  Needs More Time	O Yes O No If "No" please explain:
Needs Mon Excess Abs Assignmen	sence/Tardy nts Not	Needs More Time     Excess Absence/Tardy     Assignments Not Completed     Need to review/revise	Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other	
Completed  Need to res	view/ievise	Goal	Goal		

Student RABINA		AMIT		147		Date of Birth	19-JUL-2015		Meeting Date	03-JUL-	2019
Las	t	First		MI Section	on G: Annual C	Goals and Object	ves				
rformance Area:			Recepti	ive Language	e	Annual Goal	#:				
ith support as needed,	Amit will fo	ollow 3 step direc	ctions witl	h 80% accura	acy in 4/5 trials as	measured by teache	r observations.				
ogress on annual goals ther Progress Report or			y complet	ing the "IEP			t from Current IE	P" form(s) v	which will be prov	vided at	
1					Methods of						
State Assessments				eferenced		☐ Criterion Referenced ☐ Curriculum Based ☐ Work Samples ☐ Informal					
Observation Portfolio Other Teacher Charted Observations					tions	☐ Work Samples ☐ Informal					
	ti mala to il t		oner Char	ica Observat	HOUS	In annual of the	ingling #3 - 1-1	1441	1.		
ncremental objective # With maximum teacher			eten dira	ections with	70% accuracy		jective #2 related port, Amit follow			accuracy in	3/5 trials
n 3/5 trials as measured	l by teacher	observations.				measured by tea	scher observations.				
ate to be achieved:	Nove	ember 🗸	2019	~	MO/YR	Date to be achie			2020	<b>v</b>	MO/YR
ate to be achieved:	Nove					Date to be achie			2020	<b>v</b>	MO/YR
4 GOAL MET OR			EP REPO	ORT OF PRO	OGRESS AND A	ACHIEVEMENT I		IT IEP		1 NO PRO	
4 GOAL MET OR EXCEEDED	3	IE SUBSTANTIAL	E <b>P REPO</b>	ORT OF PRO	OGRESS AND A  EXPLANATI  of goal met)	ON OF MARKS  2 PARTIAL PI	FROM CURREN	of goal me		1 NO PRO	
4 GOAL MET OR EXCEEDED st Reporting Period	3	IE  SUBSTANTIAL  Reporting Peri	E <b>P REPO</b>	ORT OF PRO	OGRESS AND A	ON OF MARKS  2 PARTIAL PI	FROM CURREN	of goal me	(i)	1 NO PRO	
4 GOAL MET OR EXCEEDED st Reporting Period Date:	3  2nd Date	IE SUBSTANTIAL Reporting Peri	E <b>P REPO</b>	DRT OF PRO ESS (50-99% 3rd Repor Date:	EXPLANATI of goal met) ting Period	ON OF MARKS  2 PARTIAL PA  4th Reporting F  Date:	FROM CURREN	of goal me	t) Goal Achieveme	1 NO PRO	
4 GOAL MET OR EXCEEDED  st Reporting Period Date:	3  2nd Date	IE  SUBSTANTIAL  Reporting Peri	E <b>P REPO</b>	ORT OF PRO	EXPLANATI of goal met) ting Period	ON OF MARKS  2 PARTIAL PI  4th Reporting F	FROM CURREN	of goal me	Goal Achievemo	1 NO PRO	
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L	ast	First	MI Section G: Annual C	Goals and Objectives		
erformance Area:		Exp	ressive Language	Annual Goal #:		
-	_		estions by answering simple WH- ured by informal observation.	questions (who, what, where, when) with 80%	accuracy in 4 out of 5 trials,	
rogress on annual goa ither Progress Report				ss and Achievement from Current IEP" form	(s) which will be provided at	
1		П.,	Methods of			
<ul> <li>         ☐ State Assessments     </li> <li>         ☐ Observation     </li> </ul>	S	□ Norm □ Portfo	Referenced	☐ Criterion Referenced ☐ Work Samples	☐ Curriculum Based ☑ Informal	
Observation Other				Work Samples Informal		
cremental objective	. 411 -		harted Observations	Incremental objective #2 related to the	and.	
Amit will relate perso WH-questions (who,	onal exper what, wh	riences and/or respond to q	uestions by answering simple acy in 3 out of 5 trials, given a measured by informal	Amit will relate personal experiences and/	or respond to questions by answering simply with 70% accuracy in 7 out of 10 trials, give	
ate to be achieved:		November V 201	o MO/YR			
	-	November 🗸 201	9 MO/YR	Date to be achieved:	<b>∨</b> 2020 <b>∨</b> MO/YR	
			, v	Date to be achieved: March  ACHIEVEMENT FROM CURRENT IEP	<b>∨</b> 2020 <b>∨</b> MO/YR	
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ogress on annual goals to be ther Progress Report or Report  State Assessments Observation Other cremental objective #1 relay	reported to parents by complet ort Card periods.  Norm Re Portfolio Teacher Char	Methods of eferenced orted Observations elements in a message with	Annual Goal #:  acy in 4/5 trials as measured by teacher observations and Achievement from Current IEP" form(s)	which will be provided at  Curriculum Based Informal
ogress on annual goals to be her Progress Report or Report of State Assessments Observation Other cremental objective #1 relay.	reported to parents by complet ort Card periods.  Norm Re Portfolio Teacher Char ated to the goal: ort, Amit will recall 1-2 critical	ry Learning s in a message with 80% accurating the "IEP Report of Progress  Methods of eferenced of the Observations  elements in a message with	Annual Goal #:  acy in 4/5 trials as measured by teacher observations and Achievement from Current IEP" form(s)  Evaluation  Criterion Referenced Work Samples  Incremental objective #2 related to the go	which will be provided at  Curriculum Based Informal
ogress on annual goals to be her Progress Report or Report of State Assessments Observation Other Cremental objective #1 rela	reported to parents by complet ort Card periods.  Norm Re Portfolio Teacher Char ated to the goal: ort, Amit will recall 1-2 critical	s in a message with 80% accurating the "IEP Report of Progress  Methods of eferenced of the Observations elements in a message with	ss and Achievement from Current IEP" form(s)  Evaluation  Criterion Referenced Work Samples  Incremental objective #2 related to the go	which will be provided at  Curriculum Based Informal
ogress on annual goals to be ther Progress Report or Report State Assessments Observation Other cremental objective #1 rela Vith maximum teacher support	reported to parents by complet ort Card periods.  Norm Re Portfolio Teacher Char ated to the goal: ort, Amit will recall 1-2 critical	Methods of eferenced orted Observations elements in a message with	ss and Achievement from Current IEP" form(s)  Evaluation  Criterion Referenced Work Samples  Incremental objective #2 related to the go	which will be provided at  Curriculum Based Informal
State Assessments Observation Other cremental objective #1 relations	Norm Re Portfolio Teacher Char  ated to the goal:  ort, Amit will recall 1-2 critical	Methods of eferenced or red Observations	Evaluation  Criterion Referenced Work Samples  Incremental objective #2 related to the go	☐ Curriculum Based ☑ Informal
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Observation Other acremental objective #1 rela With maximum teacher suppo	Portfolio  Teacher Char  ated to the goal:  ort, Amit will recall 1-2 critical	rted Observations elements in a message with	☐ Work Samples  Incremental objective #2 related to the go	☑ Informal
Other  ocremental objective #1 rela  With maximum teacher support	Teacher Charated to the goal: ort, Amit will recall 1-2 critical	rted Observations elements in a message with	Incremental objective #2 related to the go	al:
ncremental objective #1 rela With maximum teacher suppo	nted to the goal: ort, Amit will recall 1-2 critical	elements in a message with		
With maximum teacher support	ort, Amit will recall 1-2 critical	- 1		
		- 1	with maximum teacher support, Amit will re	ecan two critical elements in a message w
			70% accuracy in 3/5 trials as measured by te	acher observations.(ASIPS 2.1.2)
ate to be achieved:	October V 2019 IEP REPO	MO/YR  ORT OF PROGRESS AND A	Date to be achieved: February  CHIEVEMENT FROM CURRENT IEP	<b>∨</b> 2020 <b>∨</b> MO/YR
		EXPLANATION OF THE PROPERTY OF	ON OF MARKS	
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROGRE		2 PARTIAL PROGRESS (1-49% of goal m	net) 1 NO PROGRESS
1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary Only)	Goal Achievement
Date:	Date:	Date:	Date:	
				Objective 1 Met:
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	
				O Yes O No
Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?  Yes No	Objective 2 Met: O Yes O No
O Yes O No	O Yes O No	O Yes O No		If "No" please explain:
f "No" please comment:	If "No" please comment:	If "No" please comment:	If "No" please comment:	ii ivo picase expiaiii.
			Needs More Time	
☐ Needs More Time ☐ Excess Absence/Tardy	Needs More Time Excess Absence/Tardy	Needs More Time Excess Absence/Tardy	Excess Absence/Tardy	
Assignments Not	Assignments Not	Assignments Not	Assignments Not Completed Need to review/revise Goal	
Completed	Completed	Completed	Other	
Need to review/revise	Need to review/revise	Need to review/revise		
Goal Other	Goal Other	Goal Other		
_ Julici	Ould	- Ould		

Student RABINA	ool District AMIT		Date of Birth 19-JUL-2015	Meeting Date 03-JUL-2019
Last	First	MI	Date Of BILLII 17-JUL-2013	Meeting Date 03-JUE-2019
		Section G: Annual G		
rformance Area:		lation Skills	Annual Goal #:	
(5 opportunities.	recent claimly by producing age ap	propriate consonairs in words a	nd phrases (2-4 words) with minimal (1-2) prom	pung with 60/3 accuracy in
rogress on annual goals to ther Progress Report or Re			ss and Achievement from Current IEP" form(s)	) which will be provided at
1	П.,	Methods of		
State Assessments Observation Other	Norm F	Referenced o	☐ Criterion Referenced ☐ Work Samples	☐ Curriculum Based ☑ Informal
	peech clarity by producing age autterances) with maximum prom		Amit will increase overall speech clarity by words, phrases (2-3 word utterances) with n opportunities.	
ate to be achieved:	November 🗸 2019	<b>✓</b> MO/YR	Date to be achieved: March	<b>∨</b> 2019 <b>∨</b> MO/YR
	IEP REP	ORT OF PROGRESS AND A	CHIEVEMENT FROM CURRENT IEP	
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROGR	EXPLANATI PESS (50-99% of goal met)	ON OF MARKS  2 PARTIAL PROGRESS (1-49% of goal n	net) 1 NO PROGRESS
1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary Only)	Goal Achievement
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Drograss Morl-:	Progress Me-1	Progress Mari-	Progress Morle	Objective 1 Met:
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	O Yes O No
Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:	Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:	Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:	Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:	Objective 2 Met:  O Yes O No  If "No" please explain:
Needs More Time Excess Absence/Tardy Assignments Not Completed	Needs More Time	Needs More Time Excess Absence/Tardy Assignments Not Completed	Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	
Need to review/revise	Need to review/revise Goal Other	Need to review/revise Goal Other	Other	
Goal				

Student RABI	NA Last	AMIT		MI		Date of Birth	19-JUL-2015		Meeting Date	03-JUL-	2019
1	ast	First			n G: Annual G	oals and Objecti	ves				
rformance Area:			Self-Ad	lvocacy DHH	I	Annual Goal	#:				
Vith fading teacher subservations.	upport, Ai	nit will let an adult kr	now if her	hearing aids	are not functioning	g properly with 80%	% accuracy in 4/5 tr	ials as meas	ured by teacher c	harted	
ogress on annual go ther Progress Report		reported to parents by t Card periods.	y complet	ing the "IEP	Report of Progre	ss and Achievemen	t from Current IEP	" form(s) w	hich will be prov	vided at	
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State Assessment Observation Other	ts	Teac	Portfolio	eferenced  ted Observat	ions	Criterion R Work Sam			Curricului Informal	m Based	
cremental objectiv	e #1 rela	ted to the goal:				Incremental ob	jective #2 related	to the goal	:		
	• •	rt, Amit will let an ad			_		teacher support, An perly with 80% acc				
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			INDIVIDUALIZ	ED EDUCATION PROGRA	AM (IEP)		Page 18 of
	Unified School			Data (CD) al-	10 HH 2015	Marker Date	02 HH 2010
Student	RABINA Last	AMIT First	MI	Date of Birth	19-JUL-2015	Meeting Date	03-JUL-2019
	Last	11130		n in State and District-w	ide Assessments		
Assessments	administered will	l conform to those ass	essments determined for ea	ch grade by the California De	epartment of Education	and/or the Los Angeles U	Unified School District.
DDDD A	(A.d	C-11-1	1-3				
DKDP-A -	Adaptations identif	fied below are applicab	le)				

Page 19 of 26
INDIVIDUALIZED EDUCATION PROGRAM (IEP)  Los Angeles Unified School District
Student RABINA AMIT Date of Birth 19-JUL-2015 Meeting Date 03-JUL-2019
Last First MI Section N: Procedural Safeguards and Follow-up Actions
A Parent's Guide to Special Education Services including Procedural Rights & Safeguards was provided to the parent in his/her primary language.
✓ The IEP Team Meeting Introductory Statements were read aloud at the beginning of the IEP Team meeting.
☑ The parent/guardian was informed of his/her right to a written translation of the IEP.
Is the parent/guardian requesting translation services?   Yes  No
If yes, the parent/guardian has requested a written translation of the IEP in Hebrew
Specify the Individual Pages to be translated:
Special Requests:
For students who are 17 years old, the student and parent(s)/guardian(s) have been informed that the educational decision-making rights will transfer to the student at 18 years of age, unless the court has determined otherwise.
THIS SPACE DELIBERATELY LEFT BLANK.

	INDIVIDUALIZED EDU	CATION PROGRAM (IEP)	Page 20 of 26
Los Angeles Unified School District Student RABINA AMIT		Date of Birth 19-JUL-2015	Meeting Date 03-JUL-2019
Last F	First MI	ticipation and Consent	
Payant Pa		•	Notification
Parent Pa	-		Whom When
<ul> <li>Parent/Student (18-21) has participated in</li> <li>Parent/Student (18-21) indicated before that attend.</li> </ul>		Student	TSF 18-JUN-2019
Parent/Student (18-21) was notified 3 tim Parent/Student (18-21) did not respond to any was held without the Parent/Student (18-21) p Parent/Student (18-21) did not attend and they did not attend.	of the meeting notifications and the meeting present	(Parent initials here ONLY if	ing was rescheduled to this date at my request. the PARENT requested that the IEP meeting be
	Parent/Student (18-21) Agreement	rescheduled.) to Components of the Proposed IEP	
	l or some of the components of a proposed hich the parent/student (18-21) agrees so a	IEP. The District will	
	omponents of the proposed IEP WITH THE S	SPECIFIC EXCEPTION(S) stated below:	
☐ Assessment Spe			
☐ Eligibility Spe	cify		
☐ Instructional Setting Spe	cify		
☐ Services Spe	cify		
O The Parent/Student (18-21) DOES NOT	AGREE with any of the components of the pr	roposed IEP.	
parent/student (18-21) does wish to initia	to initiate any form of dispute resolution as te a form of dispute resolution as to the cor Parent's Guide to Special Education Service	mponents of the proposed IEP, the parent	can find information on dispute resolution
	Parent Concern	s and Comments	
Signature(s)			Date
Parent	Student age 18-21 years age 18-21 years	O Surrogate Parent O Emanci	ipated Minor O Foster Parent
Did the school district facilitate parent involv	ement as a means of improving services and re	esults for your child? O Yes O No O No	Response
			on of the form is voluntary and can be done
Signature(s)			Date 3-JUL-2019

## 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 eadministrator 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.)			
	<u> </u>			

	ent Resource Network at 1-800-9			
Please fold alon	g dotted lines with the addre Again, T	ess showing. Seal and m	ail. Postage is p	re-paid.
				NO POSTAGE NECESSARY IF MAILED IN THE
E	BUSINESS RE	PLY MAIL		UNITED STATES
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INDIVIDUA os Angeles Unified School District			LIZED EDUCATION PROGRA	AM (IEP)		
Student RABINA	AMIT		Date of Birth	19-JUL-201:	Reconvened Meeting Date  Meeting Date	9 03-JUL-2019
Last	First	MI	) Date of Birth	(1) TOD 2011	and the state of t	03 102 2019
		Section R: 1	Names and Signatures (Signatur	es on File)		
1	Геат Member		Print Name		Signa	ture
Parent/Guardian			ADVA LOUTATY			
Parent/Guardian			GILAD RABINA			
Student Age 18 - 21 years						
Student Under Age 18 years						
Surrogate Parent						
Foster Parent						
amily Foster Home Provide	er					
Administrator						
Administrative Designee			HEIDI SPERBER			
Special Education Teacher			NEIL LEWIS			
General Education Teacher			ANNE PETERSEN			
chool Psychologist						
School Nurse						
Related Service Staff LA	.S		EMILY HRUBY			
Related Service Staff DF	IH		STACY JACOBSON			
telated Service Staff  DE	ІН		MARIA PEZZULO			
nterpreter						
Sign Language Interpreter						
Agency Representative						
Agency Representative						
Agency Representative			Luciana Cara, 1		<u> </u>	
THE C	vocate		Luciana Granach			
Other						
Other						
Other						

RABINA   AMIT	General Educat Special Day Pro Home/Hospital	Last  ntion Class rogram/S	ss/General l	First MI LEAST RESTR To Be Comple  S  Education Site	eted By the IEP	NVIRONMENT ANALYS Team at the IEP Team Meeting tt Placement Type:	SIS	)
LEAST RESTRICTIVE ENVIRONMENT ANALYSIS  To Be Completed By the IEP Team at the IEP Team Meeting  Student's Current Placement Type:  Operation Day Program/Special Education Site  Operation Day Program/Special Education Site  Operation Day Program/Special Education Site  Operation Day Program/Special Education Center  Operation Day Program/Special Education Act (IDEA) requires that students with disabilities be educated in the least restrictive environment. Placement in a restrictive setting should only occur if the nature or severity of the students with disabilities be educated in the least restrictive environment. Placement in a restrictive setting should only occur if the nature or severity of the students with disabilities be educated in the least restrictive environment. Placement in a restrictive setting should only occur if the nature or severity of the students shall be added to a student's required supports, service setting with the use of supplement in a loss restrictive setting with the use of supplement the sole justification for placement in a more restrictive setting, unless there is a compelling reason why they cannot be provided. In selecting the LRE, unideration is given to any potential harmful effect on the child or on the quality of services that he or she needs.  Step A.  Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a general education classroom/setting is the appropriate placement. If the answer is NO, please articulate why in the box below. Then go to Step B.  Step B.  Can the supports, services, accommodations and/or modifications be made available in a general education site is the appropriate placement. If the answer go to the question below.	) General Educat ) Special Day Pr ) Home/Hospital RECTIONS: Co	ntion Clas rogram/S l or Resid	ss/General l pecial Educ	LEAST RESTR  To Be Comple  S  Education Site	eted By the IEP	Team at the IEP Team Meeting t Placement Type:		
To Be Completed By the IEP Team at the IEP Team Meeting  Student's Current Placement Type:    General Education Class/General Education Site	Special Day Pro Home/Hospital RECTIONS: Co	rogram/S	pecial Edu	To Be Comple <u>S</u> Education Site	eted By the IEP	Team at the IEP Team Meeting t Placement Type:		
Student's Current Placement Type:    General Education Class/General Education Site	Special Day Pro Home/Hospital RECTIONS: Co	rogram/S	pecial Edu	Education Site	-	t Placement Type:	al Education Site	
Pspecial Day Program/Special Education Center  Nonpublic School  Home/Hospital or Residential Care Facility  RECTIONS: Complete the information below as part of the IEP team discussion regarding placement from the beginning at Step A until the team reaches the that indicates YES. After reaching the Step that indicates YES, it is also required to complete Step F.  In dividuals with Disabilities Education Act (IDEA) requires that students with disabilities be educated in the least restrictive environment. Placement in a ner strictive setting should only occur if the nature or severity of the student's disability is such that placement in a less restrictive environment. Placement in a ner restrictive setting with the use of supplements and services cannot be achieved satisfactorily. The lack of current availability of a student's required supports, executing with the use of supplements and services cannot be achieved satisfactorily. The lack of current availability of a student's required supports, exercises, accommodations and modifications in the student in a general education and modifications in given to any potential harmful effect on the child or on the quality of services that he or she needs.  Step A.  Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a general education classroom/setting is the appropriate placement. If the answer is NO, go to question below.  If not currently available, can the required supports, services, accommodations and/or modifications must provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step B.  Can the supports, services, accommodations and/or modifications be made available in a special program?  Yes No If the answer is YES, then a special day program on a general education site is the appropriate placement. If the answer go to the question below.  If not currently available, can the required supports, services, accommodations and/or modifications be made availa	Special Day Pro Home/Hospital RECTIONS: Co	rogram/S	pecial Edu			O Special Day Program/Gener	al Education Site	
Plome/Hospital or Residential Care Facility  RECTIONS: Complete the information below as part of the IEP team discussion regarding placement from the beginning at Step A until the team reaches the that indicates YES. After reaching the Step that indicates YES, it is also required to complete Step F.  In dividuals with Disabilities Education Act (IDEA) requires that students with disabilities be educated in the least restrictive environment. Placement in a ner trictive setting should only occur if the nature or severity of the student's disability is such that placement in a less restrictive environment. Placement in a ner trictive setting with the use of supplements and services cannot be achieved satisfactorily. The lack of current availability of a student's required supports, services, accommodations and modifications the solic justification for placement in a more restrictive setting, unless there is a compelling reason why they cannot be provided. In selecting the LRE, unsideration is given to any potential harmful effect on the child or on the quality of services that he or she needs.    Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a general education classroom/setting is the appropriate placement. If the answer is NO, go to question below.    Yes	Home/Hospital	l or Resi		cation Center				
RECTIONS: Complete the information below as part of the IEP team discussion regarding placement from the beginning at Step A until the team reaches the that indicates YES. After reaching the Step that indicates YES, it is also required to complete Step F.  el Individuals with Disabilities Education Act (IDEA) requires that students with disabilities be educated in the least restrictive environment. Placement in a natrictive setting should only occur if the nature or severity of the student's disability is such that placement in a less restrictive setting with the use of suppleme is and services cannot be achieved satisfactorily. The lack of current availability of a student's required supports, services, accommodations and modifications the sole justification for placement in a more restrictive setting, unless there is a compelling reason why they cannot be provided. In selecting the LRE, insideration is given to any potential harmful effect on the child or on the quality of services that he or she needs.    Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a general education classroom/setting? If yES, all required supports, services, accommodations and/or modifications must provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step B.    Can the supports, services, accommodations and/or modifications in the student's IEP be made available on a general education site in a special program?    Yes	RECTIONS: Co		dential Care			O Nonpublic School		
that indicates YES. After reaching the Step that indicates YES, it is also required to complete Step F.  Individuals with Disabilities Education Act (IDEA) requires that students with disabilities be educated in the least restrictive environment. Placement in a netricitive setting should only occur if the nature or severity of the student's disability is such that placement in a less restrictive setting with the use of supplements and services cannot be achieved satisfactorily. The lack of current availability of a student's required supports, services, accommodations and modifications the sole justification for placement in a more restrictive setting, unless three is a compelling reason why they cannot be provided. In selecting the LRE, unsideration is given to any potential harmful effect on the child or on the quality of services that he or she needs.    Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a general education classroom/setting. Yes   No   If the answer is YES, then a general education classroom/setting is the appropriate placement. If the answer is NO, po to question below.    Yes   No   If the currently available, can the required supports, services, accommodations and/or modifications must provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step B.    Can the supports, services, accommodations and/or modifications in the student's IEP be made available on a general education site in a special program?    Yes   No   If the answer is YES, then a special day program on a general education site is the appropriate placement. If the answer go to the question below.    Yes   No   If the answer is YES, then a special day program on a general education site is the appropriate placement. If the answer go to the question below.    If not currently available, can the required supports, services, accommodations and/or modifications be made available is special day program on a general educati		'omnlete		e Facility				
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Yes No If the answer is YES, then a general education classroom/setting is the appropriate placement. If the answer is NO, go to question below.  Yes No If not currently available, can the required supports, services, accommodations and/or modifications mus provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step B.  Can the supports, services, accommodations and/or modifications in the student's IEP be made available on a general education site in a special program?  Yes No If the answer is YES, then a special day program on a general education site is the appropriate placement. If the answer go to the question below.  If not currently available, can the required supports, services, accommodations and/or modifications be made available is special day program on a general education site? If YES, all required supports, services, accommodations and/or modifications and/or modifications be made available is special day program on a general education site? If YES, all required supports, services, accommodations and/or modifications and/or modification	trictive setting s s and services ca t the sole justific	should or cannot be cation for	nly occur if achieved s r placement	f the nature or severity of the satisfactorily. The lack of cur t in a more restrictive setting	student's disabi rrent availability g, unless there is	ility is such that placement in a less y of a student's required supports, s a compelling reason why they can	s restrictive setting with the use of supplemervices, accommodations and modification	mentar
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				must be provided within a	reasonable time	line. If the answer is NO, please at	ticulate why in the box below. Then go to	Step

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Student	Last		First	M	II	D.	att of Birth	1, 102 2015		Meeting	Date (03 102 201)
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				10 De Co	ompleted by the	ie ier ream	at the left 16	tain Meeting			
Step C.	Can the	supports, sei	vices, accon	nmodations a	and/or modific	ations in the	student's IEF	be made availabl	le in a sp	pecial school	setting?
step c.	_										), go to the question b
	O Yes	O _{No}									
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Step D.	Can the	supports, sei	vices, accon	nmodations a	and/or modific	ations in the	student's IEF	be made available	le in a h	ome/hospital	setting?
•	O ***	O .:	If the ans	wer is YES.	then a home/h	nospital settir	ng is the appr	opriate placement			
	O Yes	O No	If the ans	wer is NO, §	go to the quest	ion below.					
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								y in the box below			ns must be provided w
Step E.	Can the	supports, sei	vices, accon	nmodations a	and/or modific	ations in the	student's IEF	be made availabl	le in a re	esidential car	e facility?
Step E.	_										
Step E.	Can the O Yes	supports, sei		rently availa							e facility? s are required for the
Step E.	_		If not cur	rently availa							
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Los Angeles Unified S	School District		IEP FAPE Part 1 - Eligibility, Placements and
Student RABINA	AMIT	Date of Birth	19-JUL-2015 Meeting Date 03-JUL-
Last	First	MI	E de Clara De La de IED
		Effective With this IEP	Future Changes Related to this IEP
	As of Date:		
Eligibility: (from Page 4)		Eligible (HOH)	
(	Final IEP Reason Final IEP Effective Date:		
Curriculum		General Education	
Placement	Type of School	Preschooler Non-LAUSD/Not Headstart	
	Name of School	SP ED INF/PRE (1989)	
	rvanic of School	MAR VISTA EL	
Instructional Setting	Setting	DIS Only - Preschooler	
	Program	GE	
	Special Day Minutes/Wk	0	
	Addresses Goals	(Expressive Language),(Auditory Learning), (Receptive Language),(Social Emotional),(School 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)	● Yes O No	
	ESY Transportation		
Accommodation, Modifications, Supports	Instructional Accommodations	Flexible, preferential seating in class in close proximity to the primary speaker or learning activity; attention should be gained prior to delivery of auditory information, teacher should face student when speaking to maximize visual cues; rephrase/restate information as needed for clarification; make frequent checks for understanding, minimize background noise as possible; and provide visual/graphic supplements for materials when available. For all curriculum and assessments that require Amit to respond to audio/listening stimuli, Amit will have access to hearing and/or amplification technology as appropriate.	
	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.)			
		Comments, as appropriate	
Low Incidence Equipment	Hearing Technology		
Assistive Technology Equipment			

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Individualized Education Program (IEP)

Participation in General Education		

Los Angeles Unified School District Student RABINA AMIT		IEP FAPE Part 2 - Summary of Date of Birth 19-JUL-2015	Meeting Date 03-JUL-2019
Last Fir	st MI		
		Effective With This IEP	Future Changes Related To This IEP
Service 1	Start Date:	Effective on Signature Date	
10	End Date:		
Language/Speech	Service applies to:	ESY	
	Frequency:	1-10	
This service addresses the following goals:	Interval:	Weekly	
(Receptive Language)	Minutes/Interval:	30	
(Expressive Language)	Minutes/Interval (Pullout from Gen	30	
(Articulation Skills)	Ed): Service Delivery Model:	Direct Service (By a Single Provide	т)
	•	*	,
	Area:	Sch	ool-Based
	Responsible Personnel:	Licensed/Credentialed Provider	
Service 2	Start Date	Effective on Signature Date	
Service 2	Start Date:	Effective on Signature Date	
Service 2 05	End Date:		
Service 2	End Date: Service applies to:	ESY	
Service 2 05	End Date:		
Service 2  05  Deaf/Hard of Hearing Itinerant  This service addresses the following goals:	End Date: Service applies to: Frequency:	ESY 1-5	
Service 2  05  Deaf/Hard of Hearing Itinerant  This service addresses the following	End Date: Service applies to: Frequency: Interval:	ESY 1-5 Weekly	
Service 2  05  Deaf/Hard of Hearing Itinerant  This service addresses the following goals:  (Auditory Learning)	End Date:  Service applies to:  Frequency:  Interval:  Minutes/Interval:  Minutes/Interval (Pullout from Gen	ESY 1-5 Weekly 40	
Service 2  05  Deaf/Hard of Hearing Itinerant  This service addresses the following goals:  (Auditory Learning)	End Date:  Service applies to:  Frequency:  Interval:  Minutes/Interval:  Minutes/Interval (Pullout from Gen Ed):	ESY 1-5 Weekly 40 0	
Service 2  05  Deaf/Hard of Hearing Itinerant  This service addresses the following goals:  (Auditory Learning)	End Date:  Service applies to:  Frequency:  Interval:  Minutes/Interval:  Minutes/Interval (Pullout from Gen Ed):  Service Delivery Model:	ESY 1-5 Weekly 40 0 Direct Service (Collaborative)*	
Service 2  05  Deaf/Hard of Hearing Itinerant  This service addresses the following goals:  (Auditory Learning)	End Date:  Service applies to:  Frequency:  Interval:  Minutes/Interval:  Minutes/Interval (Pullout from Gen Ed):  Service Delivery Model:	ESY 1-5 Weekly 40 0 Direct Service (Collaborative)*	
Service 2  05  Deaf/Hard of Hearing Itinerant  This service addresses the following goals:  (Auditory Learning)	End Date:  Service applies to:  Frequency:  Interval:  Minutes/Interval:  Minutes/Interval (Pullout from Gen Ed):  Service Delivery Model:	ESY 1-5 Weekly 40 0 Direct Service (Collaborative)*	
Service 2  05  Deaf/Hard of Hearing Itinerant  This service addresses the following goals:  (Auditory Learning)	End Date:  Service applies to:  Frequency:  Interval:  Minutes/Interval:  Minutes/Interval (Pullout from Gen Ed):  Service Delivery Model:	ESY 1-5 Weekly 40 0 Direct Service (Collaborative)*	
Service 2  05  Deaf/Hard of Hearing Itinerant  This service addresses the following goals:  (Auditory Learning)	End Date:  Service applies to:  Frequency:  Interval:  Minutes/Interval:  Minutes/Interval (Pullout from Gen Ed):  Service Delivery Model:	ESY 1-5 Weekly 40 0 Direct Service (Collaborative)*	

Deaf/Hard of Hearing Itinerant  Service applies to:  Prequency:  (Auditory Learning)  (Self-Advocacy DHH)  Minutes/Interval:  Service A  Service Weith Future Changes  A  Service Weith Future Changes  Service Weith Future Changes	Service 3	Start Date:	Effective on Signature Date	
Service 4   Start Date:   Effective with Future Changes   1-10			2.1.com on organical Date	
Frequency: 1-5 This service addresses the following goals:  (Auditory Learning) (Self-Advocacy DHH)  Service Pelivery Model: Direct Service (Collaborative)* Responsible Personnel: Licensed/Credentialed Provider  Service 4 Sarr Date: Effective with Future Changes  Language/Speech Service applies to: Regular Frequency: 1-10  Language/Speech Service applies to: Regular Frequency: 1-10  This service addresses the following goals:  (Receptive Language) (Expressive Language) (Expressive Language) (Articulation Skills)  Area: School-Based			Regular	
This service addresses the following goals:  (Auditory Learning) (Self-Advocacy DHH)  Service 4  10  Language/Speech Language/Speech Service applies to: Frequency: (Receptive Language) (Expressive Language) (Expressive Language) (Articulation Skills)  Minutes/Interval: Plinterval: Service Pelivery Model: Direct Service (Collaborative)* Licensed/Credentialed Provider  Effective with Future Changes 20-AUG-2019  Effective with Future Changes 20-AUG-2019  Effective with Future Changes 1-10  End Date: Frequency: 1-10  Weekly  Weekly  Minutes/Interval: Frequency: 1-10  Minute	Deal/Hard of Hearing Hinerant			
(Auditory Learning) (Self-Advocacy DHH)  Minutes/Interval (Pullout from Gen Ed):  Service Delivery Model: Direct Service (Collaborative)*  Responsible Personnel: Licensed/Credentialed Provider  Service 4  Start Date: Effective with Future Changes 20-AUG-2019  10 End Date:  Language/Speech Service applies to: Regular  Frequency: 1-10  This service addresses the following goals:  (Receptive Language) (Expressive Language) (Articulation Skills)  Minutes/Interval (Pullout from Gen Ed): Service Delivery Model: Direct Service (By a Single Provider)  Area: School-Based	This coursing addresses the following			
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Minutes/Interval (Pullout from Gen Ed):   Service Delivery Model:   Direct Service (Collaborative)*     Responsible Personnel:   Licensed/Credentialed Provider	(Auditory Learning)	Minutes/Interval:	60	
Service Delivery Model:  Responsible Personnel:  Direct Service (Collaborative)*  Licensed/Credentialed Provider  Service 4  Start Date: Effective with Future Changes 20-AUG-2019  10 End Date:  Language/Speech Service applies to: Regular  Frequency: 1-10  This service addresses the following goals:  (Receptive Language)  (Expressive Language)  (Expressive Language)  (Articulation Skills)  Minutes/Interval (Pullout from Gen Ed):  Service Delivery Model: Direct Service (By a Single Provider **  Area: School-Based		Minutes/Interval (Pullout from Gen	30	
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Service 4 Start Date: Effective with Future Changes 20-AUG-2019  10 End Date:  Language/Speech Service applies to: Regular Frequency: 1-10  This service addresses the following goals:  (Receptive Language) (Expressive Language) (Articulation Skills)  Minutes/Interval: 60 Minutes/Interval (Pullout from Gen Ed): Service Delivery Model: Direct Service (By a Single Provider ***  Area: School-Based				
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Service Delivery Model: Direct Service (By a Single Provider  **  Area: School-Based	(Expressive Language)	,		60
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Responsible Personnel: Licensed/Credentialed Provider		Area:	Sch	hool-Based
		Responsible Personnel:		Licensed/Credentialed Provider
*	ents of students who are Medi-Cal eligible			
es: ents 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 Nor	horization to Bill form. Please see Parent'			
es:				
es: ents 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 Nor	art 3 - Percentage of Ti	me Outside of General Ed	ucation	

% of Time per Week outside of General Education	4
Part 4 - Additional Discussion (This sec	tion is optional)
IEP team agrees that a Amit's parentally placed private preschool with DH	ol program with DHH Itinerant support and a Listening and Spoken Language DHH SDC. At this time, the H Itinerant support is appropriate at this time. During the IEP the team did offer for the parent to visit the ld rather the IEP could be recessed and they could visit the Listening and Spoken Language DHH SDC ance with possible mainstreaming opportunities.
Parent stated they would continue Amit in the private school but would lik team discussed that some services could be missed during the summer if the	te to note that Parent would like to visit the DHH program to possibly reconsider placement options. The IEP e IEP was recessed.
	lassroom teacher for 15 minutes per week in addition to her 60 minutes direct service time weekly. Amit's 60 bush in the classroom and 30 minutes pullout of the classroom (contingent on the private school providing a
At the time of IEP the parent via advocate requested AVT assessment. Dh	h personnel stated an AVT screening would be conducted in Fall 2019.

	RABINA Last	AMIT First	MI		Date of Birth	19-JUL-2	015	Meeting Date 03-JUL-2019
			FA		mary Grid			
Program	1:	GE			Setting:		DIS O	nly - Preschooler
Eligibility: Transportation:  Date District Received Parent Signature:		Eligible (HOH)			Genera	General Education Yes (DHH-Eligibility)		
		None			Yes (D			
Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)
05	Deaf/Hard of Hear Itinerant	ing Effective or Signature Da		Weekly	1-5	~	60	Auditory Learning, Self-Advocacy DHH
05	Deaf/Hard of Hear Itinerant	ing Effective or Signature Da		Weekly	1-5	~	40	Auditory Learning, Self-Advocacy DHH
10	Language/Speecl	Effective or Signature Da		Weekly	1-10	School- Based	30	Receptive Language, Expressive Language, Articulation Skills
10	Language/Speech	Effective wi Future Chang 20-Aug-201	ges	Weekly	1-10	School- Based	60	Receptive Language, Expressive Language, Articulation Skills
					,			the IEP Team decisions.

Page 26 of 26 INDIVIDUALIZED EDUCATION PROGRAM LANGUAGE AND SPEECH SERVICES CERTIFICATION (LAS CERTIFICATION) Los Angeles Unified School District Attachment B StudentAMIT RABINA 19-JUL-2015 03-JUL-2019 Date of Meeting Birth Date This page is to be completed for students with Special Education eligibility other than SLI when determining the need for LAS services to support the provision of FAPE. Complete Step 1a or 1b Step 1a. General Education Interventions - Check items as completed Intervention strategies implemented, including English Language Instruction or Rtl2 prevention support (including but not limited to school staff development regarding language standards in the curriculum and referral for Special Education, consultation between the classroom teacher and school speech therapist for appropriate classroom accommodations, consultation with the SSPT that includes an EL expert if student is identified as an English Learner). Intervention support monitored over several weeks, and modified interventions as necessary based on student response. lacktriangledown Interventions were not successful, student referred for special education assessment . 🗹 Screening by a speech therapist or a Student Success Team meeting (including a speech therapist) with the focus being speech and language concerns OR an approved screening instrument for non-LAUSD enrolled preschoolers. Step 1b. Interventions Not Applicable Interventions not applicable for non-LAUSD enrolled preschoolers or when determined unnecessary by the speech therapist. Step 2. Review of Pre-referral Information - Check items as applicable The speech or language delay does not appear to be due to unfamiliarity with English. The delay does not appear to be due to a lack of instruction in English, dialectical factors or limited language experience. The delay does not appear to be due to environmental factors. The delay does not appear to be due to economic factors. The delay does not appear to be due to social or cultural factors. Step 3. Assessment - Check either A or B, and complete the remaining items A. Student has received an assessment by a school psychologist that gives an indication of where the student's general ability lies. (if a language impairment is suspected) OR O B. A Psychological Assessment is not required if the suspected area of disability is voice, fluency or articulation. Student has received a health assessment that rules out whether an inability to communicate effectively is a result of a health or sensory condition. A credentialed or licensed speech therapist has conducted a comprehensive evaluation, including assessment in the student's primary language, that consists of multiple measures of assessment, including but not limited to standardized test instruments (or alternate forms of assessment if necessary), formal speech/language sample, parent interview or checklist, teacher interview or checklist, and observation in various communication settings. Step 4. Determination of the Need for LAS Service (for students with Special Education eligibility other than SLI): 🗹 The IEP team has determined that speech and language related services and support are necessary for the student to benefit from Special Education. Speech and Language Services are necessary due to the results of a formal assessment, which indicates that the student demonstrates difficulty understanding or using spoken language to such an extent that it adversely affects his/her educational performance and cannot be corrected without speech and language related services. 🗹 The presenting need for LAS service is not due to: social maladjustment, health factors, poor school attendance, environmental, economic, or social disadvantage, or lack of instruction or the unfamiliarity with the English language. If the above is so, identify the area(s) of difficulty: ✓ Language disorder Articulation disorder ☐ Fluency disorder If the student is eligible, the IEP Team must consider service delivery models based on the student's identified needs and appropriate placement in the least restrictive environment. The IEP team should also include teacher and parent participation in the implementation of goals and supports and accommodations to ensure achievement of goals and objectives in a time-efficient manner and carry-over to multiple communication contexts.