Student Identifica Number	tion	200144X822	SSID		Elig	ible (AUT)
Student SHALM					Date of Birth:	31-MAR-2017
Last		First	MI Section A: Me	eting Information		
	Pertin	ent Dates			Type of Meeting	
Date of Initial IEP Tea	m Meeting	20-FEB-2020)	@1 % 1	0.4	1 CHED 1 4 1
Date of Present Meetin	Č	20-FEB-2020		Initial	Amer	ndment of IEP dated
Annual Review to be c	onducted	20-FEB-202	I	Annual Review	Farly	Start Transition
y Next Three Year Revie	w will be	01-MAY-202	2	Three Year Review		lsion Analysis
onducted by	w will be	01-MA1-202		Other		idual Transition Plan
Three Year Review or was conducted on	Evaluation	20-FEB-2020)			
Transition to Kinderga onducted by	rten to be	01-MAY-202	2			
ocation of Meeting	E	Early Ed Assess	ment Center at 1	District Name	Los Angeles Unifie	ed School Dis
			Section B: Stu	dent Information		
Date of Birth	31-MAR-2		Age	2	Grade	-1
Gender	Male •	Female	Limited English Proficient Student	O Yes O No	Ethnic Code	White
ocation of the Sych Folder			Student has no Psych Folder	•		
ocation of the Cum			Student has no Cum Folder	✓		
Iome Language			Student Language		Alternate Mode of Communication	
Iome Address of tudent	23150 AVI	ENUE SAN LU	JIS APT 121		Communication	
City	WOODLA	ND HII CA	ZIP Code	91364		
Home Telephone	(747) 400-	9606	Daytime Telephone		Emergency Telephone	
School of Attendance	Sp Ed Inf/I	Pre (1017)	Location Code	1017	retephone	
School of Residence	Calabash C	Ca	Location Code	2704		
Name of Parent/Guardian	Jeffry & R	evital Shaln	Telephone			
ddress	same					
City		CA	ZIP Code			
urogate Parent			Telephone			
Attends CURRENT S ne of the following	CHOOL as a	result of	Preschool Program	•		
s the student living in Home (FFH)?	a Family Fos	ter No	o O Yes	FFH#		
s FFH Provider relate	d to student?	\bigcirc N	o O Yes	Relationship		
icensed Children's In	stitution	● N	o O Yes	LCI Name		
				LCI#		
Out of the home places	nent made by		egional Center	Department of Mental	Health O Depar	tment of Children's Servi
			perior Court	Other		
Child's family living w	ithin LAUSD	o's No	o • Yes			

r A	H. C. IC.L. IN	IN	DIVIDUALI	ZED EDUC	CATION PROGRAM (IEP)	Page 2 o
	SHALMONI SHIR				Date of Birth 31-MAR-2017	Meeting Date 20-FEB-2020
Student	Last First		MI			Meeting Date 20-FEB-2020
			Sectio	n C: Lang	uage Acquisition	
anguage Cla					Start Date:	
arent Waive	r:	O Yes	No No		Reclassification Date:	
Development					Start Date:	
econdary En Development	nglish Language Level:				Start Date:	
communicati evel:	on Observation Matrix				Start Date:	
				Goal Achie	vement from Current IEP	
Goal for: (ex	kample - Reading)		Yes	No	If No, explain the reason the goal/	objective was not achieved
1			0		n/a - initial IEP	
Category		▼)				
	Objective 1 met		0	0		
	Objective 2 met		0	0		
2			0	0		
Category		▼				
	Objective 1 met		0			
	Objective 2 met		0	0		
3	Sojective 2 met			_		
Category		V	0	0		
Caregory	Ohiostina 1 mot					
	Objective 1 met		0	0		
4	Objective 2 met		0	0		
		_		\bigcirc		
Category		▼]				
	Objective 1 met		0	0		
	Objective 2 met		0			
5			0			
Category		▼]				
	Objective 1 met					
	Objective 2 met		0			
6			0			
Category						
	Objective 1 met					
	Objective 2 met		0			
7			0			
Category		▼)				
	Objective 1 met		0	0		
	Objective 2 met		0	0		
8			0	0		
Category		▼				
_ ·	Objective 1 met		0			
	Objective 2 met		0	0		
9	Sojective 2 met					
Category		▼	0			
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	Objective 1 met				
	Objective 2 met				
10			0	0	
Category		▼			
	Objective 1 met		0		
	Objective 2 met		0		

Assessment/Monitoring Process Health assessment Summary (include student strengths, student needs and impact of disability on student performance): Stirrent Performance/Assessment Results: Furrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Shir is a 33 months old child who was born at 34 weeks gestation in Israel. The parents reported child received oxygen therapy for 2 days via nasal cannula and was discharged from the hospital after 14 days. The developmental milestones were reported to occur within the following timelines: child sat at 9 months, crawled at 10 months, walked at 12 months, and said the first word recently. Child is soliel trained. The parent's concern is the speech/language delay and child has diagnosis of Autism. Child is ambulatory. Child does not have food allergy. Child east regular meals, but is a picky cater. Child uses spoon when eating and there is no concern on biting, chewing, swallowing. The mother reported child's immunizations are up to date. Child has Asthma and had surgery to remove adenoid (1/2019), At home, child receives mechanical nebulizer treatment twice a day. There is no history of hospitalization due to Asthma. Child has a no valid result on District hearing screening because child refuses and is difficult to condition (1/25/2020). The mother reported child passed the newborn hearing screening. Child is referred to the District Audiologic Resource Unit (ARU). Strength: Child passed the LAUSD vision screening using the Spot Vision Scan (1/25/2020). Child does not need assistance in walking and feeding. Areas of need: Child has Asthma and needs assistance when having symptoms of Asthma. Impact of Disability: Child's health does not affect access, progress, performance in the education program. Accommodation: Asthma Action Plan Annabelle Turla, RN, MSN 1/25/2020 At the IEP meeting, parents corrected the report, stating that Shir chokes when she drinks any liquid, regardless o	Last Scition E: Present Level of Performance erformance Area: Health Section E: Present Level of Performance erformance Area: Health Section E: Present Level of Performance stategory: Last State S	Last Section E: Present Level of Performance erformance Area: Health Section E: Present Level of Performance erformance Area: Health Section E: Present Level of Performance sates and the section E: Present Level of Sates and the section E: Present Level of Sates a	Last Section E: Present Level of Performance erformance Area: Health Section E: Present Level of Performance erformance Area: Health Section E: Present Level of Performance sates and the section E: Present Level of Sates and the section E: Present Level of Sates a	os Angeles Unified School Distr	INDIVIDUALIZED EDUCATION PROGRAM (IEP) trict	
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Performance Area: Category: Assessment/Monitoring Process Used: State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):	Category: Assessment/Monitoring Process Used: State/District Assessment Results:	Category: Assessment/Monitoring Process Used: State/District Assessment Results:	Category: Assessment/Monitoring Process Used: State/District Assessment Results:	The parent 's concern is the speech/I Child is ambulatory. Child does not concern on biting, chewing, swallow adenoid (1/2019). At home, child rec has a no valid result on District hearithe newborn hearing screening. Child Strength: Child passed the LAUSD feeding. Areas of need: Child has Asthma an Impact of Disability: Child's health does not affect access Accommodation: Asthma Action Pla Annabelle Turla, RN, MSN 1/25/2020 02/20/2020 At the IEP meeting, pardrinking from a sippy, cup, open cup	/language delay and child has diagnosis of Autism. of have food allergy. Child eats regular meals, but is a picky eater. Child uses spoon when eating wing. The mother reported child's immunizations are up to date. Child has Asthma and had subsectives mechanical nebulizer treatment twice a day. There is no history of hospitalization due to tring screening because child refuses and is difficult to condition (1/25/2020). The mother reported is referred to the District Audiologic Resource Unit (ARU). O vision screening using the Spot Vision Scan (1/25/2020). Child does not need assistance in word needs assistance when having symptoms of Asthma. Ses, progress, performance in the education program. Plan Tents corrected the report, stating that Shir chokes when she drinks any liquid, regardless of way, or baby bottle. She may need assistance with drinking. Parents also reported that Shir has be	rgery to remove o Asthma. Child orted child passed valking and
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Used: State/District Assessment Results:		V				
Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):	Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):	Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):	Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):	State/District Assessment Results:		
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Los Angeles Unified School Dis Student SHALMONI SH	INDIVIDUALIZE		
		ED EDUCATION PROGRAM (IEP)	Page
	First MI	Date of Birth 31-MAR-2017	Meeting Date 20-FEB-2020
Lust		resent Level of Performance	
Performance Area:	Communication		
Category:		▼	
Assessment/Monitoring Process Jsed:	observation, interview, MSE	L, DP3, informal assessment	
State/District Assessment Results:	n/a		
Current Performance/Assessment Su	nmary (include student strengths,	, student needs and impact of disability on stude	ent performance):
(NLACRC) due to concerns in the home service four times weekly, or NLACRC. She also receives 40 ho Strengths: Shir's oral motor structus speech: /p, b, y, m, n, d, g/. She is he Shir demonstrates joint attention ar open?). Shir is able to identify objestingle words to communicate. Needs: Shir's verbal expression is	rea of speech and language as we hour of occupational therapy we rs of ABA therapy weekly at school res appear to be adequate for speeghly intelligible when repeating a language directed behavior. She is all that and follows simple one-step dimited for her age. She is not yet a	d speech evaluation by the North Los Angeles Cell as an existing diagnosis of autism. Shir curre eekly, and one hour of speech and language servool. ech production. Shir is able to produce the followmodeled phrases. Shir demonstrates strong interble to request, label, and greet. Shir uses inflect irections. Expressively, Shir uses pointing, signs able to use 2-3 word combinations to express he es and is not yet able to consistently respond to	wing sounds in spontaneous ntional communication skills. ion to indicate questions (e.g., s, gestures, imitation, and er wants and needs. Shir is
Impact of Disability: Shir's langua	e delay may affect her ability to p	progress and participate in the preschool curricu	ulum.
Komal Sidhu, M.A., CCC-SLP Speech-Language Pathologist			
Performance Area:	Communication continued		
Category:		▼	
Assessment/Monitoring Process Used:			
State/District Assessment Results:			
Current Performance/Assessment St	nmary (include student strengths	, student needs and impact of disability on stude	ent performance):
Addendum to Communication Pres step directions on her own terms. S Sara Cohen, MS, CCC-SLP Speech Language Therapist (prese	ne follows simple one-step direction	ted at Initial IEP Meeting on 2/20/20: Parents reconsting inconsistently.	eported that Shir follows one-

Last First MI Section E: Present Level of Performance Performance Area: Cognition Category:	/2020	Individualized Education Program (IEP)	
Student SHALMONI SHIR MI Section E: Present Level of Performance Performance Area: Cognition Category: Vassessment/Monitoring Process Used: Mile Mile Student strengths, student needs and impact of disability on student performance): Strengths: Cognitively, Shir exhibited strengths in problem-solving using a trial and error method on fine motor tasks administered on the MSEL completing short-term concrete tasks initiated by the examiner. Needs: Delays were seen in Visual Reception skills while below average skills were seen in the areas of Receptive and Expressive Language. On the Visual reception tasks Shir had trouble understanding and following directions given with and writhout visual and gestural cues. On the Receptive and Expressive Janguage scales Shir's self-directed behaviors and repetitive actions impacted overall employment of the National Impact: Based on alternative forms of assessment, which may include formal and informal testing, interviews, review of records, observations, and rating forms it appears a Cognitive impact is identified at this time; which affects her ability to access the preschool curriculum. Performance Area: School Readiness Category: Vassessment/Monitoring Process Used: State/District Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: Shir's profile as examined using all forms of alternative assessment usugests relative strengths in the area of pre-reading. Shir was able to attend to a picture in a book on her terms and label a picture she sees. Needs: Weaknesses were noted in general fund of information, pre-mathematics, pre-reading and pre-writing skills. Educational Impact: Based on alternative forms of assessment, which may include formal and informal testing, interviews, review of records, observations, and rating forms it appears an Educational impact is identified at this time; which affects her ability to access the preschool	Los Angeles Unified School Distric		Page 5 of 2
Last First MI Section E: Present Level of Performance Performance Area: Cognition Category: Assessment/Monitoring Process Alternative Assessment Used: State/District Assessment Results: NA Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: Cognitively, Shir exhibited strengths in problem-solving using a trial and error method on fine motor tasks administered on the MSEL completing short-term concrete tasks initiated by the examiner. Needs: Delays were seen in Visual Reception skills while below average skills were seen in the areas of Receptive and Expressive Language. On the Visual reception tasks Shir had trouble understanding and following directions given with and without visual and gestural cues. On the Receptive and Expressive Language skills didn't go much beyond labeling pictures and objects and repetitive actions impacted overall performance on formal tasks presented. Her language skills didn't go much beyond labeling pictures and objects and repetated phrases. This is consistent with what was reported from the home environment. Educational Impact: Based on alternative forms of assessment, which may include formal and informal testing, interviews, review of records, observations, and rating forms it appears a Cognitive impact is identified at this time; which affects her ability to access the preschool curriculum. Performance Area: School Readiness Category: Assessment/Monitoring Process Psycho-Educational Assessment Strengths: Shir's profile as examined using all forms of alternative assessment suggests relative strengths in the area of pre-reading. Shir was able to attend to a picture in a book on her terms and label a picture she sees. Needs: Weaknesses were noted in general fund of information, pre-mathematics, pre-reading and pre-writing skills. Educational Impact: Based on alternative forms of assessment, which may include formal and informal testing, interviews, review of records, obser			-2020
Performance Area: Cognition Category:		st MI	2020
Assessment/Monitoring Process Alternative Assessment Susted: State/District Assessment Results: N/A Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: Cognitively, Shir exhibited strengths in problem-solving using a trial and error method on fine motor tasks administered on the MSEL completing short-term concrete tasks initiated by the examiner. Needs: Delays were seen in Visual Reception skills while below average skills were seen in the areas of Receptive and Expressive Language. On the Visual reception tasks Shir had trouble understanding and following directions given with and without visual and gestural cues. On the Receptive and Expressive language scales Shir's self-directed behaviors and repetitive actions impacted overall performance on formal tasks presented. Her language skills didn't go much beyond labeling pictures and objects and repeated phrases. This is consistent with what was reported from the home environment. Educational Impact: Based on alternative forms of assessment, which may include formal and informal testing, interviews, review of records, observations, and rating forms it appears a Cognitive impact is identified at this time; which affects her ability to access the preschool curriculum. Performance Area: School Readiness Category: Assessment/Monitoring Process Psycho-Educational Assessment School Readiness Category: Assessment Results: N/A Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: Shir's profile as examined using all forms of alternative assessment suggests relative strengths in the area of pre-reading. Shir was able to attend to a picture in a book on her terms and label a picture she sees. Needs: Weaknesses were noted in general fund of information, pre-mathematics, pre-reading and pre-writing skills. Educational Impact: Based on alternative forms of assessment, which may inc	Performance Area:		
Steed: State/District Assessment Results: N/A Current Performance/Assessment Results: N/A Current Performance/Assessment Results: N/A Strengths: Cognitively, Shir exhibited strengths in problem-solving using a trial and error method on fine motor tasks administered on the MSEL completing short-term concrete tasks initiated by the examiner. Needs: Delays were seen in Visual Reception skills while below average skills were seen in the areas of Receptive and Expressive Language. On the Visual reception tasks Shir had trouble understanding and following directions given with and without visual and gestural cues. On the Receptive and Expressive language scales Shir's self-directed behaviors and repetitive actions impacted overall performance on formal tasks presented. Her language skills didn't go much beyond labeling pictures and objects and repeated phrases. This is consistent with what was reported from the home environment. Educational Impact: Based on alternative forms of assessment, which may include formal and informal testing, interviews, review of records, observations, and rating forms it appears a Cognitive impact is identified at this time; which affects her ability to access the preschool curriculum. Performance Area: School Readiness Lategory: Strengths: Shir's profile as examined using all forms of alternative assessment suggests relative strengths in the area of pre-reading. Shir was able to attend to a picture in a book on her terms and label a picture she sees. Needs: Weaknesses were noted in general fund of information, pre-mathematics, pre-reading and pre-writing skills. Educational Impact: Based on alternative forms of assessment, which may include formal and informal testing, interviews, review of records, observations, and rating forms it appears an Educational impact is identified at this time; which affects her ability to access the preschool	Category:		
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	INDIVIDUALIZED EDUCATION PROGRAM (IEP)	Pag
Los Angeles Unified School Distri	ct	
Student SHALMONI SHIR		ting Date 20-FEB-2020
Last Fi	rst MI Section E: Present Level of Performance	
Performance Area:	Social Emotional	
Category:	•	
Assessment/Monitoring Process Jsed:	Psyhco-Educational Assessment	
State/District Assessment Results:	N/A	
Current Performance/Assessment Sumi	mary (include student strengths, student needs and impact of disability on student performa	nce):
assessors at times to invade her space	n her social emotional functioning as she exhibits approachability. During assessment Shir a and responded to some physical gestures and attended to preferred activities for short amorems and give select items to the assessors.	allowed the unts of time. She
presents as a much younger child. She Social communication was significant had trouble transitioning to other activ	not preferred. She did not respond consistently to her name or redirection and prompts. In he had difficulty looking consistently at the assessor's when they spoke to her and responding tly impacted. She had trouble staying engaged with non-preferred tasks. While engaged in levities with or without visual and verbal support. She was observed to wander the environmented by assessors. Shir also struggles with age appropriate social interactions. Parents note li	g to her name. her activities Shir ent. Shir had mited functional
use of language. The ASRS was giver suggesting that her behavioral charact examiner's observation (please see 'Ol parents Shir has some self-injurious b and limited eye contact. Educational Impact: Based on alterna	n to her parents to look for characteristics of Autism. Parent's rating reveal a Very Elevated teristics overall are similar to behaviors of peers diagnosed with autism. It also should be no bservation' section) Shir demonstrates behavioral challenges consistent with autistic-like chehaviors. Limited joint attention and self-directed behaviors as well as difficulty with adult attive forms of assessment, which may include formal and informal testing, interviews, reviews. Shir presents with social emotional delays which impacts her ability to access a preschool of the parents of the par	oted that per paracteristics. Per directed tasks
use of language. The ASRS was giver suggesting that her behavioral charact examiner's observation (please see 'Ol parents Shir has some self-injurious b and limited eye contact. Educational Impact: Based on alterna observations, and rating forms it appe	teristics overall are similar to behaviors of peers diagnosed with autism. It also should be not be been been been been been been behavioral challenges consistent with autistic-like characteristics. Limited joint attention and self-directed behaviors as well as difficulty with adult attive forms of assessment, which may include formal and informal testing, interviews, reviews.	oted that per paracteristics. Per directed tasks
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use of language. The ASRS was giver suggesting that her behavioral charact examiner's observation (please see 'Ol parents Shir has some self-injurious b and limited eye contact. Educational Impact: Based on alterna observations, and rating forms it apperent of the process of the second of the s	teristics overall are similar to behaviors of peers diagnosed with autism. It also should be not beervation' section) Shir demonstrates behavioral challenges consistent with autistic-like che haviors. Limited joint attention and self-directed behaviors as well as difficulty with adult attive forms of assessment, which may include formal and informal testing, interviews, reviewars Shir presents with social emotional delays which impacts her ability to access a preschool Adaptive Skills	oted that per paracteristics. Per directed tasks
use of language. The ASRS was giver suggesting that her behavioral charact examiner's observation (please see 'Ol parents Shir has some self-injurious b and limited eye contact. Educational Impact: Based on alterna observations, and rating forms it apperers of the self-injurious bear of th	teristics overall are similar to behaviors of peers diagnosed with autism. It also should be not beervation' section) Shir demonstrates behavioral challenges consistent with autistic-like chehaviors. Limited joint attention and self-directed behaviors as well as difficulty with adult attive forms of assessment, which may include formal and informal testing, interviews, reviewars Shir presents with social emotional delays which impacts her ability to access a preschool Adaptive Skills Psycho-Educational Assessment	oted that per laracteristics. Per directed tasks ew of records, sool curriculum.
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Last First MI Section E: Present Level of Performance Performance Area: sensorimotor Category:	Student SHALMONI SHII	rict R Date of Birth 31-MAR-2017 Meeting Date 20-FEB-2020
Performance Area: sensorimotor Category:	Last	First MI
Assessment/Monitoring Process informal observation, parent interview, standardized assessment State/District Assessment Results: n/a Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): The following is a summary of occupational therapy findings: Student's areas of strengths: Student's areas of strengths: Shir demonstrates functional neuromuscular skills to transition from various positions independently. She navigates uneven terrain independently. She demonstrates functional visual skills to navigate a classroom without bumping into objects. Shie demonstrates to pick up and stack nine blocks, and copied a train form independently. She demonstrates an intact three-jaw chuck grasp to pick up and stack nine blocks, and copied a train form independently. She uses a right hand fisted grasp to scribble. She demonstrates functional hand strength to disconnect and reconnect lego cubes on the Bayley. Student's areas of need: Shir demonstrates delays in the area of sensory processing as well as fine motor development. She was observed to be constantly on the move. Her participation in assessment tasks was directly impacted by her sensory processing skills, needing jumping breaks and movement breaks in order to participate. While she scored in the average range on the Bayley fine motor subtest, she continues to require assistance in overall development of her grasp patterns on coloring utensils as well as copying shapes. Impact of student's disability on academic and overall performance: Shir's delays in sensory processing and fine motor skills impact her ability to access her educational curriculum without the intervention of skilled school based occupational therapist Performance Area: Category: Assessment/Monitoring Process Ject. State/District Assessment Results:	Performance Area	
informal observation, parent interview, standardized assessment Jack: In/a Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): The following is a summary of occupational therapy findings: Student's areas of strengths: Student's areas of open and copied a train form independently. She uses a right hand fisted grasp to scribble. She demonstrates functional hand strength to disconnect and reconnect lego cubes on the Bayley. Student's areas of need: Shir demonstrates delays in the area of sensory processing as well as fine motor development. She was observed to be constantly on the move. Her participation in assessment tasks was directly impacted by her sensory processing skills, needing jumping breaks and movement breaks in order to participate. While she scored in the average range on the Bayley fine motor subtest, she continues to require assistance in overall development of her grasp patterns on coloring utensils as well as copying shapes. Impact of student's disability on academic and overall performance: Shir's delays in sensory processing and fine motor skills impact her ability to access her educational curriculum without the intervention of skilled school based occupational therapy. Talia Cohen, M.S. OTR/L LAUSD school based occupational therapist	_	
State/District Assessment Results: District Assessment Results: District Assessment Passes District Assessment Passes	•	
Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): The following is a summary of occupational therapy findings: Student's areas of strengths: Shir demonstrates functional neuromuscular skills to transition from various positions independently. She navigates uneven terrain independently. She demonstrates functional visual skills to navigate a classroom without bumping into objects. She demonstrates an intact pincer grasp to pick up coins and deposit them into a coin bank both vertically and horizontally. She demonstrates an intact pincer grasp to pick up and stack nine blocks, and copied a train form independently. She uses a right hand fisted grasp to scribble. She demonstrates functional hand strength to disconnect and reconnect lego cubes on the Bayley. Student's areas of need: Shir demonstrates delays in the area of sensory processing as well as fine motor development. She was observed to be constantly on the move. Her participation in assessment tasks was directly impacted by her sensory processing skills, needing jumping breaks and movement breaks in order to participate. While she scored in the average range on the Bayley fine motor subtest, she continues to require assistance in overall development of her grasp patterns on coloring utensils as well as copying shapes. Impact of student's disability on academic and overall performance: Shir's delays in sensory processing and fine motor skills impact her ability to access her educational curriculum without the intervention of skilled school based occupational therapy. Talia Cohen, M.S. OTR/L LAUSD school based occupational therapist Assessment/Monitoring Process Jeed: Assessment/Monitoring Process Jeed: Assessment/Monitoring Process		Control of the contro
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Performance Area: Category: Assessment/Monitoring Process Used: State/District Assessment Results:	Shir demonstrates functional neuror She demonstrates functional visual scoins and deposit them into a coin b nine blocks, and copied a train form disconnect and reconnect lego cubes Student's areas of need: Shir demonstrates delays in the area Her participation in assessment task order to participate. While she score development of her grasp patterns of Impact of student's disability on aca Shir's delays in sensory processing skilled school based occupational the Talia Cohen, M.S. OTR/L	skills to navigate a classroom without bumping into objects. She demonstrates an intact pincer grasp to pick up and both vertically and horizontally. She demonstrates an intact three-jaw chuck grasp to pick up and stack independently. She uses a right hand fisted grasp to scribble. She demonstrates functional hand strength to so in the Bayley. It of sensory processing as well as fine motor development. She was observed to be constantly on the move. It is was directly impacted by her sensory processing skills, needing jumping breaks and movement breaks in do in the average range on the Bayley fine motor subtest, she continues to require assistance in overall in coloring utensils as well as copying shapes. Indemic and overall performance:
Used: State/District Assessment Results:	Performance Area: Category: Assessment/Monitoring Process	▼
State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):	Used:	
Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):		

Los Ange	eles Unified Schoo	l District	INDIVIDUAL	IZED EDUCATION	PROGRAM (IEP)		Page 8 of 28
	t SHALMONI	SHIR		Date	of Birth 31-MAR-202	17 Meeting Dat	e 20-FEB-2020
	Last	First	MI				
If annliagh	le, areas discussed re	alatad ta disability	or suspected diss	Section F: Eligibi	lity		
		-	-	notional, self-help, mo	otor		
	<i>,</i>	/ I		, 1,			
For Initial	IEP, interventions at	tempted prior to de	termining eligibi	llity:			
	- LAS 2x/weekly						
CDS 4x/ABA 40h	weekly rs. per week						
Eligible as	a student with the di	isability of:					
Code:	AUT	Autism					
	Not Applicable			OPartially Sighted			
	Low Incidence Elig	ibility (only for VI	, DBL, DEA, HO	OH, or severe OI):			
Code:							
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No Lor Date): This is Final IEP 1 The IEP 7 Soc	Reason:	ent remains eligibl	e for Special Edu the educational	ncation Services until			

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Student SHALMON		MI	Date of Birth	31-MAR-2017]	Meeting Date	20-FEB-2020
Last	First	MI Section G: Annual (Goals and Object	tives			
rmance Area:	Communication C		mmunication		ual Goal #	<i>‡</i> : 1	
hir will use 2-3 word phi iven minimal prompting.	rases to express her wants an	d needs, to label, and to co	mment on items in	her immediate en	vironment	with 80% accu	ıracy
	to be reported to parents by Progress Report or Report C	Card periods.	rt of Progress and	Achievement from	m Current	IEP" form(s)	which
State Assessments	Norm	Referenced		Referenced		Curriculu	ım Based
Observation Other	Portfo		Work Sam			Informal	iiii Baseu
oderate prompting.			moderate pron	78			
te to be achieved:	June ▼ 2020	▼ MO/YR T OF PROGRESS AND A	Date to be achi		ober ▼	2020	▼ MO/Y
4 GOAL MET OR	IEP REPORT	OF PROGRESS AND A	ACHIEVEMENT ON OF MARKS		ENT IEP		▼ MO/Y
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROmet)	F OF PROGRESS AND A EXPLANATION OF E	ACHIEVEMENT ON OF MARKS 2 PARTIAL P	FROM CURRE	ENT IEP % of goal	met)	l NO PROGRES
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Student SHALMON	chool District I SHIR		Date of Birth	31-MAR-	2017	Meetir	ng Date	20-FER-	2020
Last	First	MI	Date of Birti	JI WILLY	2017	Meetin	ing Date	20112	2020
		Section G: Annual G	oals and Obje	ctives					
ormance Area:	Behavioral Support C	Category:		▼)	Annual Goal	l #: 〔	2		
oressure/heavy work activ	ity, etc.) to avoid engaging i	Ill use a self-regulation/copin in self-injurious behaviors (h ties, as measured by teacher of	ead banging, thr	owing self-or	n ground, elopi		-	ik, deep	
	o be reported to parents by Progress Report or Report (completing the "IEP Repor Card periods.	t of Progress and	d Achieveme	ent from Curre	nt IEP" 1	form(s) w	which	J
		Methods of	Evaluation						
State Assessments		Referenced		Referenced			Curriculu	m Based	
Observation	Portfo		Work Sa	mples		✓ In	nformal		
Other	behavior lo	ogs							
ncremental objective #1					related to the				
regulation/coping strategy break, deep pressure/heav injurious behaviors (head climbing on furniture), w	t, frustrated, or angry, she way (movement break, deep by work activity, etc.) to away banging, throwing self-on ith adult assistance, on 3 our ervations and behavior logs	reathing, quiet space oid engaging in self- ground, eloping, at of 5 opportunities, as	regulation/co deep pressure behaviors (he furniture), w	ping strategy e/heavy work ead banging, ith adult pror	r, frustrated, or r (movement by a activity, etc.) throwing self-coupts, on 3 out copehavior logs.	reak, dee to avoid on groun	ep breathi engaging d, eloping	ng, quiet g in self-i g, climbi	njurious ng on
Date to be achieved:	June ▼ 2020	MO/YR ■ OF PROGRESS AND A	Date to be ac		October URRENT IEF		2020	•	MO/Y
4 GOAL MET OR	IEP REPORT	Γ OF PROGRESS AND A	CHIEVEMEN	Г FROM C		•		▼ NO PRO	MO/YI
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4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROmet)	F OF PROGRESS AND A EXPLANATION OGRESS (50-99% of goal	CHIEVEMENTON OF MARKS 2 PARTIAL 4th Reporting Only)	F FROM C S PROGRESS	URRENT IEF	al met)	1	NO PRO	
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Student SHALMONI	I SHIR		Date of Birth 31-MAR-2017	7 N	Ieeting Date 20-1	FEB-2020
Last	First	MI	Date of Birth of IMPIRE 2017		2000	22 2020
		Section G: Annual G	oals and Objectives			
ormance Area:	Language Devel C	Category:	▼ Aı	nnual Goal #:	3	
Shir will increase her voca daily use of language.	bulary to 70 words to includ	de colors, shapes, body parts	s, clothing items, and common class	ssroom items,	as observed in hei	r
	o be reported to parents by Progress Report or Report C	Card periods.	t of Progress and Achievement fi	rom Current I	EP" form(s) whic	h
		Methods of				
State Assessments Observation Other	Norm Portfo	Referenced lio	Criterion Referenced Work Samples	•	Curriculum B Informal	ased
	abulary to 30 words to inch common classroom items, nimal prompting.		Shir will increase her vocabul parts, clothing items, and com of language, with minimal pro	nmon classroom		
Date to be achieved:	June ▼ 2020	▼ MO/YR	Date to be achieved:	October ▼	2020	MO/Y
4 GOAL MET OR	IEP REPORT	OF PROGRESS AND A	Date to be achieved: CHIEVEMENT FROM CURION OF MARKS 2 PARTIAL PROGRESS (1-4)	RENT IEP		MO/YF
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Student SHALMON	SHIR		Date of Birth 31-MAR-2017	Meeting Date 20-FEB-2	2020
Last	First	MI			
		Section G: Annual G			
		ategory:	Annual Go		J
ogress on annual goals t ll be provided at either I	o be reported to parents by Progress Report or Report C	Card periods.	t of Progress and Achievement from Cur	rent IEP" form(s) which	
		Methods of 1			
State Assessments		Referenced	Criterion Referenced	Curriculum Based	
Observation	Portfo	lio	Work Samples	Informal	
Other					
cremental objective #1	related to the goal: p direction with no more th	<u>-</u>	Incremental objective #2 related to Shir will follow two-step related direc		
pportunities, during a sc	iloof day.		opportunities, during a school day.		
te to be achieved:	June ▼ 2020	▼ MO/YR	Date to be achieved: October	▼ 2020 ▼	MO/Y
4 GOAL MET OR	IEP REPORT	OF PROGRESS AND A	Date to be achieved: CHIEVEMENT FROM CURRENT I ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g	EP	MO/Y
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4 GOAL MET OR EXCEEDED st Reporting Period Date: Progress Mark: Progress Mark: S progress sufficient to neet annual goal? Yes No f "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	JEP REPORT 3 SUBSTANTIAL PRO met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	Progress Mark: By progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	CHIEVEMENT FROM CURRENT II DN OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	EP Goal Met: Objective 1 Met: Yes No Objective 2 Met: Yes No	
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Student SHALMON			Date of Birth 31-MAR-2017	Meeting Date 20-FEB-2020
Last	First	MI Section G: Annual G	oals and Ohiectives	
ormance Area:	Social Emotional C	Category:	▼ Annual (Goal #: 5
			behaviors, then will stay on task, with n	
-	s needed, for 5 minutes at a t	-	•	
	o be reported to parents by Progress Report or Report C	Card periods.	t of Progress and Achievement from Co	urrent IEP" form(s) which
		Methods of I		
State Assessments		Referenced	Criterion Referenced	Curriculum Based
Observation	Portfo	olio	Work Samples	✓ Informal
Other				
ncremental objective #1	related to the goal: ected, non-preferred task, S	11 11 11 11	Incremental objective #2 related to	o the goal: preferred task, Shir will go with minim
woidance behaviors, the	n will stay on task, with manutes at a time in 4 of 5 opposition	ximum verbal and non-		on task, with moderate verbal and non-
ate to be achieved:	June ▼ 2020		Date to be achieved: October	2020
4 GOAL MET OR	IEP REPORT	T OF PROGRESS AND A	Date to be achieved: October CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of	IEP
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROmet)	F OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of	f goal met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROmet) 2nd Reporting Period	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary	IEP
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROmet)	F OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary Only)	f goal met) 1 NO PROGRESS
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4 GOAL MET OR EXCEEDED st Reporting Period Date:	3 SUBSTANTIAL PROmet) 2nd Reporting Period	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary Only)	f goal met) 1 NO PROGRESS
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4 GOAL MET OR EXCEEDED st Reporting Period Date: Progress Mark:	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date:	TOF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date:	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary Only) Date:	f goal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met:
4 GOAL MET OR EXCEEDED st Reporting Period Date: Progress Mark: s progress sufficient to neet annual goal?	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date: Progress Mark:	FOF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of the secondary of the seco	f goal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met:
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4 GOAL MET OR EXCEEDED Ist Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please	JEP REPORT 3 SUBSTANTIAL PRO met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	Progress Mark: By progress Mark: Progress Mark: By progress sufficient to meet annual goal? Yes No If "No" please	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of the secondary of the seco	f goal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
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4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	JEP REPORT 3 SUBSTANTIAL PROmet) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of the description of the	f goal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	JEP REPORT 3 SUBSTANTIAL PRO met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of the description of the	f goal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
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Student SHALMON	I SHIR		Date of Birth 31-MAR-2017	M	eeting Date 20-FEB-2020
Last	First	MI)	
		Section G: Annual G	oals and Objectives		
ormance Area:	Soc Emot/Safety C	Category:	▼ An	nnual Goal #:	6
			ed area, refrain from climbing on a least 80% of the time in 4 of 5 day	_	
	o be reported to parents by Progress Report or Report C		t of Progress and Achievement fr	om Current II	EP" form(s) which
		Methods of	Evaluation		
State Assessments Observation	Norm Portfo	Referenced lio	Criterion Referenced Work Samples	✓	Curriculum Based Informal
Other					
designated area, refrain fr from throwing self back of	I practice classroom safety rom climbing on furniture, I on floor, head banging) with least 50% of the time in 3 of	keep hands to self, refrain n maximum teacher	Incremental objective #2 rela On a daily basis, Shir will prac designated area, use classroom to self, refrain from throwing s teacher prompts and guidance,	ctice classroom n, refrain from self back on flo	n safety rules (e.g. stay in the climbing on furniture, keep ha oor, head banging) with moder
ate to be achieved:	June ▼ 2020	▼ MO/YR	Date to be achieved:	ctober ▼	2020 ▼ MO/Y
Date to be achieved:		T OF PROGRESS AND A	Date to be achieved: CHIEVEMENT FROM CURR ON OF MARKS		2020 ▼ MO/Y
Pate to be achieved: 4 GOAL MET OR EXCEEDED	IEP REPORT	T OF PROGRESS AND A	CHIEVEMENT FROM CURR	RENT IEP	2020
4 GOAL MET OR EXCEEDED	IEP REPORT	T OF PROGRESS AND A	CHIEVEMENT FROM CURR	RENT IEP	2020
4 GOAL MET OR EXCEEDED Ist Reporting Period	JEP REPORT 3 SUBSTANTIAL PRO met)	F OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal	CHIEVEMENT FROM CURR ON OF MARKS 2 PARTIAL PROGRESS (1-4	RENT IEP	net) 1 NO PROGRES.
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROmet) 2nd Reporting Period	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period	CHIEVEMENT FROM CURR ON OF MARKS 2 PARTIAL PROGRESS (1-4 4th Reporting Period (Second	RENT IEP	net) 1 NO PROGRES.
4 GOAL MET OR EXCEEDED Ist Reporting Period Date:	3 SUBSTANTIAL PROmet) 2nd Reporting Period	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period	CHIEVEMENT FROM CURR ON OF MARKS 2 PARTIAL PROGRESS (1-4 4th Reporting Period (Second Only)	RENT IEP 19% of goal m dary Goa	net) 1 NO PROGRES.
4 GOAL MET OR EXCEEDED Ist Reporting Period Date:	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date:	TOF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date:	CHIEVEMENT FROM CURR ON OF MARKS 2 PARTIAL PROGRESS (1-4 4th Reporting Period (Second Only) Date:	RENT IEP 19% of goal m dary Goa	net) 1 NO PROGRES.
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark:	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date:	TOF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date:	CHIEVEMENT FROM CURR ON OF MARKS 2 PARTIAL PROGRESS (1-4 4th Reporting Period (Second Only) Date:	RENT IEP 19% of goal m dary Goa O nnual	al Achievement Objective 1 Met: Yes No Objective 2 Met:
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date: Progress Mark:	FOF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to	CHIEVEMENT FROM CURR ON OF MARKS 2 PARTIAL PROGRESS (1-4 4th Reporting Period (Second Only) Date: Progress Mark: Is progress sufficient to meet as	RENT IEP 19% of goal m dary Goa Onnual	net) 1 NO PROGRES. al Achievement Objective 1 Met:
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Student SHALMON	SHIR		Date of Birth 31-MAR-2017	Meeting Date 20-FEB-2020
Last	First	MI		
		Section G: Annual G		
		Category:	▼ Annual Go	
pportunities.				
rogress on annual goals t ill be provided at either I	o be reported to parents by Progress Report or Report (Card periods.	t of Progress and Achievement from Cur	rent IEP" form(s) which
		Methods of I		
State Assessments		Referenced	Criterion Referenced	Curriculum Based
Observation	Portfo		Work Samples	Informal
Other	teacher into	erview		
ncremental objective #1	related to the goal: fine motor skills, Shir will		Incremental objective #2 related to To demonstrate improved fine motor s	
writing shapes with maxi	mum verbal/visual/tactile c	ues (5+), 2/5	writing shapes with moderate verbal/v	risual/tactile cues (3-4), 3/5 opportuni
ate to be achieved:	June ▼ 2020		Date to be achieved: October CHIEVEMENT FROM CURRENT I	2020
4 GOAL MET OR	IEP REPORT	T OF PROGRESS AND A		EP
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROmet)	F OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal	CHIEVEMENT FROM CURRENT I ON OF MARKS 2 PARTIAL PROGRESS (1-49% of §	EP goal met) 1 NO PROGRESS
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4 GOAL MET OR EXCEEDED st Reporting Period Date:	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date:	TOF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date:	CHIEVEMENT FROM CURRENT IDON OF MARKS 2 PARTIAL PROGRESS (1-49% of good secondary Only) Date:	EP goal met) 1 NO PROGRESS Goal Achievement
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4 GOAL MET OR EXCEEDED Ist Reporting Period Date: Progress Mark: S progress sufficient to meet annual goal? Yes No f "No" please comment: Needs More Time	JEP REPORT 3 SUBSTANTIAL PROmet) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	Progress Mark: By progress Mark: Progress Mark: By progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	CHIEVEMENT FROM CURRENT I ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	EP Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
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Student SHALMON	I SHIR	J	Date of Birth 31-MAR-2017	Meeting Date 20-FEB-2020
Last	First	MI		
		Section G: Annual G	-	1.11
		Category:	Annual Go	
				A HEDBI C
	Progress Report or Report C	Card periods.	t of Progress and Achievement from Cur	Tent IEF Torm(s) which
G		Methods of 1		
State Assessments		Referenced	Criterion Referenced	Curriculum Based Informal
Observation	Portfo	110	Work Samples	Informal
Other				
cremental objective #1	related to the goal: mother child, with adult sup	1.612	Incremental objective #2 related to Shir will play alongside another child,	
ninutes, on 4 occasions of	during a school week.		interaction, with adult support, for at less school week.	
ate to be achieved:	June ▼ 2020 IEP REPORT		Date to be achieved: October CHIEVEMENT FROM CURRENT I	▼ 2020 ▼ MO/Y
4 GOAL MET OR	IEP REPORT	OF PROGRESS AND A		EP
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROmet)	F OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal	CHIEVEMENT FROM CURRENT II ON OF MARKS 2 PARTIAL PROGRESS (1-49% of §	EP goal met) 1 NO PROGRES
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	10:4:4	INDIVIDUALIZED	EDUCATION PROGRAM (IEP)	Page 17 of
os Angeles Unified Schoo				
Student SHALMONI	SHIR		Date of Birth 31-MAR-2017	Meeting Date 20-FEB-2020
Last	First	MI		
essments administered will c		ssessments determined for	n State and District-wide Assessments or each grade by the California Department of School District.	Education and/or the Los Angeles Unifie
RDP-A - (Adaptations ident	tified below are app	licable)		
Adaptations:				
- Functional positioning				
- Alternative response m	node			
- Visual support				

		INDIVIDUALIZED EDUCATION PROGRAM (IEP)	Page 18 of 28
Los Angeles Unified Scho	ol District	THE THE PROPERTY OF THE PROPER	
Student SHALMONI	SHIR	Date of Birth 31-MAR-2017	Meeting Date 20-FEB-2020
Last	First Se	MI ction N: Procedural Safeguards and Follow-up Actions	
■ A Parent's Guide to Spec	cial Education Serv	ices including Procedural Rights & Safeguards was provided to	the parent in his/her primary language.
		ts were read aloud at the beginning of the IEP Team meeting.	
		ight to a written translation of the IEP.	
Is the parent/guardian request			
	=	tten translation of the IEP in Hebrew	
Specify the Individual Pag	ges to be translated:		
Special Requests:			
For students who are 17 y	ears old, the studen	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 ha	s determined otherwise.	
	_	WING CDA OF DELIBERATED ATTEMPT OF A NAME.	
	1	THIS SPACE DELIBERATELY LEFT BLANK.	

		INDIVIDUALIZED EDU	CATION PROGRAM (IEP)		Page 19 of 28		
Los Angeles Unified Scho	ol District		,				
Student SHALMONI	SHIR		Date of Birth 31-MAR-20	Meeting	Date 20-FEB-2020		
Last	First	MI					
		Section Q: Parent Par	ticipation and Consent				
Pa	rent Participation		Parent Notification				
Parent/Student (18-21) has	narticinated in the	FP meeting	Method	Whom	When		
Parent/Student (18-21) indiable to attend.	icated before the me	the meeting time and place.	Phone	R. Sperling	27-JAN-2020		
Parent/Student (18-21) did not in the meeting was held without the	ne Parent/Student (1	8-21) present					
Parent/Student (18-21) did without them if they did not atte		permission to proceed		initials here ONLY if th	scheduled to this date at my e PARENT requested that		
	D4/64	L4 (10 21) A4	the IEP meeting be rescheduled				
1.70 (70.1 (40.04)		` , ĕ	to Components of the Pro	•			
` ,	, ,		a proposed IEP. The District wagrees so as to not delay provi		ervices.		
Parent/Student (18-21) AG	REES to all compo	onents of the IEP.					
Parent/Student (18-21) AC	GREES o all compo	nents of the proposed IEP W	ITH THE SPECIFIC EXCEPT	ΓΙΟΝ(S) stated below:			
Assessment	Specify						
Eligibility	Specify						
Instructional S	SettingSpecify						
Services	Specify						
The Parent/Student (18-21)) DOES NOT AGE	REE with any of the compone	ents of the proposed IEP.				
not agree. If a parent/student	t (18-21) does wis	h to initiate a form of dispu	esolution as to components of the resolution as to the components of the Parent's Guide to Special Education A Parent's Guide to Special Education But the second se	nents of the proposed	IEP, the parent can find		
		Parent Concern	s and Comments				
Signature(s)				Date			
Guardian	21 years			Emancipated inor	O Foster Parent		
Did the school district facilitate	parent involvemen	t as a means of improving ser	vices and results for your child?	• Yes No No	o Response		
✓ I certify that I have rece voluntary and can be done a			ling the IEP process. I underst	and that my completi	on of the form is		
Signature(s)				Data 20	0-FEB-2020		
, 1				Date 20			

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

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.			
si	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.			
В.	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.)			
	(if you allowed to this question is 110, please write concerns below.)			201 3-2
		2	Addition	al Comments

se write below	nore you would like to ask us or tell us? or call the Parent Resource Network at 1-800-933-8133.
Plea	ase fold along dotted lines with the address showing. Seal and mail. Postage is pre-paid. Again, Thank you!
	NO POSTAGE NECESSARY
	IF MAILED IN THE UNITED STATES
	BUSINESS REPLY MAIL
	FIRST-CLASS MAIL PERMIT NO. 33798 LOS ANGELES CA 90061 POSTAGE WILL BE PAID BY ADDRESSEE
	ATTN PARENT RESOURCE NETWORK LOS ANGELES UNIFIED SCHOOL DISTRICT PO BOX 613307 LOS ANGELES CA 90099-4093
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		Reconvened
Student SHALMONI SHIR	Date of Birth 31-MAR	Meeting Date R-2017 Meeting Date 20-FEB-2020
Last First MI		
Section	R: Names and Signatures (Signatures on Fi	ile)
Team Member	Print Name	Signature
rent/Guardian	Revital Shalmoni	
rent/Guardian	Jeffry Shalmoni	
ident Age 18 - 21 years		
ident Under Age 18 years		
rrogate Parent		
ster Parent		
nily Foster Home Provider		
ministrator		
ministrative Designee	Tanyka Nelson-Robinson	
ecial Education Teacher	Romy Sperling	
neral Education Teacher	Rina Duarte	
nool Psychologist		
nool Nurse		
lated Service Staff LAS	Sara Cohen	
lated Service Staff OT	Talia Cohen	
lated Service Staff		
erpreter		
n Language Interpreter		
ency Representative		
ency Representative		
ency Representative		
Advocate	Luciana Ganach	
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Los Angeles	Unified S	school Dist	INDIVIDUALIZED EDUC	ATION PROC	GRAM (IEP)		1 age 21 01 28
	SHALMON Last	VI SHI		Date of Birth	31-MAR-2017	Meeting Date	20-FEB-2020
			LEAST RESTRICTIVE EN	VIRONM	ENT ANALYSIS		
			To Be Completed By the IEP T	eam at the IE	P Team Meeting		
			Student's Current	Placement Ty	rpe:		
O General	Education	Class/Gen	eral Education Site	O Special	Day Program/General 1	Education Site	
O Special	Day Progr	am/Special	Education Center	Nonpub	lic School		
O Home/F	Iospital or	Residential	Care Facility				
			formation below as part of the IEP team that indicates YES. After reaching the S				
Placement is restrictive so required sup there is a co	n a more re etting with oports, serv mpelling r	the use of vices, accordenson why	Education Act (IDEA) requires that studetting should only occur if the nature or supplementary aids and services cannot amodations and modifications is not the they cannot be provided. In selecting the that he or she needs.	severity of the be achieved s sole justifica	e student's disability is satisfactorily. The lack tion for placement in a	such that placen of current availa more restrictive	nent in a less ability of a student's e setting, unless
Step A.		supports, s m/setting?	ervices, accommodations and/or modific	cations in the	student's IEP be made	available in a go	eneral education
	O Yes	0	If the answer is YES, then a general ed NO, go to the question below.	ducation class	sroom/setting is the app	ropriate placem	ent. If the answer is
	O Yes	O No	If not currently available, can the requavailable in a general education classrand/or modifications must be provided the box below. Then go to Step B.	oom/setting?	If YES, all required sup	pports, services,	accommodations
Step B.		supports, s cial day pro	ervices, accommodations and/or modific gram?	cations in the	student's IEP be made	available on a g	eneral education site
	O Yes	O No	If the answer is YES, then a special da answer is NO, go to the question below		n a general education si	te is the approp	riate placement. If the
	O Yes	O No	If not currently available, can the requavailable in a special day program on accommodations and/or modifications articulate why in the box below. Then	a general edu must be prov	cation site? If YES, all vided within a reasonab	required suppor	ts, services,

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Step D. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting? Yes	_		School Dist								
ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued) To Be Completed By the IEP Team at the IEP Team Meeting Step C. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a special school setting? Yes No Yes No To currently available, can the required supports, services, accommodations and/or modifications be made available in a special school setting? If YES, all required supports, services, accommodations and/or modifications be made available in a special school setting? If YES, all required supports, services, accommodations and/or modifications be made available in a special school setting? If YES, all required supports, services, accommodations and/or modifications be made available in a home/hospital setting? Yes No If the answer is YES, then a home/hospital setting is the appropriate placement. If the answer is NO, go to the question below. If not currently available, can the required supports, services, accommodations and/or modifications be made available in a home/hospital setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step E. Step E. Can the supports, services, accommodations and/or modifications and/or modifications in the student's IEP be made available in a residential care facility? Yes No If not currently available, articulate in the IEP what supports, accommodations and/or modifications are required.	Student				MI			31-MAR-2017	_	20-FEB-2020	
To Be Completed By the IEP Team at the IEP Team Meeting Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a special school setting? If the answer is YES, then a special school setting is the appropriate placement. If the answer is NO, go to the question below. Yes		Last	•	HSt	1411		Dii tii		Date		
Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a special school setting? Yes No Yes No Yes No To currently available, can the required supports, services, accommodations and/or modifications be made available in a special school setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step D. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting? Yes No If the answer is YES, then a home/hospital setting is the appropriate placement. If the answer is NO, go to the question below. If not currently available, can the required supports, services, accommodations be made available in a home/hospital setting? If YES, all required supports, services, accommodations be made available in a home/hospital setting? If YES, all required supports, services, accommodations and/or modifications be made available in a home/hospital setting? If YES, all required supports, services, accommodations and/or modifications be made available in a home/hospital setting? If YES, all required supports, services, accommodations and/or modifications be made available in a home/hospital setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step E. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a residential care facility? Yes No If not currently available, articulate in the IEP what supports, accommodations and/or modifications are required.		Al	NNUAL	LEAST 1	RESTRIC	CTIVE E	NVIRONME	NT ANALYSIS	(Continued)		
Yes No If the answer is YES, then a special school setting is the appropriate placement. If the answer is NO, go to the question below. For currently available, can the required supports, services, accommodations and/or modifications be made available in a special school setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step D. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting? Yes No If the answer is NO, go to the question below. If not currently available, can the required supports, services, accommodations and/or modifications be made available in a home/hospital setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step E. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a residential care facility? Yes No If not currently available, can the required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step E.				To l	Be Complete	ed By the IE	P Team at the IEI	P Team Meeting			
question below. Yes No N	Step C.										
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Yes No If the answer is YES, then a home/hospital setting is the appropriate placement. If the answer is NO, go to the question below. Yes No If not currently available, can the required supports, services, accommodations and/or modifications be made available in a home/hospital setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step E. Step E. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a residential care facility? Yes No If not currently available, articulate in the IEP what supports, accommodations and/or modifications are required.											
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Yes No If not currently available, can the required supports, services, accommodations and/or modifications be made available in a home/hospital setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step E. Step E. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a residential care facility? Yes No If not currently available, articulate in the IEP what supports, accommodations and/or modifications are required.		O Yes	O No					the appropriate place	ment.		
Step E. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a residential care facility? Yes No If not currently available, articulate in the IEP what supports, accommodations and/or modifications are required.		O Yes	available in a home/hospital setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the								
facility? Yes No If not currently available, articulate in the IEP what supports, accommodations and/or modifications are required.											
facility? Yes No If not currently available, articulate in the IEP what supports, accommodations and/or modifications are required.											
	Step E.			ervices, acco	ommodations	s and/or mod	difications in the	student's IEP be made	available in a re	sidential care	
		O Yes	O No				e in the IEP what	supports, accommodat	tions and/or mod	ifications are require	

_	SHALMONI	ol District SHIR		DEDUCATION PROD Date of	31-MAR-2017	Meeting	20-FEB-2020
	Last	First	MI	Birth		Date	
	ANN	UAL LEAST	T RESTRICTIVI	E ENVIRONMI	ENT ANALYSIS	(Continued)
			o Be Completed By th				,
Step F.			ed in the contents of this time, including (che	_	ement being considered	by the IEP tean	n, outweigh any
	potential nai						
			ccess to the full range al education instruction		ialified staff		
		Ü	student may earn cred		sum ou stam		
			tunity for social intera	_			
		Lack of oppor	tunities for age-appro	priate peer role mode	els		
		Amount of so	cialization opportuniti	ies with typical peers			
			s to peers in student's				
		-	sure to appropriate bel	navioral models from	peers		
		Other:					

Student SHALMONI	SHIR	Date of Birth 31-MAI	R-2017 Meeting Date 20-FEB
Last	First	MI	
		Effective With this IEP	Future Changes Related to this IEP
	As of Date:		
ligibility:		Eligible (AUT))
rom Page 4)	Final IEP Reason	Eligible (AO1)	
	Final IEP Effective Date:		
urriculum		General Education	
acement	Type of School	District Non-Resident School	
	Name of School	LOCKHURST DR CEL	
structional Setting	G.44*	0 :151 .:	
structional Setting	Setting	Special Education	
	Program	PAL	
	Special Day Minutes/Wk	1350	
	Addresses Goals	1(Communication),2(Language Devel),3(Language Devel),4(Social Emotional),5(Soc Emot/Safety),6(fine motor)	
dditional Factors	Low Incident Support	None	
	Assistive Technology Support	No	
	Transportation	Home to School	
	Extended School Year/Intersession		
	Parent Counseling and Training (PCT)	• Yes O No	
	ESY Transportation	Home to School	
ecommodation, odifications, pports	Instructional Accommodations	Check for understanding before and during tasks; provide signals, scripts, and models for improved communication; facilitate peer interactions; break tasks into small steps; prompt to stay on task; provide visuals with instruction; provide opportunities for hands-on learning	
	Instructional Modifications		
	Other Supports, including Non- Academic and Extra- curricular Activities	All staff working with Shir should be aware that she does not like people to touch her or her belongings.	
reparation for Three ear Review IEP (At ne second Annual leview IEP Meeting, ne team must discuss and document the ecision to conduct or	Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary?	○ Yes ○ No	
ot conduct a three- ear comprehensive eassessment.)	If the Parent does not agree, specify the area(s) to be reassessed.		
		`	' L

2/21/2020	Individualized Education Program (IEP)
Assistive Technology Equipment	
Participation in General Education	

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INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unifie	d School District		IEP FAPE Part 2 - Summary o	of Services	
Student SHALMON	II SHIR		Date of Birth 31-MAR-2017	Meeting	20-FEB-2020
Last	First	MI		Date	

		Effective With This IEP	Future Changes Related To This IEP
Service 1	Start Date:	Effective as of 3rd Birthday with Parent Signature	
16	End Date:		
Occupational Therapy	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals:	Interval:	Weekly	
5(Social Emotional)	Minutes/Interval:	30	
7(fine motor)	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	Direct Service (Collaborative)*	
	Responsible Personnel:	Licensed/Credentialed Provider	
		Other Provider(s)	
	*		
S 2	Ct. A.D. A	Eff. (* C2 1B; 4.1 ; 4	
Service 2	Start Date:	Effective as of 3rd Birthday with Parent Signature	
18	End Date:		
Occupational Therapy - Clinic	Service applies to:	ESY	
	Frequency:	1	
This service addresses the following goals:	Interval:	Weekly	
5(Social Emotional)	Minutes/Interval:	60	
7(fine motor)	Minutes/Interval (Pullout from Gen Ed):	0	
_	Service Delivery Model:	Direct Service (By a Single Provider)*	
		riovidei).	

	*		
Service 3	Start Date:	Effective as of 3rd Birthday with Parent Signature	
18	End Date:	30-SEP-2020	
Occupational Therapy - Clinic	Service applies to:	Regular	
	Frequency:	1	
This service addresses the	Interval:	Weekly	
following goals:	interval.	Weekiy	
5(Social Emotional)	Minutes/Interval:	60	
7(fine motor)	Minutes/Interval (Pullout from	0	
/(Inte motor)	Gen Ed):		
	Service Delivery Model:	Direct Service (By a Single Provider)*	
	Responsible Personnel:	Licensed/Credentialed Provider	
	*		
Service 4	Start Date:	Effective as of 3rd Birthday with Parent Signature	
16	End Date:		
Occupational Therapy	Service applies to:	ESY	
	Frequency:	1-10	
This service addresses the following goals:	Interval:	Yearly	
5(Social Emotional)	Minutes/Interval:	60	
7(fine motor)	Minutes/Interval (Pullout from Gen Ed):	0	

Service Delivery Model:	Direct Service (Collaborative)*	
Responsible Personnel:	Licensed/Credentialed Provider	
	Other Provider(s)	
*		

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

Part 3 - Percentage of Time Outside of General Education Effective With this IEP **Future Changes Related to this IEP** % of Time per Week outside of General Education 85

Part 4 - Additional Discussion (This section is optional)

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

Shir is eligible for transportation since the offered program is not available at her school of residence. Home to school transportation is recommended due to Shir's young age and delayed language, which is a safety concern.

At the IEP meeting, discussion was held regarding time, frequency, and location of OT services. As a result from the discussion, the school based OT services were increased from 60 minutes per month to 30 minutes per week. Occupational Therapy clinic is also being offered on a trial basis through September 2020. Prior to that end date, an OT re-evaluation should be done to confirm if the OT clinic is appropriate. She is eligible for transportation to and from the OT clinic if the clinic appointment is during her school day.

Last	SHIR First	MI		Date o Birth	31·	-MAR-201	Meeting Date	20-FEB-2020
SCHOOL SETTING								
O District School of Residence	Scho	District Non-reside ool	ence	О н	ead Start	Commi College	unity	District Early Education Center
O District Special Education School/Center	0	Nonpublic School		O No Agency	onpublic y	State Residential School		
Oual Enrollment	0	Home		Он	ospital	Private/Par School	rochial	Other
RELATED SERVICES								
Check:		Assistant - Class		He Class	ealth Care	Assistant -	License Nurse - Clas	ed Vocational
		Assistant - Bus		Bus	ealth Care	Assistant -	License Nurse - Bus	ed Vocational
School Hours Begin	08:00am		End 12:3	301	Arri prog	val time for breakfa gram	st	
TRANSPORTATION INF	ORMATION	N (Complete for S	Students Re	quirin	g Transpo	ortation)		
Allergies	Vest	Bus Safety	G-Tube	÷		Seizures	Ventila	tor
Asthma		Cardiac	Helmet	;		Shunt	Walker	
Behavioral Support Pl	Pals	-	Lift Bu	s		Sickle Cell	Wheeld	chair
Bleeder	Seat	Child Safety	Muscul Dystrophy	ar		Spina Bifida	Other	
Blind/Partially Sighted	d	Crutches	Medica	tion		Suctioning		
Brittle Bones	Hea	_	Oxyger Tank		Tran	Therapy with sportation		
Brace		Diabetes	Oxyger Portable	1 -		Tracheotomy		
		T-1h				Date		
Prepared by C. Sperling		Telephone 818-825-695				20-FEB-20		

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INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Ang	eles Unified Sci	nool District		IEP FAPE P	art 2 - Summai	ry of Services	
Student	SHALMONI	SHIR		Date of Birth	31-MAR-2017	Meeting Date	20-FEB-2020
	Loct	Firet	MI				

FAPE Summary Grid

		v	
Program:	PAL	Setting:	Special Education
Eligibility:	Eligible (AUT)	Curriculum:	General Education
Transportation:	Home to School	Low Incident Support:	None
Date District Received Parent Signature:			

	.g								
Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)	No Consent
16	Occupational Therapy	Effective as of 3rd Birthday with Parent Signature	Regular	Weekly	1-5	~	30	Social Emotional, fine motor	
16	Occupational Therapy	Effective as of 3rd Birthday with Parent Signature	ESY	Yearly	1-10	~	60	Social Emotional, fine motor	
18	Occupational Therapy - Clinic	Effective as of 3rd Birthday with Parent Signature	Regular	Weekly	1	~	60	Social Emotional, fine motor	
18	Occupational Therapy - Clinic	Effective as of 3rd Birthday with Parent Signature	ESY	Weekly	1	~	60	Social Emotional, fine motor	

For IEP Team Information

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

		For Beha	wior Interfering with Stude	ent's Learning or th	he Learning of H	is/Her Peers			
	Los Angeles Unified School District (Behavior Intervention Plan, pg.								
Student	SHALMON			Date of 1	Birth 31-MA	R-2017 Me	eting Date 20-FEB-2020		
	Last	First impeding learning is:	MI	Describe what it	looks like				
1	other	impeding learning is.	▼	~	scribe what it looks like: rows head/body back, bangs head, elopes				
		earning because: la	ack of work production	disrupts other		requires instruction	n to ston		
2	instructional time is lost negative interaction with					1			
	other 🕢	safety risk	S I						
3	The need fo	r a Behavior Intervention	n Plan: early stage in	tervention m	oderate ser	ous extreme			
	Frequency o	or intensity or duration o	of behavior: Frequency (x)	Period	Intensity	Duration (min)			
4	Frequency or intensity or duration of behavior: Freque								
	☐ Reported	1 by		hourly ▼ and/or	medium ▼ observed by	2			
	reported	parent			observed by				
PREVE	NTION		PART 1		ENVIRON	MENTAL FACTORS	AND NECESSARY CHANGI		
		What are the predic	ctors for the behavior? (Site	uations in which tl	ne behavior is lik	ely to occur: people, t	ime, place, subject, etc).		
	5	□ p:		level higher than		1.11	T 1 6 1: 4 1:1:		
		Disruption in ro Time of day	student's a			l directives conflict	Lack of predictability Over stimulation		
		Unstructured tir	me Interna	al physical/emotion		conditions	Specific room arranger		
		Events from pre	. state			- Conditions	Specific room arrange.		
		environments	Lack of	of freedom, choice activities, friends	,				
				stimulation					
		Other Describe	e:						
			student using the problem		is missing in the	environment/curriculu	ım or what is in the		
bservat		environment/curric	culum that needs changing	()					
nalysis	Present in	the environment:	Classroom seatin	ig arrangement	Noise levels		✓ Interactions (adult and/or		
	Missino i	n the environment:	Peer status gaine		✓ Inappropriate	e materials (age-appro			
	Wilsonig I	i the chynomicae.	misbehavior		Schedule		Conflict resolution skills		
			Transition skills		Task structur		Effective communication parent		
			Re-teaching Social skills instr			es not clear to	Communications system		
			Choices	ruction	student		,		
	Othe	er (Missing/Present):	Choices						
			VE STUDENT'S						
			al changes, structure and su		to nome orea the ast	udent's need to use the	is behavior? (Changes in		
	. 7	What environmenta	ala/Internationa to remaria	ipports are needed	to remove the st				
tervent	tion 7	What environmenta Time/Space/Materia	als/Interactions to remove	apports are needed the likelihood of b	ehavior)				
tervent	tion 7	What environmenta Time/Space/Materia Time Changes:		upports are needed the likelihood of b more time on task	pehavior)	w completion in parts	Teach a closure system		
tervent	tion 7	Time/Space/Materia	Give	the likelihood of be more time on task	oehavior) ks 💆 Allo	w completion in parts ide a break			
tervent	tion 7	Time/Space/Materia Time Changes: Space Changes:	☐ Give ✓ Sign: ✓ Prefe	the likelihood of b	echavior) Allo Prov				
tervent	tion 7	Time/Space/Materia	Give Sign: Prefe	the likelihood of be more time on task al transition	echavior) SS Allo Prov Diffe	ide a break	Give less time on task		
tervent	tion 7	Time/Space/Materia Time Changes: Space Changes:	Give Sign: Prefe Perso	the likelihood of be emore time on task al transition erred seating	echavior) cs	ide a break erent work areas ds-on learning book organizer	Give less time on task Study carrels Tasks organized Enlarged print size boo		
tervent	tion 7	Time/Space/Materia Time Changes: Space Changes: Material Changes	Give Signa Prefe Perso High	the likelihood of be emore time on task al transition erred seating onal space ommodated work a interest materials	sehavior) cs	ide a break erent work areas ds-on learning book organizer the student	Give less time on task Study carrels Tasks organized		
tervent	tion 7	Time/Space/Materia Time Changes: Space Changes: Material Changes	Give Signa Prefe Perso High	the likelihood of be emore time on task al transition erred seating onal space ommodated work	sehavior) (S	ide a break erent work areas ds-on learning book organizer the student se successes	Give less time on tasks Study carrels Tasks organized Enlarged print size boo		
tervent	tion 7	Time/Space/Materia Time Changes: Space Changes: Material Changes	Give Signa Prefe Perso Acco High Use s words	the likelihood of be emore time on task al transition erred seating onal space ommodated work a interest materials specific supportive	ehavior) Allo Prov Diffe Han Note Cue Prais	ide a break brent work areas ds-on learning book organizer the student se successes calm, de-escalating	Give less time on task Study carrels Tasks organized Enlarged print size boo		
tervent	tion 7	Time/Space/Materia Time Changes: Space Changes: Material Changes	Give Signa Prefe Perso Acco High Words Verb	the likelihood of be emore time on task al transition erred seating onal space ommodated work a interest materials specific supportive	ehavior) Allo Prov Diffe Han Note Cue Prais	ide a break brent work areas ds-on learning book organizer the student se successes calm, de-escalating	Give less time on task Study carrels Tasks organized Enlarged print size boo		
tervent	tion 7	Time/Space/Materia Time Changes: Space Changes: Material Changes Interaction:	Give Signa Prefe Perso Acco High Words Verb	the likelihood of be emore time on task al transition erred seating onal space ommodated work a interest materials specific supportive vally praise student specific support	ehavior) Allo Prov Diffe Han Note Cue Prais	ide a break brent work areas ds-on learning book organizer the student se successes calm, de-escalating	Give less time on task Study carrels Tasks organized Enlarged print size boo		
tervent		Time/Space/Materia Time Changes: Space Changes: Material Changes Interaction:	Give Signa Prefe Perso Acco High Use: words Verb Use: commun	the likelihood of be emore time on task al transition erred seating onal space ommodated work a interest materials specific supportive hally praise student specific support incations	ehavior) Allo Prov Diffe Han Note Cue Prais	ide a break erent work areas ds-on learning book organizer the student se successes calm, de-escalating	Give less time on task Study carrels Tasks organized Enlarged print size boo		
tervent		Time/Space/Materia Time Changes: Space Changes: Material Changes Interaction: Other establish?	Give Signa Prefe Perso Acco High Use: words Verb Use: commun	the likelihood of be emore time on task al transition erred seating onal space ommodated work a interest materials specific supportive hally praise student specific support nications	ehavior) Allo Prov Diffe Han Note Cue Prais	ide a break brent work areas ds-on learning book organizer the student se successes calm, de-escalating	Give less time on tasks Study carrels Tasks organized Enlarged print size boo		

			IDUALIZED EDUCATION Pl Behavior Intervention Plan		Page 27 of 2				
	Los Ai		ng with Student's Learning or the Lea	arning of His/Her Peers	r Intervention Plan, pg. 2 of a				
Student SH	HALMONI		Date of Birth		eting Date 20-FEB-2020				
Student 51	Last	First M		31-WAK-2017	20-1 ED-2020				
ALTERNAT		PART II		AND NEW BEHAVIORS TO T	EACH AND SUPPORT				
		Team believes the behavior occu	rs because: (Function of behavior in	terms of getting, protest or avoid	ing something)				
	8	To Get:			1				
			Sensory input Tangible (desired item)	Attention (peer) Tangible (desired activity)	Attention (staff)				
		To Avoid:	Sensory input	Attention (peer)	Attention (staff)				
			Task (too difficult)	Task (too easy)	Task (too long)				
		Describe:	·						
Observation	9	What team believes the student his/her need met in an acceptable	should do INSTEAD of the problem e way?)	behavior? (How should the stude	ent escape/protest/avoid or get				
Analysis	To get sensory input, Shir will use safe sensory strategies determined by the SPED team, instead of using unsafe strategies (i.e. throwing self of floor, banging head, climbing on furniture, eloping, etc.).								
	Instead of avoiding a task that is too difficult, Shir will signal/ask for help, then will complete part of the accommodated task with adult assistance, for 3 minutes at a time.								
	10	What teaching Strategies/Necess	ary Curriculum/Materials are needed	?					
	10	_		_					
		Better communication	Anger management	Communication system	Self-management systems				
		skills Following schedules &	Learning new social skills	Learning how to negotiate					
		routines	Learning notebook organization	Learning to use conflict resolution	Learning to request break				
		Learning new scripts Other	organization .	Testimon					
		Who will establish?	Who will monitor?	Frequency:					
		SPED teacher	SPED team	daily					
	11	What are reinforcement procedur	es to use for establishing, maintaining	g, and generalizing the replacement	ent behavior(s)?				
ntervention	11	Physical:	High-fives	✓ Smiles	Handshake				
			Pat on the back		_				
		Verbal:	Use specific praises	Recognition of student's	Peer recognition				
		Contingent Access:	Time on the computer	Free time	Listen to music				
			Preferred activity		Other				
		Tangibles	Positive phone calls or notes to home	Describe: animal toys					
		Tokens and Points:	Tokens	Certificate sent home	Seating Location				
			Exempt assignment	Points Extra test points					
		Privileges:		Extra test points					
		Other ideas:							
		Selection of reinforcer based on:	1 1						
		reinforcer for using replacem		eral increase in positive behavior	S				
		By whom?	Frequency daily						
		SDED toom							
		SPED team	dany						
EFFECTIVE	REACTIO			REACTIVE STRA	regies				
EFFECTIVE V		N PAR	ГШ	REACTIVE STRA					
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Individualized Education Program (IEP) Page 28 of 28 INDIVIDUALIZED EDUCATION PROGRAM Behavior Intervention Plan For Behavior Interfering with Student's Learning or the Learning of His/Her Peers Los Angeles Unified School District (Behavior Intervention Plan, pg. 3 of 3) Student SHALMONI SHIR Date of 31-MAR-2017 Meeting 20-FEB-2020 Birth Date Last First ΜI **OUTCOMES** BEHAVIORAL GOALS PART IV 13 Behavioral Goal: Goal #: 2 When Shir becomes upset, frustrated, or angry, she will use a self-regulation/coping strategy (movement break, deep breathing, quiet space break, deep pressure/heavy work activity, etc.) to avoid engaging in self-injurious behaviors (head banging, throwing self-on ground, eloping, climbing on furniture), with one reminder, on 4 out of 5 opportunities, as measured by observations. The above behavioral goal is to: <a>Increase use of replacement behavior and may also include: 🗹 Reduce frequency of problem behavior 🗹 Develop new general skills that remove student's need to use the problem behavior Observation and Analysis Conclusion Are curriculum accommodations or modifications also necessary? Where described? FAPE 1 O No Yes Are environmental supports/changes necessary? Yes Is reinforcement of replacement behavior alone enough? (no new teaching is necessary)? Yes Are both teaching of new replacement behavior AND reinforcement needed? This BIP to be coordinated with other agency's service plans? Agency? Yes No Person responsible for contact between agencies. COMMUNICATION PART V COMMUNICATION PROVISIONS Manner and content of communication: 14 Phone calls Email Written notes Daily reports Daily charting Behavioral logs Weekly reports Other Frequency? Between? SPED teacher and parent daily