

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Identification Number 200261X744 SSID

Student MIZRAHI YARIN

Last First MI

Not Eligible for Spec Ed Services

Date of Birth: 16-JUL-2015

Section A: Meeting Information

Pertinent Dates	Type of Meeting
Date of Initial IEP Team Meeting: 19-APR-2023	<input checked="" type="radio"/> Initial
Date of Present Meeting: 19-APR-2023	<input type="radio"/> Amendment of IEP dated <input type="text"/>
Annual Review to be conducted by: 19-APR-2023	<input type="radio"/> Annual Review
Next Three Year Review will be conducted by: 19-APR-2023	<input type="radio"/> Early Start Transition
Three Year Review or Evaluation was conducted on: 19-APR-2023	<input type="radio"/> Three Year Review
Transition to Kindergarten to be conducted by: <input type="text"/>	<input type="radio"/> Expulsion Analysis
	<input type="radio"/> Other <input type="text"/>
	<input type="radio"/> Individual Transition Plan

Location of Meeting: EMELITA ST EL District Name: Los Angeles Unified School Distri

Section B: Student Information

Date of Birth: 16-JUL-2015 Age: 7 Grade: 1

Gender: Male Female Ethnic Code:

Location of the Psych Folder: Student has no Psych Folder:

Location of the Cum Folder: Student has no Cum Folder:

Home Language: English Student Language: English Alternate Mode of Communication:

Home Address of Student: 5945 WHITE OAK AVE

City: ENCINO CA ZIP Code: 91316

Home Telephone: 818-535-3044 Daytime Telephone: Emergency Telephone:

School of Attendance: Private School Office (1) Location Code: 1536

School of Residence: Emelita St El Location Code: 3589

Name of Parent/Guardian: Hila Mizrahi Telephone:

Address: 5945 WHITE OAK AVE

City: ENCINO CA ZIP Code: 91316

Surogate Parent: Telephone:

Attends **CURRENT SCHOOL** as a result of one of the following: Private School Enrollment

Private School: Emek Hebrew AcademyTeichman Family Torah Center

Is the student living in a Family Foster Home (FFH)? No Yes FFH#:

Is FFH Provider related to student? No Yes Relationship:

Licensed Children's Institution: No Yes LCI Name:

Out of the home placement made by: Regional Center Department of Mental Health Department of Children's Services

Superior Court Other

Child's family living within LAUSD's boundaries? No Yes

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

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Student Date of Birth

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Section C: Language Acquisition

Language Classification: Start Date:

Withdrawal by Parent Request: Yes No Reclassification Date:

ELPAC Performance Level and Performance Descriptor: Test Date:

Alternate ELPAC Performance Level and Performance Descriptor: Test Date:

Section D: Goal Achievement from Current IEP

Goal for: (example - Reading)	Achieved		If No, explain the reason the goal/objective was not achieved
	Yes	No	
1 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category <input type="text"/>			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
2 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category <input type="text"/>			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
3 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category <input type="text"/>			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
4 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category <input type="text"/>			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
5 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category <input type="text"/>			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
6 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category <input type="text"/>			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
7 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category <input type="text"/>			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
8 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category <input type="text"/>			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
9 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category <input type="text"/>			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
10 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category <input type="text"/>			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Date of Birth Meeting Date
 Last First MI

Section E: Present Level of Performance

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):

Strengths: Yarin's teacher notes that he is approaching grade level for both decoding and comprehension. He is always willing to try and will self correct. He listens attentively in class. He is a good reader, but he does need to slow down a bit so he comprehends what he is reading. He is working on grade level with phonics. At times Yarin will guess words that he doesn't know and if the sentence doesn't make sense he will try again. He just barely missed an average score in passage comprehension by one point, but he does have the necessary skills to figure out what is happening when reading sentences to figure out missing words that will make sense. His ability to understand sentences is shown in his reading fluency score, in which he has to read a sentence and say if it is a true fact, or false.

Needs: Yarin's teacher notes that he needs to improve his vocabulary.

Impact of Disability: No impact

Woodcock Johnson Scores:
 Reading SS 90 Average Passage Comprehension SS 89 Low Average Sentence Reading Fluency SS 95 Average
 Broad Reading SS 91 Average Letter-Word Identification SS 91 Average

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):

Strengths: Yarin's teacher notes that he is approaching grade level in the area of writing. He has good ideas, although he needs to improve in spelling. He can write complete sentences and is working on grade level for grammar. Yarin was able to write in complete sentences when assessed on the WJIV, and his misspelled words did not take away from the meaning of the sentence. He is able to sound out words even though they are not spelled correctly. This is shown in his writing samples score, as Yarin was able to use his skills to approximate the words phonetically. His writing scores overall are in the low average to average range. When given a group of words in any order he use them to write a complete sentence, which shows that he knows what is needed for a complete sentence. He knows that a sentence begins with an uppercase letter and requires ending punctuation, but may need to be reminded.

Needs: None at this time

Impact of Disability: No impact

Woodcock Johnson Scores:
 Written Language SS 75 Low Broad Written Language SS 81 Low Average Writing Samples SS 100 Average
 Written Expression SS 101 Average Sentence Writing Fluency SS 103 Average Spelling SS 43 Very Low

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Student MIZRAHI YARIN MI
Last First MI

Date of Birth 16-JUL-2015

Meeting Date 19-APR-2023

Section E: Present Level of Performance

Performance Area: Math
Category: Math
Assessment/Monitoring Process Used: Woodcock Johnson IV, teacher report, student work samples
State/District Assessment Results:

Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):

Strengths: Yarin's teacher notes that he can do computations and knows basic math facts and concepts. When assessing he was found to have good basic math skills and does have automaticity as shown in the math facts fluency scores, but likes to do math in his head instead of showing his work on paper. He is able to regroup with addition using multiple digit numbers. His assessment scores in the area of math are in the average to high average range.
Needs: An area of weakness for Yarin is solving math word problems, according to his teacher.
Impact of Disability: No impact
Woodcock Johnson Scores:
Mathematics SS 108 Average Broad Mathematics SS 111 High Average Math Calculation Skills SS 111 High Average
Calculation SS 105 Average Applied Problems SS 108 Average Math Facts Fluency SS 115 High Average

Performance Area: Vocational
Category: Vocational Education
Assessment/Monitoring Process Used: teacher/parent report
State/District Assessment Results:

Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):

Strengths: Yarin's teacher notes that he engages in class discussions and is able to express his ideas and thoughts. He is good at working with the computer and likes art and music. His teacher noted that Yarin has good attention span and concentration and is at grade level for the number of minutes he is able to attend to task/lesson. Yarin is able to shift/transition from one activity to another, has good task organization skills, is able to follow directions, and has good independent work habits. He remains motivated and puts forth good effort. His teacher also noted that he has excellent social skills and class behavior.
Needs: None at this time
Impact of Disability: No impact

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Student MIZRAHI

YARIN

Date of Birth 16-JUL-2015

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Section E: Present Level of Performance

Performance Area: Health

Category: Health

Assessment/Monitoring Process Used: parent interview, health assessment

State/District Assessment Results:

Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):

Summary: Yarin is a 7-year 6-month age student in the 2nd grade at a private school. Yarin was born full term after an unremarkable pregnancy. There were no delivery complications and student was a healthy newborn. Student does not have any medical diagnoses or known allergies. Yarin does not take any routine or as needed medications. Developmental milestones were reported as within normal limits in the areas of speech and gross motor skills.

Strengths: Yarin ambulates independently and communicates verbally with clear speech. Student passed LAUSD vision screening without correction on 02/16/2023. Student passed LAUSD audio screening on 02/16/2023. Yarin is in good health and receives regular medical care.

Area of Need: None for health.

Impact of Disability: Health does not impact student's participation, performance and access to the educational program.

Accommodations/Modifications: None in the area of health.

Toby Sperber, BSN, RN
 Credentialed School Nurse
 02/21/2023

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):

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Section E: Present Level of Performance

Performance Area: General Ability
Category: General Ability
Assessment/Monitoring Process Used: Psycho-educational Evaluation
State/District Assessment Results: n/a

Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):

AREAS OF STRENGTH: Yarin's ability to learn, apply knowledge, generalize, utilize abstract concepts and evaluate appears to be at least within the average range as determined by alternative means of assessment. Yarin demonstrates strength in planning and visual perceptual skills; these skills are within the high average range. Yarin scores within the average range in simultaneous processing, attention processing, successive processing/auditory memory, phonological processing skills, executive functioning, working memory, and visual motor integration. Yarin scores within the low average range in listening comprehension. Yarin is able to use age appropriate strategies and complete coded boxes and find and connect numbers in sequence, relate parts into a group or whole, understand relationships among pictures and words, and work with spatial relationships. He can shift attention and focus despite the presence of distracting stimuli when expressing words and highlighting selected numbers. Yarin demonstrates visual memory of designs; he recognizes shapes that have been altered in size or direction; he finds shapes hidden among others, identifies an object from a complex background or surrounding objects; he identifies a whole figure when only fragments are presented; and he can copy shapes and symbols when presented visually. Yarin can discern phonological differences and similarities within word pairs when presented orally via audio, synthesize a word when given individual phonemic sounds, and pronounce words with an indicated word, syllable or phoneme deleted when presented orally via audio. Yarin can recall a series of numbers, words and sentences that increase in length. He can answer comprehension questions and process oral directions. Yarin's expressive language skills, fine motor skills, gross motor skills and adaptive behavior skills appear to be age appropriate. According to the current teacher, Yarin is a well-behaved student who has a positive attitude, works hard, and tries his best in class. Yarin engages in class discussions and his attention, task organizational skills and ability to shift from one activity to another are good.

Performance Area: General Ability
Category: General Ability
Assessment/Monitoring Process Used: Psycho-educational Evaluation
State/District Assessment Results: n/a

Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):

AREAS OF STRENGTH cont.: Teacher reports, Yarin is good at computers and he enjoys Art and Music. Teacher reports Yarin is on grade level in math and he is on and/or approaching grade level in reading and writing. Yarin knows his math facts and understands math concepts. In reading, Yarin demonstrates phonemic awareness. He is always willing to read and will self-correct. He is reminded to slow down when reading to assist with comprehension. Yarin has good ideas and he is able to write sentences; he needs to improve in spelling. Teacher reports Yarin continues to make steady academic progress.

AREAS OF NEED: None in psychological processing

IMPACT OF DISABILITY: No impact. there does not appear to be a severe discrepancy between Yarin's cognitive ability and academic achievement and there is no evidence of a disorder in psychological processes.

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Student MIZRAHI
Last

YARIN
First

MI
MI

Date of Birth 16-JUL-2015

Meeting Date 19-APR-2023

Section E: Present Level of Performance

Performance Area: LANGUAGE

Category: Language

Assessment/Monitoring Process Used: Psycho-educational Evaluation

State/District Assessment Results: n/a

Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):

ARAS OF STRENGTH: Yarin's language and speech skills are adequately developed to function in this evaluation. Yarin engages in conversation with ease; he is able to express himself in complete sentences; he answers questions clearly. According to teacher, Yarin is able to express his thoughts and ideas. He participates in classroom discussions and asks questions. English is not his first language and he shows improvement in vocabulary. Mother reports Yarin is very talkative and he is able to express his ideas, thoughts and feelings. Teacher and parent do not report any significant concerns with oral expression.

AREAS OF NEED: None noted

IMPACT OF DISABILITY: No impact

Performance Area: Motor

Category: Motor Abilities

Assessment/Monitoring Process Used: Psycho-educational Evaluation

State/District Assessment Results: n/a

Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):

AREAS OF STRENGTH: Gross motor skills appear to be age appropriate. Yarin participates in regular physical education with his peers and according to teacher he is very athletic. Fine motor skills appear to be within the average range as indicated by his penmanship, drawings, copying of designs and use of school utensils (pencils, scissors etc.) Yarin scores within the average range on a standardized test of visual motor integration. Teacher and parent do not report any significant concerns with motor skills.

AREAS OF NEED: None noted

IMPACT OF DISABILITY: No impact

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Section E: Present Level of Performance

Performance Area: Social Emotional
Category: Social Emotional
Assessment/Monitoring Process Used: Psycho-educational Evaluation
State/District Assessment Results: n/a

Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):

AREAS OF STRENGTH: Yarin presents as a friendly and cooperative boy. During testing he had a positive attitude and his effort, concentration and motivation were good. Yarin engaged in conversation with ease and he responded well to praise. Yarin reports that he likes his school and his teacher and his favorite subjects are Math, PE and Music. While at school Yarin reports that he enjoys playing with his friends during recess. In his free time outside of school, Yarin enjoys playing games on the computer and playing soccer. Yarin reports a close, loving relationship with his family. Yarin is well-behaved in school. Yarin follows teacher directions, obeys classroom rules and participates in classroom activities. Yarin interacts well with his peers and his behavior and peer interaction is appropriate during recess and other unstructured activities. According to mother, Yarin is a happy, well-behaved and friendly child. He enjoys playing soccer. Yarin relates well with his family members; he is very attached to his mother; and he relates well with his many friends. Mother reports Yarin is motivated to learn and do well in school. According to teacher, Yarin is a well-behaved, polite and friendly student who enjoys school, strives to do well and likes to participate. Yarin is cooperative and attentive; he follows directions; and he demonstrates good behavior at school. Yarin is courteous and respectful towards adults. He interacts well with his peers and he is well-liked by his classmates.

AREAS OF NEED: None noted

IMPACT OF DISABILITY: No impact Measures of social emotional functioning completed by parent and teacher, and student observations do not indicate any significant behavior or emotional indicators adversely affecting school performance.

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):

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Section F: Eligibility

If applicable, areas discussed related to disability or suspected disability:

Specific Learning Disability

For Initial IEP, interventions attempted prior to determining eligibility:

Eligible as a student with the disability of:

Code: [] []
 Not Applicable, Blind or Partially Sighted

Additional Low Incidence Eligibility (only for VI, DBL, DEA, HOH, or severe OI):

Code: [] []
 Not Applicable, Blind or Partially Sighted

Does not meet eligibility criteria for Special Education Services (Initial IEP).

or

No Longer Eligible for Special Education Services (Review IEP).

No Longer Eligible (Effective Date): []

This is a Final IEP, the student remains eligible for Special Education Services until the Effective Date below.

Final IEP Reason: [] Final IEP Effective Date: []

The IEP Team has considered and agrees that the educational needs of the student are not primarily due to:

- Social Maladjustment
- Lack of instruction in math
- Temporary Physical Disability
- Limited English Proficiency
- Lack of instruction in reading
- Environmental, Cultural or Economic Factors

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Section N: Procedural Safeguards and Follow-up Actions

- Checkboxes for procedural safeguards: A Parent's Guide to Special Education Services... The IEP Team Meeting Introductory Statements... The parent/guardian was informed of his/her right to a written translation of the IEP.

Is the parent/guardian requesting informal translation? Yes No Select Preferred Language: [dropdown]

Is the parent/guardian requesting official translation? Yes No Select Preferred Language: Hebrew [dropdown]

Specify the Individual Pages to be translated: [text box]

Special Requests: [text box]

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.

Pandemic Learning Loss Consideration of Compensatory and/or Recoupment Services

Compensatory Education Consideration:

- Checkboxes for compensatory education: The IEP team has reviewed and discussed whether compensatory education is required... Student received all of their special education... Student did not receive all of their special education... Student did not receive all of the special education... Compensatory education consideration was documented on IEP dated [dropdown]

Recoupment Services Consideration:

- Checkboxes for recoupment services: The IEP team has reviewed and discussed student's progress/achievement... Student has made expected progress toward IEP goals... Student experienced learning loss as a result of the school facility closures... Recoupment services consideration was documented on IEP dated [dropdown]

- Radio buttons for additional considerations: Preschool Only Consideration (Transition IEP), 30-Day IEP Consideration (Out-of-District), Student attends private school within district boundaries and resides outside of district boundaries (Eligibility Determination Only)

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Student MIZRAHI YARIN MI
Last First MI

Date of Birth 16-JUL-2015

Meeting Date 19-APR-2023

Section Q: Parent Participation and Consent

Parent Participation

- Parent/Student (18-21) has participated in the IEP meeting.
Parent/Student (18-21) indicated before the meeting that they would not be able to attend.
Parent/Student (18-21) was notified 3 times of the meeting time and place.
Parent/Student (18-21) did not respond to any of the meeting notifications and the meeting was held without the Parent/Student (18-21) present.
Parent/Student (18-21) did not attend and gave permission to proceed without them if they did not attend.

Parent Notification

Table with 3 columns: Method, Whom, When. Rows include Email notifications to LM on various dates from 29-MAR-2023 to 18-APR-2023.

I (PARENT) acknowledge that the IEP meeting was rescheduled to this date at my request. (Parent initials here ONLY if the PARENT requested that the IEP meeting be rescheduled.)

Parent/Student (18-21) Agreement to Components of the Proposed IEP

A Parent/Student (18-21) may agree to all or some of the components of a proposed IEP. The District will implement those portions of the IEP to which the parent/student (18-21) agrees so as to not delay providing instruction and services.

- Parent/Student (18-21) AGREES to all components of the IEP.
Parent/Student (18-21) AGREES to all components of the proposed IEP WITH THE SPECIFIC EXCEPTION(S) stated below:
Assessment Specify
Eligibility Specify
Instructional Setting Specify
Services Specify

- The Parent/Student (18-21) DOES NOT AGREE with any of the components of the proposed IEP.

A Parent/Student (18-21) is not required to initiate any form of dispute resolution as to components of the proposed IEP to which the parent does not agree. If a parent/student (18-21) does wish to initiate a form of dispute resolution as to the components of the proposed IEP, the parent can find information on dispute resolution processes in the District's publication, A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards).

Parent Concerns and Comments

Large empty box for parent concerns and comments.

Signature(s) [Handwritten Signature]

[Empty Signature Box]

Date 19-APR-2023

- Parent Guardian Student age 18-21 years age 18-21 Surrogate Parent Emancipated Minor Foster Parent

Did the school district facilitate parent involvement as a means of improving services and results for your child? Yes No No Response

I certify that I have received a copy of the Parent Input Survey regarding the IEP process. I understand that my completion of the form is voluntary and can be done at anytime after the IEP meeting

Signature(s) [Handwritten Signature]

[Empty Signature Box]

Date 19-APR-2023



Parent IEP Experience Survey
Encuesta sobre la experiencia de los padres en el IEP.

Please take a moment to complete the survey below by scanning the QR code with your smart phone camera. You can also take the survey at this link:

Por favor tómese un momento para completar la siguiente encuesta escaneando el código QR con la cámara de su teléfono inteligente. También puede realizar la encuesta en este enlace:

<http://lausd.PARENT-IEP-EXPERIENCE.alchemer.com/s3/>

Please ask your school staff if in need of assistance.

En caso que necesite asistencia, por favor solicitesela al personal de la escuela.



INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Reconvened Meeting Date

Student
 Last First MI

Date of Birth

Meeting Date

Section R: Names and Signatures (Signatures on File)

Team Member	Print Name	Signature
Parent/Guardian	<input type="text" value="Hila Mizrahi"/>	<input type="text" value="Hila Mizrahi"/>
Parent/Guardian	<input type="text"/>	<input type="text"/>
Student Age 18 - 21 years	<input type="text"/>	<input type="text"/>
Student Under Age 18 years	<input type="text"/>	<input type="text"/>
Surrogate Parent	<input type="text"/>	<input type="text"/>
Foster Parent	<input type="text"/>	<input type="text"/>
Family Foster Home Provider	<input type="text"/>	<input type="text"/>
Administrator	<input type="text" value="Laura Murphy"/>	<input type="text" value="Laura Murphy"/>
Administrative Designee	<input type="text"/>	<input type="text"/>
Special Education Teacher	<input type="text" value="Jodie Cooper"/>	<input type="text" value="Jodie Cooper"/>
General Education Teacher	<input type="text"/>	<input type="text"/>
School Psychologist	<input type="text" value="Pansy Johnson"/>	<input type="text" value="Pansafa Johnson"/>
School Nurse	<input type="text" value="Christy Sorilla"/>	<input type="text" value="Christy Sorilla"/>
Related Service Staff <input type="text"/>	<input type="text"/>	<input type="text"/>
Related Service Staff <input type="text"/>	<input type="text"/>	<input type="text"/>
Related Service Staff <input type="text"/>	<input type="text"/>	<input type="text"/>
Interpreter	<input type="text"/>	<input type="text"/>
Sign Language Interpreter	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Other <input type="text" value="Private School Representative"/>	<input type="text" value="Stephanie Bregman"/>	<input type="text" value="Stephanie Bregman"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>

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Meeting Date 19-APR-2023

LEAST RESTRICTIVE ENVIRONMENT ANALYSIS

To Be Completed By the IEP Team at the IEP Team Meeting

Student's Current Placement Type:

Form with radio buttons for placement types: General Education Class/Site, Special Day Program/Site, Special Day Program/Center, Nonpublic School, Home/Hospital or Residential Care Facility.

DIRECTIONS: Complete the information below as part of the IEP team discussion regarding placement from the beginning at Step A until the team reaches the Step that indicates YES. After reaching the Step that indicates YES, it is also required to complete Step F.

The Individuals with Disabilities Education Act (IDEA) requires that students with disabilities be educated in the least restrictive environment. Placement in a more restrictive 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 supplementary aids and services cannot be achieved satisfactorily.

Step A. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a general education classroom/setting? Includes Yes/No options and explanatory text.

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 day program? Includes Yes/No options and explanatory text.

Student
 Last First MI

Date of Birth

Meeting
 Date

ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)

To Be Completed By the IEP Team at the IEP Team Meeting

Step C.	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a special school setting?	
	<input type="radio"/> Yes <input type="radio"/> 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.
	<input type="radio"/> Yes <input type="radio"/> No	If not currently available, can the required supports, services, accommodations and/or modifications be made available in a special school setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step D.
<input type="text"/>		

Step D.	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting?	
	<input type="radio"/> Yes <input type="radio"/> 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.
	<input type="radio"/> Yes <input type="radio"/> 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.
<input type="text"/>		

Step E.	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a residential care facility?	
	<input type="radio"/> Yes <input type="radio"/> No	If not currently available, articulate in the IEP what supports, accommodations and/or modifications are required for the student in this setting.
<input type="text"/>		

Student
Last First MI

Date of Birth

Meeting
Date

ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)

To Be Completed By the IEP Team at the IEP Team Meeting

Step F.	The student's needs as reflected in the contents of this IEP, and the placement being considered by the IEP team, outweigh any potential harmful effects at this time, including (check all that apply):	
	<input type="checkbox"/>	Diminished access to the full range of the curriculum
	<input type="checkbox"/>	Missed general education instruction taught by highly qualified staff
	<input type="checkbox"/>	Rate at which student may earn credits for graduation
	<input type="checkbox"/>	Lack of opportunity for social interaction
	<input type="checkbox"/>	Lack of opportunities for age-appropriate peer role models
	<input type="checkbox"/>	Amount of socialization opportunities with typical peers
	<input type="checkbox"/>	Limited access to peers in student's home community
	<input type="checkbox"/>	Lack of exposure to appropriate behavioral models from peers
	<input checked="" type="checkbox"/>	Other: <input type="text" value="n/a"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 1 - Eligibility, Placements and Supports

Student MIZRAHI

YARIN

Date of Birth 16-JUL-2015

Meeting Date 19-APR-2023

Last

First

MI

		Effective With this IEP	Future Changes Related to this IEP
		As of Date: 19-APR-2023	
Eligibility: (from Page 4)	Not Eligible for Spec Ed Services		
	<i>Final IEP Reason</i> <i>Final IEP Effective Date:</i>		
Curriculum		General Education	
Placement	Type of School	District Resident School	
	Name of School	EMELITA ST EL	
Instructional Setting	Setting	General Education	
	Program	GE	
	Special Day Minutes/Wk		
	Addresses Goals		
Additional Factors	Low Incident Support	None	
	Assistive Technology Support	No	
	Transportation	None	
	Extended School Year/Intersession	<input type="radio"/> Yes <input checked="" type="radio"/> No	
	Parent Counseling and Training (PCT)	<input type="radio"/> Yes <input checked="" type="radio"/> No	
	ESY Transportation		
Accommodation, Modifications, Supports	Instructional Accommodations		
	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 conduct or not conduct a three-year comprehensive reassessment.)	Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary?	<input type="radio"/> Yes <input checked="" type="radio"/> No	
	If the Parent does not agree, specify the area(s) to be reassessed.	N/A. This is an initial IEP.	
Comments, as appropriate			
Low Incidence Equipment			
Assistive Technology Equipment			

**Participation in
General Education**

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INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student MIZRAHI YARIN MI
Last First MI

Date of Birth 16-JUL-2015 Meeting Date 19-APR-2023

		Effective With This IEP	Future Changes Related To This IEP
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Notes:

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

Part 3 - Percentage of Time Outside of General Education

	Effective With this IEP	Future Changes Related to this IEP
% of Time per Week outside of General Education	0	

Part 4 - Compensatory Education/Recoupment Services Discussion

The IEP team has reviewed and discussed whether compensatory education is required due to the COVID-19 pandemic. The IEP team has determined: This is an initial IEP for Yarin. Compensatory education is not required.

The IEP team has reviewed and discussed student's progress/achievement and considered factors that may have impacted student's learning during the school facility closures as a result of the COVID-19 pandemic. The IEP team has determined: Yarin has made expected progress toward expectations of progress/goal achievement. No recoupment services are recommended.

Part 4 - Additional Discussion (This section is optional)

Parent attended and participated in the IEP meeting via videoconferencing. When asked for input, parent stated she would like the IEP interpreter into Hebrew. Further, parent stated that she did not need interpretation for this IEP meeting. Parent was informed that she has the right to request an interpreter at any time. Parent reiterated that she did not need an interpreter for the IEP meeting at this time.