

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Identification Number 200303X040 SSID 9589491426  
 Student MEIROVITCH BENJAMIN G MI  
 Last First MI

**Eligible (OHI)**

Date of Birth: 23-MAY-2018

Section A: Meeting Information

Pertinent Dates	Type of Meeting
Date of Initial IEP Team Meeting: 14-MAR-2023	<input type="radio"/> Initial <input checked="" type="radio"/> Amendment of IEP dated 14-MAR-2023 <input type="radio"/> Annual Review <input type="radio"/> Three Year Review <input type="radio"/> Other <input type="radio"/> Early Start Transition <input type="radio"/> Expulsion Analysis <input type="radio"/> Individual Transition Plan
Date of Present Meeting: 11-SEP-2023	
Annual Review to be conducted by: 14-MAR-2024	
Next Three Year Review will be conducted by: 13-MAR-2026	
Three Year Review or Evaluation was conducted on: 14-MAR-2023	
Transition to Kindergarten to be conducted by:	
Location of Meeting: HAYNES CES	District Name: Los Angeles Unified School Distri

Section B: Student Information

Date of Birth: 23-MAY-2018	Age: 5	Grade: 0
Gender: <input checked="" type="radio"/> Male <input type="radio"/> Female	Ethnic Code: White	
Location of the Psych Folder: REGION NORTH	Student has no Psych Folder: <input type="checkbox"/>	
Location of the Cum Folder: HAYNES CES	Student has no Cum Folder: <input type="checkbox"/>	
Home Language: Hebrew	Student Language: Hebrew	Alternate Mode of Communication:
Home Address of Student: 6908 ROYER AVE		
City: WEST HILLS CA	ZIP Code: 91307	
Home Telephone: (919) 597-9599	Daytime Telephone: 312-975-9867	Emergency Telephone:
School of Attendance: Haynes Ces	Location Code: 4473	
School of Residence: Welby Way Cel	Location Code: 7637	
Name of Parent/Guardian: MEIROVITCH, MOR 8	Telephone:	
Address: Same as student		
City:	ZIP Code:	
Surogate Parent:	Telephone:	
Attends <b>CURRENT SCHOOL</b> as a result of one of the following: Charter School Enrollment		
Is the student living in a Family Foster Home (FFH)? <input type="radio"/> No <input type="radio"/> Yes FFH#: Is FFH Provider related to student? <input type="radio"/> No <input type="radio"/> Yes Relationship: Licensed Children's Institution <input type="radio"/> No <input type="radio"/> Yes LCI Name: LCI#: Out of the home placement made by <input type="radio"/> Regional Center <input type="radio"/> Department of Mental Health <input type="radio"/> Department of Children's Services <input type="radio"/> Superior Court <input type="radio"/> Other: Child's family living within LAUSD's boundaries? <input type="radio"/> No <input type="radio"/> Yes If the student is 18 years old or older or is an emancipated minor, does he/she have educational decision-making rights? <input type="radio"/> No <input type="radio"/> Yes		

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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	
<input type="text" value="1"/>	<input type="radio"/>	<input type="radio"/>	
Category <input type="text" value="v"/>			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
<input type="text" value="2"/>	<input type="radio"/>	<input type="radio"/>	
Category <input type="text" value="v"/>			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
<input type="text" value="3"/>	<input type="radio"/>	<input type="radio"/>	
Category <input type="text" value="v"/>			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
<input type="text" value="4"/>	<input type="radio"/>	<input type="radio"/>	
Category <input type="text" value="v"/>			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
<input type="text" value="5"/>	<input type="radio"/>	<input type="radio"/>	
Category <input type="text" value="v"/>			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
<input type="text" value="6"/>	<input type="radio"/>	<input type="radio"/>	
Category <input type="text" value="v"/>			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
<input type="text" value="7"/>	<input type="radio"/>	<input type="radio"/>	
Category <input type="text" value="v"/>			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
<input type="text" value="8"/>	<input type="radio"/>	<input type="radio"/>	
Category <input type="text" value="v"/>			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
<input type="text" value="9"/>	<input type="radio"/>	<input type="radio"/>	
Category <input type="text" value="v"/>			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
<input type="text" value="10"/>	<input type="radio"/>	<input type="radio"/>	
Category <input type="text" value="v"/>			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>

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Section E: Present Level of Performance

Performance Area: Initial health assessment
Category: Health
Assessment/Monitoring Process Used: Parent interview; student's observation; referral note form review
State/District Assessment Results:

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

HEALTH SUMMARY: Benjamin is a four-year-and-seven-month-old male with no birth, and newborn complications. Mother was monitored at thirty-four weeks gestation for placental issue. Student was born full term via natural induced delivery. Student was discharged home together with mother in good health. Developmental milestones were achieved within age expectancy ranges. Student is toilet trained. Student has no known significant health problems and does not take any medication on a routine or daily basis. Student got injured from a fall and had skin lacerations on chin in July 2022 and left forehead in October 2022, both requiring skins to be glued together. No recent history of surgery, or overnight hospitalization. No allergies to food and medication.
STRENGTHS: Student is on a regular diet with no swallowing or chewing concern. Student self-feeds with utensils/fingers and drinks from a regular cup. Student communicates by using words. Student walks independently without assistance. Student passed LAUSD vision screening without correction per spot vision screener on 01/04/2023. Student passed LAUSD play audiometry screening on 01/04/2023.
AREAS OF NEED: Health is not an area of need.
IMPACT OF DISABILITY: Health does not impact student's access, participation, and performance in the educational program.
ACCOMMODATIONS/MODICATIONS: None based on physical health.
Vivian Caro, RN, BSN, Credentialed School Nurse
LAUSD: DNS Special Education Nurse Itinerant 01/04/2023

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):

[Empty text box for current performance/assessment summary]

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Section E: Present Level of Performance

Performance Area: Cognitive Ability

Category: General Ability

Assessment/Monitoring Process Used: Preschool Psycho-Educational Assessment Report

State/District Assessment Results:

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

Overall, Benjamin's current functioning in cognition/general ability is estimated to be in the below average range to the average range based on performance on the MSEL and information gathered via observation and interview on the DP3.

Areas of relative strength: On the MSEL, Benjamin demonstrated a strength, and in the high average range, in his performance in visual reception skills (the ability to discriminate, recall, organize, and sequence visual stimuli). He demonstrated low average fine motor skills (the process involving visual motor planning, unilateral, and bilateral manipulation and writing readiness). On the DTKR-II, his performance on overall verbal conceptual and visual skills fall in the average range.

Areas of relative challenge: On the MSEL, Benjamin demonstrated below average performance in receptive language (the process involving auditory discrimination, linguistic conceptualization, auditory comprehension, and memory) and expressive language (the ability to employ auditory discrimination, auditory comprehension, and auditory memory in order to verbally demonstrate concept formation). Benjamin demonstrated challenges in answering general knowledge questions, following three unrelated commands, explaining vocabulary words, and answering practical reasoning questions. On the DTKR-II, Benjamin's performance in auditory sequencing tasks fell in the well below average range.

Continued

Performance Area: Cognitive Ability

Category: Cognitive Development

Assessment/Monitoring Process Used: Preschool Psycho-Educational Assessment Report

State/District Assessment Results:

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

Continued:

Due to attention challenge, high activity level, and self-directed and non-compliant behaviors, Benjamin's performance may represent an underestimate of his true abilities. As a result, Benjamin's scores on the aforementioned measure may represent an underestimate of his true abilities.

Educational Impact: A general ability/cognition impact was not identified at this time.

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Section E: Present Level of Performance

Performance Area: School Readiness

Category: Cognitive Development

Assessment/Monitoring Process Used: Preschool Psycho-Educational Assessment Report

State/District Assessment Results:

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

Overall, Benjamin's current functioning in school readiness is developing not as expected given the student's chronological age, and limited experience to date, based on performance on the Mullen Scales of Early Learning (MSEL) and information gathered via observation and interview on the Developmental Profile 3rd Edition (DP3). Benjamin demonstrates relative strengths in general fund of knowledge, pre-mathematics, pre-reading. Areas of challenge: Benjamin demonstrates challenges in copying forms and letters. His teacher reports that Benjamin answers off topic. Benjamin exhibited challenges in answering general knowledge questions and problem solving questions and explaining vocabulary words in Hebrew and English. Some of his answers were associative. Furthermore, attention challenges, high activity level, impulsivity, and self-directed behaviors may impact his ability to attend to, participate, and comply with adult directed activities and follow directions. Educational Impact: An academic performance/school readiness impact was identified at this time.

Performance Area: Motor

Category: Motor Abilities

Assessment/Monitoring Process Used: Preschool Psycho-Educational Assessment Report

State/District Assessment Results:

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

Overall, Benjamin's motor abilities are found to be in the broad average range. Based on the parent's responses on the Developmental Profile 3, Benjamin evidences the following strengths: Benjamin well age-appropriate gross motor skills including the movement and coordination of the arms, legs, and other large body parts and movement (e.g., walking, climbing, and jumping) and fine motor skills, including the movement and coordination of small body parts such as the wrists, hands, and fingers (e.g., writing and drawing). His performance in fine motor skills on the MSEL falls in the low average range. On the DTKR-II, he demonstrated low average visual motor skills. Benjamin evidences the following challenges: On the MSEL and DTKR-II, Benjamin demonstrated challenges in copying forms and letters. He was observed to switch hands and use a palmer grasp. The teacher also reported that he has difficulties copying letters. Educational Impact: A motor impact was identified at this time.

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Section E: Present Level of Performance

Performance Area: Communication
Category: Communication
Assessment/Monitoring Process Used: Preschool Psycho-Educational Assessment Report
State/District Assessment Results:

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

Benjamin's home language is Hebrew. This assessment was completed in Hebrew and English with the assistance of a district interpreter. Examinee's language classification will be determined in kindergarten with appropriate measures. Parent reports that Benjamin speaks in sentences. He asks questions. Parent reports that familiar and unfamiliar listeners understand 100 percent of his speech.
Overall, Benjamin's language skills are found to be in the below average range. Based on the parent's responses on the Developmental Profile 3, Benjamin evidences the following relative strengths: putting two or more words together to form sentences, and understanding non-verbal gestures. On the BASC-3, parent's and teacher's ratings reflect average communication skills. On the ASRS, the teacher's ratings reflect that Benjamin uses verbal and non-verbal communication appropriately to initiate, engage in, and maintain social contact.
Benjamin evidences the following challenges: On the Developmental Profile 3 (DP 3) parent reports that Benjamin does not follow two verbal step instructions, provide his last name when called, and recognize the printing of his first and last names. On the MSEL, Benjamin demonstrated below average performance in receptive language and expressive language tasks. Parent's ratings on the ASRS resulted in the social communication scale falling in the slightly elevated range. It must be noted that his performance in receptive and expressive language may have been impacted by attentional challenges, high activity level, self-directed and non-compliant behaviors.
Continued:

Performance Area: Communication
Category: Communication
Assessment/Monitoring Process Used: Preschool Psycho-Educational Assessment Report
State/District Assessment Results:

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

Continued:
Based on the language and speech assessment results Benjamin demonstrates functional communication skills to access the educational program. Any difficulties appeared to be due to inattention, self-directed, and non-compliance rather than a true communication disorder.
Educational Impact: A communication impact was not identified at this time.

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Section E: Present Level of Performance

Performance Area: Social Emotional
Category: Social Emotional
Assessment/Monitoring Process Used: Preschool Psycho-Educational Assessment Report
State/District Assessment Results:

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

Overall, Benjamin's social-emotional skills are found to be in the below average range.
Based on observations, informal interviews and the parent's responses on formal rating scales, Benjamin evidences the following relative strengths: On the Developmental Profile 3 (DP 3) parent reports that Benjamin expresses awareness of how others feel and clearly prefers to play with similar aged children as opposed to playing alone. On the ASRS, parent's and teacher's responses indicate that Benjamin relates well to peers and adults and uses language appropriately. Parent reports that Benjamin is very friendly with children and wants to be around them and engages in pretend play and cooperative play. The teacher reports that Benjamin interacts with peers, initiates play interactions and social games with them. He plays with a variety of toys and engages in pretend/imaginary play. At the assessment sessions, Benjamin demonstrated joint attention for preferred activities. He exhibited communicative intent, joint referencing, and social smiles. At the preschool/daycare Benjamin was greeted the examiners, engaged in verbal exchanges with his peers and shared his enjoyment them, laughing together and engaging in social smiles with adequate social referencing.
Based on review of records, observations, interviews, and rating scales Benjamin evidences the following needs/challenges: demonstrating adequate sustained attention, activity level, impulse and self-control, adaptability, safety awareness, social engagement. Parent's ratings on the BASC-3 reflect at risk concerns in hyperactivity, aggression, attention problems, and activities of daily living skills. The teacher's ratings reflect clinical significant concerns in hyperactivity and at-risk concerns in withdrawal and attention problems. On the ASRS parent's and/or teacher's responses indicate that Benjamin has difficulty providing appropriate emotional responses to people in social situations and tolerating changes in routine, engages in unusual and stereotypical behaviors, overreacts to sensory stimulation, and has problems with inattention and/or motor
Continued:

Performance Area: Social Emotional
Category: Social Emotional
Assessment/Monitoring Process Used: Preschool Psycho-Educational Assessment Report
State/District Assessment Results:

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

Continued: and impulse control. On the Conners EC BEH, Parent's ratings resulted in the Inattention/Hyperactivity, Aggression, Social Functioning/Atypical Behaviors, and Atypical Behaviors scales falling in the very elevated range, suggesting many more concerns than are typically reported. The teacher's ratings Inattention/Hyperactivity and Atypical Behaviors scales falling in the very elevated range, suggesting many more concerns than are typically reported. Parent reports that Benjamin is very active, likes to do dangerous things, and fights with siblings. Transitions are really hard for him which results in tantrums, resulting in crying, screaming, and kicking. Benjamin really gets upset when he does not get what he wants, if he is not allowed to go somewhere, and/or do an activity that he wants. The teacher reports that Benjamin needs to be prepared for transitions, has a hard time following directions, keeping his hands to himself, and sitting during circle time. He gets easily distracted and disrupts lessons.
During the preschool/daycare observation the following behaviors were observed: spitting behind a peer and laughing, putting his foot out and tripping a peer, placing his hands/sticking his face in his peer's face, demonstrating difficulty waiting for the activity to be presented and attempting to grab materials from the teacher's hand, blurting out with a loud voice during other peers' turns, reaching out and punching another student and pushing another peer off the structure, taking a pencil and writing on his peer's paper and laughing. Throughout circle time Benjamin was in constant movement, turning and sitting backwards on his chair scooting it away from the group towards the play kitchen and rocking side to side. Benjamin demonstrated difficulty demonstrating appropriate personal space. The OT reported that when Benjamin was no longer allowed to play in the playground apparatus, he ran away and started to climb the fence.
Educational Impact: A social emotional impact was identified at this time, which affects Benjamin's ability to access the preschool curriculum.

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Section E: Present Level of Performance

Performance Area: Self-Help/Adaptive Behavior
Category: Activities of Daily Living
Assessment/Monitoring Process Used: Preschool Psycho-Educational Assessment Report
State/District Assessment Results:

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

Overall, Benjamin's self-help/adaptive behaviors are found to be in the broad average range.
Based on observations, informal interviews and the rater's responses on formal rating scales, Benjamin evidences the following strengths: using utensils to feed himself, dressing/undressing, performing basic hygiene tasks, toileting, and using technology,
Benjamin evidences the following relative challenges: in providing basic personal information. Parent's ratings on the BASC-3 reflect at-risk concerns in activities of daily living skills.
Educational Impact: A self-help/adaptive behavior impact was not identified at this time.

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:

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):

Student's areas of strengths: Benjamin exhibited functional muscle tone as he demonstrated functional strength with active range of motion to retrieve different play items from different levels, i.e. from a seated position or from the floor. During assessment, Benjamin demonstrated the ability to move within the classroom setting, as well as outdoors for playground apparatus with functional balance and equilibrium reactions. He can go from sit to stand, squat, climb, etc. Benjamin has no significant physical limitations to perform all movements necessary for a classroom setting. He demonstrated some visual perceptual skills to access an educational setting. During assessment, he can label by color, identify basic shapes, he does not over-shoot nor under-shoot to drop pellets into a small container and when stacking blocks to copy a model, etc. Benjamin demonstrated fine motor skills to retrieve desired toys and demonstrated a right quadrupod grasp on a writing tool. He demonstrated a right hand preference and would use his left hand as an assist, such as holding paper while the right hand cuts with scissors. Benjamin has emerging visual motor skills for pre-writing skills to trace a line and connect from dot to dot. On the PDMS-2 for the area of Grasping and Visual-Motor Integration, he scored in the average range. He is presenting some self-help skills needed to access an educational setting. Benjamin can self-feed, toilet trained, etc. During assessment, he demonstrated functional motor planning skills for 1 step fine motor tasks with modeling and/or verbal directions. During assessment, he has some functional sensory experiences to engage in tactile media, such as theraputty, vestibular input as he is not fearful to access a playground apparatus, and body awareness as he did not handle items with too much force. On the SPM-2 Preschool Home Form, Benjamin fell within the Typical range for Hearing, Touch, and Taste and Smell.

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):

Student's areas of need: Benjamin exhibited differences on the SPM-2 Preschool Home and School Form for Sensory Total, as well as Motor Planning and Social Participation. He is also oppositional, impulsive, and a safety concern which can also affect general ability to access a school setting. A school program can provide daily and consistent opportunities to learn to explore various classroom materials and participate in gross motor/fine motor multi-step tasks, as well as encourage social participation and meaningful engagement. In general, teacher and staff provide support as needed to follow and learn school routine and transition from one task to another. Benjamin may benefit from school occupational therapy for consultation/collaboration to the classroom teacher to provide sensory strategies that are not related to behavior concerns and to monitor visual motor skills for pre-writing tasks.

Impact of student's disability on academic and overall performance: Benjamin demonstrates differences in sensory processing and motor planning with behavior concerns that may impact general ability to be involved and progress in the general education curriculum.

Catherine Torres, OTR/L  
LAUSD School Occupational Therapist

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Section E: Present Level of Performance

Performance Area: Language
Category: Language
Assessment/Monitoring Process Used: PLS-5, parent report, observation
State/District Assessment Results: N/A

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

Benjamin is a 4 year, 9 month old student who was referred to the LAUSD preschool intake team by his mother and teacher due to concerns regarding expressive language, difficulty retaining information, difficulty sustaining attention, hyperactivity, and lack of safety awareness. Benjamin attends preschool/daycare at Sarit Daycare from 8am-4pm 5 days per week. Hebrew is Benjamin's primary and dominant language is Hebrew. Preschool is mostly in Hebrew with four hours per week dedicated to learning English. There is no history of services/intervention. This assessment was conducted in both languages.
Strengths: Benjamin demonstrates joint attention for preferred activities, communicative intent, visual referencing, and makes eye contact for approval. He follows one step commands and directions on his own terms. He identifies common objects in pictures, action words, body parts, object function, shapes, colors, size concepts, and some spatial concepts. Benjamin completed verbal analogies given pictures, understood negatives in sentences, understood sentences with post-noun elaboration, identified pronouns, understood qualitative concepts of more and most, and identified smaller body parts, understands complex sentences, and answered one question about a story. In the area of expressive language, Benjamin used plural nouns, responded to what and where questions, named described objects, responded to some questions logically, told how one object was used, was observed to use up to 5+ utterances during the assessment. He used language in both Hebrew and English to request, protest, comment, ask questions, and respond to questions, and complete a story retell task with excessive redirection and prompting.
cont...

Performance Area: Language (cont)
Category: Language
Assessment/Monitoring Process Used:
State/District Assessment Results: N/A

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

Parent reports that Benjamin responds to questions at home, responds to questions regarding a story, can sequence and retell a story, and share about past events. He responded to yes/no questions and some hypothetical questions. He used language to negotiate with his mother. Benjamin verbally obtains one's attention, directs one's attention and behavior, shows items of interest, and shares his enjoyment. Per parent report, Benjamin engages in pretend play and cooperative play. He plays turn taking games and board games and follows the rules. He was observed to engage in verbal exchanges with peers. Benjamin was observed to easily switch between languages and communication partners, addressing each person in their respective spoken language. Articulation is not an area of need. Benjamin is judged to be 90-100% intelligible in both languages.
Benjamin's primary (first) language and dominant (stronger) language is Hebrew. He is considered a sequential language learner, as he was mostly exposed to Hebrew until the age of 3 when he was enrolled in preschool. Sequential language learners typically learn their primary language (L1) at home and are immersed into their second language (L2) beginning with formal schooling in kindergarten. Per parent report, Hebrew is the language spoken at home, and Benjamin also watches TV in Hebrew. Instruction at preschool is in Hebrew except for four hours per week when the students have English instruction. Benjamin appears to be developing his Basic Interpersonal Communication Skills (BICS) in English.
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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):

BICS refers to cognitively, undemanding, context embedded forms of communication or 'language of the very day world.' It is commonly used to interact socially with peers and adults. In the ideal situation, BICS can take 2-3 years to develop to levels of native speakers; in less than ideal situations, it may take longer. He was observed to use English socially to obtain and direct one's attention, initiate requesting, make simple comments, and request for help. Cognitive academic language proficiency (CALP) refers to cognitively demanding forms of communication in which contextual information is limited or not available to facilitate the communication meaning. This includes academic language, and standardized testing language tasks such as grammatical judgment, nonliteral language, and making inferences. Research indicates that CALP may take up to 10 years to develop. Some of the test items that Benjamin exhibited difficulty with (e.g., verbal analogies) requires cognitive language, and he has not yet had exposure to these tasks. He exhibits codemixing and switching, using both Hebrew and English within the same utterances. However, this is a typical process of bilingual development, not a disorder. At this time, Benjamin demonstrates proficiency in both Hebrew and English, exhibiting functional language for his age to have his wants and needs met as well as engage socially.

cont...

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):

Areas of need: Benjamin demonstrates functional communication skills to access the educational program. Per LAUSD Division of Special Education (DSE) Electronic Policies and Procedures Manual (e-PPM), the 'most appropriate services providers' include general education and special education teachers.' E-PPM also states that Related Services are only to be provided when services cannot be provided by a general or special education educator. The role of Related Services is to support the unique needs of students with disabilities as identified in their individualized education program. The foundation of this approach is the collaboration between general education teachers, special education teachers, and service providers. The role of a Speech-Language Pathologist is utilized when the skills and/or unique needs of a student are unable to be met within the classroom by the student's teacher. Classroom teachers address many language needs as well as pragmatics and communication within the Language Arts curriculum. At this time, Benjamin's language development can be best addressed by the teacher as part of the educational curriculum in the classroom. Any difficulties appear to be due to inattention, self-directed behavior, non-compliance, learning English, and not a language disorder.

Impact of Disability on Educational Performance: None.

Danna Bornstein, MS CCC-SLP/Speech-Language Pathologist

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Section F: Eligibility

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

Health and Development, General Ability, Academic Performance, Language Function, Motor Abilities, Social-Emotional Status, and Adaptive Behavior

For Initial IEP, interventions attempted prior to determining eligibility:

private preschool

Eligible as a student with the disability of:

Code: OHI Other Health Impairment
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:

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student     
 Last First MI

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area:  Category:  Annual Goal #:

Benjamin will demonstrate safety awareness with minimal prompts/reminders by following classroom rules and limits, staying in close proximity with teachers and classmates indoors and outdoors, and responding to adult directives in new situations in 80% of opportunities 4/5 days per week.

Benjamin will refrain from engaging in aggressive behaviors (i.e., hitting, punching, pushing, tripping) and will use socially appropriate strategies to initiate peer interactions, request desired items, protest, and/or request to join others in play, in 80% of opportunities 4/5 days per week.

Progress on annual goals to be reported to parents by completing the "IEP Report of Progress and Achievement from Current IEP" form(s) which will be provided at either Progress Report or Report Card periods.

Methods of Evaluation

- State Assessments
- Observation
- Other
- Norm Referenced
- Portfolio
- 
- Criterion Referenced
- Work Samples
- Curriculum Based
- Informal

Incremental objective #1 related to the goal:

Given modeling and maximum (5+) prompts, Benjamin will refrain from engaging in aggressive behaviors (i.e., tripping, spitting on, hitting, pushing) and will use socially appropriate strategies to initiate peer interactions, request desired items, protest, and/or request to join others in play, in 60% of opportunities 3/5 days per week.

Incremental objective #2 related to the goal:

Given moderate (3-4) prompts, Benjamin will refrain from engaging in aggressive behaviors (i.e., tripping, spitting on, hitting, pushing) and will use socially appropriate strategies to initiate peer interactions, request desired items, protest, and/or request to join others in play in 70% of opportunities 4/5 days per week.

Date to be achieved:   MO/YR

Date to be achieved:   MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR EXCEEDED      3 SUBSTANTIAL PROGRESS (50-99% of goal met)      2 PARTIAL PROGRESS (1-49% of goal met)      1 NO PROGRESS

1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary Only)	Goal Achievement
Date: <input type="text"/>	Date: <input type="text"/>	Date: <input type="text"/>	Date: <input type="text"/>	
Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No If "No" please explain: <input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student     
 Last First MI

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area:  Category:  Annual Goal #:

Benjamin will demonstrate safety awareness with minimal prompts/reminders by following classroom rules and limits, staying in close proximity with teachers and classmates indoors and outdoors, and responding to adult directives in new situations in 80% of opportunities 4/5 days per week.

Progress on annual goals to be reported to parents by completing the "IEP Report of Progress and Achievement from Current IEP" form(s) which will be provided at either Progress Report or Report Card periods.

Methods of Evaluation

- State Assessments
- Observation
- Other
- Norm Referenced
- Portfolio
- 
- Criterion Referenced
- Work Samples
- Curriculum Based
- Informal

Incremental objective #1 related to the goal:

Benjamin will demonstrate safety awareness with maximum (5+) prompts/reminders by following classroom rules and limits, staying in close proximity with teachers and classmates indoors and outdoors, and responding to adult directives in new situations in 60% of opportunities 3/5 days per week.

Incremental objective #2 related to the goal:

Benjamin will demonstrate safety awareness with moderate (3-4) prompts/reminders by following classroom rules and limits, staying in close proximity with teachers and classmates indoors and outdoors, and responding to adult directives in new situations in 70% of opportunities 4/5 days per week.

Date to be achieved:   MO/YR

Date to be achieved:   MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR EXCEEDED				3 SUBSTANTIAL PROGRESS (50-99% of goal met)				2 PARTIAL PROGRESS (1-49% of goal met)				1 NO PROGRESS			
1st Reporting Period		2nd Reporting Period		3rd Reporting Period		4th Reporting Period (Secondary Only)		Goal Achievement							
Date: <input type="text"/>		Date: <input type="text"/>		Date: <input type="text"/>		Date: <input type="text"/>									
Progress Mark: <input type="text"/>		Progress Mark: <input type="text"/>		Progress Mark: <input type="text"/>		Progress Mark: <input type="text"/>		Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No							
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No		Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No		Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No		Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No		Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No							
If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other		If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other		If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other		If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other		If "No" please explain: <input type="text"/>							

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student MEIROVITCH BENJAMIN G MI Last First MI

Date of Birth 23-MAY-2018

Meeting Date 11-SEP-2023

Section G: Annual Goals and Objectives

Performance Area: Reading Category: Reading Annual Goal #: 2

Benjamin will recognize and name all upper and lowercase letters of the alphabet independently with 80% accuracy in 3 out of 5 trials as measured by teacher charted records.

Progress on annual goals to be reported to parents by completing the "IEP Report of Progress and Achievement from Current IEP" form(s) which will be provided at either Progress Report or Report Card periods.

Methods of Evaluation

- State Assessments, Observation, Other, Norm Referenced, Portfolio, Criterion Referenced, Work Samples, Curriculum Based, Informal

Incremental objective #1 related to the goal:

Benjamin will recognize and name 40% of all upper and lowercase letters of the alphabet independently with 90% accuracy in 4 out of 5 trials as measured by teacher charted records.

Incremental objective #2 related to the goal:

Benjamin will recognize and name 70% all upper and lowercase letters of the alphabet independently with 90% accuracy in 4 out of 5 trials as measured by teacher charted records.

Date to be achieved: November 2023 MO/YR

Date to be achieved: March 2024 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

Table with 5 columns: 1st Reporting Period, 2nd Reporting Period, 3rd Reporting Period, 4th Reporting Period (Secondary Only), Goal Achievement. Includes progress marks, sufficiency questions, and reasons for 'No'.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student      
 Last First MI

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area:  Category:  Annual Goal #:

Benjamin will print letters or the alphabet left to right, top to bottom and demonstrate understanding of the organization and basic features of print by recognizing that words are separated by spaces in print with some adult modeling and oral cues with 70% accuracy in 2 out of 4 trials .

Progress on annual goals to be reported to parents by completing the "IEP Report of Progress and Achievement from Current IEP" form(s) which will be provided at either Progress Report or Report Card periods.

Methods of Evaluation

- State Assessments
- Observation
- Other
- Norm Referenced
- Portfolio
- Criterion Referenced
- Work Samples
- Curriculum Based
- Informal

Incremental objective #1 related to the goal:

Benjamin will print letters or the alphabet left to right, top to bottom and demonstrate understanding of the organization and basic features of print by recognizing that words are separated by spaces in print with some adult modeling and oral cues with 50% accuracy in 2 out of 4 trials .

Incremental objective #2 related to the goal:

Benjamin will print letters or the alphabet left to right, top to bottom and demonstrate understanding of the organization and basic features of print by recognizing that words are separated by spaces in print with some adult modeling and oral cues with 60% accuracy in 2 out of 4 trials .

Date to be achieved:   MO/YR

Date to be achieved:   MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR EXCEEDED

3 SUBSTANTIAL PROGRESS (50-99% of goal met)

2 PARTIAL PROGRESS (1-49% of goal met)

1 NO PROGRESS

1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary Only)	Goal Achievement
Date:	Date:	Date:	Date:	
Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No
If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please explain: <input type="text"/>



INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student MEIROVITCH BENJAMIN G MI

Date of Birth 23-MAY-2018

Meeting Date 11-SEP-2023

Section G: Annual Goals and Objectives

Performance Area: Mathematics Category: Math Annual Goal #: 4

When given up to thirty objects, Benjamin will count, recognize, represent, name, order the number of objects with 70% accuracy in 3 out of 5 trials, as measured by teacher-made tests/teacher-charted data.

Progress on annual goals to be reported to parents by completing the "IEP Report of Progress and Achievement from Current IEP" form(s) which will be provided at either Progress Report or Report Card periods.

Methods of Evaluation

- State Assessments, Observation, Other, Norm Referenced, Portfolio, Criterion Referenced, Work Samples, Curriculum Based, Informal

Incremental objective #1 related to the goal:

When given up to ten objects, Benjamin will count, recognize, represent, name, order the number of objects with 70% accuracy in 3 out of 5 trials, as measured by teacher-made tests/teacher-charted data.

Incremental objective #2 related to the goal:

When given up to twenty objects, Benjamin will count, recognize, represent, name, order the number of objects with 70% accuracy in 3 out of 5 trials, as measured by teacher-made tests/teacher-charted data.

Date to be achieved: November 2023 MO/YR

Date to be achieved: March 2024 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

Table with 5 columns: 1st Reporting Period, 2nd Reporting Period, 3rd Reporting Period, 4th Reporting Period (Secondary Only), Goal Achievement. Includes progress marks, sufficiency questions, and reasons for 'No'.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student

Date of Birth

Meeting Date

Last First MI

Section G: Annual Goals and Objectives

Performance Area:  Category:  Annual Goal #:

In collaboration with teacher and staff for improved sensory processing/modulation, Benjamin will utilize sensory strategies (movement break, heavy work activity, zones of regulation, etc) 70% of the time with minimal verbal prompts to engage in an adult directed visual motor task (ie writing).

Progress on annual goals to be reported to parents by completing the "IEP Report of Progress and Achievement from Current IEP" form(s) which will be provided at either Progress Report or Report Card periods.

Methods of Evaluation

- State Assessments
- Observation
- Other
- Norm Referenced
- Portfolio
- 
- Criterion Referenced
- Work Samples
- Curriculum Based
- Informal

Incremental objective #1 related to the goal:

In collaboration with teacher and staff for improved sensory processing/modulation, Benjamin will utilize sensory strategies (movement break, heavy work activity, zones of regulation, etc) 50% of the time with maximum verbal/visual prompts to engage in an adult directed visual motor task (ie writing).

Incremental objective #2 related to the goal:

In collaboration with teacher and staff for improved sensory processing/modulation, Benjamin will utilize sensory strategies (movement break, heavy work activity, zones of regulation, etc) 60% of the time with moderate verbal/visual prompts to engage in an adult directed visual motor task (ie writing).

Date to be achieved:   MO/YR

Date to be achieved:   MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

EXPLANATION OF MARKS				Goal Achievement
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROGRESS (50-99% of goal met)	2 PARTIAL PROGRESS (1-49% of goal met)	1 NO PROGRESS	
1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary Only)	
Date: <input type="text"/>	Date: <input type="text"/>	Date: <input type="text"/>	Date: <input type="text"/>	
Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No
If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please explain: <input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student

Date of Birth

Meeting Date

Last First MI

Section G: Annual Goals and Objectives

Performance Area:  Category:  Annual Goal #:

Benjamin will demonstrate appropriate play skills interactions with peers (e.g. seeking entry, taking turns, following rules, sharing, demonstrating self-control) in 80 % of opportunities 4/5 days per week as measured by teacher observations.

Progress on annual goals to be reported to parents by completing the "IEP Report of Progress and Achievement from Current IEP" form(s) which will be provided at either Progress Report or Report Card periods.

Methods of Evaluation

- State Assessments
- Observation
- Other
- Norm Referenced
- Portfolio
- Criterion Referenced
- Work Samples
- Curriculum Based
- Informal

Incremental objective #1 related to the goal:

Benjamin will demonstrate appropriate play skills interactions with peers (e.g. seeking entry, taking turns, following rules, sharing, demonstrating self-control) in 60 % of opportunities 3/5 days per week as measured by teacher observations.

Incremental objective #2 related to the goal:

Benjamin will demonstrate appropriate play skills interactions with peers (e.g. seeking entry, taking turns, following rules, sharing, demonstrating self-control) in 70 % of opportunities 4/5 days per week as measured by teacher observations.

Date to be achieved:   MO/YR

Date to be achieved:   MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

EXPLANATION OF MARKS				Goal Achievement
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROGRESS (50-99% of goal met)	2 PARTIAL PROGRESS (1-49% of goal met)	1 NO PROGRESS	
1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary Only)	
Date: <input type="text"/>	Date: <input type="text"/>	Date: <input type="text"/>	Date: <input type="text"/>	
Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No If "No" please explain: <input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student   
Last

First

MI

Date of Birth

Meeting Date

Section K: Participation in State and District-wide Assessments

Assessments administered will conform to those assessments determined for each grade by the California Department of Education and/or the Los Angeles Unified School District.

**DRDP-A** - (Adaptations identified below are applicable)

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student MEIROVITCH BENJAMIN G MI  
Last First MI

Date of Birth 23-MAY-2018

Meeting Date 11-SEP-2023

Section N: Procedural Safeguards and Follow-up Actions

- A Parent's Guide to Special Education Services including Procedural Rights & Safeguards was provided to the parent in his/her primary language.
- The IEP Team Meeting Introductory Statements were read aloud at the beginning of the IEP Team meeting.
- The parent/guardian was informed of his/her right to a written translation of the IEP.

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

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

Specify the Individual Pages to be translated:

Special Requests:

For students who are 17 years old, the student and parent(s)/guardian(s) have been informed that the educational decision-making rights will transfer to the student at 18 years of age, unless the court has determined otherwise.

Pandemic Learning Loss Consideration of Compensatory and/or Recoupment Services

**Compensatory Education Consideration:**

- The IEP team has reviewed and discussed whether compensatory education is required due to the COVID-19 pandemic. The IEP team has determined:
  - Student received all of their special education and related aids and services required by their IEP. Compensatory education is not required.
  - Student did not receive all of their special education and related aids and services required by their IEP. Compensatory education offer details are documented in FAPE 2- Summary of Services.
  - Student did not receive all of the special education and related aids and services required by their IEP. However, no compensatory education was warranted for the reasons documented by the IEP team in FAPE Part 2 Part 4.
  - Compensatory education consideration was documented on IEP dated

14-MAR-2023 (Inactive) Initial

**Recoupment Services Consideration:**

- 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:
  - Student has made expected progress toward IEP goals and/or progress is in alignment with expectations of progress/goal achievement. No recoupment services are recommended.
  - Student experienced learning loss as a result of the school facility closures caused by the COVID-19 pandemic and recoupment services are necessary. The IEP team discussed recoupment services to address past learning loss. Recoupment services offer details are included in FAPE Part 2, Part 4 of the IEP (including completion of a service grid, as necessary).
  - Recoupment services consideration was documented on IEP dated

14-MAR-2023 (Inactive) Initial

- 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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INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student MEIROVITCH BENJAMIN G MI

Date of Birth 23-MAY-2018

Meeting Date 11-SEP-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. Row 1: Email, Myron Breitstein, 30-AUG-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 text box for parent concerns and comments.

Signature(s) [ ] [ ] Date [ ]

- 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) [ ] [ ] Date 11-SEP-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="Mor Meirovitch, via ZOOM"/>	<input type="text"/>
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"/>	<input type="text"/>
Administrative Designee	<input type="text" value="Elizabeth DiMartino"/>	<input type="text" value="EMD"/>
Special Education Teacher	<input type="text" value="Jodi Brown"/>	<input type="text" value="Jodi Brown"/>
General Education Teacher	<input type="text" value="Nooshi Ceresia"/>	<input type="text" value="NC"/>
School Psychologist	<input type="text" value="Sofia Klotzman"/>	<input type="text" value="Sofia Klotzman"/>
School Nurse	<input type="text"/>	<input type="text"/>
Related Service Staff <input type="text" value="Language and Speech (LAS)"/>	<input type="text" value="Danna Bornstein"/>	<input type="text" value="Danna Bornstein"/>
Related Service Staff <input type="text" value="Occupational Therapy (OT)"/>	<input type="text" value="Rebecca Dekock"/>	<input type="text" value="Rebecca Dekock"/>
Related Service Staff <input type="text" value="Behavior Implementation Consultant (BIC)"/>	<input type="text" value="Jennifer Summers"/>	<input type="text" value="Jennifer Summers"/>
Interpreter	<input type="text" value="Lazer Mishulovin, via ZOOM"/>	<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="Welby Way APEIS"/>	<input type="text" value="James McGroarty, via ZOOM"/>	<input type="text"/>
Other	<input type="text"/>	<input type="text"/>
Other	<input type="text"/>	<input type="text"/>
Other	<input type="text"/>	<input type="text"/>



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="MEIROVITCH, MOR"/>	<input type="text"/>
Parent/Guardian	<input type="text" value="MEIROVITCH, TAL"/>	<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="Myron Breitstein"/>	<input type="text"/>
Administrative Designee	<input type="text"/>	<input type="text"/>
Special Education Teacher	<input type="text" value="Edith Longmire"/>	<input type="text"/>
General Education Teacher	<input type="text" value="JENNIFER BEST"/>	<input type="text"/>
School Psychologist	<input type="text"/>	<input type="text"/>
School Nurse	<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"/>
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"/>	<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"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student     
 Last First MI

Date of Birth

Meeting Date

LEAST RESTRICTIVE ENVIRONMENT ANALYSIS

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

Student's Current Placement Type:

<input checked="" type="radio"/> General Education Class/General Education Site	<input type="radio"/> Special Day Program/General Education Site
<input type="radio"/> Special Day Program/Special Education Center	<input type="radio"/> Nonpublic School
<input type="radio"/> 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. The lack of current availability of a student's required supports, services, accommodations and modifications is not the sole justification for placement in a more restrictive setting, unless there is a compelling reason why they cannot be provided. In selecting the LRE, consideration is given to any potential harmful effect on the child or on the quality of services that he or she needs.

<b>Step A.</b>	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a general education classroom/setting?	
	<input checked="" type="radio"/> Yes <input type="radio"/> No	If the answer is YES, then a general education classroom/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 general education classroom/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 B.

<b>Step B.</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?	
	<input type="radio"/> Yes <input type="radio"/> No	If the answer is YES, then a special day program on a general education site 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 day program on a general education site? 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 C.

Student

Date of Birth

Meeting

Last

First

MI

Date

### ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)

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

<b>Step C.</b>	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.
<div style="border: 1px solid black; height: 80px;"></div>		

<b>Step D.</b>	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.
<div style="border: 1px solid black; height: 80px;"></div>		

<b>Step E.</b>	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.
<div style="border: 1px solid black; height: 80px;"></div>		

Student

Date of Birth

Meeting

Last

First

MI

Date

### ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)

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

<b>Step F.</b>	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 checked="" type="checkbox"/>	Limited access to peers in student's home community
	<input type="checkbox"/>	Lack of exposure to appropriate behavioral models from peers
	<input type="checkbox"/>	Other: <input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 1 - Eligibility, Placements and Supports

Student

Date of Birth

Meeting Date

Last

First

MI

		Effective With this IEP	Future Changes Related to this IEP
		As of Date: <input type="text" value="15-SEP-2023"/>	<input type="text"/>
Eligibility: (from Page 4)		<b>Eligible (OHI)</b>	
	<i>Final IEP Reason</i> <i>Final IEP Effective Date:</i>		
Curriculum		<input type="text" value="General Education"/>	<input type="text"/>
Placement	Type of School	<input type="text" value="District Non-Resident School"/>	<input type="text"/>
	Name of School	<input type="text" value="HAYNES CES"/> <input type="text"/>	<input type="text"/> <input type="text"/>
Instructional Setting	Setting	<input type="text" value="General Education"/>	<input type="text"/>
	Program	<input type="text" value="GE"/>	<input type="text"/>
	Special Day Minutes/Wk	<input type="text"/>	<input type="text"/>
	Addresses Goals	<input type="text" value="1(Behavioral II),3(Writing),2(Reading),4(Mathematics),5(Sensor imotor),6(Social Emotional),1(Behavioral I)"/>	<input type="text"/>
Additional Factors	Low Incident Support	<input type="text" value="None"/>	<input type="text"/>
	Assistive Technology Support	<input type="text" value="No"/>	<input type="text"/>
	Transportation	<input type="text" value="None"/>	<input type="text"/>
	Extended School Year/Intersession	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="text"/>
	Parent Counseling and Training (PCT)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="text"/>
	ESY Transportation	<input type="text"/>	<input type="text"/>
Accommodation, Modifications, Supports	Instructional Accommodations	<input type="text" value="daily structured language activities facilitated by an adult to engage in question, answer and conversations. Additional support may include modeling of language, small group instruction, repetition/rephrasing, vocabulary development, short verbal direction, visual/verbal cues, preview and review of information to assist in comprehension, additional time to respond. Use of 'When/Then' language. Movement breaks. Quiet activities followed by gross motor activities. Sensory tools and strategies per recommendation of the occupational therapist. Establish a clear, consistent, and predictable schedule. Use verbal and nonverbal cues. Provide redirection when necessary. Give preparations for transitions. Praise successive approximations of desired behaviors."/>	<input type="text"/>
	Instructional Modifications	<input type="text"/>	<input type="text"/>
	Other Supports, including Non-Academic and Extra-curricular Activities	<input type="text"/>	<input type="text"/>
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	Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary?	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="text"/>
	If the Parent does not agree, specify the area(s) to be reassessed.	<input type="text"/>	<input type="text"/>

comprehensive  
reassessment.)

**Comments, as appropriate**

**Low Incidence  
Equipment**

**Assistive Technology  
Equipment**

**Participation in  
General Education**

**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student **MEIROVITCF** **BENJAMIN** **G**  
 Last First MI

Date of Birth **23-MAY-2018** Meeting Date **11-SEP-2023**

		Effective With This IEP	Future Changes Related To This IEP
<b>Service 1</b>	Start Date:	Effective on Signature Date 15-SEP-2023	
<b>16</b>	End Date:		
<b>Occupational Therapy</b>	Service applies to:	Regular	
	Frequency:	10-20	
This service addresses the following <b>goals:</b>	Interval:	Yearly	
5(Sensorimotor)	Minutes/Interval:	400	
	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	Direct Service (Collaborative)*	
	Responsible Personnel:	Licensed/Credentialed Provider	
		Special Education Teacher	
		Other Provider(s)	
	*		
<b>Service 2</b>	Start Date:	Effective on Signature Date 15-SEP-2023	
<b>04</b>	End Date:		
<b>Counseling and Guidance</b>	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following <b>goals:</b>	Interval:	Monthly	

6(Social Emotional)	Minutes/Interval:	120	
	Minutes/Interval (Pullout from Gen Ed):	120	
	Service Delivery Model:	Direct Service (By a Single Provider)*	
	Responsible Personnel:	Licensed/Credentialed Provider	

\*

<b>Service 3</b>	Start Date:	Effective on Signature Date 15-SEP-2023	
<b>RSP</b>	End Date:		
<b>RSP</b>	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following <b>goals</b> :	Interval:	Weekly	

4(Mathematics)	Minutes/Interval:	60	
	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	RSP: Direct Instruction Services*	
	RSP Area:	Math	
	Responsible Personnel:	Resource Specialist Teacher	
		General Education Teacher	
		Other Provider(s)	

\*

<b>Service 4</b>	Start Date:	Effective on Signature Date 15-SEP-2023	
<b>RSP</b>	End Date:		
<b>RSP</b>	Service applies to:	Regular	
	Frequency:	1-5	



This service addresses the following goals:  3(Writing) 2(Reading)	Interval:	Weekly	
	Minutes/Interval:	90	
	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	RSP: Direct Instruction Services*	
	RSP Area:	Literacy/ELA/ELD	
	Responsible Personnel:	Resource Specialist Teacher	
		General Education Teacher	
		Other Provider(s)	

\*

**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	<input type="text" value="2"/>	

### Part 4 - Compensatory Education/Recoupment Services Discussion

N/A - Preschool initial IEP

Sept 11, 2023 Amendment discussed at Initial IEP for preschool transition.

### Part 4 - Additional Discussion (This section is optional)

The Universal Transition Kindergarten (UTK) and Collaborative (CC) class is an educationally based inclusive program that operates 6 hours a day, 5 days a week. The preschool curriculum is delivered through evidence-based practices. Benjamin's goals, included in the IEP, will be supported by a collaborative team comprised of a credentialed teacher, an early childhood special education teacher, special education assistant, and general education classroom assistant. If any additional related services are needed to access this program, they are noted above.

To support Benjamin in his transition into a District UTK-CC program for the 2023-2024 academic school year, Behavior Intervention Consultation (BIC) is offered for up to 8 hours. BIC will be provided by a special education teacher who is trained in positive behavior. The program will provide consultation on instructional strategies, physical environment, program organization and/or social emotional skill building as needed. Documentation of progress will be completed. BIC will collaborate with student's classroom team to review progress upon completion of the hours.

Based on Benjamin's current needs, the IEP team recommends Resource (RSP) for kindergarten. OT and Counseling will be provided per the service grid. Amendment 9/11/2023 - IEP team met to add RSP service which was not included. The IEP team reviewed revised academic goals. Added RSP service grids for ELA and Math. The IEP team discussed behavioral concerns and noted the BIC report stated that no additional supports were needed at this time. Some concerns with his behavior are being noted and the teacher will take additional data and should concerns continue the IEP team would discuss if additional behavioral supports will be required.

**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student     
 Last First MI

Date of Birth  Meeting Date

**FAPE Summary Grid**

<b>Program:</b>	GE		<b>Setting:</b>	General Education					
<b>Eligibility:</b>	Eligible (OHI)		<b>Curriculum:</b>	General Education					
<b>Transportation:</b>	None		<b>Low Incident Support:</b>	None					
<b>Date District Received</b>	15-Sep-2023								
<b>Parent Signature:</b>									
Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)	No Consent
04	Counseling and Guidance	Effective on Signature Date		Monthly	1-5	~	120	Social Emotional	--
16	Occupational Therapy	Effective on Signature Date		Yearly	10-20	~	400	Sensorimotor	--
RSP	RSP	Effective on Signature Date		Weekly	1-5	RSP-Literacy/ELA/ELD	90	Writing, Reading	--
RSP	RSP	Effective on Signature Date		Weekly	1-5	RSP-Math	60	Mathematics	--

**Alternative Remote/Distance Learning Services During Emergency Conditions**

If instruction or services, or both, cannot be provided to the pupil either at the school or in person for more than 10 school days due to emergency conditions caused by fire, flood, impassable roads, epidemic, earthquake, imminent major safety hazard as determined by local law enforcement, a transportation services strike by nonschool entity, or other official order issued to meet a state of emergency or war, the IEP will be provided by one or more of the means stated below, to the greatest extent possible in light of the emergency circumstances and District policy.

Means of Delivery, to greatest extent possible ("x" all that could apply for student, depending on emergency circumstances):

	Teacher-posted lessons, asynchronous (online or other media)	Virtual class meetings, synchronous	Personalized learning tools (virtual or paper packets, as available)	Scheduled teacher appointments (virtual or in-person, as available)	Scheduled email check-ins (parent or student)	Virtual office hours (drop-in; parent or student)
Specialized Academic Instruction and Related Services	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Supplementary Aids and Services (provided in general education classes and other general ed environments)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

As soon as practicable following the determination that instruction or services, or both, cannot be provided either at the school or in person for more than 10 days due to a qualifying state of emergency, the parent will be notified as to the specific means by which the student's IEP will be provided, in light of the emergency circumstances present at that time. The IEP will be provided by alternative means as necessitated during the period of emergency conditions, only.

Comments above do not constitute a change to the District's offer of FAPE or IEP. Because the nature of any future emergency cannot be known in advance, the specific means by which the IEP shall be provided in a future emergency will be determined at the time, in light of the circumstances.

**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.**

## 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. 1 of 3)**

Student    Date of Birth  Meeting Date

**Last First MI**

1 The behavior impeding learning is:  Describe what it looks like:

2 It impedes learning because: lack of work production  disrupts other students  requires instruction to stop   
 instructional time is lost  negative interaction with peers   
 other

3 The need for a Behavior Intervention Plan:  early stage intervention  moderate  serious  extreme

4 Frequency or intensity or duration of behavior: Frequency (x)  Period  Intensity  Duration (min)

Reported by  and/or  observed by

**PREVENTION**

**PART 1**

**ENVIRONMENTAL FACTORS AND NECESSARY CHANGES**

5 What are the predictors for the behavior? (Situations in which the behavior is likely to occur: people, time, place, subject, etc).

<input type="checkbox"/> Disruption in routines	<input type="checkbox"/> Work level higher than student's ability	<input type="checkbox"/> Verbal directives	<input type="checkbox"/> Lack of predictability
<input type="checkbox"/> Time of day	<input checked="" type="checkbox"/> Internal physical/emotional state	<input checked="" type="checkbox"/> Peer conflict	<input type="checkbox"/> Over stimulation
<input checked="" type="checkbox"/> Unstructured time	<input checked="" type="checkbox"/> Lack of freedom, choice, desirable activities, friends	<input type="checkbox"/> Room conditions	<input type="checkbox"/> Specific room arrangement
<input type="checkbox"/> Events from previous environments	<input type="checkbox"/> Under stimulation		

Other Describe:

**Observation Analysis**

6 What supports the student using the problem behavior? (What is missing in the environment/curriculum or what is in the environment/curriculum that needs changing?)

Present in the environment:  Classroom seating arrangement  Noise levels  Interactions (adult and/or peers)

Missing in the environment:  Peer status gained for misbehavior  Inappropriate materials (age-appropriate)  Conflict resolution skills  
 Transition skills  Schedule  Effective communication with parent  
 Re-teaching  Task structuring  Communications system  
 Social skills instruction  Consequences not clear to student  
 Choices

Other (Missing/Present):

### REMOVE STUDENT'S NEED TO USE THE PROBLEM BEHAVIOR

**Intervention 7**

What environmental changes, structure and supports are needed to remove the student's need to use this behavior? (Changes in Time/Space/Materials/Interactions to remove the likelihood of behavior)

Time Changes:	<input type="checkbox"/> Give more time on tasks	<input type="checkbox"/> Allow completion in parts	<input type="checkbox"/> Teach a closure system
Space Changes:	<input type="checkbox"/> Signal transition	<input checked="" type="checkbox"/> Provide a break	<input type="checkbox"/> Give less time on tasks
Material Changes:	<input checked="" type="checkbox"/> Preferred seating	<input checked="" type="checkbox"/> Different work areas	<input type="checkbox"/> Study carrels
Interaction:	<input checked="" type="checkbox"/> Personal space	<input checked="" type="checkbox"/> Hands-on learning	<input checked="" type="checkbox"/> Tasks organized
	<input type="checkbox"/> Accommodated work	<input type="checkbox"/> Notebook organizer	<input type="checkbox"/> Enlarged print size books
	<input type="checkbox"/> High interest materials	<input checked="" type="checkbox"/> Cue the student	<input checked="" type="checkbox"/> Model
	<input checked="" type="checkbox"/> Use specific supportive words	<input checked="" type="checkbox"/> Praise successes	<input type="checkbox"/> Peer Models
	<input checked="" type="checkbox"/> Verbally praise student	<input type="checkbox"/> Use calm, de-escalating language	
	<input type="checkbox"/> Use specific support communications		

Other

Who will establish?  Who will monitor?  Frequency

## 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. 2 of 3)**

Student    Date of Birth  Meeting Date

Last First MI

ALTERNATIVE PART II FUNCTIONAL FACTORS AND NEW BEHAVIORS TO TEACH AND SUPPORT

**8** Team believes the behavior occurs because: (Function of behavior in terms of getting, protest or avoiding something)

To Get:  Sensory input  Attention (peer)  Attention (staff)

To Avoid:  Tangible (desired item)  Tangible (desired activity)  Attention (staff)

Sensory input  Attention (peer)  Attention (staff)

Task (too difficult)  Task (too easy)  Task (too long)

Describe:

**9** What team believes the student should do INSTEAD of the problem behavior? (How should the student escape/protest/avoid or get his/her need met in an acceptable way?)

Use socially appropriate language/strategies to initiate peer interactions, request desired items, protest, and/or request to join others in play.

**10** What teaching Strategies/Necessary Curriculum/Materials are needed?

Better communication skills  Anger management  Communication system  Self-management systems

Following schedules & routines  Learning new social skills  Learning how to negotiate  Learning structured choice

Learning new scripts  Learning notebook organization  Learning to use conflict resolution  Learning to request breaks

Other

Who will establish?  Who will monitor?  Frequency:

**11** What are reinforcement procedures to use for establishing, maintaining, and generalizing the replacement behavior(s)?

Physical:  High-fives  Pat on the back  Smiles  Handshake

Verbal:  Use specific praises  Recognition of student's str...  Peer recognition

Contingent Access:  Time on the computer  Free time  Listen to music

Preferred activity

Tangibles  Positive phone calls or notes to home  Certificate sent home  Other

Tokens and Points:  Tokens  Points  Seating Location

Privileges:  Exempt assignment  Extra test points

Other ideas:

Selection of reinforcer based on:

reinforcer for using replacement behavior  reinforcer for general increase in positive behaviors

By whom?  Frequency

EFFECTIVE REACTION PART III REACTIVE STRATEGIES

**12** What strategies will be employed if the problem behavior occurs again. (1. Prompt student to switch to the replacement behavior, 2. Describe how staff should handle the problem behavior if it occurs again, 3. Positive discussion with student after behavior ends, 4. Any necessary further classroom or school consequences)

Block behavior and remove peers from area if needed to ensure safety of others. Provide cues/reminders for replacement behaviors. Positive discussion with student and reminders for strategies and behavioral expectations before transitioning to next activity.

Personnel?

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 MEIROVITCI BENJAMIN G  
Last First MI

Date of Birth 23-MAY-2018

Meeting Date 11-SEP-2023

OUTCOMES

PART IV

BEHAVIORAL GOALS

13 Behavioral Goal: Goal #: 1

Benjamin will demonstrate safety awareness with minimal prompts/reminders by following classroom rules and limits, staying in close proximity with teachers and classmates indoors and outdoors, and responding to adult directives in new situations in 80% of opportunities 4/5 days per week.

Benjamin will refrain from engaging in aggressive behaviors (i.e., hitting, punching, pushing, tripping) and will use socially appropriate strategies to initiate peer interactions, request desired items, protest, and/or request to join others in play, in 80% of opportunities 4/5 days per week.

The above behavioral goal is to:  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

Yes  No

Are environmental supports/changes necessary?

Yes  No

Is reinforcement of replacement behavior alone enough? (no new teaching is necessary)?

Yes  No

Are both teaching of new replacement behavior AND reinforcement needed?

Yes  No

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

14 Manner and content of communication:

- Phone calls  Email  Written notes
- Daily reports  Daily charting  Behavioral logs
- Weekly reports
- Other

Between? Classroom Teacher & Family Frequency? As Needed