			INDIVIDU	JALIZED EI	DUCATION PROGRA	AM (IEP)		Page 1 of 3
Los Angeles Unified S Student Identificati	(200303X040		SSID	9589491426		Elia	ible (OHI)
Number							_	
Student MEIROV		IJAMIN First	G MI			Date of Birth:	23-	MAY-2018
				Section A: N	Ieeting Information			
	Pertino	ent Dates				Type of	Meeting	
Date of Initial IEP Team	Meeting	14-MAR-202	3		◯ Initial		Amendm	ent of IEP dated
Date of Present Meeting		11-SEP-2023			U		14-MAR-20	
Annual Review to be co	nducted by	14-MAR-202	4		Annual Revie	ew	Early Sta	rt Transition
Next Three Year Review conducted by	will be	13-MAR-202	6		Three Year R	eview	Expulsion	
Three Year Review or E was conducted on	valuation	14-MAR-202	3		Other			ll Transition Plan
Transition to Kindergart conducted by	en to be							
Location of Meeting	H	AYNES CES			District Name	Los Ange	les Unified Sc	hool Distri
				Section B: S	tudent Information			
Date of Birth	23-MAY-201		Age		5	Grade		0
Gender			Ethnic C		White			
Location of the Psych Folder	REGION NO	DRTH	Student Folder	has no Psych				
Location of the Cum Folder	HAYNES C	ES	Student Folder	has no Cum				
Home Language	Hebrew		Student	Language	Hebrew	Alternate N Communic		
Home Address of Student	6908 ROYE	R AVE						
City	WEST HILL	.S CA	ZIP Cod	e	91307			
Home Telephone	(919) 597-95	599	Daytime	Telephone	312-975-9867	Emergency	Telephone	
School of Attendance	Haynes Ces		Location	n Code	4473			
School of Residence	Welby Way	Cel	Location	n Code	7637			
Name of Parent/Guardian	MEIROVIT	CH, MOR &	Telephor	ne				
Address	Same as stud	lent						
City		CA	ZIP Cod	e				
Surogate Parent			Telephor	ne				
Attends CURRENT SC of the following	HOOL as a res	sult of one	Charter So	chool Enrollm	nent	~		
Is the student living in a Home (FFH)?	Family Foster		$O \cap Yes$		FFH#			
Is FFH Provider related	to student?		$O \cap Yes$		Relationship			
Licensed Children's Inst	itution	\bigcirc No	Yes		LCI Name			
Out of the home placem	ent made by	\bigcirc su	egional Cente		LCI# Department of Other	Mental Health	O Departme	nt of Children's Services
Child's family living wit boundaries?	hin LAUSD's	\bigcirc No	Yes					
If the student is 18 years	old or older or	is an emancipa	ated minor, do	oes he/she hav	ve educational decision-	making rights?		\bigcirc No \bigcirc Yes

	I		IZED EDUC	CATION PROGRAM (IEP)		Page 2 of 32
	Unified School District	INDIVIDUAL	IZED EDUC			
Student	MEIROVITCH BENJAMIN G Last First	MI c	C I	Date of Birth 23-MAY	-2018	
I CI		Section	on C: Lang	uage Acquisition		
Language Cla			\bigcirc		Start Date: Reclassification Date:	
	Parent Request:	⊖ ¥	res O No			
	rmance Level and Performance Descriptor:			▼	Test Date:	
Alternate ELP Descriptor:	AC Performance Level and Performance			►	Test Date:	
1		Section D:	Goal Achie	vement from Current IEP		
			eved			
Goal for: (ex	ample - Reading)	Yes	No	If No, explain the reason	the goal/objective was not achieved	1
1		0	\bigcirc	_		
Category	✓		0			
	Objective 1 met	0	0			
	Objective 2 met	Õ	Õ)
2		Õ	Õ			
Category	•					
	Objective 1 met	0	\bigcirc			
	Objective 2 met	\bigcirc	\bigcirc			
3		\bigcirc	\bigcirc			
Category	(v)					
	Objective 1 met	0	\bigcirc)
	Objective 2 met	0	0)
4		0	\bigcirc			
Category	(v)					
	Objective 1 met	0	0			
_	Objective 2 met	0	0			
5		0	\bigcirc			
Category		\sim	\sim)
	Objective 1 met	0	0			
6	Objective 2 met	0	0]
Category	<pre></pre>	0	\bigcirc			
Category	Objective 1 met	0	\bigcirc			
	Objective 2 met	0	0			
7		0	0)
Category		\cup	\cup			
.8. 1	Objective 1 met	0	\bigcirc)
	Objective 2 met	0	0]
8		0	0)
Category	· · · · · · · · · · · · · · · · · · ·	~	<u> </u>			
	Objective 1 met	0	\bigcirc)
	Objective 2 met	Õ	0			
9		Õ	Õ			
Category	(v)					
	Objective 1 met	0	\bigcirc			
	Objective 2 met	0	\bigcirc			
10		0	\bigcirc			
Category	(
	Objective 1 met	0	0			
	Objective 2 met	0	\bigcirc			

Los Angeles Unified School District		INDIVIDUAL	IZED EDUCATION PROGR	AM (IEP)		Page 3
Student MEIROVITCH BENJA	MIN	G	Date of Birth	23-MAY-2018	Meeting Date	11-SEP-2023
Last Fir		MI				
Performance Area:	Initial he	section E	E: Present Level of Perform	ance		
Category:	Health	cattil assessment	~			
Assessment/Monitoring Process Used:	_	terview: student's	bbservation; referral note form r			
State/District Assessment Results:		nerview, student s d				
Current Performance/Assessment Summar	v (include	student strengths	student needs and impact of disc	bility on student perform	mance):	
HEALTH SUMMARY: Benjamin is a for weeks gestation for placental issue. Stude health. Developmental milestones were a and does not take any medication on a ro in October 2022, both requiring skins to b STRENGTHS: Student is on a regular di Student communicates by using words. S spot vision screener on 01/04/2023. Stude AREAS OF NEED: Health is not an area IMPACT OF DISABILITY: Health does ACCOMMODATIONS/MODICATIONS	ent was bon chieved wi utine or da be glued to tet with no tudent wal ent passed a of need. not impac S: None ba	rn full term via natu ithin age expectanc ily basis. Student g ogether. No recent h swallowing or che ks independently w LAUSD play audic et student's access, p ased on physical her	anal induced delivery. Student w y ranges. Student is toilet traine ot injured from a fall and had sk istory of surgery, or overnight h wing concern. Student self-feed vithout assistance. Student passe ometry screening on 01/04/2023 participation, and performance in	vas discharged home tog vas discharged home tog vas responses on chin in nospitalization. No allerg s with utensils/fingers an ed LAUSD vision screen 3.	ether with mother in n significant health p n July 2022 and left f gies to food and medi nd drinks from a regu ning without correction	good roblems orehead cation. ılar cup.
Performance Area: Category:			►			
Assessment/Monitoring Process Used:			•			
State/District Assessment Results:						
Current Performance/Assessment Summar	v (include	student strengths	student needs and impact of disc	bility on student perform	mance):	

askange is Unified School Diverse: State M. First M. School S. Present Level of Performance terimenae Aras: Cognitive Ability Cognitive Ability Cognitive Ability Cognitive Ability Cognitive Ability Consent Manharing Process Usel: Perchange Development I and Imput of disability on statent performance) Term Performance Assessment Reading Term Performance Assessment Reading Term Performance Assessment Reading Term Performance I and Term Performance I Assessment Assessment Reading Term Performance I and Term Performance I State I and Term Performance I St	Los Angolos Unified School D	istrict	INDIVIDUALIZ	ZED EDUCATION PROGRA	AM (IEP)		Page
Last First MI Section E: Present Level of Performance Performance Area: Cognitive Ability Category: General Ability Sasessment/Monitoring Process Used: Preschool Psycho-Educational Assessment Report State/District Assessment Results: Sategory: 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 fail in the average range. Areas of relative challenge: On the MSEL, Benjamin demonstrated below average performance in receptive language (the ability to employ auditory discrimination, auditory comprehension, and auditory memory in order to verbally demonstrate concept formation). Benjamin demonstrated ballenges 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 memory in order to verbal			G	Date of Birth	23-MAY-2018	Meeting Date	11-SEP-2023
erformance Area: Cognitive Ability Category: General Ability Statesory: General Ability ussessment/Monitoring Process Used: Preschool Psycho-Educational Assessment Report tate/District Assessment Results:			MI			include Date	
ategory: General Ability sseessment/Monitoring Process Used: Preschool Psycho-Educational Assessment Report tate/District Assessment Results:			Section E:	Present Level of Performation	ance		
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Category: Cognitive Development Cognitive Development Cognititie Cognitive Development	Continued						
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	his true abilities. As a result, Ben	jamin's scores on	the aforementioned n	neasure may represent an under			imate of

As Angels Unified School District Sudem MERCOVITCE IN PUANIN		11: ::	District		INDIVIDU	JALIZED EDUC	ATION PROGR	AM (IEP)		Pag
Last First MI Section E: Present Level of Performance Performance Area: School Readiness 'ategory: Cognitive Development 'state/District Assessment Results:	0			MIN	G		Date of Birth	23-MAY-2018	Meeting Dat	e 11-SEP-2023
where formance Area: School Readiness 'ategory: Cognitive Development 'ategory: Cognitive Development 'state/District Assessment/Monitoring Process Used: Preschool Psycho-Educational Assessment Report 'state/District Assessment Results:	Student				MI				Meeting Dat	11-511-2025
Category: Cognitive Development Assessment/Monitoring Process Used: Preschool Psycho-Educational Assessment Report State/District Assessment Results: Cognitive Development and the Multiple States 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. Arreas of challenge: Benjamin demonstrates challenges in copying forms and letters. His teacher reports that Benjamin answers off topic. Benjamin evolution generals and problem solving questions and explaining vocabulary words in Herber wand English. Some of his answers were associative. Furthermore, attention challenges, ligh 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. "attegory: Motor 'usersment/Monitoring Process Used: Preschool Psycho-Educational Assessment Report 'atac/District Assessment Summary (include student strengths, student needs and inpact of disability on student performance) Overall, Benjamin's mort abilities are found to be in the broad average range. Noreall, Benjamin's mort abilities are found to be in the broad average range. Noreall, Benjamin's mort abilities are found to be in the broad average range. Based on the						on E: Present L	evel of Perform	ance		
Seessment/Monitoring Process Used: Preschool Psycho-Educational Assessment Report State/District Assessment Results: Preschool Psycho-Educational Assessment Report 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, 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 Catered Assessment Results:	Performance	Area:								
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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 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. Verformance Area: Motor Suesessment/Monitoring Process Used: Preschool Psycho-Educational Assessment Report Suesessment/Monitoring roces uphilties 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 small body parts such as the striss, hands, and fingers (e.g., writing and drawing). His performance in fine motor skills on the MSEL falls in the low average range.	Assessment/N	Ionitoring Process	Used:	Preschoo	ol Psycho-Educ	ational Assessme	nt Report			
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 Motor Abilities Motor Notor Abilities Current Performance/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 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 lette	state/District	Assessment Result	s:							
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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 Category: Motor Abilities Current Performance/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 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, benjamin 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 graps. The teacher also reported that he has difficulties copying letters.	date, based of	on performance on								
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Category: Motor Abilities V Assessment/Monitoring Process Used: Preschool Psycho-Educational Assessment Report Etate/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.	exhibited ch Some of his to attend to,	allenges in answer answers were asso participate, and co	ing general ciative. Fu mply with	l knowled; rthermore adult dire	ge questions an , attention chall cted activities a	d problem solving lenges, high activ and follow direction	g questions and exp ity level, impulsivi ons.	plaining vocabulary v	words in Hebrew and	English.
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tate/District Assessment Results: furrent 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.	• •	Ionitoring Process	Used:	Preschoo	ol Psycho-Educ	ational Assessme				
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Educational Impact: A motor impact was identified at this time.	skills includ motor skills, performance Benjamin e	ing the movement a including the mov in fine motor skill vidences the follow	and coordin vement and ls on the M	nation of t coordinat SEL falls nges: On t	the arms, legs, a tion of small bo in the low aver the MSEL and l	and other large bo ody parts such as t rage range. On the DTKR-II, Benjan	dy parts and move he wrists, hands, a DTKR-II, he den	ement (e.g., walking, ind fingers (e.g., writi nonstrated low averag hallenges in copying	climbing, and jumping ng and drawing). His ge visual motor skills.	g) and fine
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The America Holds I Cale of District		INDIVIDUALIZ	ED EDUCATION PROGRA	AM (IEP)		Page 6 of
Los Angeles Unified School District Student MEIROVITCH BENJA	MIN	G	Data of Birth	23-MAY-2018	Meeting Date	11 SED 2023
	rst	MI	Date of birth	23-MAI-2018	Meeting Date	11-3EI -2023
		Section E: I	Present Level of Performa	ance		
Performance Area:	Commu	nication				
Category:	Comm	unication	~			
Assessment/Monitoring Process Used:	Prescho	ol Psycho-Educational	Assessment Report			
State/District Assessment Results:						
Current Performance/Assessment Summa	ry (include	student strengths, stud	dent needs and impact of disa	bility on student perform	nance):	
Benjamin's home language is Hebrew. T language classification will be determine Parent reports that familiar and unfamili	ed in kinde	rgarten with appropriat	te measures. Parent reports th			
Overall, Benjamin's language skills are Based on the parent's responses on the I to form sentences, and understanding no ASRS, the teacher's ratings reflect that E contact.	Developme n-verbal ge	ntal Profile 3, Benjami estures. On the BASC-	in evidences the following rel 3, parent's and teacher's rating	gs reflect average comm	unication skills. On	the
Benjamin evidences the following chall instructions, provide his last name when performance in receptive language and e slightly elevated range. It must be noted activity level, self-directed and non-com	called, and expressive l that his pe	l recognize the printing anguage tasks. Parent's rformance in receptive	g of his first and last names. Os ratings on the ASRS resulte	On the MSEL, Benjamin d in the social communic	demonstrated below cation scale falling i	v average n the
Continued:						
Performance Area:	Commu	nication				
Category:		inication	~			
Assessment/Monitoring Process Used:		ol Psycho-Educational)			
State/District Assessment Results:	Tresento	or r sycho Educational				
Current Performance/Assessment Summa	ers (in also da	atradant atranative atra	dant naada and immaat of diaa	hiliter og stordont gonform		
Continued: Based on the language and speech asses difficulties appeared to be due to inatten	sment resu tion, self-d	Its Benjamin demonstr irected, and non-comp	rates functional communicati liance rather than a true comm	on skills to access the edu	,	Any
Educational Impact: A communication	mpact was	not identified at this ti	ime.			

	MEIROVITCH	BENJAN	MIN	G			Date of Birt	th	23-MAY-2018	Meeti	ig Date	11-SEP-202
	Last	Firs		I	MI	D (1					9	
Performance	Area	ſ	Social Er			Present Le	evel of Perfor	rma	nce			
Category:		ĺ	Social E			•	•					
	Monitoring Process	Used:	Preschoo	l Psycho	-Educational	Assessmen	t Report					
state/District	t Assessment Result	ts:)	
Current Perfo	ormance/Assessmen	nt Summary	(include s	student s	strengths, stu	dent needs a	and impact of d	lisab	ility on student per	formance):		
Overall, Be	njamin's social-emo	otional skills	s are found	d to be i	n the below a	werage rang	e.					
as opposed appropriate The teacher pretend/ima referencing, enjoyment t Based on ro sustained at concerns in hyperactivit difficulty pr	ntal Profile 3 (DP 3 to playing alone. On ly. Parent reports the reports that Benjan gginary play. At the and social smiles them, laughing toge eview of records, of tention, activity lev hyperactivity, aggre ty and at-risk conce ovviding appropriate overreacts to sensor	n the ASRS at Benjamir nin interacts assessment At the press ther and en- bservations, 'el, impulse ession, atter rns in withd e emotional	c, parent's a n is very fi s with pee sessions, chool/dayo gaging in , interview and self-c ntion prob drawal and responses	and teac riendly v rrs, initia Benjami care Ben social sr vs, and ra control, a lems, and attentic s to peop	her's respons with children ites play inter in demonstrat jamin was gr miles with ad ating scales E adaptability, s ad activities o n problems. ole in social s	es indicate t and wants tr actions and ted joint atte eeted the ex equate socia Benjamin evi safety aware of daily livin On the ASR ituations and	hat Benjamin r o be around the social games w ention for prefe aminers, engag il referencing. idences the foll ness, social eng g skills. The te: S parent's and/ d tolerating cha	relat em a with erred ged lowing age cache	es well to peers and nd engages in prete them. He plays witi activities. He exhil in verbal exchanges ng needs/challenge ement. Parent's ratin rs's ratings reflect c cacher's responses i	adults and use and play and co a a variety of to bited communic with his peers s: demonstratin ges on the BAS inical significa ndicate that Be	s langua, operativo ys and e ative int and shar g adequa C-3 refle nt conce njamin h	ge e play. ngages in tent, joint red his tet tet tet trisk rns in as
erformance	Area:	(Social Er	notional								
Category:		(Social E	motiona	ıl	•	•					
	Monitoring Process	Used	D									
Assessment/1	8	Useu.	Preschoo	l Psycho	o-Educational	Assessmen	t Report					
	t Assessment Result		Preschoo	l Psycho	o-Educational	Assessmen	t Report					
State/District Current Perfo	t Assessment Result ormance/Assessmen	ts: nt Summary	(include s	student s	strengths, stu	dent needs a	nd impact of d		2 1	,		
State/District Current Perfor Functioning reported. The than are typ him which in allowed to g following dh peer, placin from the tea structure, ta backwards of appropriate climb the fe	t Assessment Result ormance/Assessment and impulse contro g/Atypical Behavior he teacher's ratings jocally reported. Par- results in tantrums, go somewhere, and/ irections, keeping h preschool/daycare of g his hands/sticking acher's hand, blurtin iking a pencil and w on his chair scooting, personal space. The	ts: nt Summary l. On the Co rs, and Atyp Inattention// tent reports to resulting in /or do an act nis hands to observation g his face in ng out with a vriting on hi g it away fre e OT report	(include so onners EC oical Behav Hyperacti that Benja crying, sc tivity that himself, a the follow his peer's pa om the gre ed that wh	student s BEH, P viors sca vity and umin is v reaming he want und sittin wing bel- face, de ce durin aper and oup towa nen Benj	strengths, stur- Parent's rating les falling in Atypical Bel ery active, lil g, and kicking s. The teacher og during circc adviors were a monstrating g other peers' laughing. Th ards the play amin was no	dent needs a the very ele haviors scale kes to do dai g. Benjamin rr reports tha de time. He j observed: sp difficulty wi turns, reach rroughout ci kitchen and longer allow	and impact of d the Inattention evated range, su es falling in the ngerous things, really gets ups it Benjamin nec gets easily dist bitting behind a aiting for the ac ning out and pur rele time Benja rocking side to ved to play in t	n/Hy ugge e ver s, and set w eeds tract a pee ectivition amin o sic the p	peractivity, Aggressisting many more con- sisting many more con- y elevated range, si l fights with sibling hen he does not get to be prepared for tr ed and disrupts less r and laughing, put ty to be presented a ing another student was in constant m e. Benjamin demor alayground apparatu	ssion, Social oncerns than an uggesting many s. Transitions a what he wants ansitions, has a ons. ing his foot ou and attempting u and pushing ar ovement, turnir istrated difficul us, he ran away	more core re really, if he is hard tir and trip o grab n other pe g and si y demo and star	oncerns hard for not me opping a materials er off the tting mstrating

Student MEROVITCH BRUAMIN Instruction Date of Birth 23-MAY-2018 Meeting Date 11-SEP-2023 Performance Ares: Self-Help/Adaptive Behavior Calegory: Activities of Daily Living Instruction <	Los Angeles Unified School District	INDIVIT	DUALIZED EDUCATION PROG	RAM (IEP)	Pag
Last First MI 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:		MIN G	Date of Birt	h 23-MAY-2018	Meeting Date 11-SEP-2023
Performance Area: Self-Help/Adaptive Behavior Category: Activities of Daily Living Assessment/Monitoring Process Used: Preschool Psycho-Educational Assessment Report State/District Assessment Results:		rst MI			
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Performance Area: Category: Assessment/Monitoring Process Used: State/District Assessment Results:	Benjamin evidences the following relati activities of daily living skills.	ve challenges: in provid	ling basic personal information. Pare	ent's ratings on the BASC-	3 reflect at-risk concerns in
Category: Assessment/Monitoring Process Used: State/District Assessment Results:	Educational Impact: A self-help/adaptive	behavior impact was n	not identified at this time.		
Assessment/Monitoring Process Used: State/District Assessment Results:	Performance Area:				
State/District Assessment Results:	Category:		~		
	Assessment/Monitoring Process Used:				
Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):	State/District Assessment Results:				
	Current Performance/Assessment Summar	y (include student stren	ngths, student needs and impact of d	isability on student perfor	mance):

	Unified School D														
	MEIROVITCH	BENJAN	MIN	G			Date	e of Birth	23-M	AY-2018		Meeting	Date	11-SEP-	2023
	Last	Firs	st		MI	F. Dusse-	t I aval af								
Performance A	rea.		Sensorin	notor	Section	E: Presen	t Level of	Periorina	ance						
Category:	100.		Sensori				~								
•••	onitoring Process U	Jsed:			w. clinical o	bs, record r		A-2 home/s	school	form					
	Assessment Results		n/a		,	,	,								
	mance/Assessment			studer	t strengths,	student nee	eds and imp	bact of disa	ability o	n student pe	rformance	e):			
different play within the class squat, climb, q visual percept shoot to drop and demonstra holding paper to dot. On the to access an ee fine motor tas theraputty, ves	is of strengths: Ben items from differe ssroom setting, as etc. Benjamin has tual skills to access pellets into a small ated a right quadru while the right has PDMS-2 for the a ducational setting, sks with modeling a stibular input as he hool Home Form, I	nt levels, j well as ou no signific an educa l container pod grasp nd cuts wi rea of Gra Benjamin and/or ver	i.e. from a atdoors for cant physi tional sett r and whe o on a writ ath scissor asping and can self- bal direct arful to ac	a seated r playg ical lim ting. Du en stack ting too rs. Bena d Visua -feed, to tions. D ccess a J	d position o round appa hitations to p uring assess ting blocks ol. He democ ajmin has e il-Motor Int oilet trained During asses playground	or from the f ratus with f perform all sment, he ca to copy a m onstrated a r merging vis egration, he l, etc. Durin ssment, he h apparatus,	floor. Durin functional b movements an label by nodel, etc. F right hand p sual motor s e scored in t g assessme has some fu and body a	g assessme alance and s necessary color, iden Benjamin d reference a skills for pi the average nt, he dem nctional se wareness a	ent, Be l equilil / for a c tify ba lemons and wo re-writ e range constrat ensory (as he di	njamin demo orium reactio lassroom set sic shapes, ho rated fine m uld use his le ng skills to t . He is preser ed functional experiences t d not handle	onstrated to ons. He ca tting. He co e does not otor skills oft hand a: race a line nting som l motor pl o engage	he ability n go from lemonstri t over-sho s to retrie s an assiss e and cor e self-he anning sl in tactile	to mo n sit to ated so bot nor ve desi t, such nect fr kills fo media	ve stand, me under- red toys as om dot s needed r 1 step , such as	
Performance A	rea:		Sensorin	notor											
Category:			Sensori	imotor			~								
Assessment/Mo	onitoring Process U	Jsed:	continue	continued Peabody-grasp and visual motor											
State/District A	Assessment Results	:	n/a	/a											
Current Perform	mance/Assessment	Summary	(include	studen	nt strengths,	student nee	eds and imp	oact of disa	ability o	on student per	rformance	e):			
Social Particip program can p tasks, as well school routine classroom tead Impact of stu- behavior cone Catherine Ton	is of need: Benjami pation. He is also c provide daily and c as encourage socia e and transition fro cher to provide ser ident's disability on cerns that may imp rres, OTR/L ool Occupational T	opposition: consistent al participa m one tasl nsory strat academic act genera	al, impuls opportuni ation and k to anoth egies that c and over	sive, an ities to meanin her. Ben t are no rall per	nd a safety of learn to exp ngful engag njamin may the related to formance: 1	concern whi plore variou ement. In g benefit from behavior co Benjamin de	ich can also is classroon eneral, teac m school of oncerns and emonstrates	affect gen n materials her and sta ccupationa to monito s difference	neral ab s and pa aff prov l therap or visua es in se	ility to acces rticipate in g vide support a by for consult motor skills nsory proces	s a school gross moto as needed tation/col s for pre-v	l setting. or/fine m to follov laboratio vriting ta	A scho otor mo v and le n to the sks.	ol 1lti-step earn	

	Page 10 of 3 INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Los Angeles Unified School District	
Student MEIROVITCH BENJAL	
	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	y (include student strengths, student needs and impact of disability on student performance):
expressive language, difficulty retaining in preschool/daycare at Sarit Daycare from 8	who was referred to the LAUSD preschool intake team by his mother and teacher due to concerns regarding nformation, difficulty sustaining attention, hyperactivity, and lack of safety awareness. Benjamin attends Bam-4pm 5 days per week. Hebrew is Benjamin's primary and dominant language is Hebrew. Preschool is mostly eated to learning English. There is no history of services/intervention. This assessment was conducted in both
follows one step commands and directions colors, size concepts, and some spatial con- sentences with post-noun elaboration, ider complex sentences, and answered one que questions, named described objects, respo	ttention for preferred activities, communicative intent, visual referencing, and makes eye contact for approval. He s on his own terms. He identifies common objects in pictures, action words, body parts, object function, shapes, neepts. Benjamin completed verbal analogies given pictures, understood negatives in sentences, understood ntified pronouns, understood qualitative concepts of more and most, and identified smaller body parts, understands estion about a story. In the area of expressive language, Benjamin used plural nouns, responded to what and where nded to some questions logically, told how one object was used, was observed to use up to 5+ utterances during Hebrew and English to request, protest, comment, ask questions, and respond to questions, and complete a story 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):
events. He responded to yes/no questions attention, directs one's attention and behave cooperative play. He plays turn taking gar was observed to easily switch between lar not an area of need. Benjamin is judged to Benjamin's primary (first) language and of to Hebrew until the age of 3 when he was immersed into their second language (L2) Benjamin also watches TV in Hebrew. Ins	questions at home, responds to questions regarding a story, can sequence and retell a story, and share about past and some hypothetical questions. He used language to negotiate with his mother. Benjamin verbally obtains one's vior, shows items of interest, and shares his enjoyment. Per parent report, Benjamin engages in pretend play and nes and board games and follows the rules. He was observed to engage in verbal exchanges with peers. Benjamin guages and communication partners, addressing each person in their respective spoken language. Articulation is o be 90-100% intelligible in both languages. dominant (stronger) language is Hebrew. He is considered a sequential language learner, as he was mostly exposed enrolled in preschool. Sequential language learners typically learn their primary language (L1) at home and are beginning with formal schooling in kindergarten. Per parent report, Hebrew is the language spoken at home, and struction at preschool is in Hebrew except for four hours per week when the students have English instruction. Isic Interpersonal Communication Skills (BICS) in English.
cont PLP comm 2	

T og Amgele	a Unified School I	Distuist		INDIVIDUA	ALIZED EDUCA	ATION PROGR	AM (IEP)		Pag	e 11 o
0	s Unified School I MEIROVITCH	BENJA	MIN	G		Date of Birth	23-MAY-2018	Meeting Date	11-SEP-2023	
Student	Last	Fire		MI				Meeting Date	11-511-2025	
					n E: Present Le	evel of Perform	ance			
Performance	Area:		Languag	2						
Category:			Langua	ige	•	•				
Assessment/N	Monitoring Process	Used:								
State/District	Assessment Results	s:	N/A							
Current Perfo	ormance/Assessmen	t Summar	y (include	e student strength	s, student needs a	nd impact of disa	bility on student perfe	ormance):		
socially wit longer. He v Cognitive a not availabl judgment, n Benjamin ez codemixing disorder. At	h peers and adults. I was observed to use cademic language p e to facilitate the co onliteral language, a xhibited difficulty w and switching, usin	in the ideal English so roficiency mmunicat and makin vith (e.g., v ng both He n demonstr	l situation ocially to (CALP) ion meaning inference verbal ana brew and	n, BICS can take 2 obtain and direct refers to cognitiv ing. This includes ces. Research ind logies) requires c English within th	2-3 years to deve one's attention, i ely demanding fo s academic langu licates that CALP cognitive languag he same utterance	lop to levels of na nitiate requesting orms of communi- age, and standard may take up to 1 e, and he has not es. However, this	the very day world.' It tive speakers; in less , make simple comme cation in which contex ized testing language 0 years to develop. So yet had exposure to th is a typical process of ctional language for hi	than ideal situations, i nts, and request for h ttual information is li tasks such as gramma ome of the test items t bese tasks. He exhibits bilingual developmer	t may take elp. nited or tical hat s it, not a	
Performance	Area:		Langua	ge (cont 2)						
Category:	Alca.		Langua	5 ()	•	/				
•••	Monitoring Process	Used	Langua	ige						
	Assessment Results		N/A							
						. 1	bility on student perfo			
Pathologist teachers add developmer self-directed	is utilized when the dress many language	skills and e needs as ssed by the pliance, le	/or unique well as pr teacher a earning Er	e needs of a stude ragmatics and con as part of the educ nglish, and not a	ent are unable to l mmunication wit cational curriculu	be met within the nin the Language m in the classroo	nd service providers. T classroom by the stud Arts curriculum. At th m. Any difficulties ap	ent's teacher. Classro is time, Benjamin's la	om inguage	
	nstein, MS CCC-SL									

Image: Construction of the system of the				INDIVIDUA	LIZED EDUCATION PROGR	AM (IEP)	Page 12 of 3
Lat First MI 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: Other Health Impairment ©Not Applicable, Blind or Partialty Sighted Additional Low Incidence Eligibility criteria for Special Education Services (Initial IEP). or No Longer Eligible for Special Education Services (Review IEP). No Longer Eligible (Effective Date Dates: It is a Final IEP, the student remains eligible for Special Education Services until the Effective Date below. Final IEP Reason:							Masting Data 11 SED 2022
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 Other Health Impairment Other Health Impairment Other Health or OPartially Sighted Additional Low Incidence Eligibility (only for VI, DBL, DEA, HOH, or severe OI): Code: Octoard Applicable, Des not meet eligibility criteria for Special Education Services (Initial IEP). No Longer Eligible (Effective This is a Final IEP, the student remains eligible for Special Education Services until the Effective Date Final IEP Reason: Final IEP Effective Date: Final IEP Effective Date: Final IEP Effective Date: Cate of instruction in reading Other Maladjustment Other Malad	Student					23-MA1-2018	Meeting Date 11-SEF-2025
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 Code:	If applicable	areas discussed rel	ated to disability or	suspected disabilit			
private preschool Eligible as a student with the disability of: Code: OHI Other Health Impairment Not Applicable, OBlind or OPartially Sighted Additional Low Incidence Eligibility (only for VI, DBL, DEA, HOH, or severe OI): Code: Not Applicable, OBlind or OPartially Sighted Does not meet eligibility criteria for Special Education Services (Initial IEP). Sr No Longer Eligible for Special Education Services (Review IEP). No Longer Eligible for Special Education Services (Review IEP). No Longer Eligible (Effective Date: Final IEP Reason: Final IEP Effective Date: Final IEP Reason: Final IEP Effective Date: Che IEP Team has considered and agrees that the educational needs of the student are not primarily due to: Circle Social Maladjustment I remains eligible (Service) Private Private Private) Services (Initial IEP) Services (Initial IEP). Sr No Longer Eligible (Service) Services (Review IEP). No Longer Eligible for Special Education Services until the Effective Date below. Final IEP Reason: Final IEP Effective Date: Che IEP Team has considered and agrees that the educational needs of the student are not primarily due to: Che IEP Team has considered and agrees that the educational needs of the student are not primarily due to: Che IEP Team has considered and agrees that the educational needs of the student are not primarily due to: Che IEP Team has considered and agrees that the educational needs of the student are not primarily due to: Che IEP Team has considered and agrees that the educational needs of the student are not primarily due to: Che IEP Team has considered and agrees that the educational needs of the student are not primarily due to: Che IEP Team has considered and agrees that the educational needs of the student are not primarily due to: Che IEP Team has considered and agrees that the educational needs of the student are not primarily due to: Che IEP Team has considered and agrees that the educational needs of the student are not primarily due to: Che IEP Team has considered and agrees that the				-		s, Social-Emotional Sta	tus, and Adaptive Behavior
private preschool Eligible as a student with the disability of: Code: OHI Other Health Impairment Not Applicable, OBlind or OPartially Sighted Additional Low Incidence Eligibility (only for VI, DBL, DEA, HOH, or severe OI): Code: Not Applicable, OBlind or OPartially Sighted Does not meet eligibility criteria for Special Education Services (Initial IEP). Sr No Longer Eligible for Special Education Services (Review IEP). No Longer Eligible for Special Education Services (Review IEP). No Longer Eligible (Effective Date: Final IEP Reason: Final IEP Effective Date: Final IEP Reason: Final IEP Effective Date: Che IEP Team has considered and agrees that the educational needs of the student are not primarily due to: Circle Social Maladjustment I remains eligible (Service) Private Private Private) Services (Initial IEP) Services (Initial IEP). Sr No Longer Eligible (Service) Services (Review IEP). No Longer Eligible for Special Education Services until the Effective Date below. Final IEP Reason: Final IEP Effective Date: Che IEP Team has considered and agrees that the educational needs of the student are not primarily due to: Che IEP Team has considered and agrees that the educational needs of the student are not primarily due to: Che IEP Team has considered and agrees that the educational needs of the student are not primarily due to: Che IEP Team has considered and agrees that the educational needs of the student are not primarily due to: Che IEP Team has considered and agrees that the educational needs of the student are not primarily due to: Che IEP Team has considered and agrees that the educational needs of the student are not primarily due to: Che IEP Team has considered and agrees that the educational needs of the student are not primarily due to: Che IEP Team has considered and agrees that the educational needs of the student are not primarily due to: Che IEP Team has considered and agrees that the educational needs of the student are not primarily due to: Che IEP Team has considered and agrees that the		-					
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Code: OHI Other Health Impairment Not Applicable, OBlind or OPartially Sighted Additional Low Incidence Eligibility (only for VI, DBL, DEA, HOH, or severe OI): Code: Not Applicable, OBlind or OPartially Sighted <ta> <ta> <ta> <ta> <ta> <ta> <ta> <ta> <ta> <!--</td--><td></td><td></td><td></td><td></td><td></td><td></td><td></td></ta></ta></ta></ta></ta></ta></ta></ta></ta>							
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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							
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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	Code:						
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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 Reason: Final IEP Effective Date: The IEP Team has considered and agrees that the educational needs of the student are not primarily due to: Social Maladjustment Image: Construction in reading	or						
Date): Date): Date): Date: This is a Final IEP, the student remains eligible for Special Education Services until the Effective Date below. Final IEP Reason: Final IEP Team has considered and agrees that the educational needs of the student are not primarily due to: Social Maladjustment Comporary Physical Disability Comporary Physical Disability Comporation in reading	-			es (Review IEP).			
Final IEP Reason: Final IEP Effective Date: The IEP Team has considered and agrees that the educational needs of the student are not primarily due to: Social Maladjustment Temporary Physical Disability Lack of instruction in reading	No Longe Date):	r Eligible (Effectiv	e				
Final IEP Reason: Final IEP Effective Date: The IEP Team has considered and agrees that the educational needs of the student are not primarily due to: Social Maladjustment Temporary Physical Disability Lack of instruction in reading	This is a l	Final IEP, the stude	nt remains eligible f	or Special Educati	on Services until the Effective D	ate below.	
Social Maladjustment Temporary Physical Disability Lack of instruction in reading				or special Education		_	
	The IEP Tea	m has considered	and agrees that the	e educational need	ls of the student are not primar	ily due to:	
Lack of instruction in math	🗹 Social	Maladjustment		🗹 Temp	orary Physical Disability	🔽 Lac	k of instruction in reading
	🔽 Lack o	of instruction in ma	th	Limit	ed English Proficiency	🔽 Env	rironmental, Cultural or Economic Factors

Student MEIROVITC	H BENJAMIN (ũ	Date of Birth 23-MAY-2018	Meeting Date 11-SEP-2023
Last	First	MI		
C		Section G: Annual G		
mance Area: B	Behavioral II	Category: Beh	avior Intervention Annual C	Goal #: 1
			ving classroom rules and limits, staying in as in 80% of opportunities 4/5 days per wee	
•			shing, tripping) and will use socially appro of opportunities 4/5 days per week.	priate strategies to initiate peer
gress on annual goals to l vided at either Progress F	be reported to parents by co Report or Report Card period	mpleting the "IEP Report of P ds.	rogress and Achievement from Current II	EP" form(s) which will be
		Methods of	Evaluation	
State Assessments Observation Other	Norm Portfo	Referenced lio	Criterion Referenced Work Samples	└── Curriculum Based✓ Informal
aggressive behaviors (i.e. cially appropriate strategi	., tripping, spitting on, hittin ies to initiate peer interaction in others in play, in 60% of	ns, request desired items,	behaviors (i.e., tripping, spitting on, hit appropriate strategies to initiate peer in	hin will refrain from engaging in aggressiv ting, pushing) and will use socially teractions, request desired items, protest, 70% of opportunities 4/5 days per week.
te to be achieved:	July V 2023		Date to be achieved: Novemb	
	IEP REPO		CHIEVEMENT FROM CURRENT IE	ľ
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROC met)	EXPLANATIO GRESS (50-99% of goal	ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g	oal met) <i>1 NO PROGRESS</i>
st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary	Goal Achievement
ate:	Date:	Date:	Only) Date:	
rogress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:
				O Yes O No
progress sufficient to eet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Objective 2 Met: O Yes O No
Yes O No	\bigcirc Yes \bigcirc No	\bigcirc Yes \bigcirc No	\bigcirc Yes \bigcirc No	If "No" please explain:
"No" please comment:	If "No" please comment:	If "No" please comment:	If "No" please comment:	
☐ Needs More Time ☐ Excess	Needs More Time Excess	 Needs More Time Excess 	 Needs More Time Excess Absence/Tardy 	
bsence/Tardy Assignments Not	Absence/Tardy	Absence/Tardy	Assignments Not Completed	
ompleted	Completed Need to	Completed Need to	Other	
J Need to	review/revise Goal	review/revise Goal		

Student	MEIROVITCH Last	BENJAMIN First	MI	Date of Birth 23-MAY-2018	Meeting Date 11-SEP-2023
rmance Area	n. Re	havioral I	Section G: Annual G Category: Beh	avior Intervention	bal #: 1
	l demonstrate sa	fety awareness with minima	al prompts/reminders by follow	ving classroom rules and limits, staying in cl is in 80% of opportunities 4/5 days per week	ose proximity with teachers
		e reported to parents by comport or Report Card period	ls.	rogress and Achievement from Current IEF	P" form(s) which will be
			Methods of		
 State Ass Observat Other 	sessments	Norm Portfo	Referenced	Criterion Referenced Work Samples	Curriculum BasedInformal
Benjamin wi prompts/remi proximity wi	ll demonstrate sa inders by follow th teachers and o	ated to the goal: afety awareness with maxi ing classroom rules and lin classmates indoors and out ions in 60% of opportuniti	nits, staying in close doors, and responding to	by following classroom rules and limits,	ness with moderate (3-4) prompts/remind staying in close proximity with teachers a sponding to adult directives in new situation
ate to be ach	nieved:	July V 2023	► MO/YR	Date to be achieved: Novembe	
		IEP REPO		CHIEVEMENT FROM CURRENT IEF	·
4 GOAL N EXCEEDI		3 SUBSTANTIAL PROC met)		DN OF MARKS 2 PARTIAL PROGRESS (1-49% of gos	al met) <i>1 NO PROGRESS</i>
1st Reportir	ng Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary	Goal Achievement
Date:		Date:	Date:	Only) Date:	
Progress Ma	rk:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:
					\bigcirc Yes \bigcirc No
Is progress s meet annual		Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Objective 2 Met:
⊖ Yes ⊂) No	\bigcirc Yes \bigcirc No	\bigcirc Yes \bigcirc No	\bigcirc Yes \bigcirc No	If "No" please explain:
f "No" pleas	se comment:	If "No" please comment:	If "No" please comment:	If "No" please comment:	
Excess	nents Not	Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	 Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other 	
Completed Need to				1.1	

Last	CH BENJAMIN G First	МІ	Date of Birth 23-MAY-2018	Meeting Date 11-SEP-2023
Last	11150	Section G: Annual G	oals and Objectives	
rmance Area:	Reading	ategory: Rea	ding 🖌 Annual C	Goal #: 2
Benjamin will recognize an harted records.	d name all upper and lowerca	ase letters of the alphabet inde	ependently with 80% accuracy in 3 out of	5 trials as measured by teacher
	be reported to parents by corr Report or Report Card periods	5.	rogress and Achievement from Current II	EP" form(s) which will be
	\Box	Methods of l	\square	
 State Assessments Observation Other 	Norm F Portfoli	Referenced	Criterion ReferencedWork Samples	Curriculum BasedInformal
	and name 40% of all upper a th 90% accuracy in 4 out of 5			% all upper and lowercase letters of the aracy in 4 out of 5 trials as measured by tea
Date to be achieved:	November 🖌 2023	► MO/YR	Date to be achieved: March	 ✓ 2024 ✓ MO/YR
Pate to be achieved:			Date to be achieved: March CHIEVEMENT FROM CURRENT IF	
4 GOAL MET OR	IEP REPOR	RT OF PROGRESS AND A EXPLANATIO		CP
4 GOAL MET OR EXCEEDED	IEP REPOR	RT OF PROGRESS AND A EXPLANATIO	CHIEVEMENT FROM CURRENT IF	CP
4 GOAL MET OR EXCEEDED 1st Reporting Period	IEP REPOR	RT OF PROGRESS AND A EXPLANATIO RESS (50-99% of goal	CHIEVEMENT FROM CURRENT IF DN OF MARKS 2 PARTIAL PROGRESS (1-49% of g	cp oal met) <i>I NO PROGRESS</i>
4 GOAL MET OR EXCEEDED 1st Reporting Period Date:	IEP REPOR 3 SUBSTANTIAL PROG met) 2nd Reporting Period	RT OF PROGRESS AND A EXPLANATIO RESS (50-99% of goal 3rd Reporting Period	CHIEVEMENT FROM CURRENT IF ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only)	cp oal met) <i>I NO PROGRESS</i> Goal Achievement Objective 1 Met:
4 GOAL MET OR EXCEEDED 1st Reporting Period Date:	IEP REPOR	RT OF PROGRESS AND AC EXPLANATIO RESS (50-99% of goal 3rd Reporting Period Date:	CHIEVEMENT FROM CURRENT IN DN OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date:	cP oal met) I NO PROGRESS Goal Achievement
4 GOAL MET OR	IEP REPOR	RT OF PROGRESS AND AC EXPLANATIO RESS (50-99% of goal 3rd Reporting Period Date:	CHIEVEMENT FROM CURRENT IN DN OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date:	cp 2024 c oal met) 1 NO PROGRESS Goal Achievement Objective 1 Met: O Yes No Objective 2 Met:
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	IEP REPOR	RT OF PROGRESS AND A EXPLANATIO RESS (50-99% of goal 3rd Reporting Period Date:	CHIEVEMENT FROM CURRENT IF DN OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual	CP CP CODE CODE CODE CODE CODE CODE CODE CODE
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark:	IEP REPOR	EXPLANATION EXPLANATION RESS (50-99% of goal 3rd Reporting Period Date:	CHIEVEMENT FROM CURRENT IF DN OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal?	CP CP CP CP CP CP CP CP CP CP
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes O No If "No" please comment: Needs More Time Excess	IEP REPOF	RT OF PROGRESS AND ACCONTRACTION EXPLANATION RESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess	CHIEVEMENT FROM CURRENT IF DN OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	CP oal met) <i>1 NO PROGRESS</i> Goal Achievement Objective 1 Met: Objective 2 Met: Objective 3 Met: Objective 2 Met: Objective 3 Met: Objective 4 Met: Objective 4 Met: Objective 3 Met: Objective 4 Met: Objective 3 Met: Objective 4 Met: Objective 4 Met: Objective 4 Met: Objective 4 Met: Objective 4 Met: Objective 4 Met: Objective 5 Met: Objective 7 Met:
4 GOAL MET OR EXCEEDED Ist Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	IEP REPOF	RT OF PROGRESS AND ACCONTRACTOR EXPLANATION RESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	CHIEVEMENT FROM CURRENT IF DN OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	CP oal met) <i>1 NO PROGRESS</i> Goal Achievement Objective 1 Met: Objective 2 Met: Objective 3 Met: Objective 2 Met: Objective 3 Met: Objective 3 Met: Objective 3 Met: Objective 3 Met: Objective 4 Met: Objective 3 Met: Objective 4 Met: Objective 3 Met: Objective 4 Met: Objective 4 Met: Objective 4 Met: Objective 5 Met: Objective 4 Met: Objective 5 Met: Objective 7 Met:

Student MEIROVITO	ENJAMIN First	G	Date of Birth 23-MAY-2018	Meeting Date	11-SEP-2023
_		Section G: Annual C	Goals and Objectives		
mance Area:	Vriting	Category: Wr	iting Annual	Goal #: 3	
cognizing that words are s	eparated by spaces in print v	with some adult modeling and o	e understanding of the organization and basi oral cues with 70% accuracy in 2 out of 4 tr	ials.	
	be reported to parents by co Report or Report Card perio		Progress and Achievement from Current II	EP" form(s) which will	ll be
2		Methods of	\square		
State Assessments Observation	Norm	Referenced	 Criterion Referenced Work Samples 	Curricului	n Based
Other		0110	work samples	Informat	
-	of the organization and bas separated by spaces in print suracy in 2 out of 4 trials .	with some adult modeling	demonstrate understanding of the organ recognizing that words are separated by oral cues with 60% accuracy in 2 out of	y spaces in print with s	some adult modeling
ate to be achieved:	November V 202		Date to be achieved: March	✓ 2024	► MO/YR
	IEF KEFU		ON OF MARKS	.1	
4 GOAL MET OR EXCEEDED	<i>3 SUBSTANTIAL PRO</i> met)	GRESS (50-99% of goal	2 PARTIAL PROGRESS (1-49% of g	oal met)	I NO PROGRESS
1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary	Goal Achieveme	nt
Date:	Date:	Date:	Only) Date:		
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Me	et:
					No
s progress sufficient to neet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Objective 2 Me	
⊃ Yes ○ No	○ Yes ○ No	\bigcirc Yes \bigcirc No	\bigcirc Yes \bigcirc No	If "No" please	explain:
f "No" please comment:	If "No" please comment:	If "No" please comment:	If "No" please comment:		ł
Needs More Time	Needs More Time	Needs More Time	Needs More Time		
L Excess Absence/Tardy	Excess Absence/Tardy	Excess Absence/Tardy	Excess Absence/Tardy		
Assignments Not	Assignments Not	Assignments Not	Assignments Not Completed Need to review/revise Goal		
Completed	Completed	Completed	Other		
I Naadta	Need to review/revise Goal	☐ Need to review/revise Goal			
 Need to review/revise Goal Other 	Other	Other			

		INDIVIDUALIZED EDUC	ATION PROGRAM (IFP)	Page 17 of
Los Angeles Unified Sch Student MEIROVITC Last	ool District		Date of Birth 23-MAY-2018	Meeting Date 11-SEP-2023
Last	Thist	Section G: Annual G	oals and Objectives	
formance Area:	Inthematics C	Category: Mat	th Annual C	Goal #: 4
When given up to thirty obje measured by teacher-made t		cognize, represent, name, orde	r the number of objects with 70% accurac	y in 3 out of 5 trials, as
	be reported to parents by cor Report or Report Card period		Progress and Achievement from Current II	EP" form(s) which will be
		Methods of	Evaluation	
 State Assessments Observation Other 	Norm Portfol	Referenced lio	Criterion Referenced Work Samples	└── Curriculum Based✓ Informal
0 1 5	cts, Benjamin will count, rec with 70% accuracy in 3 ou	0 1 1 1		jamin will count, recognize, represent, name, accuracy in 3 out of 5 trials, as measured by
Date to be achieved:	November V 2023		Date to be achieved: March	✓ 2024 ✓ MO/YR
	IEP REPO	RT OF PROGRESS AND A	CHIEVEMENT FROM CURRENT II	EP
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROG met)		ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g	goal met) 1 NO PROGRESS
1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary	Goal Achievement
Date:	Date:	Date:	Only) Date:	
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:
Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Objective 2 Met:
○ Yes ○ No If "No" please comment:	○ Yes ○ NoIf "No" please comment:	○ Yes ○ NoIf "No" please comment:	○ Yes ○ NoIf "No" please comment:	If "No" please explain:
 Needs More Time Excess Absence/Tardy Assignments Not Completed Need to 	Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other	
review/revise Goal	review/revise Goal	review/revise Goal		

	MEIROVITCH		IN G		Date of Birth 23-MAY-2018	Me	eting Date 11-SEP-2023
	Last	First		MI Section C: Annual C	als and Objectives		
rmance Area	. San	sorimotor		Section G: Annual G ategory: Sen	sory Processing	Goal #:	5
					enjamin will utilize sensory strategies (mo		
					ge in an adult directed visual motor task (Progress and Achievement from Current	0,	o) which will be
rovided at eith	her Progress Re	port or Report (Card period	s. Methods of			s) which will be
State Asse		ſ	.			\Box	Cuminulur: Deced
State Asse Observation				Referenced	Criterion Referenced		Curriculum Based Informal
Observation Other	on	(Portfol progress rep		Vork Samples		Informal
processing/mo neavy work ac	ctivity, zones of	min will utilize regulation, etc	e sensory str) 50% of the	sory rategies (movement break, e time with maximum lal motor task (ie writing).	In collaboration with teacher and staf Benjamin will utilize sensory strategi of regulation, etc) 60% of the time with an adult directed visual motor task (in	es (movem th moderat	ent break, heavy work activity, zo
ate to be achi	ieved:	July 🗸		✓ MO/YR RT OF PROGRESS AND A	Date to be achieved: Noven		2023 V MO/YR
		-	ET KET O		ON OF MARKS	D1	
4 GOAL M. EXCEEDE		<i>3 SUBSTANT</i> met)	TIAL PROG	RESS (50-99% of goal	2 PARTIAL PROGRESS (1-49% of	goal met)	1 NO PROGRESS
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				or a reporting reriou		Goai	
		Date:		Date:	Only)	Gui	
		Date:			Only) Date:	Gom	
Date:				Date:	Date:		jective 1 Met:
Date:		Date: Progress Mark:			• /	Ob	_
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Date: Progress Mar	k: fficient to goal?	Progress Mark:	icient to al?	Date: Progress Mark: Is progress sufficient to	Date: Progress Mark: Is progress sufficient to meet annual		Yes O No jective 2 Met:
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Date: Progress Mar Is progress su meet annual g Yes O If "No" please Needs M Excess Absence/Tard Assignme Completed Need to	k: ufficient to goal? No e comment: fore Time ly ents Not	Progress Mark: Is progress suff meet annual go Yes N If "No" please of Needs Mon Excess Absence/Tardy Assignmer Completed Need to	icient to al? No comment: re Time ats Not	Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	Date: Progress Mark: Is progress sufficient to meet annual goal? Yes O No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal		Yes \bigcirc No jective 2 Met: Yes \bigcirc No

I	ROVITCH Last	BENJAMIN First	G MI	Date of Birth 23-MAY-2018	Meeting Date 11-SEP-2023
	Jast	THS		Goals and Objectives	
mance Area:	Social	Emotional	Category: So	cial Emotional 🔹 Annual C	Goal #: 6
•		er week as measured by		entry, taking turns, following rules, sharing	, demonstrating sen-control) in
		ported to parents by co rt or Report Card perio	ds.	Progress and Achievement from Current II	EP" form(s) which will be
			Referenced	Evaluation	
State AssessmeObservationOther	nts	Norm Portfc		Criterion Referenced Work Samples	└── Curriculum Based✓ Informal
eeking entry, takir	ionstrate appro	opriate play skills inter wing rules, sharing, de	ractions with peers (e.g. emonstrating self-control) in by teacher observations.		e play skills interactions with peers (e.g. ules, sharing, demonstrating self-control) i
ate to be achieved	: No	vember V 2023		Date to be achieved: March	✓ 2024 ✓ MO/YR
		IEP REPO		ACHIEVEMENT FROM CURRENT IF	S.P
4 GOAL MET O EXCEEDED		3 SUBSTANTIAL PRO	GRESS (50-99% of goal	ION OF MARKS 2 PARTIAL PROGRESS (1-49% of g	tool met) I NO PROGRESS
st Reporting Per	iod 2no	d Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary	Goal Achievement
Date:	Dat	te:	Date:	Only) Date:	
Progress Mark:	Pro	ogress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:
) [O Yes O No
s progress sufficie neet annual goal?		progress sufficient to eet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Objective 2 Met:
⊖ Yes ⊖ No	0	Yes O No	\bigcirc Yes \bigcirc No	\bigcirc Yes \bigcirc No	If "No" please explain:
f "No" please com		'No" please comment:	If "No" please comment:	If "No" please comment:	
 Needs More T Excess Absence/Tardy 	Ab	Needs More Time Excess sence/Tardy Assignments Not	 Needs More Time Excess Absence/Tardy Assignments Not 	Needs More Time Excess Absence/Tardy Assignments Not Completed	
Assignments 1		mpleted	Completed Need to	 Need to review/revise Goal Other 	

os Angeles Unified School l	District	INDIVIDUALIZED E	DUCATION PROGR	AM (IEP)	Page 20
Student MEIROVITCH	BENJAMIN	G	Date of Birth	23-MAY-2018	Meeting Date 11-SEP-2023
Last	First	MI			
ssessments administered will co		tion K: Participation in a sessments determined for each			tion and/or the Los Angeles Unified Sch
RDP-A - (Adaptations identified	ed below are applical	ble)			

	Page 21 of 32
Los Angeles Unified School District	ATION PROGRAM (IEP)
Student MEIROVITCH BENJAMIN G Last First MI	Date of Birth 23-MAY-2018Meeting11-SEP-2023Date
Section N: Procedural Safegu	ards and Follow-up Actions
A Parent's Guide to Special Education Services including Procedural R	ights & Safeguards was provided to the parent in his/her primary language.
✓ The IEP Team Meeting Introductory Statements were read aloud at the begi	nning 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? \bigcirc Yes \bigcirc No \bigcirc	Select Preferred Language:
Is the parent/guardian requesting official translation? \bigcirc Yes \bigcirc No \longrightarrow	elect 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 student at 18 years of age, unless the court has determined otherwise.	ve been informed that the educational decision-making rights will transfer to the
Pandemic Learning Loss Consideration of C	ompensatory and/or Recoupment Services
Compensatory Education Consideration:	Recoupment Services Consideration:
✓ The IEP team has reviewed and discussed whether compensatory education is required due to the COVID-19 pandemic. The IEP team has determined:	✓ 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 received all of their special education and related aids and services required by their IEP. Compensatory education is not required.	 Student has made expected progress toward IEP goals and/or progress is in alignment with expectations of progress/goal
Student did not receive all of their special education and related aids	achievement. No recoupment services are recommended.
and services required by their IEP. Compensatory education offer details are documented in FAPE 2- Summary of Services.	Student experienced learning loss as a result of the school facility closures caused by the COVID-19 pandemic and recoupment
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.	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).
Compensatory education consideration was documented on IEP dated	Recoupment services consideration was documented on IEP dated 14-MAR-2023 (Inactive) Initial
14-MAR-2023 (Inactive) Initial 💉	
O Preschool Only Consideration (Transition IEP)	
○ 30-Day IEP Consideration (Out-of-District)	
O Student attends private school within district boundaries and resides outside	e of district boundaries (Eligibility Determination Only)
THIS SPACE DELIBER.	ATELY LEFT BLANK.

	INDIVIDUALIZED EDUG	CATION PROGRA	AM (IEP)		Page 22 of 32
Los Angeles Unified School District Student MEIROVITCH BENJAMIN Last First	G	Date of Birth	23-MAY-2018	Meeting Date	11-SEP-2023
	Section Q: Parent Part	ticipation and C	onsent		
Parent Participation		I I I I I I I I I I	Parent No	tification	
 Parent/Student (18-21) has participated in the IEP Parent/Student (18-21) indicated before the meetin to attend. Parent/Student (18-21) was notified 3 times of the Parent/Student (18-21) did not respond to any of the meeting to attend the parent/Student (18-21) did not respond to any of the meeting to attend the parent/Student (18-21) did not respond to any of the meeting to attend the parent/Student (18-21) did not respond to any of the meeting to attend the parent/Student (18-21) did not respond to any of the meeting to attend the parent/Student (18-21) did not respond to any of the meeting to attend the parent/Student (18-21) did not respond to any of the meeting to attend the parent/Student (18-21) did not respond to any of the meeting to attend to attend the parent/Student (18-21) did not respond to any of the meeting to attend to attend the parent/Student (18-21) did not respond to attend to attend	g that they would not be able meeting time and place. eeting notifications and the	Method Email	Wh Myron B		When 30-AUG-2023
meeting was held without the Parent/Student (18-21) pr Parent/Student (18-21) did not attend and gave per them if they did not attend.		I (PARENT) acknov request. meeting be resched		ıg was reschedulec DNLY if the PAREN	d to this date at my 'T requested that the IEP
Parent/Stu	dent (18-21) Agreement t	o Components	of the Proposed IEP		
A Parent/Student (18-21) may agree to all or some implement those portions of the IEP to which the				nd services.	
Parent/Student (18-21) AGREES to all componen					
 Parent/Student (18-21) AGREES to all component Assessment Specify Eligibility Specify Instructional Setting Specify Services Specify 			XCEPTION(S) stated be	low:	
O The Parent/Student (18-21) DOES NOT AGREE					
A Parent/Student (18-21) is not required to initiate a parent/student (18-21) does wish to initiate a for dispute resolution processes in the District's public	m of dispute resolution as to	the components of	f the proposed IEP, the	parent can find in	formation on
1 1 1	Parent Concerns			0	
Signature(s)				Date	
Parent O Guardian O Stude years	ent age 18-21 years age 18-21	O Surrogate Pa	rent O Emancipa		Foster Parent
Did the school district facilitate parent involvement as	a means of improving services a	and results for your	child? 🔍 Yes 🔿 No 🤇	No Response	
✓ I certify that I have received a copy of the Par can be done at anytime after the IEP meeting	ent Input Survey regarding th	ne IEP process. I u	nderstand that my comp	pletion of the form	n is voluntary and
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.



		Reconvened Meeting Date
Student MEIROVITCH BENJAMIN G Last First MI	Date of Birth 23-MAY-201	
Section R	: Names and Signatures (Signatures on File)	
Team Member	Print Name	Signature
Parent/Guardian	Mor Meirovitch, via ZOOM	
Parent/Guardian		
Student Age 18 - 21 years		
Student Under Age 18 years		
Surrogate Parent		
Foster Parent		
Family Foster Home Provider		
Administrator		
Administrative Designee	Elizabeth DiMartino	EmDor
Special Education Teacher	Jodi Brown	Pater
General Education Teacher	Nooshi Ceresia	WC
School Psychologist	Sofia Klotzman	GA-HAY-
School Nurse		
Related Service Staff Language and Speech (LAS)	Danna Bornstein	o Sanna Bel Mitun
Related Service Staff Occupational Therapy (OT)	Rebecca Dekock	Rebecca Dekock
Related Service Staff Behavior Implementation Consultant (BIC) Jennifer Summers	Jennifer Summers
Interpreter	Lazer Mishulovin, via ZOOM	
Sign Language Interpreter		
Agency Representative		
Agency Representative		
Agency Representative		
Other Welby Way APEIS	James McGroarty, via ZOOM	
Dther		
Other		
Other		

Back NUTCH BENJAMIN G Date of Birth 23-MAX-2018 Meeting Date (1) SEP-202 Section R.* Section R.* Team Member Print Name Signature ment/Guardian MEIROVITCH, MOR Image: Colspan="2">Colspan="2" Team Member First MI Colspan="2" Colspan="2" Colspan="2" Colspan="2" Colspan="2" Colspan="2" Colspan="2" Colspan="2" Colspan="2" Colspan="2" <			Reconvened Meeting Date
Team MemberPrint NameSignaturerent/GuardianMEIROVITCH, MORIrent/GuardianMEIROVITCH, TALIadent Age 18 - 21 yearsIIadent Age 18 - 21 yearsIIadent Age 18 - 21 yearsIIrongale ParentIIster ParentIImily Foster Home ProviderIIministratorMyon BreitsteinIministratorIIneral Education TeacherJENNIFER BESTIhool NarseIIalder Service StaffIIalder Service StaffIIand service StaffIIanage InterpreterIIanage InterpreterII <th></th> <th>Date of Birth 23-MAY-</th> <th>2018 Meeting Date 11-SEP-2023</th>		Date of Birth 23-MAY-	2018 Meeting Date 11-SEP-2023
reat/Guardian MEIROVITCH, MOR I reat/Guardian MEIROVITCH, TAL I adent Age 18 - 21 years I I adent Age 18 - 21 years I I arogate Parent I I I mogate Parent I I I mily Foster Home Provider I I I ministrator Myon Breitstein I I ministrator Myon Breitstein I I hool Psychologist I I I hool Psychologist I I I I hool Psychologist I I I I I I hool Psychologist I	Section R:	Names and Signatures (Signatures on File))
Net of GuardianMEIROVITCH, TALurent/GuardianMEIROVITCH, TALudent Age 18 - 21 yearsCundent Age 18 - 21 yearsCurent/GuardianCurent/Gu	Team Member	Print Name	Signature
Indent Age 18 - 21 yearsImage: Comparison of the sector of th	arent/Guardian	MEIROVITCH, MOR	
udent Under Age 18 yearsImage: Comparison of the section	arent/Guardian	MEIROVITCH, TAL	
arrogate Parentsoter Parentanily Foster Home ProviderdministratorMyron BreitsteindministratordministratordministratorEdith Longmiredecial Education TeacherEdith Longmirechool Psychologistchool Psychologist <t< td=""><td>tudent Age 18 - 21 years</td><td></td><td></td></t<>	tudent Age 18 - 21 years		
Dester ParentImage: Constraint of the second of	tudent Under Age 18 years		
amily Foster Home Provider Image: Comparison of the comp	urrogate Parent		
Administrative DesigneeImage: Comparison of the comparison	oster Parent		
Administrative DesigneeImage: Comparison of the comparison	amily Foster Home Provider		
pecial Education TeacherEdith LongmireIieneral Education TeacherJENNIFER BESTIchool PsychologistIIchool NurseIIchool NurseIIchool Service StaffIIcelated Service S	dministrator	Myron Breitstein	
percent bottom from any percent from any pe	Administrative Designee		
Scherch FreederImage: Scherch FreederSchool PsychologistImage: Scherch FreederSchool NurseImage: Scherch FreederSchool	Special Education Teacher	Edith Longmire	
ichool NurseImage: StaffRelated Service StaffImage: StaffRelated Service StaffImage: StaffRelated Service StaffImage: StaffRelated Service StaffImage: StaffImage: InterpreterImage: StaffSign Language InterpreterImage: StaffAgency RepresentativeImage: Staff <t< td=""><td>General Education Teacher</td><td>JENNIFER BEST</td><td></td></t<>	General Education Teacher	JENNIFER BEST	
Related Service Staff Sign Language Interpreter Representative Representat	School Psychologist		
Interpreter Sign Language Interpreter Agency Representative Agency Representative <td>School Nurse</td> <td></td> <td></td>	School Nurse		
Related Service StaffImage: Comparison of the service staffImage: Comparison of the service staffInterpreterImage: Comparison of the service staffImage: Comparison of the service staffSign Language InterpreterImage: Comparison of the service staffImage: Comparison of the service staffAgency RepresentativeImage: Comparison of the service staffImage: Comparison of the service staffAgency RepresentativeImage: Comparison of the service staffImage: Comparison of the service staffAgency RepresentativeImage: Comparison of the service staffImage: Comparison of the service staffOtherImage: Comparison of the service staffImage: Comparison of the service staffOtherImage: Comparison of the service staffImage: Com	Related Service Staff		
Agency Representative $\begin{tabular}{lllllllllllllllllllllllllllllllllll$	Related Service Staff		
Sign Language Interpreter $\begin language Interpreter \end{aligned} $	Related Service Staff		
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	MEIROVITCH Last	BENJ	IAMIN G Virst MI	Date of Birth 23-MAY-2018	Meeting Date	11-SEP-2023		
			LEAST RESTRICTIV	VE ENVIRONMENT ANALYSIS				
				he IEP Team at the IEP Team Meeting				
			Student's	Current Placement Type:				
~			l Education Site	O Special Day Program/General Ec	lucation Site			
-			lucation Center	O Nonpublic School				
	Iospital or Resi							
RECTIO				am discussion regarding placement from the be Step that indicates YES, it is also required to c		A until the team reach		
se of suppl ccommoda annot be p eeds.	ementary aids a tions and modi rovided. In sele	and servic fications ecting the	es cannot be achieved satisfactor is not the sole justification for pla LRE, consideration is given to an	y of the student's disability is such that placeme rily. The lack of current availability of a studen acement in a more restrictive setting, unless the my potential harmful effect on the child or on th	t's required support re is a compellin e quality of servi	orts, services, g reason why they ces that he or she		
Step A.	classroom/s			odifications in the student's IEP be made availa	_			
	O Yes () No	If the answer is YES, then a gen the question below.	eral education classroom/setting is the appropr	iate placement. I	f the answer is NO, g		
	⊖ Yes ⊂	Yes O No If not currently available, can the required supports, services, accommodations and/or modifications be made ava in a general education classroom/setting? If YES, all required supports, services, accommodations and/or modific must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then Step B.						
Step B.	Can the sup	ports, serv	vices, accommodations and/or mo	odifications in the student's IEP be made availa	ble on a general	education site in a		
Step 21	special day	program?						
	⊖ Yes ⊂) No	is NO, go to the question below.		y program on a general education site is the appropriate placement. If the ans			
	O Yes C) No	in a special day program on a ge	e required supports, services, accommodations eneral education site? If YES, all required supp within a reasonable timeline. If the answer is N	orts, services, ac	commodations and/c		

Step D. Can the supports, services, accommodations and/or modifications be made available, can the required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step Step D. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting? Yes No If the answer is NO, please articulate why in the box below. Then go to Step Yes No If the answer is NO, go to the question below. If not currently available, can the required supports, services, accommodations and/or modifications be made available in a home/hospital setting? Yes No If not currently available, can the required supports, services, accommodations and/or modifications be made available in a home/hospital setting? Yes No If not currently available, can the required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step		MEIROVIT	CH BEI	NJAMIN	G		Date of Birth	23-MAY-2018	Meeting	11-SEP-2023		
Step C. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a special school setting? Yes No If the answer is YES, then a special school setting is the appropriate placement. If the answer is NO, go to the quest below. Yes No If not currently available, can the required supports, services, accommodations and/or modifications be made avail 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 Step D. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting? Yes No If the answer is YES, then a home/hospital setting is the appropriate placement. If the answer is NO, go to the question below. Yes No If the answer is YES, then a home/hospital setting is the appropriate placement. If the answer is NO, go to the question below. Yes No If not currently available, can the required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step Yes No If not currently available, can the required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If		Last		First	MI				Date			
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Step E. Can the supports, services, accommodations and/or modifications and/or modifications and/or modifications and/or modifications in the student's IEP be made available in a residential care facility? O Yes No		If the answer is NO, go to the question below.										
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	Step E.	Can the s	supports, se					rts accommodations	and/or modificat			
	Step E.					le, articulate	in the IEP what suppo	rts, accommodations		ions are required fo		
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	Step E.					le, articulate	in the IEP what suppo			ions are required fo		

Student	MEIROVITCH Last	BENJAMIN First	G MI	Date of Birth 23-MAY-2018	Meeting 1 Date	1-SEP-2023
	AN			E ENVIRONMENT ANALYSIS he IEP Team at the IEP Team Meeting	(Continued)	
Step F.	The student's harmful effec	EP, and the placement being considered by t pply):	he IEP team, outweigh	any potential		
		Missed general Rate at which st Lack of opportu Lack of opportu Amount of socia Limited access	rudent may earn credits unity for social interaction unities for age-appropri- alization opportunities to peers in student's ho	aught by highly qualified staff for graduation on ate peer role models with typical peers		

Los Angeles Unified S Student MEIROVITO Last			PE Part 1 - Eligibility, Placements and SupportsY-2018Meeting Date11-SEP-2023
Last	Filst		
	As of Date:	Effective With this IEP	Future Changes Related to this IEP
	As of Date:	15-SEP-2023	
Eligibility: from Page 4)		Eligible (OHI)	
	Final IEP Reason Final IEP Effective Date:		
Curriculum		General Education	
Placement	Type of School	District Non-Resident School	
	Name of School	HAYNES CES	
Instructional Setting	S - 44 ¹		
nstructional Setting	Setting	General Education	
	Program	GE	
	Special Day Minutes/Wk		
	Addresses Goals	1(Behavioral II),3(Writing),2(Reading),4(Mathematics),5(Sensor imotor),6(Social Emotional),1(Behavioral I)	
Additional Factors	Low Incident Support	None	
	Assistive Technology Support	No	
	Transportation	None	
	Extended School Year/Intersession	🔿 Yes 💿 No	
	Parent Counseling and Training (PCT)	• Yes O No	
	ESY Transportation		
Accommodation, Modifications, Supports	Instructional Accommodations	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.	
	Modifications		
	Other Supports, including Non-Academic and Extra-curricular Activities		
second Annual Review IEP Meeting, the team must discuss and	Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary?	● Yes ○ No	
document the decision to conduct or not conduct a three-year			

comprehensive reassessment.)	
	Comments, as appropriate
Low Incidence Equipment	
Assistive Technology Equipment	
Participation in General Education	

	AMIN G MI	IEP FAPE Part 2 - Summary of Date of Birth 23-MAY-2018	Services Meeting Date 11-SEP-2023
		Effective With This IEP	Future Changes Related To This IEP
Service 1	Start Date:	Effective on Signature Date 15-SEP-2023	
16	End Date:		
Occupational Therapy	Service applies to:	Regular	
	Frequency:	10-20	
This service addresses the following goals:	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)	
	*		
Service 2	Start Date:	Effective on Signature Date 15-SEP-2023	
04	End Date:		
Counseling and Guidance	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals:	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	
	*		
Service 3	Start Date:	Effective on Signature Date 15-SEP-2023	
RSP	End Date:		
RSP	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals:	Interval:	Weekly	
4(Mathematics)	Minutes/Interval:	60	
	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	RSP: Direct Instruction Services*	
	RSP Area:	М	ath
	Responsible Personnel:	Resource Specialist Teacher	
		General Education Teacher	
		Other Provider(s)	
Service 4	Start Date:	Effective on Signature Date 15-SEP-2023	
RSP	End Date:		
RSP	Service applies to:	Regular	
	Frequency:	1-5	

This service addresses the following goals:	Interval:	Weekly	
3(Writing)	Minutes/Interval:	90	
2(Reading)	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	2	
Dent 4 Commence to me Education /Dec		

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.

]	NDIVIDUA	LIZED ED		ROGRAM (IEP)			Page
Los Ang	eles Unified Scho	ol District			IEP FA	PE Part 2 - Sum	nary of Ser	vices	
Student	MEIROVITCH	BENJAMIN	G		Date of	Birth 23-MAY-20	18	Meeting Date	11-SEP-2023
	Last	First	MI						
				FAPE S	ummary Gri	d			
Program: GE Setting: General Education					Education				
Eligibil	ity:	Eligible (OHI)			Curricul	um:	General I	Education	
Transp	ortation:	None			Low Inc	ident Support:	None		
Date District Received Parent Signature:		1	5-Sep-2023						
Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Tot Mini		
04	Counseling an Guidance	d Effective on Signature Date	2	Monthly	1-5	~	12	0 Social Emotion	al
16	Occupational Therapy	Effective on Signature Date		Yearly	10-20	~	40	0 Sensorimo	otor
RSP	RSP	Effective on Signature Date		Weekly	1-5	RSP- Literacy/ELA/E	9(LD) Writing Reading	<i>,</i>
RSP	RSP	Effective on Signature Date		Weekly	1-5	RSP-Math	60) Mathemat	ics

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				<		
Supplementary Aids and Services (provided in general education classes and other general ed environments)						

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

MEIROVITCH Last	ngeles Unified School I BENJAMIN First npeding learning is: • students	Behavio ior Interfering with Stu District G MI	ZED EDUCATION PR or Intervention Plan dent's Learning or the Lear Date of Birth	ning of His/Her Peers	Behavior Intervo Meeting Date	ention Plan, pg. 1 of
MEIROVITCH Last Che behavior im disrupts other It impedes lear instructional tim	ngeles Unified School I BENJAMIN First npeding learning is: • students	ior Interfering with Stu District G MI	dent's Learning or the Lear	rning of His/Her Peers		
MEIROVITCH Last Che behavior im disrupts other It impedes lear instructional tim	ngeles Unified School I BENJAMIN First npeding learning is: • students	District G MI		(I		
Last The behavior in disrupts other It impedes lear instructional tin	First ppeding learning is: students	MI	Date of Birth	23-MAY-2018	Meeting Date	11-SEP-2023
The behavior im disrupts other It impedes lear instructional tin	peding learning is: students					(
disrupts other It impedes lear instructional tin	students		D 1 1 / 1 1 1	1		
It impedes lear instructional tin		•	 Describe what it looks l tripping, spitting on, h 	nitting, and/or pushing peer	re	
instructional ti		work production	disrupts other students	e e.		
	8	interaction with peers	•			
		1				
	Behavior Intervention Plan	. 🔿 aarly ata aa intar	vention () moderate ()	serious () extreme		
The need for a	Benavior Intervention Fian	. U carry stage inter		serious O extreme		
Frequency or in	ntensity or duration of beha	vior: Frequency (x)	Period Intensity	Duration (min)		
15			hourly v medium	✓ <1min		
Reported b	У		and/or 🗸 observe			
_				.,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		
ION	TT 71 4 41 11 4					
5	What are the predictors	for the behavior? (Situa	itions in which the behavior	is likely to occur: people, t	ime, place, subject,	, etc).
				Verbal directives		k of predictability
						er stimulation
		state		C Room conditions		cific room arrangement
	environments	Lack (of freedom, choice,			
		\Box	,			
	Other Describe:					
		ent using the problem b	ehavior? (What is missing i	in the environment/curriculu	im or what is in the	environment/curriculun
n 6	that needs changing?)					
Present in th	e environment:	Classroom seatin	g arrangement 🛛 No	bise levels	🗹 Interact	ions (adult and/or peers)
Missing in the	he environment:				ppropri 🔀 Gizen, flita	t.)esolution skills
C		\square				e communication with
		\frown		-		inications system
			uction	insequences not clear to stud	lent	inearions system
		Choices		_		
Other (Missing/Present):					
	REMOV	VE STUDENT'S	S NEED TO USE	THE PROBLEM	BEHAVIOR	
-	What environmental cha	inges, structure and sup	ports are needed to remove	the student's need to use the	is behavior? (Chan	ges in
n 7	1 ime/Space/Materials/In	iteractions to remove th	ie likelihood of behavior)			
	Time Changes:	Give	e more time on tasks	Allow completion in r	oarts 🗌 Tea	ich a closure system
	Space Changes:			Provide a break		ve less time on tasks
	· -		-	Different work areas		dy carrels
	e	\Box				ks organized
	Interaction:					larged print size books
						er Models
		words		\frown		
				language	-	
			specific support nications			
		commu	neations			
	Other)			
Who will es		Who wi	ll monitor?	Frequence	y	
I	5 n 6 Present in th Missing in t Other (5 What are the predictors : 5 Disruption in routine Time of day Vustructured time Events from previou environments 0 Other Describe: What supports the studt that needs changing?) Present in the environment: Missing in the environment: Other (Missing/Present): Other (Missing/Present): REMOV n 7 Time/Space/Materials/Ir Time Changes: Space Changes: Material Changes:	5 Disruption in routines Work student's: 1 me of day Intermediate 2 Unstructured time State 1 me of day Intermediate 2 Unstructured time State 1 me of day Intermediate 2 Unstructured time State 1 me of day Intermediate 2 Unstructured time State 1 me of the previous Intermediate 1 me of the environment: Present in the environment: 1 me of the environment: Present status gaine 1 me of the environment: Presention skills 1 me changes: Social skills instr 2 Other (Missing/Present): Interactions to remove the the onvironmental changes, structure and sup time/Space/Materials/Interactions to remove the time/Space/Materials/Interactions toremove the time/Space/Materials/Interactions toremove	5 Disruption in routines Time of day Internal physical/emotional state Events from previous environments Internal physical/emotional state Other Describe: Internal physical/emotional state What supports the student using the problem behavior? (What is missing in that needs changing?) Present in the environment: Missing in the environment: Internal physical/emotional state Missing in the environment: Peer status gained for misbehavior Missing in the environment: Peer status gained for misbehavior Other (Missing/Present): Ta Choices Other (Missing/Present):	ON PART 1 ENVIRONMENTAL FACTOR 5 Disruption in routines What are the predictors for the behavior? (Situations in which the behavior is likely to occur: people, to occur: people, to item of day Verbal directives 5 Disruption in routines Work level higher than student's ability Verbal directives Composition Unstructured time Verbal directives Peer conflict Composition Composition Verbal directives Peer conflict Composition Other Describe: Under stimulation Peer conflict Must supports the student using the problem behavior? (What is missing in the environment/curriculu that needs changing?) Present in the environment: Peer status gained for missible levels Missing in the environment: Peer status gained for Choices Task structuring Consequences not clear to stude Social skills instruction Choices Other (Missing/Present): Task structure and supports are needed to remove the student's need to use this fine/Space/Materials/Interactions to remove the likelihood of behavior) Time Changes: Give more time on tasks Signal transition Provide a break Space Changes: Signal transition Provide a break Different work areas Material Changes: Prefered seating Pre	ON PART 1 ENVIRONMENTAL FACTORS AND NECES 5 Disruption in routines What are the predictors for the behavior? (Situations in which the behavior is likely to occur: people, time, place, subject, item of day Description in routines Description in routines 6 Disruption in routines Extension Peer conflict Description 7 Other Describe: Under stimulation Peer conflict Description 9 Other Describe: Under stimulation Noise levels Interact Missing in the environment: Classroom seating arrangement Noise levels Interact Missing in the environment: Peer status gained for mibebhavior? Schedule Parent 8 Social skills instruction Schedule Parent Consequences not clear to student 9 Other (Missing/Present): Cheered stating Consequences not clear to student Commuter 9 Time Changes: Signal transition Provide a break Signal transition 9 Personal space Allow completion in parts Signal transition 9 Personal space Provide a break Signal transition 9 Personal space

		INDIV	IDUALIZED EDUCATION PR	ROGRAM	Page 30 o		
			Behavior Intervention Plan	1			
	For Behavior Interfering with Student's Learning or the Learning of His/Her Peers Los Angeles Unified School District (Behavior Intervention Plan, pg. 2 o						
Student	MEIROVITO	CH BENJAMIN G	Date of Birth	23-MAY-2018	Meeting Date 11-SEP-2023		
	Last	First MI					
ALTERNA	TIVE	PART II	FUNCTIONAL FACTORS A				
	8	Team believes the behavior occurs b	ecause: (Function of behavior in term	s of getting, protest or avoid	ling something)		
Observation Analysis	0	To Get:	Sensory input	Attention (peer)	Attention (staff)		
		To Avoid:	Tangible (desired item)	Z Tangible (desired activ	vity)		
			Sensory input	Attention (peer)	Attention (staff)		
		Describe:	Task (too difficult)	Task (too easy)	Task (too long)		
			uld do INSTEAD of the problem belo	wior? (How should the stud	lent escape/protest/avoid or get his/her need		
	on 9	met in an acceptable way?)	uid do INSTEAD of the problem bena	wior? (How should the stud	ent escape/protest/avoid or get his/her heed		
5	Use socially appropriate language/strategies to initiate peer interactions, request desired items, protest, and/or request to join others in play.						
		What teaching Strategies/Necessary	Curriculum/Materials are needed?				
	10						
		Better communication skills	Anger management	Communication syste	em 🗌 Self-management systems		
		Following schedules &	Learning new social skills	Learning how to nego			
		routines	Learning notebook	Learning to use confl			
		Learning new scripts	organization	resolution			
		Other					
		Who will establish?	Who will monitor?	Frequency	:		
	11	classroom teacher daily What are reinforcement procedures to use for establishing, maintaining, and generalizing the replacement behavior(s)?					
		What are reinforcement procedures t	o use for establishing, maintaining, an	id generalizing the replacem	ient behavior(s)?		
Interventio		Physical:	✓ High-fives	Smiles	Handshake		
Intervention	Л		Pat on the back				
		Verbal:	✓ Use specific praises	Recognition of student's	str Peer recognition		
		Contingent Access:	Time on the computer	Free time			
			 Preferred activity Positive phone calls or notes 	Describe:	Other		
		Tangibles	to home	Certificate sent home	e Seating Location		
		Tokens and Points:	V Tokens	Points			
		Privileges:	Exempt assignment	Extra test points			
		-					
		Other ideas: reinforcer menu					
			servation, parent report & student in				
		<u> </u>	behavior v reinforcer for general i	increase in positive behavior	rs		
		By whom? classroom teacher	Frequency				
		classroom teacher	daily				
EFFECTIV	E REACTIO				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 consequence						
14	iore the p	constant in a coording again, 5. 105	allowaston with station and ben		.,		
	Block behav	ior and remove peers from area if need	ed to ensure safety of others. Provid	e cues/reminders for replac	cement behaviors. Positive discussion w		
		reminders for strategies and behavioral	•				
			-				
	Personnel?						
	[off					
	classroom st	a11					

	For Behavior Inte	erfering with Student's Learning	or the Learning of His/Her Peers	
	Los Angeles Unified School Dist	rict	(Behav	ior Intervention Plan, pg. 3 of
Student	MEIROVITCI BENJAMIN G Last First	Date	of Birth 23-MAY-2018	Meeting Date 11-SEP-2023
OUTCON		PART IV	BEHAVIOR	AL GOALS
13	Behavioral Goal: Goal #: 1			
	Benjamin will demonstrate safety awareness teachers and classmates indoors and outdoor Benjamin will refrain from engaging in aggr	s, and responding to adult directiv essive behaviors (i.e., hitting, pun	es in new situations in 80% of opp ching, pushing, tripping) and will u	portunities 4/5 days per week. use socially appropriate strategies to
	The above behavioral goal is to:	ase use of replacement behavior		ties 4/5 days per week.
	Reduce frequency of problem behavior		÷	the problem behavior
	and Analysis Conclusion			
Are c FAP	curriculum accommodations or modifications	also necessary? Where described	1?	
() Y	_			
-	environmental supports/changes necessary?			
<u> </u>	nforcement of replacement behavior alone en	ough? (no new teaching is neces	corry)?	
\bigcirc Y		ought. (no new teaching is needs	sury).	
-	both teaching of new replacement behavior A	ND reinforcement needed?		
() Y		nB tennoreement needed.		
-	BIP to be coordinated with other agency's ser	vice plans? Agency?		
		····· [········		
\bigcirc y	Zes 🔘 No			
Perso	on responsible for contact between agencies.			
COMMU	NICATION	PART V	COMMUNIC	CATION PROVISIONS
14	Manner and content of communication:			
	✓ Phone calls	Email	Vritten notes	3
	Daily reports	Daily charting	Behavioral lo	
	Weekly reports			
	Other			
	Between? Classroom Teacher & Family	Frequency? As Needed		
	Classroom leacner & Family	As inclued		