Los Angeles Unified				CCID	1005045400				
Student Identificati Number	on	200323X625		SSID	1995947188		Elig	ible (OHI)	
Student ELIYAHU	JO YA					Date of Birth:	09	-AUG-2018	
Last		First	MI	Section A: N	leeting Information				
	Pertir	ent Dates				Type of N	Aeeting		
Date of Initial IEP Team	Meeting	16-NOV-2023	6				<u> </u>		
ate of Present Meeting	e	16-NOV-2023			 Initial 		Amendm	ent of IEP dated	
nnual Review to be co		16-NOV-2024			○ A	_	C E ulu Sta	rt Transition	
ext Three Year Review	will be	15-NOV-2026	5		 Annual Review Three Year Rev 		Early Sta		
onducted by		16 NOV 2022			Other		-	al Transition Plan	
hree Year Review or E as conducted on	valuation	16-NOV-2023					0		
ransition to Kindergart onducted by	en to be								
ocation of Meeting	v	VOODLAKE EC	CC		District Name	Los Angelo	es Unified Sc	hool Distri	
			5	Section B: S	tudent Information				
Date of Birth	09-AUG-20	018	Age		5	Grade		18	
lender	O Male C) Female	Ethnic C	lode	White				
location of the Psych	SPED SVC	CTR-NORT	Student I Folder	has no Psych					
ocation of the Cum older	WOODLA	KE ECC	Student Folder	has no Cum					
lome Language	Hebrew		Student	Language	Hebrew	Alternate M Communica			
Iome Address of Student	22420 MAI	RTHA ST							
City	WOODLA	ND HILI CA	ZIP Cod	e	91367				
Iome Telephone	(818) 224-8	743	Daytime	Telephone		Emergency	Telephone		
chool of Attendance	Woodlake I	lee	Location	n Code	7877				
chool of Residence	Woodlake I	lcc	Location	n Code	7877				
lame of arent/Guardian	Shira/Ariel		Telephor	ne					
ddress	same as stu	dent							
ity		CA	ZIP Cod	e					
urogate Parent			Telephor	ne					
Attends CURRENT SC of the following	HOOL as a re	esult of one	Attends So	chool of Resi	dence	•			
		~	\sim						
s the student living in a Iome (FFH)?			Yes		FFH#				
FFH Provider related	to student?		Yes		Relationship				
icensed Children's Inst	itution	🔍 No	Yes		LCI Name LCI#				
out of the home placem	ent made by	-	gional Cente		O Department of M	lental Health (Departme	nt of Children's Serv	vices
'hild's family living wit	hin LAUSD's		perior Court		O Other				J
oundaries?									

	T	NDIVIDUALI	IZED EDUG	CATION PROGRAM (IEP)		Page 2 of 2
	Unified School District					
Student	ELIYAHUO YARIN Last First	MI c. r		Date of Birth 09-AUG	-2018	
		Sectio		uage Acquisition		
Language Cla		Initia	ally Identifie	d Fluent English Proficier	Start Date:]
Withdrawal by	Parent Request:	\bigcirc Y	es 🔿 No		Reclassification Date:	
ELPAC Perfor	mance Level and Performance Descriptor:			⋎	Test Date:	
	AC Performance Level and Performance			►	Test Date:	
Descriptor:						
				vement from Current IEP		
C - 1 fr m (- m			leved	ICN	4 1/. 1	
	ample - Reading)	Yes	No		the goal/objective was not achieved	
1		\bigcirc	\bigcirc	Initial IEP		
Category	<pre>【</pre>					
	Objective 1 met	0	0			
	Objective 2 met	0	0			
2		\bigcirc	\bigcirc			
Category		~	~			
	Objective 1 met	0	0			
2	Objective 2 met	0	0			
3		\bigcirc	\bigcirc			
Category	✓	-	-			
	Objective 1 met	0	0			
	Objective 2 met	0	0			
4		0	0			
Category	【	-	-			
	Objective 1 met	0	0			
	Objective 2 met	\bigcirc	\bigcirc			
5		\bigcirc	\bigcirc			
Category	· · · · · · · · · · · · · · · · · · ·					
	Objective 1 met	\bigcirc	\bigcirc			
	Objective 2 met	\bigcirc	\bigcirc			
6		\bigcirc	\bigcirc			
Category	(v)					
	Objective 1 met	\bigcirc	\bigcirc			
	Objective 2 met	\bigcirc	\bigcirc			
7		\bigcirc	\bigcirc			
Category	(v)					
	Objective 1 met	0	0			
	Objective 2 met	0	0			
8		\bigcirc	\bigcirc			
Category	(v)					
	Objective 1 met	0	0)
	Objective 2 met	\bigcirc	\bigcirc			
9		\bigcirc	\bigcirc			
Category	(v)					
	Objective 1 met	\bigcirc	\bigcirc)
	Objective 2 met	\bigcirc	\bigcirc			
10		\bigcirc	\bigcirc			
Category	(v)					
	Objective 1 met	\bigcirc	\bigcirc			
	Objective 2 met	\bigcirc	\bigcirc			

Los Angele	es Unified School	District		INDIVIDUALIZED EDUCATION PROGRAM (IEP)	Pag
Student		YARIN		Date of Birth 09-AUG-2018 Meeting Date	16-NOV-2023
	Last	Firs	st	MI	
Performance	e Area:		Reading	Section E: Present Level of Performance	
Category:			Reading	►	
• •	/Monitoring Process	used:		eport, Work Samples, Teacher Questionnaire, Observation, Informal	
	ct Assessment Result		WJ IV, DI		
Current Perf	formance/Assessmer	nt Summary	(include st	tudent strengths, student needs and impact of disability on student performance):	
2023-2024 Grade Beg TK 331-Bd Beginning DIBELS N Letter Nan Phoneme S Letter Sou Decoding Word Read According based asses Cluster/Te BROAD R Letter-Won Passage Co		Middle of th BELS, 8th E re Benchma mark cy Benchmar rin has achie est he is mea SS) Classifi 04) Average (92-106) Av	Edition ark ark k eved compo eting grade cation e verage rage	osite scores in the Benchmark range for the Beginning of the Year (BOY) in Kindergarten. Class level expectations overall for literacy development.	sroom
Performance	e Area:		Reading C	Continues	
Category:			Reading	▶	
Assessment/	/Monitoring Process	s Used:	Progress re	eport, Work Samples, Teacher Questionnaire, Observation, Informal	
State/Distric	ct Assessment Resul	ts:	WJ IV, DI	BELS	
Current Perf	formance/Assessmen	nt Summary	/ (include st	tudent strengths, student needs and impact of disability on student performance):	
below. Bas 49 percent Broad Rea Overall, Ya Strengths:	sed on a comparison of five-year-old chi ading is a comprehen arin's Broad Reading : According to the W	of others o ldren nation nsive measu g SS of 94 i /J IV, Yarin	f his age, Ya nally. ure of Yarin' ndicates tha was able to	ock-Johnson IV Test of Achievement Form A and extended. His performance in each area is sho arin's BROAD ACHIEVEMENT national percentile rank of 49 means that he scored higher that 's reading achievement, including letter identification, passage comprehension, and reading flue at his academic skills in reading are in the average range when compared to his peers of the sam o identify both upper- and lower-case letters. He can read basic sight words such as 'car', 'sun', ar is average range compared to peers of the same age on the Letter Word Identification.	n about ncy. e age.
	nere are no needs ide				
				identified at this time.	

				INDIVIDUA	LIZED EDUC	ATION PROGR	AM (IEP)		Page 4
0	s Unified Schoo								
Student	ELIYAHUO Last	YARIN		MI		Date of Birth	09-AUG-2018	Meeting Date	e 16-NOV-2023
	2450				E: Present L	evel of Perform	ance		
Performance	Area:		Written La	inguage					
Category:			Writing			♥			
Assessment/I	Monitoring Proces	s Used:	Progress r	eport, Work Sa	mples, Teacher (Questionnaire, Ob	servation, Informal		
State/District	t Assessment Resu	lts:	WJ IV						
Current Perfo	ormance/Assessme	ent Summary	v (include st	udent strengths	s, student needs	and impact of disa	ability on student perf	formance):	
BROAD W Spelling 10 Writing San Sentence W	t Standard Score (VRITTEN LANGU)7 (99-116) Averag mples 116 (107-12 Vriting Fluency 82	JAGE 113 (2 ge 25) High Ave (<40-150) I	102-123) H erage Low Averag	e					
of writing.		upper and lo	ower case le	etters. He can w	rite his first nan	ne. His penmansh	ip is clear, consistent,	of written sentences, a , and legible with corre	
Overall, Ya peers of the		n Language	SS was 113	s, indicating that	t his academic s	skills in writing ar	e in the high average	range when compared	to his
demonstrati however lac	ing early writing s	kills and can ending sour	form legib	le letters when	prompted. Yarin	n is able to spell hi		ompted and that he is n provide the initial so ge compared to peers o	
Performance	Area:		Written La	anguage Contin	ues				
Category:			Writing			~			
Assessment/I	Monitoring Proces	s Used:	Progress r	eport, Work Sa	mples, Teacher (Questionnaire, Ob	servation, Informal		
State/District	t Assessment Resu	lts:	WJ IV						
Current Perfo	ormance/Assessme	ent Summary	v (include st	tudent strengths	s, student needs	and impact of disa	ability on student perf	formance):	
spell and pr struggled to (H) Yarin did no 116, which	rint his first name to spell the words c P) for the word 'ha	for the quest orrectly. Yar uppy'. 'This is anything on age range co	ion, 'My nat in was able s a(E the space p mpared to p	me is (Yato answer, 'My 8NHT) for the vorovided. He sampeers of the samp	rin).' Yarin strug name is(' words 'black hat' id, 'So hard, too ne age on the Wa	gled to spell corre Yarin).', 'This is a '. When asked to v long, can't.' for 'T	ectly and write a sente (cr) for the word write a simple sentenc The boy is roller skatin	omplete the sentence. I ence at this time. For Y l'car', 'This girl is very e to follow a writing p ng.' He has a standard s	rompt,
Impact of I	Disability: There is	s no impact o	of disability	identified at th	is time				

Los Angeles Unified School District Student ELIVAHUO Last First MI Section E: Present Level of Performance Performance Area: Math Category: Category: Math Category: C			INDIVIDUAL	IZED EDUCAT	ION PROGR	AM (IEP)		Page
Section F: Present Level of Performance Performance Area: Math Saegary: Math Saesament/Monitoring Process Used: Progress report, Work Samples, Teacher Questionnaire, Observation, Informal State/District Assessment Results: WJ Iv Current Performance/Assessment Results: WJ Iv Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Cluster: Test Standard Score (SS) Classification BROAD MATH RS (72-105) Low Average Applied Pohlems 106 (95-116) Average Calculation SI 14(51-005) Low Average Standard Score (SS) Classification BROAD MATH RS (72-105) Low Average Standard Score (SS) Classification BROAD MATH RS (72-105) Low Average Standard Score (SS) Classification BROAD MATH RS (72-105) Low Average Standard Score (SS) Classification BROAD MATH RS (72-105) Low Average Standard Score (SS) (78 Si dialation student state) Strengths: Yarin has number sense. He can write numbers 1-10. Yarin can solve simple addition and subtraction now problems read to him. Yarin can identify the onis, basie goorentric shapes as well as primary and score of 106, which places him in the average range when compared to peers of the same age on the Applied Problems test. Needs: There are no needs identified in the area of mathematics at this time.	Student ELIYAHUO YARI				Date of Birth	09-AUG-2018	Meeting Date	16-NOV-2023
erformance Area: Math Antional Second	Last F	irst		. Duccout I are	l of Doufour		-	
Sategory: Math Assessment/Monitoring Process Used: Progress report, Work Samples, Teacher Questionnaire, Observation, Informal Sateschiert Assessment Results: WJ IV 'urrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Cluster/Test Standard Score (SS) Classification BROAD MATH 88 (72-105) Low Average Applied Problems 106 (95-116) Average Calculation 81 (45-108) Low Average Math Facts Fluency 78 (40-117) Low Broad Matth 88 (72-165) Low Average Math Facts Fluency 78 (40-117) Low Broad Mathematics is a comprehensive measure of Yarin's math achievement, including math calculation skills, problem solving, and the ability to solve simple addition and subtraction and subtraction word problems read to him. Yarin can identify the coins, basic geometric shapes as well as primary and secondary colors. He carned a standard score of 106, which places him in the average range compared to peers of the same age on the Applied Problems test. Needs: There are no needs identified in the area of mathematics at this time. Impact of Disability: There is no impact of disability identified at this time. Vecational Education 'atter District Assessment Results: N/A Carrent Performance/Assessment Routlis: N/A Carent Performance/Assessment Routle	erformance Area:	Math	Section	. r resent Leve	i oi rerioriii	ance		
Seessment/Monitoring Process Used: Progress report, Work Samples, Teacher Questionnaire, Observation, Informal tate/District Assessment Results: W J IV 'urrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Cluster/Test Standard Score (SS) Classification BROAD MATH 88 (72-105) Low Average Applied Problems 106 (95-116) Average Calculation 81 (54-108) Low Average Math Facts Fluency 78 (40-117) Low Broad Mathematics is a comprehensive measure of Yarin's math achievement, including math calculation skills, problem solving, and the ability to solve simple addition and subtraction quickly. Overall, Yarin's Broad Math SS of 88 indicates that his academic skills in math are in the low average range when compared to his some age on the Applied Problems test. Strengths: Yarin has number sense. He can write numbers 1-10. Yarin can solve simple addition and subtraction word problems read to him. Yarin can identify the coins, basic geometric shapes as well as primary and secondary colors. He carned a standard score of 106, which places him in the average range compared to his same age on the Applied Problems test. Needs: There are no needs identified in the area of mathematics at this time. Impact of Disability: There is no impact of disability identified at this time. tate/District Assessment Monitoring Process Used: Informal Assessments, Observation, Parent and Teacher Input tate/District Assessment Sesults: N/A <td></td> <td></td> <td></td> <td>~</td> <td></td> <td></td> <td></td> <td></td>				~				
urrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Cluster/Test Standard Score (SS) Classification BROAD MATH 88 (72-105) Low Average Applied Problems 106 (95-116) Average Calculation 81 (54-108) Low Average Math Facts Fluency 78 (40-117) Low Broad Mathematics is a comprehensive measure of Yarin's math achievement, including math calculation skills, problem solving, and the ability to solve simple addition and subtraction quickly. Overall, Yarin's Broad Math SS of 88 indicates that his academic skills in math are in the low average range when compared to his peers of the same age. Strengths: Yarin has number sense. He can write numbers 1-10. Yarin can solve simple addition and subtraction word problems read to him. Yarin can identify the coins, basie geometric shapes as well as primary and secondary colors. He carned a standard score of 106, which places him in the average range compared to peers of the same age on the Applied Problems test. Needs: There are no needs identified in the area of mathematics at this time. Impact of Disability: There is no impact of disability identified at this time. erformance Area: Vocational Education ategory: Vocational Education ategory: Nocational Education atego			report, Work Samp	oles, Teacher Que	stionnaire, Ob	servation, Informal		
Cluster/Test Standard Score (SS) Classification BROAD MATH 88 (72-105) Low Average Applied Problems 166 (95-116) Average Calculation 81 (34-108) Low Average Math Facts Fluency 78 (40-117) Low Broad Mathematics is a comprehensive measure of Yarin's math achievement, including math calculation skills, problem solving, and the ability to solve simple addition and subtraction quickly. Overall, Yarin's Broad Math SS of 88 indicates that his academic skills in math are in the low average range when compared to his peers of the same age. Strengths: Yarin has number sense. He can write numbers 1-10. Yarin can solve simple addition and subtraction word problems read to him. Yarin can dentify the coins, basie geometric shapes as well as primary and secondary colors. He earned a standard score of 106, which places him in the average range compared to peers of the same age on the Applied Problems test. Needs: There are no needs identified in the area of mathematics at this time. Impact of Disability: There is no impact of disability identified at this time. erformance Area: Vocational Education ategory: Vocational Education sessement/Monitoring Process Used: Informal Assessments, Observation, Parent and Teacher Input ater/District Assessment Results: N/A was observed to engage in social skills that included appropriate play with toys, some engagements with peers on the rug and during free play. He can use words and actions to express his needs. Needs: In the classroom, Yarin seemed happy and comfortable at school. He exhibited strong abititics in the area of pre cademic skills the non-preferred activ	c			· · · · ·				
BROAD MATH 88 (72-105) Low Average Applied Problems 166 (95-116) Average Calculation 81 (54-108) Low Average Math Facts Fluency 78 (40-117) Low Broad Mathematics is a comprehensive measure of Yarin's math achievement, including math calculation skills, problem solving, and the ability to solve simple addition and subtraction quickly. Overall, Yarin's Broad Math SS of 88 indicates that his academic skills in math are in the low average range when compared to his peers of the same age. Strengths: Yarin has number sense. He can write numbers 1-10. Yarin can solve simple addition and subtraction word problems read to him. Yarin can dentify the coins, basic geometric shapes as well as primary and secondary colors. He earned a standard score of 106, which places him in the average ange compared to peers of the same age on the Applied Problems test. Needs: There are no needs identified in the area of mathematics at this time. Impact of Disability: There is no impact of disability identified at this time. Serformance Area: Vocational Education * sessement/Monitoring Process Used: Informal Assessments, Observation, Parent and Teacher Input atc/District Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: Yarin seemed happy and comfortable at school. He exhibited strong abilities in the area of pre academic skills. He recognizes colors, shapes, soins, numbers, his name, and objects. He can say his name, and his gender, and recognizes body parts. He attends well to things that he is intersted in. He was observed to engage in social skills that included appropriate play with toys, some engagements with peers on the rug and during free play. He can use words and actions to express his needs. Needs: In the classroom, Yarin was observed to have difficulties with maintaining and transitioning from preferred activities to non-preferred activities. It schallenging for him to understand boundaries. Yarin was observed to be unable to sit down for an extended peri	urrent Performance/Assessment Summa	ary (include	student strengths, s	tudent needs and	impact of disa	bility on student perfo	rmance):	
simple addition and subtraction quickly. Overall, Yarin's Broad Math SS of 88 indicates that his academic skills in math are in the low average range when compared to his peers of the same age. Strengths: Yarin has number sense. He can write numbers 1-10. Yarin can solve simple addition and subtraction word problems read to him. Yarin can identify the coins, basic geometric shapes as well as primary and secondary colors. He earned a standard score of 106, which places him in the average range compared to peers of the same age on the Applied Problems test. Needs: There are no needs identified in the area of mathematics at this time. Impact of Disability: There is no impact of disability identified at this time. Impact of Disability: There is no impact of disability identified at this time. issessment/Monitoring Process Used: Informal Assessments, Observation, Parent and Teacher Input tate/District Assessment Results: N/A 'urrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: Yarin seemed happy and comfortable at school. He exhibited strong abilities in the area of pre academic skills. He recognizes colors, shapes, coins, numbers, his name, and objects. He can say his name, and his gender, and recognizes body parts. He attends well to things that he is interested in. He was observed to engage in social skills that included appropriate play with toys, some engagements with peers on the rug and during free play. He can use words and actions to express his needs. Needs: In the classroom, Yarin was observed to have difficulties with maintaining and transitioning from preferred activities to non-preferred activities. It is challenging for him to understand boundaries. Yarin was observed to be unable to sit down for an extended period of time, he got out of his seat without permission. Parents report that Yarin, 'sometimes may not participate with everybody else. Some of his weaknesses are his behavior, social skills and inability to	BROAD MATH 88 (72-105) Low Aver Applied Problems 106 (95-116) Average Calculation 81 (54-108) Low Average Math Facts Fluency 78 (40-117) Low	rage ge						
Impact of Disability: There is no impact of disability identified at this time. erformance Area: Vocational Education Vocational Education Vocational Education Notation Vocational Education Vocational Education Notation Notation Vocational Education Notation Notatio	simple addition and subtraction quickly, compared to his peers of the same age. Strengths: Yarin has number sense. He identify the coins, basic geometric shap range compared to peers of the same ag	. Overall, Ya can write nu es as well as e on the App	rin's Broad Math S mbers 1-10. Yarin primary and secon lied Problems test.	S of 88 indicates can solve simple dary colors. He o	that his acader addition and s	mic skills in math are in ubtraction word proble	n the low average rang ms read to him. Yarin	ge when can
erformance Area: Vocational Education tocational Education vocational Education vocat								
ssessment/Monitoring Process Used: Informal Assessments, Observation, Parent and Teacher Input tate/District Assessment Results: N/A urrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: Yarin seemed happy and comfortable at school. He exhibited strong abilities in the area of pre academic skills. He recognizes colors, shapes, coins, numbers, his name, and objects. He can say his name, and his gender, and recognizes body parts. He attends well to things that he is interested in. He was observed to engage in social skills that included appropriate play with toys, some engagements with peers on the rug and during free play. He can use words and actions to express his needs. Needs: In the classroom, Yarin was observed to have difficulties with maintaining and transitioning from preferred activities to non-preferred activities. It is challenging for him to understand boundaries. Yarin was observed to be unable to sit down for an extended period of time, he got out of his seat without permission. Parents report that Yarin, 'sometimes may not participate with everybody else. Some of his weaknesses are his behavior, social skills and inability to concentrate. He is unable to sit for long periods or keep up his interest.' IMPACT OF DISABILITY: Yarin's eligibility of Other Health Impairment (OHI) impairs his ability to focus and attend in group activities which can								
ssessment/Monitoring Process Used: Informal Assessments, Observation, Parent and Teacher Input ate/District Assessment Results: N/A urrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: Yarin seemed happy and comfortable at school. He exhibited strong abilities in the area of pre academic skills. He recognizes colors, shapes, soins, numbers, his name, and objects. He can say his name, and his gender, and recognizes body parts. He attends well to things that he is interested in. He was observed to engage in social skills that included appropriate play with toys, some engagements with peers on the rug and during free play. He can use words and actions to express his needs. Needs: In the classroom, Yarin was observed to have difficulties with maintaining and transitioning from preferred activities to non-preferred activities. It s challenging for him to understand boundaries. Yarin was observed to be unable to sit down for an extended period of time, he got out of his seat without sermission. Parents report that Yarin, 'sometimes may not participate with everybody else. Some of his weaknesses are his behavior, social skills and nability to concentrate. He is unable to sit for long periods or keep up his interest.' IMPACT OF DISABILITY: Yarin's eligibility of Other Health Impairment (OHI) impairs his ability to focus and attend in group activities which can	ategory:	Vocation	nal Education	~				
urrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: Yarin seemed happy and comfortable at school. He exhibited strong abilities in the area of pre academic skills. He recognizes colors, shapes, ions, numbers, his name, and objects. He can say his name, and his gender, and recognizes body parts. He attends well to things that he is interested in. He vas observed to engage in social skills that included appropriate play with toys, some engagements with peers on the rug and during free play. He can use words and actions to express his needs. Needs: In the classroom, Yarin was observed to have difficulties with maintaining and transitioning from preferred activities to non-preferred activities. It s challenging for him to understand boundaries. Yarin was observed to be unable to sit down for an extended period of time, he got out of his seat without permission. Parents report that Yarin, 'sometimes may not participate with everybody else. Some of his weaknesses are his behavior, social skills and nability to concentrate. He is unable to sit for long periods or keep up his interest.' IMPACT OF DISABILITY: Yarin's eligibility of Other Health Impairment (OHI) impairs his ability to focus and attend in group activities which can	• •	Informal	Assessments, Obse	ervation, Parent a	nd Teacher Inp	out		
Strengths: Yarin seemed happy and comfortable at school. He exhibited strong abilities in the area of pre academic skills. He recognizes colors, shapes, soins, numbers, his name, and objects. He can say his name, and his gender, and recognizes body parts. He attends well to things that he is interested in. He vas observed to engage in social skills that included appropriate play with toys, some engagements with peers on the rug and during free play. He can use vords and actions to express his needs. Needs: In the classroom, Yarin was observed to have difficulties with maintaining and transitioning from preferred activities to non-preferred activities. It s challenging for him to understand boundaries. Yarin was observed to be unable to sit down for an extended period of time, he got out of his seat without vermission. Parents report that Yarin, 'sometimes may not participate with everybody else. Some of his weaknesses are his behavior, social skills and nability to concentrate. He is unable to sit for long periods or keep up his interest.'	ate/District Assessment Results:	N/A						
with solution of the solution	urrent Performance/Assessment Summa	ary (include	student strengths, s	tudent needs and	impact of disa	bility on student perfo	rmance):	
	coins, numbers, his name, and objects. I was observed to engage in social skills t words and actions to express his needs. Needs: In the classroom, Yarin was obs is challenging for him to understand bot permission. Parents report that Yarin, 'so inability to concentrate. He is unable to IMPACT OF DISABILITY: Yarin's elip	He can say h that included served to hav undaries. Yan ometimes ma sit for long p gibility of Ot	is name, and his ge appropriate play v ve difficulties with r rin was observed to ay not participate w periods or keep up ther Health Impairr	ender, and recogn with toys, some e maintaining and b be unable to sit vith everybody el his interest.' ment (OHI) impa	izes body parts ngagements wi transitioning fr down for an ex se. Some of his	s. He attends well to the th peers on the rug and om preferred activities tended period of time, s weaknesses are his be	ings that he is interest l during free play. He to non-preferred activ he got out of his seat shavior, social skills an	ed in. He can use rities. It without nd

				INDIVIDUALI	ZED EDUCATION PROGR	AM (IEP)		Page 6 of
8	s Unified Scho	ol Distri YAI			Data of Birth	09-AUG-2018	Mosting Data	16-NOV-2023
Student	Last	IA	First	MI	Date of Birth	09-A00-2018	Meeting Date	10-100 V-2023
				Section E:	: Present Level of Perform	ance		
Performance	Area:		Health					
Category:			Health		►			
Assessment/I	Monitoring Proc	ess Used:	Health A	ssessment, Health Q	Questionnaire, record review, p	arent interview		
	t Assessment Res							
			•	0,	tudent needs and impact of disa	<i>v</i> 1	,	
development a medical d that Yarin is	ntal milestones w liagnosis of Atter	vere report ntion Defi	ted to be within cit Hyperactive	n the normal time fr e Disorder and Oppo	garten. Yarin was born at full te ame. Yarin has a history of chr ositional Defiant Disorder as w ergency or routine medication.	ronic ear infections and vell as intermittent ecze	l is followed by ENT. ma symptoms. Mom	reports
Mom states		assed hear	ring screens th	rough outside provi	on 10/17/2023 and passed LAU der and is not concerned with s			
Area of Ne	ed: Health is not	t an area o	f need.					
Impact of I	Disability: Healtl	h does not	impact studer	nt's participation, per	rformance and access to the ed	ucational program.		
Accommod	dations/Modifica	tions: No	ne for health.					
Laura Duc	los, BSN, RN							
	ed School Nurse							
November	16, 202							
Performance	Area:							
Category:					~			
Assessment/1	Monitoring Proc	ess Used:						
State/District	t Assessment Res	sults:						
Current Perfe	ormance/Assessr	nent Sum	mary (include	student strengths, st	tudent needs and impact of disa	ability on student perfo	rmance):	

Los Angele Student	e Linified Schoo	1.0.4.1.4		INDIVIDUAL	IZED EDUCA	TION PROGR	AM (IEP)		Page 7
Student		YARIN				Data of Divth	09-AUG-2018	Monting Data	16-NOV-2023
	Last	Fir	st	MI		Date of Birth	09-AUG-2018	wreeting Date	10-100 -2023
	2				: Present Lev	vel of Perform	ance		
Performance	e Area:		General A	bility					
Category:			General A	Ability	~	•			
Assessment/	Monitoring Proce	ss Used:	Standardiz	zed Assessment, C	bservation, Re	cords			
State/Distric	t Assessment Res	ults:							
Current Perf	ormance/Assessm	ent Summar	y (include s	tudent strengths, s	tudent needs a	nd impact of disa	ability on student perfor	mance):	
procedures. demonstrat Attention P Processing earned an A Yarin demo sequential n copy increa performance rememberin which requ sustain atte	. Yarin demonstra ed Average Simul Processing tasks, v was in the Average Average score on I postrated Average memory, visual fig asingly complex fi- ce, with estimated ng and repeating of ired him to remen	ted Average s taneous Proc vhich require ge range whei garange whei skills on Viss gure ground, igures at near cognitive ab orrally present her and repe tly interrupte	skills on Pla essing skills d him to sus n asked dele lic naming ual Processi and visual c point. In co ilities in the ed informat eat orally pr	nning tasks, whic s when asked to re- stain attention and ete sounds from w tasks which requi- ing tasks, which ir closure. He also ea omparison with pro- Average range. Y tion in a specific co- esented numbers a	h required him elate pieces of i ignore distract ords, blend sou- ed him to effic cluded visual d urned an Averag- ior psycho-edu arin earned a L rder. He also d und nonsense w	to create, use, an nformation to a ting information unds into words, iently retrieve p discrimination, v ge score on Visu cational assessm ow Average sco emonstrated Bel ords. scores sho	cognitive ability based to demodify a plan under whole concept. He earn under timed conditions and match beginning an honological information isual memory, spatial re al Motor Integration tas nent results, Yarin demo eon Successive Proces ow Average skills on Pl uld be interpreted with is likely impacted his p	timed conditions. He ed an Average score of . Yarin's Phonologica ad ending sounds. He a from long-term mer elations, form constar ks, which required hi nstrates commensura sing tasks, which inv conological Memory caution, as Yarin stru	on l also nory. ney, m to te olved tasks, ggled to
Performance	e Area:		General A	bility (cont.)					
Category:			General A	Ability	~	•			
Assessment/	Monitoring Proce	ss Used:	Standardiz	zed Assessment, C	bservation, Re	cords			
State/Distric	t Assessment Res	ults:							
Current Perf	ormance/Assessm	ent Summar	v (include s	tudent strengths, s	tudent needs a	nd impact of disa	bility on student perfor	mance):	
					s time. While Y		ed some challenges in r		eating
orally prese		, these challer	nges were n	nost likely related	s time. While Y to inattention a		2 1		eating
orally prese	ented information,	, these challer	nges were n	nost likely related	s time. While Y to inattention a		ed some challenges in r		eating
orally prese	ented information,	, these challer	nges were n	nost likely related	s time. While Y to inattention a		ed some challenges in r		eating
orally prese	ented information,	, these challer	nges were n	nost likely related	s time. While Y to inattention a		ed some challenges in r		eating
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orally prese	ented information,	, these challer	nges were n	nost likely related	s time. While Y to inattention a		ed some challenges in r		eating

	INDIVIDUA	ALIZED EDUCATION PROGR	AM (IEP)		Page 8 of
Los Angeles Unified School District Student ELIYAHUO YARIN		Data of Birth	09-AUG-2018	Maating Data	16 NOV 2022
Student ELIYAHUO YARIN Last Fir	st MI	Date of Birth	09-AUG-2018	Meeting Date	16-NOV-2023
	Section	n E: Present Level of Perform	ance		
Performance Area:	Language Function				
Category:	Language Function	►			
Assessment/Monitoring Process Used:	Standardized Assessment	t, Observations, Bilingual Evaluati	on,Parent/Teacher input		
State/District Assessment Results:					
Current Performance/Assessment Summar	(include student strengths	s, student needs and impact of disa	bility on student perform	nance):	
Strengths: Yarin is classified an Initial Flu three months at the time of this report, an demonstrates slightly more well develope language acquisition. When assessed in E when the bilingual psychologist re-admin noted, 'his low score on the language stan significant prompting to attempt tasks.	d one of his strengths in ho d receptive and expressive nglish initially, Yarin demo stered the assessment info	w quickly he has developed these language skills in Hebrew, deficit onstrated Low Average Listening s rmally, Yarin was able to complete	skills. According to bilir s found in the areas of la kills and Below Average e many of the tasks in En	ngual assessment, wh inguage are not due to Speaking skills; ho iglish and in Hebrew	hile Yarin to second wever, 7. She
Needs: There are no needs identified in t	ne area of language functio	on at this time.			
Impact of Disability: There is no impact	of disability identified at th	is time in the area of language fun	ection.		
Performance Area:	Motor Abilities				
Category:	Motor Abilities	~			
Assessment/Monitoring Process Used:	Standardized Assessment	t, Observations, Parent/Teacher Inp	put		
State/District Assessment Results:					
Current Performance/Assessment Summar	(include student strengths	s, student needs and impact of disa	bility on student perforn	nance):	
cutting, etc.) without difficulty. Results of throw and walk based on informal observ without difficulty. Records reflect that Ya Needs: There are no needs identified in t Impact of Disability: There is no impact	ations, teacher reports and rin has received passing gra- ne area of motor abilities at	school nurse's informal assessmen ades in Physical Education. Parent t this time.	it. He is able to navigate	the educational envi	

Student ELYAHUO YARN MI Last First MI Section F: Present Level of Performance Performance Area: Social Emotional Category: Social Emotional Assessment/Monitoring Process Used: Observations, Records, Parent/Teacher Input, Rating Scales State/District Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: Some of Yarin's strengths are that he is helpful to others and enjoys spending time with adults. His mother reported that he enjoys school, and his teacher shared that he completes all his work and begins assignments independently. Yarin's mother shared that he speaks clearly, has a good memory, and adjusts to new vitations well. Needs: Yarin has a difficult time making friends, and it is difficult for him to participate in a group. He has a hard time maintaining personal space with others, and he interrupts often during instruction. Yarin can be oppositional according to his teacher and hard to manage' according to his mother. When considering Yarin's report car Milliar adults, Chingen Songhes State Psychological Services. Inc. When completes equences of pretend play. Yarin's teacher proteoft Al-Risk that heading interactions and Rarely creates more complex sequences of pretend play. Yarin's teacher proteoft Al-Risk that heading particular interactions with farger with pretentivity. Aggression, All withfarger All in partent also indicated Utinically Significant symptoms of Depression, as well as All Kisk challenges with Pyteractivity, Aggression, All withfarger with parent also indicated Utinically Significant symptoms of Depressi			INDIVIDUAL	IZED EDUCA	ATION PROGR	AM (IEP)		Page
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Performance Area: Social Emotional Social Emotion Social Emotions and Regins Assignments independently. Yarin's mother reported that he enjoys school, and his teacher shared that he completes all his work and begins assignments independently. Yarin's mother reported that he enjoys school, and his teacher shared that he completes all his work and begins assignments independently. Yarin's mother reported that he enjoys school, and his teacher shared that he completes all his work and begins assignments independently. Yarin's mother shared that he enjoys school, and his teacher shared that he completes all his work and begins assignments independently. Yarin's mother shared that he enjoys school, and his teacher shared that he completes all his work and begins assignments independently. Yarin's mother shared that he enjoys school and Algadistity. On a social interactions, and Rarely creates more complex sequences of pretend play. Yarin's has displaced of Dip of the social interactions, and Rarely creates more complex sequences of pretend play. Yarin's teacher reported Al-Risk that Hyperactivity, Aggression, and Withdrawal. His parent also indicated Clinically Significant symptoms of Depression, as well as Ar-Risk challenges with Altenion Problems, Anxiety, Somitziona, Applicality, and Adaptability. On a measure of characteristics associated with Align Emother Second Clinically Significant symptoms of Depression, as well as averall Movis and there there indicated Parence Picture Pi		st l	MI		Date of Birth	09-A00-2018	Meeting Date	10-110 -2023
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Category: Assessment/Monitoring Process Used: State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Needs (cont.): When completing the Autism Spectrum Rating Scales (ASRS), Yarin's parent reported an Average Total score, indicating that he does not demonstrate many characteristics associated with Autism Spectrum Disorder. In contrast, his teacher endorsed a Very Elevated Total score, suggesting that she observes Yarin to have many behavioral characteristics associated with Autism Spectrum Disorder. Both raters indicated that Yarin exhibits Elevated to Very Elevated challenges with Peer Socialization, as well as Attention/Self-Regulation at home and school. Yarin's parent reported Slightly Elevated challenges with Adult Socialization, while his teacher indicated Very Elevated concerns in this area. Yarin's teacher indicated Very Elevated Behavioral Rigidity, as well as Elevated Atypical Language Usage and Stereotypy. She also reported Slightly Elevated Sensory Sensitivity. Impact of Disability: Yarin's disability of Other Health Impairment (OHI) related to characteristics of ADHD impacts his ability to sustain attention, resist	others, and he interrupts often during instru- considering Yarin's report card marks, his to Rarely takes greater initiative in social inter- through Golden State Psychological Servic challenges with Hyperactivity, Aggression Hyperactivity, Aggression, and Withdrawa Attention Problems, Anxiety, Somatization consistent in their responses indicating tha more observable in the home environment Affect. At home, Yarin's parent also reports Problems, as well as Elevated overall Phys	uction. Yari teacher indi eractions, an ces, Inc. WI a, Attention al. His parer n, Atypicali at Yarin exhi a. Specifical red Very Ele	In can be opposit icated that he Ran and Rarely creates hen completing a Problems, and W at also indicated d ty, and Adaptabil ibits many behav ly, both raters indi- vvated Inattentior	ional according rely participates more complex broad social ee /ithdrawal, whi Clinically Sign ity. On a measu ioral characteri dicated Very El	g to his teacher an s in longer and m a sequences of pre- motional rating sc le his parent endo ificant symptoms ure of characterist istics associated w evated challenges	d 'hard to manage' a ore reciprocal intera- tend play. Yarin has cale (BASC-3), Yario orsed Clinically Sign of Depression, as v tics of ADHD (Con with ADHD; howev s with Defiant/Temp	according to his mother. ' actions with familiar adul s diagnoses of ADHD an in's teacher reported At-F nificant concerns with vell as At-Risk challenge ners BEH), raters were g er, these behavioral chall per, as well as overall Mc	When Its, d ODD Risk s with enerally enges are
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impulses, participating in a group, and engage with peers effectively. These challenges impact his involvement and progress in the general education curriculum.	demonstrate many characteristics associate she observes Yarin to have many behaviora Very Elevated challenges with Peer Social challenges with Adult Socialization, while Rigidity, as well as Elevated Atypical Lang Impact of Disability: Yarin's disability of 0 impulses, participating in a group, and eng	ed with Aut al character ization, as v his teacher guage Usag Other Healt	ism Spectrum Di istics associated well as Attention indicated Very F and Stereotypy th Impairment (C	isorder. In conti with Autism SJ /Self-Regulatio Elevated concer 7. She also repo DHI) related to 6	rast, his teacher e pectrum Disorder on at home and sci rns in this area. Ya rted Slightly Elev characteristics of	ndorsed a Very Elev . Both raters indicat hool. Yarin's parent arin's teacher indica vated Sensory Sensi ADHD impacts his	vated Total score, suggest ted that Yarin exhibits Ele reported Slightly Elevate tted Very Elevated Behav tivity. ability to sustain attentio	ting that evated to ed ioral on, resist

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Last First MI Section F: Eligibility If applicable, areas discussed related to disability or suspected disability: Specific Learning Disability (SLD), Other Health Impairment (OHI) due to characteristics of ADHD, and Autism (AUT) For Initial IEP, interventions attempted prior to determining eligibility: private evaluation through Golden State Psych Services with diagnoses of ADHD and ODD, parenting coaches to support parent at home, SSPT on 8/23/23, forced choices, flexible seating Eligible as a student with the disability of: Code: OHI Other Health Impairment @Not Applicable, Oldre Health Impairment Other Health Impairment Order Health Impairment @Not Applicable, Oldre Model on Services (Initial IEP). or On Longer Eligible for Special Education Services (Initial IEP). or Does not meet eligibility criteria for Special Education Services (Review IEP). No Longer Eligible (Effective Date Date): This is a Final IEP, the student remains eligible for Special Education Services until the Effective Date: Date): This is a Final IEP, the studen	-					Data of P	inth 00 AUG	2019	Mosting Data	16 NOV 2022
If applicable, areas discussed related to disability or suspected disability: Specific Learning Disability (SLD), Other Health Impairment (OHI) due to characteristics of ADHD, and Autism (AUT) For Initial IEP, interventions attempted prior to determining cligibility: private evaluation through Golden State Psych Services with diagnoses of ADHD and ODD, parenting coaches to support parent at home, SSPT on 8/23/23, forced choices, flexible seating Eligible as a student with the disability of: Cock: Other Health Impairment Image: Im	Student			st	MI		Intil 09-A00-	2018	Meeting Date	10-100 -2023
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		of mstruction in ma	ui			ed English Fronciency			fonmental, Cultural C	or Economic Factors

Student ELIYAHUO	YARIN		Date of Birth 09-AUG-2018	Meeting Date 16-NOV-2023
Last	First	MI		
C		Section G: Annual G		
mance Area:	Social Emotional	Category: Soc	ial Emotional V Annual C	Goal #: 1
rın wıll demonstrate appr pport as measured by cou		, seeking entry, taking turns, fo	llowing rules, and sharing) in 80% of obse	rved trials with minimal adult
	be reported to parents by con Report or Report Card period		rogress and Achievement from Current IF	EP" form(s) which will be
	_	Methods of	Evaluation	_
State Assessments	Norm	Referenced	Criterion Referenced	Curriculum Based
Observation	Dertfo	lio	☐ Work Samples	Informal
Other	Teacher In	out		
urns, following rules, and	ropriate group play skills (e. sharing) in 60% of observed making play plan, small grou	trials with moderate adult		up play skills (e.g., seeking entry, taking tu f observed trials with moderate adult suppo
ate to be achieved:	March V 2024)	Date to be achieved: July CHIEVEMENT FROM CURRENT IE	✓ 2024 ✓ MO/YR
			ON OF MARKS	
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROC met)	GRESS (50-99% of goal	2 PARTIAL PROGRESS (1-49% of g	oal met) <i>I NO PROGRESS</i>
st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary	Goal Achievement
Date:	Date:	Date:	Only)	
			Date:	
				Objective 1 Met:
rogress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	
				O Yes O 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 Met:
\bigcirc Yes \bigcirc No	\bigcirc Yes \bigcirc 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:	
	Needs More Time	Needs More Time	Needs More Time	
Needs More Time	Excess	Excess	Excess Absence/Tardy	
Needs More Time Excess		Absence/Tardy	Assignments Not Completed	
Excess	Absence/Tardy			
	Absence/Tardy Assignments Not	Assignments Not	Need to review/revise Goal	
Excess Absence/Tardy Assignments Not Completed	Assignments Not Completed	Assignments Not Completed	 Need to review/revise Goal Other 	
Excess Absence/Tardy Assignments Not Completed Need to	 Assignments Not Completed Need to 	 Assignments Not Completed Need to 	Need to review/revise Goal Other	
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Student ELIYAHUO	YARIN		Date of Birth 09-AUG-2018	Meeting Date 16-NOV-2023
Last	First	MI Section G: Annual G	oals and Objectives	
	Daharrianal Summant		-	oal #: 2
		÷ .		
nes.			complete sentences to express his wants and	
	be reported to parents by cor Report or Report Card period		rogress and Achievement from Current IE	P" form(s) which will be
_	_	Methods of 1	Evaluation	_
State Assessments	Norm 2	Referenced	Criterion Referenced	Curriculum Based
Observation	Portfol	io	Work Samples	🗹 Informal
Other				
	ibit unexpected behavior, he express his wants and needs (-		ted behavior, he will take a deep breath an vants and needs 70% of the time 4/5 times
te to be achieved:	March V 2024	✓ MO/YR PT OF PROCRESS AND A	Date to be achieved: July CHIEVEMENT FROM CURRENT IE	✓ 2024 ✓ MO/YR
	IEF KEFU			r
4 GOAL MET OR EXCEEDED	<i>3 SUBSTANTIAL PROG</i> met)		DN OF MARKS 2 PARTIAL PROGRESS (1-49% of ge	bal met) <i>1 NO PROGRESS</i>
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st Reporting Period		Jiu Kepolung I eriou	4 in Kepol ing 1 er iou (Secondary	Goal Achievement
· · · · · · · · · · · · · · · · · · ·		1 0	Only)	Goal Achievement
	Date:	Date:		Goal Achievement
Date:	Date:	Date:	Only) Date:	
Date:		1 0	Only)	Objective 1 Met:
Date:	Date:	Date:	Only) Date:	
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Date: Progress Mark:	Date: Progress Mark: Is progress sufficient to meet annual goal?	Date: Progress Mark:	Only) Date: Progress Mark: Is progress sufficient to meet annual goal?	Objective 1 Met: O Yes O No Objective 2 Met: O Yes O No
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Student ELIYAHUO	YARIN		Date of Birth 09-AUG-2018	Meeting Date 16-NOV-2023
Last	First	MI		
C		Section G: Annual G	-	
rmance Area:	Vocational Education	Category: Voc	ational Education	Goal #: 3
		•	ected activities/circle time for 7-10 minute activity for up to two consecutive weeks.	s with no more than 1 verbal
	be reported to parents by con Report or Report Card perioc		rogress and Achievement from Current II	EP" form(s) which will be
State Assessments	Norm	Referenced	Criterion Referenced	Curriculum Based
Observation Other	Portfo		Work Samples	✓ Informal
is attention during structu ninutes with no more than	redirections, Yarin will atten red time/teacher directed acti 3 verbal prompts as measure cy during the activity for up	ivities/circle time for 3-5 ed by teacher observation in	attention during structured time/teacher	, Yarin will attend to teacher and maintain l r directed activities/circle time for 5-7 minu measured by teacher observation in 3/5 tim for up to 5 consecutive days.
ate to be achieved:	March V 2024	MO/YR	Date to be achieved: July	 ✓ 2024 ✓ MO/YR
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4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROC	EXPLANATIO	CHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g	
EXCEEDED		EXPLANATIO	ON OF MARKS	
EXCEEDED st Reporting Period	3 SUBSTANTIAL PROC met)	EXPLANATIO	ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g	oal met) I NO PROGRESS
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	INDIVIDUALIZEI	D EDUCATION PROGR	AM (IEP)		Page 14 o	of 24
Los Angeles Unified School District						
Student ELIYAHUO YARIN		Date of Birth	09-AUG-2018	Meeting Date	16-NOV-2023	
Last First	MI Section V. Derticiantian	·	•]			
Assessments administered will conform to those a	Section K: Participation assessments determined for			ation and/or the Los An	geles Unified Schoo	ol
	No asses	ssment tests found.				

INDIVIDUALIZED EDUC.	ATION PROGRAM (IEP)	Page 15 of	of 24
Los Angeles Unified School District Student ELIYAHUO YARIN	Date of Birth 09-AUG-2018	Meeting 16-NOV-2023	
Last First MI		Date	
Section N: Procedural Safegu	ards and Follow-up Actions		
✓ A Parent's Guide to Special Education Services including Procedural R	tights & Safeguards was provided to the pa	arent 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	f 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:			
entire IEP			
Special Requests:			
For students who are 17 years old, the student and parent(s)/guardian(s) has student at 18 years of age, unless the court has determined otherwise.	ve been informed that the educational decisi	ion-making rights will transfer to t	the
Pandemic Learning Loss Consideration of C	<u>Compensatory and/or Recoupment Servic</u>	<u>:es</u>	
Compensatory Education Consideration:	<u>Recoupment Services Consideration:</u>		
 The IEP team has reviewed and discussed whether compensatory education is required due to the COVID-19 pandemic. The IEP team has determined: Student received all of their special education and related aids and 	The IEP team has reviewed and discu and considered factors that may have the school facility closures as a result IEP team has determined:	e impacted student's learning during	ıg
 services required by their IEP. Compensatory education is not required. Student did not receive all of their special education and related aids 	Student has made expected progress progress is in alignment with expect achievement. No recoupment service	ctations of progress/goal	
 and services required by their IEP. Compensatory education offer details are documented in FAPE 2- Summary of Services. Student did not receive all of the special education and related aids and services required by their IEP. However, no compensatory 	Student experienced learning loss a closures caused by the COVID-19 services are necessary. The IEP tear to address past learning loss. Recou included in FAPE Part 2, Part 4 of t	as a result of the school facility pandemic and recoupment m discussed recoupment services upment services offer details are	
education was warranted for the reasons documented by the IEP team in FAPE Part 2 Part 4.	service grid, as necessary).	the IEF (including completion of a	a
Compensatory education consideration was documented on IEP dated	 Recoupment services consideration 16-NOV-2023 (Pending) Initial 	was documented on IEP dated	
16-NOV-2023 (Pending) Initial \vee			
O Preschool Only Consideration (Transition IEP)			
○ 30-Day IEP Consideration (Out-of-District)			
○ Student attends private school within district boundaries and resides outside	e of district boundaries (Eligibility Determin	nation Only)	
THIS SPACE DELIBER	ATELY LEFT BLANK.		

	INDIVIDUALIZED EDU	CATION PROGR	AM (IEP)			Page	16 of 24
Los Angeles Unified School District				Martina	Dete C		
Student ELIYAHUO YARIN Last First	MI	Date of Birth	09-AUG-2018	Meeting	Date 16-NC	OV-2023	
	Section Q: Parent Par	ticipation and (Consent				
Parent Participation	-	-		ent Notification			
 Parent/Student (18-21) has participated in the IEP r Parent/Student (18-21) indicated before the meeting to attend. 	g that they would not be able	Method Email Student	J	Whom Julie Ljubicic Julie Ljubicic	20-0	When OCT-2023 OCT-2023	
 Parent/Student (18-21) was notified 3 times of the n Parent/Student (18-21) did not respond to any of the me meeting was held without the Parent/Student (18-21) pr Parent/Student (18-21) did not attend and gave per 	eting notifications and the esent						
them if they did not attend.	-	request. meeting be resched	duled.)	here ONLY if the I			
Parent/Stu	dent (18-21) Agreement	to 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 p				ction and services	5.		
O Parent/Student (18-21) AGREES to all component							
O Parent/Student (18-21) AGREES to all componen	ts of the proposed IEP WITH	THE SPECIFIC E	EXCEPTION(S) sta	ated below:			
Assessment Specify							
Eligibility Specify Instructional Setting Specify							
Services Specify							
The Parent/Student (18-21) DOES NOT AGREE	with any of the components of	the proposed IEP.)			
A Parent/Student (18-21) is not required to initiate a parent/student (18-21) does wish to initiate a form dispute resolution processes in the District's public	any form of dispute resoluti n of dispute resolution as to	on as to compone the components of	of the proposed IE	P, the parent can	find informat	tion on	ee. If
	Parent Concerns	-		0 0	, ,	, ,	
Signature(s)				Date)
Parent O Guardian Studer years	nt age 18-21 years age 18-21	O Surrogate Pa	arent O En	nancipated Minor	○ Foster	Parent	
Did the school district facilitate parent involvement as a I certify that I have received a copy of the Para can be done at anytime after the IEP meeting						luntary a	nd
Signature(s)				Date 1	6-NOV-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.



s Angeles Unified Sc				Reconvened Meeting Date	
Student ELIYAHUC			Date of Birth 09-AUG-201		OV-2023
Last	First	MI			
	S	ection R: Name	s and Signatures (Signatures on File)		
	Team Member		Print Name	Signature	
Parent/Guardian		SI	nira Cabir Eliyahuo , Mother	See ottoched	
Parent/Guardian		A	riel Eliyahuo, Father	see attactions	
Student Age 18 - 21 years	5]
student Under Age 18 ye	ars				
Surrogate Parent]
Foster Parent]
Family Foster Home Prov	vider				
Administrator		Ju	lie Ljubicic	Julie Ljubicic	
Administrative Designee]
Special Education Teache	r	K	elle Husk, Resource Teacher	<u></u>	
General Education Teach	er	R	owena Van Slooten		
School Psychologist		R	achel Boyd	Rachel Boyd	
School Nurse]
Related Service Staff					
Related Service Staff					
Related Service Staff]
nterpreter]
Sign Language Interprete	r				
Agency Representative					
Agency Representative					
Agency Representative					
Dther	arent coach	Н	anna Livni	sel attached]
Other]
Other					
Other					

			• .	INDIVIDUALIZED	EDUCATION PROGRAM (IEP)		Page 18 of
Los Angeles Student	ELIYAHUC Last		RIN First	MI	Date of Birth 09-AUG-2018	Meeting Date	16-NOV-2023
			LEAS	T RESTRICTIV	E ENVIRONMENT ANALYSIS		
			Т		e IEP Team at the IEP Team Meeting		
				Student's C	Current Placement Type:		
○ General	Education	Class/Gene	ral Education	Site	O Special Day Program/General E	ducation Site	
O Special	Day Program	m/Special I	Education Cer	nter	O Nonpublic School		
⊖ Home/H	lospital or R	Residential	Care Facility				
IRECTIO					n discussion regarding placement from the b Step that indicates YES, it is also required to		A until the team reaches
n a more re use of suppl accommoda cannot be pr needs.	strictive set ementary ai tions and m rovided. In s	ting should ids and serv odification selecting th	l only occur if vices cannot b s is not the so e LRE, consid	the nature or severity of e achieved satisfactoril le justification for plac deration is given to any	tudents with disabilities be educated in the le of the student's disability is such that placem ly. The lack of current availability of a studer ement in a more restrictive setting, unless the potential harmful effect on the child or on the difications in the student's IEP be made available	ent in a less restri nt's required suppo ere is a compellin he quality of servi	ctive setting with the orts, services, g reason why they ces that he or she
Step A.	classroo	m/setting?					
	Yes	○ No	If the answ the questio		ral education classroom/setting is the approp	riate placement. I	f the answer is NO, go
	() Yes	○ No	in a genera	l education classroom/	required supports, services, accommodation setting? If YES, all required supports, servic able timeline. If the answer is NO, please art	es, accommodatio	ons and/or modification
Step B.		supports, so		nmodations and/or mod	lifications in the student's IEP be made avail	able on a general o	education site in a
	() Yes	🔿 No			al day program on a general education site is	s the appropriate p	lacement. If the answe
	⊖ Yes	○ No	If not curre in a special modification	l day program on a gen	required supports, services, accommodation eral education site? If YES, all required supp vithin a reasonable timeline. If the answer is	ports, services, acc	commodations and/or

stagede Unified School District Student ELTANILO YARIN Date of Birth 0P-AIG-2018 Meeting 6-NOV-2023 Jast First MI Date of Birth 0P-AIG-2018 Meeting 6-NOV-2023 Jast ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued) To Be Completed By the IEP Team at the IEP Team Meeting Step 0: Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a special school setting? The answer is NO, go to the quest below. Ves 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. Ves 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 Step D. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting? Ves No If the answer is NO, go to the quest all required supports, services, accommodations and/or modifications be made available in a home/hospital setting? Ves No If the answer is NO, go to the quest 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 <t< th=""><th>ns Angeles</th><th>Unified S</th><th>chool Distri</th><th>et</th><th>INDIVIDUALIZED</th><th>EDUCATION PROGRAM (IEP)</th><th></th><th></th><th></th></t<>	ns Angeles	Unified S	chool Distri	et	INDIVIDUALIZED	EDUCATION PROGRAM (IEP)			
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 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 available in a special school setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step 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 the answer is YES, then 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 provided within a reasonable timeline. If	-	ELIYAHU		RIN	MI	Date of Birth 09-AUG-20	018	0	16-NOV-2023
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 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, 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. If not currently available, can the required supports, services, accommodations and/or modifications be made avail in a home/hospital setting? Yes No If not currently available, can the required supports, services, accommodations and/or modifications be made avail 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 Step E. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a			ANNUA					ontinued)	
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 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 NO, go to the question below. Yes No If not currently available, can the required supports, services, accommodations and/or modifications be made available in a home/hospital setting? 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. If not currently available. If the answer is NO, go to the question below. If not currently available. Step E. Can the supports, services, accommodations and/or modification	Step C.	Can the	supports, se	rvices, accor	mmodations and/or mod	difications in the student's IEP be m	ade availabl	e in a special so	chool setting?
Step D. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting? Yes No If the answer is NO, go to the question below. O Yes No If the answer is NO, go to the question below. O Yes No If the answer is NO, go to the question below. O Yes No If the answer is NO, go to the question below. O Yes No If the answer is NO, go to the question below. O Yes No If the answer is NO, go to the question below. O Yes No If the answer is NO, go to the question below. O 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 Step E. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a residential care facility? O Yes No If not currently available, articulate in the IEP what supports, accommodations and/or modifications are required to the provided with a reasonable timeline in the IEP what supports, accommodations and/or modifications are required for the prestoper the president of the provided tor the p		◯ Yes	🔿 No		wer is YES, then a speci	ial school setting is the appropriate	placement. I	f the answer is	NO, go to the ques
Step E. Can the supports, services, accommodations and/or modifications and/or modificati		() Yes	○ No	in a specia	al school setting? If YE	S, all required supports, services, ac	commodatio	ons and/or mod	ifications must be
Step E. Can the supports, services, accommodations and/or modifications and/or modificati									
Step E. Can the supports, services, accommodations and/or modifications and/or modifications and/or modifications 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 E. Can the supports, services, accommodations and/or modifications are required for Yes	Step D.	Can the	supports, se	rvices, accor	mmodations and/or mod	difications in the student's IEP be m	ade availabl	e in a home/hos	spital setting?
Step E. Can the supports, services, accommodations and/or modifications and/or modificati		○ Yes	() No	If the answ If the answ	wer is YES, then a home wer is NO, go to the que	e/hospital setting is the appropriate estion below.	placement.		
Step E. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a residential care facility? O Yes No If not currently available, articulate in the IEP what supports, accommodations and/or modifications are required for		○ Yes	○ No	If not curr in a home	ently available, can the /hospital setting? If YE	required supports, services, accommodely a supports, services, accommodely a supports, services, accommodely a support of the	commodatio	ons and/or mod	ifications must be
Yes No If not currently available, articulate in the IEP what supports, accommodations and/or modifications are required for	Store E	Can the	supports se	rvices acco	mmodations and/or mo	lifications in the student's IEP be m	ade availabl	e in a residentia	al care facility?
student in this setting.	Step E.		••	If not curr	ently available, articula				-
				student in	unis setting.				

Student	ELIYAHUO Last	YARIN First	MI	Date of Birth 09-AUG-2018	Meeting Date	16-NOV-2023
	Al	NNUAL LE		TE ENVIRONMENT ANALYSIS the IEP Team at the IEP Team at the IEP Team Meeting	(Continued)	
Step F.			cted in the contents of this including (check all that a	IEP, and the placement being considered by the pply):	he IEP team, outw	eigh any potential
		Missed gene Rate at whic Lack of opp Lack of opp Amount of	access to the full range of eral education instruction t ch student may earn credit portunity for social interact portunities for age-appropri- socialization opportunities ess to peers in student's ho	aught by highly qualified staff s for graduation ion iate peer role models with typical peers		

Los Angeles Unified S Student ELIYAHUO	YARIN	Date of Birth 09-AU	PE Part 1 - Eligibility, Placements and SupportsJG-2018Meeting Date16-NOV-2023
Last	First	MI	
		Effective With this IEP	Future Changes Related to this IEP
	As of Date:		
ligibility:		Eligible (OHI)	
from Page 4)	Final IEP Reason		
	Final IEP Effective Date:		
Curriculum		General Education	
lacement	Type of School		
	Name of School		
nstructional Setting			
isti uctional Setting	Setting	General Education	
	Program	GE	
	Special Day Minutes/Wk		
	Addresses Goals	1(Social Emotional),3(Vocational	
		Education),2(Behavioral Support)	
dditional Factors	Low Incident Support	None	
	Assistive Technology	No	
	Support		
	Transportation	None	
	Extended School Year/Intersession	Ves No	
	Parent Counseling and Training (PCT)	• Yes O No	
	ESY Transportation		
Accommodation,	Instructional		
Accommodation, Modifications, Supports	Instructional Accommodations	Continued exposure to English and Hebrew to promote continued dual-language development. Facilitate social interactions with peers to develop social skills (i.e. play dates, team sports, adult-led games during recess, etc.) Provide directions in a 'first, then' format to increase compliance. Provide forced choices to increase buy-in for task (i.e. Would you like to write using this pencil or this crayon?' 'Would you like to sit in this chair or this wiggle seat?' 'Would you like to complete Task A or Task B first?') Provide frequent positive reinforcement and praise for on-task behaviors, such as following directions, initiating tasks, and sustaining attention until a task is complete. Connect content to areas of high interest to increase engagement. Proximal seating near teacher and away from distractions. Access to study carrel during independent worktime to minimize visual stimuli as needed. Break larger tasks into smaller chunks with opportunities for breaks and positive reinforcement to reduce frustration. Directions repeated, broken down, and clarified as needed. Provide opportunities to lead, teach, and help others as appropriate. Extended time to complete work as needed. Reinforcement schedule. Warning for transitions, and preparing for new activity.	
	Instructional Modifications		

	Other Supports, including Non-Academic and Extra-curricular Activities	The Resource Specialist Teacher and/or Resource Aide will assist the general education teacher in the use of supplementary instructional materials and strategies.	
Preparation for Three Year Review IEP (At the second Annual Review IEP Meeting, the team must discuss and document the decision to	District (local educational agency) agree that a reassessment is unnecessary?	● Yes ○ No	
conduct or not conduct a three-year comprehensive reassessment.)	If the Parent does not agree, specify the area(s) to be reassessed.	will be discussed at the second annual IEP meeting	
		Comments, as appropriate	
Low Incidence Equipment			
Assistive Technology Equipment			
Participation in General Education	Yarin will participate in	general education all day with pull-out counseling.	

	INDIVIDUALIZED EDUC		
os Angeles Unified School Dist		IEP FAPE Part 2 - Summary of S	
tudent ELIYAHUO YAR		Date of Birth 09-AUG-2018	Meeting Date 16-NOV-2023
Last F	'irst MI		
		Effective With This IEP	Future Changes Related To This IEP
Service 1	Start Date:	Effective on Signature Date	-
RSP	End Date:		
RSP	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals:	Interval:	Weekly	
3(Vocational Education)	Minutes/Interval:	60	
2(Behavioral Support)	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	RSP: Collaborative Teaching and Planning*	
	RSP Area:	Literacy/I	ELA/ELD
	Responsible Personnel:	Resource Specialist Teacher	
		General Education Teacher	
Service 2	Start Date:	Effective on Signature Date	
04	End Date:		
Counseling and Guidance	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals:	Interval:	Monthly	

1(Social Emotional)	Minutes/Interval:	75	
	Minutes/Interval (Pullout from Gen Ed):	75	
	Service Delivery Model:	Direct Service (By a Single Provider)*	
	Responsible Personnel:	Licensed/Credentialed Provider	
	*		

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).

1

Part 3 - Percentage of Time Outside of General Education

% of Time per Week outside of General Education

Part 4 - Compensatory Education/Recoupment Services Discussion

The IEP team discussed and considered Yarin's receipt of FAPE during the Pandemic Period. The IEP team determined there was not a loss of FAPE as this is an Initial IEP for Yarin and he was not enrolled in LAUSD during the Pandemic Period. The IEP team does not recommend Compensatory services. The IEP team does not recommend Recoupment Services.

Effective With this IEP

Future Changes Related to this IEP

Part 4 - Additional Discussion (This section is optional)

This is an initial IEP for Yarin. Parents participated in-person. Introductions were made and introductory statements were read. The nurse presented the health report and left at 8:30 with parent permission. Father left at 8:43. The school psychologist, general education teacher, and resource teacher presented their reports. Mother and parent coach asked questions and gave input. The team agreed that Yarin qualifies for an IEP under the eligibility of Other Health Impairment. Goals, services, least restrictive environment, and placement were discussed. The team agrees that the least restrictive environment for Yarin is general education with resource (RSP) support. Offer of FAPE is general education with RSP and Counseling support at Woodlake Elementary, student's school of residence.

			INDIVID	UALIZED	EDUC	CATIC	ON PROGR	AM (IEP)			Page
los Ange	les Unified Schoo	l District				IE	P FAPE Par	rt 2 - Sum	nary of Sei	vices	
tudent	ELIYAHUO	YARIN				Da	te of Birth	09-AUG-20	18	Meeting Date 1	6-NOV-2023
	Last	First	MI					·		0	
				FAI	PE Sum	mary	Grid				
Program:		GE					Setting:		General Education		
Eligibility:		Eligible (OHI	OHI)			Curriculum:		General Education			
Transportation:		None				Low Incident Support:		None			
	strict Received Signature:										
Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequ	ency	Ar	ea	Total Minutes	Addresses Goal(s)	No Consen
04	Counseling and Guidance	Effective on Signature Date	Regular	Monthly	1-	5	~	J	75	Social Emotional	1
RSP	RSP	Effective on Signature Date	Regular	Weekly	1-	5	RS Literacy/E		60	Vocational Education, Behavioral Suppo	

2

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.

			INDIVIDUAI	LIZED EDUCATION PH	ROGRAM		Page 22 of
			Behav	ior Intervention Plan	1		
	Los	For Beh Angeles Unified Schoo		Student's Learning or the Lea		(Rehavior Interv	ention Plan, pg. 1 of
Student	ELIYAHUO	YARIN		Date of Birth	09-AUG-2018	Meeting Date	16-NOV-2023
	Last	First	MI		(,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		(
1		mpeding learning is:		Describe what it looks			
1	off task beha				hort attention span, diffic		
2		+	of work production	· ·	requires instruction	on to stop 🗸	
_	instructional t	ime is lost negati	ive interaction with pee	ers			
	other						
2	The need for a	a Behavior Intervention Pl	lan: 🔘 early stage in	tervention () moderate ()) serious () extreme		
3							
4	_ · ·	intensity or duration of be	ehavior: Frequency (x)	Period Intensity			
•	4-5			hourly V low	 ✓ 3-5 		
	Reported	RSP, Teacher, Pare	nt	and/or 🗸 observ	RSP, Teacher, Pa	irent	
PREVEN	TION		PART 1	1	ENVIRONMENTAL FAC	TORS AND NECES	SARY CHANGES
		What are the predicto		tuations in which the behavio			
	5				_		
		Disruption in rout		ork level higher than t's ability	Verbal directives		k of predictability er stimulation
		Unstructured time		ernal physical/emotional	Room conditions		cific room arrangeme
		Events from previ	state			5pc	ente toom artangemer
		environments		ck of freedom, choice, ble activities, friends			
				der stimulation			
		Other Describe:					
	6	What supports the stu that needs changing?		n behavior? (What is missing	in the environment/curricu	ulum or what is in the	e environment/curricul
)bservati	ion 6	that needs changing.)				
Analysis	Present in t	the environment:	Classroom sea	ting arrangement	oise levels	Interact	tions (adult and/or peer
	Missing in	the environment:	Peer status gai		appropriate materials (age-	-appropria 💭 🖬 🗷 🗛 f lita	t.) esolution skills
			misbehavior Transition skil		chedule	Effectiv parent	ve communication with
			Re-teaching		sk structuring		inications system
			Social skills in	struction	onsequences not clear to st	tudent 💛 Commi	, inclusions by sterin
			Choices		_		
	Other	(Missing/Present):					
		REMO	OVE STUDENT	I'S NEED TO USE	THE PROBLEM	BEHAVIOR	
		What environmental of	changes, structure and s	supports are needed to remove	e the student's need to use t	this behavior? (Chan	ges in
	ion 7	Time/Space/Materials	s/Interactions to remove	e the likelihood of behavior)			0
nterventi		Time Changes:				, <mark>У</mark> т	1 1 /
nterventi		Thine Changeon		ive more time on tasks	Allow completion in	·	the a closure system
nterventi		a		ignal transition	Provide a break		ic ress time on tasks
nterventi		Space Changes:		ignal transition referred seating	 Provide a break Different work area 		
nterventi		Space Changes: Material Changes:	P	referred seating	✓ Different work area	s 🔽 Stu	dy carrels
nterventi		· ·	P.	-		s Stu Tas	dy carrels ks organized larged print size books
nterventi		Material Changes:	P P A V H	referred seating ersonal space ccommodated work igh interest materials	 Different work area Hands-on learning Notebook organizer Cue the student 	s Stu Stu Tas Enl	dy carrels ks organized larged print size books del
nterventi		Material Changes:	P P A V U U	referred seating ersonal space ccommodated work igh interest materials ise specific supportive	 Different work area Hands-on learning Notebook organizer Cue the student Praise successes 	s Stu Tas - Enl Mc Pec	dy carrels ks organized larged print size books
nterventi		Material Changes:	P ✓ P A ✓ H U word	referred seating ersonal space ccommodated work igh interest materials se specific supportive s	 Different work area Hands-on learning Notebook organizer Cue the student Praise successes Use calm, de-escala 	s Stu Tas - Enl Mc Pec	dy carrels ks organized larged print size books del
nterventi		Material Changes:	P ✓ P A ✓ H U word ✓ V	referred seating ersonal space ccommodated work ligh interest materials (se specific supportive s erbally praise student	 Different work area Hands-on learning Notebook organizer Cue the student Praise successes 	s Stu Tas - Enl Mc Pec	dy carrels ks organized larged print size books del
nterventi		Material Changes: Interaction:	P ✓ P A ✓ H U Word ✓ V U U U	referred seating ersonal space ccommodated work igh interest materials se specific supportive s	 Different work area Hands-on learning Notebook organizer Cue the student Praise successes Use calm, de-escala 	s Stu Tas - Enl Mc Pec	dy carrels ks organized larged print size books del
nterventi		Material Changes: Interaction:	P ✓ P A ✓ H U Word ✓ V U comm	referred seating ersonal space ccommodated work igh interest materials ise specific supportive s erbally praise student ise specific support nunications	 Different work area Hands-on learning Notebook organizer Cue the student Praise successes Use calm, de-escala language 	s Stu Tas Eni Ma Pea	dy carrels ks organized larged print size books del
nterventi	Who will e Teacher	Material Changes: Interaction:	P ✓ P A ✓ H U Word ✓ V U comm	referred seating ersonal space ccommodated work igh interest materials ise specific supportive s erbally praise student ise specific support nunications will monitor?	 Different work area Hands-on learning Notebook organizer Cue the student Praise successes Use calm, de-escala 	s Stu Tas Eni Ma Pea	dy carrels ks organized larged print size books del

		INDIV	IDUALIZED EDUCATION PR	ROGRAM		Page 23 of			
			Behavior Intervention Plan						
	Los	For Behavior Interferia Angeles Unified School District	ng with Student's Learning or the Lean	rning of His/Her Peers	(Behavior Interve	ention Plan, pg. 2 o			
Student	ELIYAHUO	YARIN	Date of Birth	09-AUG-2018	Meeting Date	16-NOV-2023			
	Last	First MI							
ALTERNA	TIVE	PART II	FUNCTIONAL FACTORS A			PPORT			
	8	Team believes the behavior occurs b	ecause: (Function of behavior in terms	s of getting, protest or avo	oiding something)				
	0	To Get:	Sensory input	Attention (peer)	Atte	ention (staff)			
		To Avoid:	Tangible (desired item)	Tangible (desired ac	tivity)				
			Sensory input	Attention (peer)		ention (staff)			
		Describe:	Task (too difficult)	Task (too easy)		k (too long)			
			uld do INSTEAD of the problem beha	vior? (How should the st	udent escane/protest/a	void or get his/her nee			
Observatio	on 9	met in an acceptable way?)	and do INSTEAD of the problem bena	ivior? (How should the sh	udent escape/protest/a	vold of get his/her hee			
Analysis	Yarin will follow classroom/after school schedule and routines to complete a task and verbally request for desire item or activity. (FIRST complete a task, THEN ask for desire task or object).								
	10	What teaching Strategies/Necessary	Curriculum/Materials are needed?						
	10	_	_	_	_				
		Better communication skills	Anger management	Communication sy		f-management system			
		✓ Following schedules & routines	Learning new social skills	Learning how to ne		rning structured choic			
		Learning new scripts	Learning notebook organization	Learning to use con resolution	nflict 🗌 Lea	rning to request break			
		Other	organization						
		Who will establish?	Who will monitor?	Frequen	cy:				
		Teacher	Teacher	Daily					
	11	What are reinforcement procedures to	o use for establishing, maintaining, an	d generalizing the replace	ement behavior(s)?				
nterventio		Physical:	High-fives Pat on the back	Smiles	Han	ndshake			
		Verbal:	Use specific praises	✓	🗹 Pee	er recognition			
		Contingent Access:	Time on the computer	Recognition of student	Lis Lis	ten to music			
		Contingent Access.	Preferred activity	Free time					
		T	Positive phone calls or notes	Describe:					
		Tangibles	to home	Certificate sent ho	ne 🗆 Sea	ting Location			
		Tokens and Points:	Exempt assignment	Points					
		Privileges:		Extra test points					
		Other ideas:							
		Selection of reinforcer based on: stu							
		reinforcer for using replacement		ncrease in positive behav	iors				
		By whom? Teacher	Frequency Teacher						
		Teacher	Teacher]					
EFFECTIV	E REACTIO	N PART	III	REACTIV	E STRATEGIES				
		gies will be employed if the problem beha							
12		roblem behavior if it occurs again, 3. Pos		avior ends, 4. Any necess	sary further classroom	or school consequenc			
	Staff will pro	ompt Yarin to switch to replacement be	havior.						
]	Personnel?								
	Teacher								

	For Behavio	or Interfering with Student's Lear	rning or the Learning of His/Her Peer	rs				
	Los Angeles Unified School	District	(Beha	vior Intervention Plan, pg. 3 of				
Student (ELIYAHUO YARIN		Date of Birth 09-AUG-2018	Meeting Date 16-NOV-2023				
	Last First	MI						
OUTCOM	IES	PART IV	BEHAVIO	RAL GOALS				
13	Behavioral Goal: Goal #: 2							
	When Yarin is about to exhibit unexpective 4/5 times.	ted behavior, he will take a deep l	breath and use complete sentences to e	express his wants and needs 80% of the				
	Reduce frequency of problem behand and Analysis Conclusion		skills that remove student's need to u	se the problem behavior				
Are c	urriculum accommodations or modifica	tions also necessary? Where des	cribed?					
ΟY	es 🔘 No							
-	nvironmental supports/changes necessa	rv?						
O Y								
	nforcement of replacement behavior alo	ne enough? (no new teaching is	necessary)?					
O Y			•					
Are b	oth teaching of new replacement behavi	ior AND reinforcement needed?						
() Y								
This I	s BIP to be coordinated with other agency's service plans? Agency?							
() ү	es 🔘 No							
Perso	n responsible for contact between agend	cies.						
COMMU	NICATION	PART V	COMMUN	ICATION PROVISIONS				
14	Manner and content of communicat	ion:						
	Phone calls	Email	Written not	es				
	Daily reports	Daily charting	Behavioral	logs				
	Weekly reports	-						
	Other							
	Between?	Frequency? As needed						
	Teacher, RSP, Parent							
	Teacher, RSP, Parent							
	Teacher, RSP, Parent							