

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Identification Number 200323X625 SSID 1995947188

**Eligible (OHI)**

Student ELIYAHUO YARIN MI  
Last First MI

Date of Birth: 09-AUG-2018

Section A: Meeting Information

Pertinent Dates	Type of Meeting
Date of Initial IEP Team Meeting: 16-NOV-2023	<input checked="" type="radio"/> Initial <input type="radio"/> Amendment of IEP dated
Date of Present Meeting: 16-NOV-2023	<input type="radio"/> Annual Review <input type="radio"/> Early Start Transition
Annual Review to be conducted by: 16-NOV-2024	<input type="radio"/> Three Year Review <input type="radio"/> Expulsion Analysis
Next Three Year Review will be conducted by: 15-NOV-2026	<input type="radio"/> Other <input type="radio"/> Individual Transition Plan
Three Year Review or Evaluation was conducted on: 16-NOV-2023	
Transition to Kindergarten to be conducted by:	
Location of Meeting: WOODLAKE ECC	District Name: Los Angeles Unified School Distri

Section B: Student Information

Date of Birth: 09-AUG-2018 Age: 5 Grade: 18  
 Gender:  Male  Female Ethnic Code: White  
 Location of the Psych Folder: SPED SVC CTR-NORT Student has no Psych Folder:   
 Location of the Cum Folder: WOODLAKE ECC Student has no Cum Folder:   
 Home Language: Hebrew Student Language: Hebrew Alternate Mode of Communication:  
 Home Address of Student: 22420 MARTHA ST  
 City: WOODLAND HILI CA ZIP Code: 91367  
 Home Telephone: (818) 224-8743 Daytime Telephone: Emergency Telephone:  
 School of Attendance: Woodlake Ecc Location Code: 7877  
 School of Residence: Woodlake Ecc Location Code: 7877  
 Name of Parent/Guardian: Shira/Ariel Telephone:  
 Address: same as student  
 City: CA ZIP Code:  
 Surogate Parent: Telephone:  
 Attends **CURRENT SCHOOL** as a result of one of the following: Attends School of Residence

Is the student living in a Family Foster Home (FFH)?  No  Yes FFH#:  
 Is FFH Provider related to student?  No  Yes Relationship:  
 Licensed Children's Institution  No  Yes LCI Name:  
 LCI#:  
 Out of the home placement made by  Regional Center  Department of Mental Health  Department of Children's Services  
 Superior Court  Other:  
 Child's family living within LAUSD's boundaries?  No  Yes  
 If the student is 18 years old or older or is an emancipated minor, does he/she have educational decision-making rights?  No  Yes

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Section C: Language Acquisition

Language Classification:  Start Date:   
 Withdrawal by Parent Request:  Yes  No Reclassification Date:   
 ELPAC Performance Level and Performance Descriptor:  Test Date:   
 Alternate ELPAC Performance Level and Performance Descriptor:  Test Date:

Section D: Goal Achievement from Current IEP

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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Student ELIYAHUO

YARIN

Date of Birth 09-AUG-2018

Meeting Date 16-NOV-2023

Last

First

MI

Section E: Present Level of Performance

Performance Area:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

DIBELS Measures: Progress Monitoring  
 2023-2024; Grade TK  
 Grade Beginning of the Year Middle of the Year End of Year  
 TK 331-Benchmark N/A N/A

Beginning of Year (BOY) DIBELS, 8th Edition  
 DIBELS Next Composite Score Benchmark  
 Letter Naming Fluency Benchmark  
 Phoneme Segmentation Fluency Benchmark  
 Letter Sounds Benchmark  
 Decoding Below Benchmark  
 Word Reading Fluency Below Benchmark

According to the DIBELS, Yarin has achieved composite scores in the Benchmark range for the Beginning of the Year (BOY) in Kindergarten. Classroom based assessment results suggest he is meeting grade level expectations overall for literacy development.

Cluster/Test Standard Score (SS) Classification  
 BROAD READING 94 (84-104) Average  
 Letter-Word Identification 99 (92-106) Average  
 Passage Comprehension 96 (86-105) Average  
 Sentence Reading Fluency 82 (<40-126) Low Average

Performance Area:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Yarin was administered a set of tests from the Woodcock-Johnson IV Test of Achievement Form A and extended. His performance in each area is shown below. Based on a comparison of others of his age, Yarin's BROAD ACHIEVEMENT national percentile rank of 49 means that he scored higher than about 49 percent of five-year-old children nationally.

Broad Reading is a comprehensive measure of Yarin's reading achievement, including letter identification, passage comprehension, and reading fluency. Overall, Yarin's Broad Reading SS of 94 indicates that his academic skills in reading are in the average range when compared to his peers of the same age.

Strengths: According to the WJ IV, Yarin was able to identify both upper- and lower-case letters. He can read basic sight words such as 'car', 'sun', and 'dog'. He has a standard score of 99, which places him in the average range compared to peers of the same age on the Letter Word Identification.

Needs: There are no needs identified in the area of Reading at this time.

Impact of Disability: There is no impact of disability identified at this time.

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## Section E: Present Level of Performance

Performance Area: Written Language

Category: Writing

Assessment/Monitoring Process Used: Progress report, Work Samples, Teacher Questionnaire, Observation, Informal

State/District 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 WRITTEN LANGUAGE 113 (102-123) High Average  
 Spelling 107 (99-116) Average  
 Writing Samples 116 (107-125) High Average  
 Sentence Writing Fluency 82 (<40-150) Low Average

Broad Written Language is a broad-based measure of Yarin's written language achievement, including spelling, the quality of written sentences, and speed of writing. Yarin can print the upper and lower case letters. He can write his first name. His penmanship is clear, consistent, and legible with correct use of spacing between each word. He can complete fine motor tasks (writing, typing, cutting, etc.) without difficulty.

Overall, Yarin's Broad Written Language SS was 113, indicating that his academic skills in writing are in the high average range when compared to his peers of the same age.

Strengths: The WJIV test showed that he was able to write Yarin printed the letters 'Aa', 'Tt', 'Pp', 'Ww', 'Ll' and 'i' when prompted and that he is demonstrating early writing skills and can form legible letters when prompted. Yarin is able to spell his first name. Yarin can provide the initial sound however lacks the medial and ending sounds of words. He has a standard score of 107, which places him in the average range compared to peers of the same age on the Spelling Test.

Performance Area: Written Language Continues

Category: Writing

Assessment/Monitoring Process Used: Progress report, Work Samples, Teacher Questionnaire, Observation, Informal

State/District Assessment Results: WJ IV

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

When given a sentence that asked him to fill in the blank, Yarin was able to verbally give the assessor the correct word to complete the sentence. He can spell and print his first name for the question, 'My name is \_\_\_\_ (Yarin).' Yarin struggled to spell correctly and write a sentence at this time. For Yarin struggled to spell the words correctly. Yarin was able to answer, 'My name is \_\_\_\_ (Yarin).', 'This is a \_\_\_\_ (cr) for the word 'car', 'This girl is very \_\_\_\_ (HP) for the word 'happy'. 'This is a \_\_\_\_ (BNHT) for the words 'black hat'. When asked to write a simple sentence to follow a writing prompt, Yarin did not attempt to write anything on the space provided. He said, 'So hard, too long, can't.' for 'The boy is roller skating.' He has a standard score of 116, which is in the high average range compared to peers of the same age on the Writing Samples test.

Needs: There are no needs identified in the area of written language at this time.

Impact of Disability: There is no impact of disability identified at this time.

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Section E: Present Level of Performance

Performance Area:

Category:  ▼

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

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, 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.

Performance Area:

Category:  ▼

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Strengths: Yarin 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 impact his ability to be involved in and progress in the general education curriculum.

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YARIN

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Section E: Present Level of Performance

Performance Area: Health

Category: Health

Assessment/Monitoring Process Used: Health Assessment, Health Questionnaire, record review, parent interview

State/District Assessment Results:

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

Summary: Yarin is a 5-year 3-month aged student in transitional kindergarten. Yarin was born at full term after an unremarkable pregnancy. All developmental milestones were reported to be within the normal time frame. Yarin has a history of chronic ear infections and is followed by ENT. Yarin has a medical diagnosis of Attention Deficit Hyperactive Disorder and Oppositional Defiant Disorder as well as intermittent eczema symptoms. Mom reports that Yarin is allergic to the pollen from walnut trees but requires no emergency or routine medication. No accidents, injuries, overnight hospitalizations, or surgeries in the last year.

Strengths: Yarin passed LAUSD's vision screening without correction on 10/17/2023 and passed LAUSD's audio screening by exception on 10/17/2023. Mom states that Yarin has passed hearing screens through outside provider and is not concerned with student's hearing. Yarin ambulates independently and is able to communicate verbally to meet needs and wants.

Area of Need: Health is not an area of need.

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

Accommodations/Modifications: None for health.

Laura Duclos, BSN, RN

Credentialed School Nurse

November 16, 202

Performance Area:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Empty text box for current performance/assessment summary.

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Section E: Present Level of Performance

Performance Area: General Ability

Category: General Ability

Assessment/Monitoring Process Used: Standardized Assessment, Observation, Records

State/District Assessment Results:

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

Strengths: Results of the current assessment indicate Yarin is functioning within the Average range of cognitive ability based upon alternative assessment procedures. Yarin demonstrated Average skills on Planning tasks, which required him to create, use, and modify a plan under timed conditions. He demonstrated Average Simultaneous Processing skills when asked to relate pieces of information to a whole concept. He earned an Average score on Attention Processing tasks, which required him to sustain attention and ignore distracting information under timed conditions. Yarin's Phonological Processing was in the Average range when asked delete sounds from words, blend sounds into words, and match beginning and ending sounds. He also earned an Average score on Rapid Symbolic naming tasks which required him to efficiently retrieve phonological information from long-term memory. Yarin demonstrated Average skills on Visual Processing tasks, which included visual discrimination, visual memory, spatial relations, form constancy, sequential memory, visual figure ground, and visual closure. He also earned an Average score on Visual Motor Integration tasks, which required him to copy increasingly complex figures at near point. In comparison with prior psycho-educational assessment results, Yarin demonstrates commensurate performance, with estimated cognitive abilities in the Average range. Yarin earned a Low Average score on Successive Processing tasks, which involved remembering and repeating orally presented information in a specific order. He also demonstrated Below Average skills on Phonological Memory tasks, which required him to remember and repeat orally presented numbers and nonsense words. scores should be interpreted with caution, as Yarin struggled to sustain attention and frequently interrupted the examiner while the series of information were read. This likely impacted his performance on this task, as sequences could only be heard once.

Performance Area: General Ability (cont.)

Category: General Ability

Assessment/Monitoring Process Used: Standardized Assessment, Observation, Records

State/District Assessment Results:

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

Needs: There are no needs identified in the area of general ability at this time. While Yarin demonstrated some challenges in remembering and repeating orally presented information, these challenges were most likely related to inattention and impulsivity while testing items were administered.  
Impact of Disability: There is no impact of disability identified at this time.

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Section E: Present Level of Performance

Performance Area: Language Function

Category: Language Function

Assessment/Monitoring Process Used: Standardized Assessment, Observations, Bilingual Evaluation, Parent/Teacher input

State/District Assessment Results:

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

Strengths: Yarin is classified an Initial Fluent English Proficient (IFEP) student who speaks Hebrew and English. Yarin has been speaking English for about three months at the time of this report, and one of his strengths in how quickly he has developed these skills. According to bilingual assessment, while Yarin demonstrates slightly more well developed receptive and expressive language skills in Hebrew, deficits found in the areas of language are not due to second language acquisition. When assessed in English initially, Yarin demonstrated Low Average Listening skills and Below Average Speaking skills; however, when the bilingual psychologist re-administered the assessment informally, Yarin was able to complete many of the tasks in English and in Hebrew. She noted, 'his low score on the language standardized assessment may be attributed to his inattention,' as Yarin often purposely gave 'silly' answers or required significant prompting to attempt tasks.

Needs: There are no needs identified in the area of language function at this time.

Impact of Disability: There is no impact of disability identified at this time in the area of language function.

Performance Area: Motor Abilities

Category: Motor Abilities

Assessment/Monitoring Process Used: Standardized Assessment, Observations, Parent/Teacher Input

State/District Assessment Results:

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

Strengths: At this time, evaluation of writing samples indicate that Yarin's writing is legible and he is able to complete fine motor tasks (writing, typing, cutting, etc.) without difficulty. Results of the standardized visual-motor integration tasks indicate Average sensory motor skills. Yarin is able to run, jump, throw and walk based on informal observations, teacher reports and school nurse's informal assessment. He is able to navigate the educational environment without difficulty. Records reflect that Yarin has received passing grades in Physical Education. Parent and teachers do not report concerns.

Needs: There are no needs identified in the area of motor abilities at this time.

Impact of Disability: There is no impact of disability identified at this time.



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Section E: Present Level of Performance

Performance Area: Social Emotional

Category: Social Emotional

Assessment/Monitoring Process Used: Observations, Records, Parent/Teacher Input, Rating Scales

State/District Assessment Results:

Current Performance/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 situations 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 card marks, his teacher indicated that he Rarely participates in longer and more reciprocal interactions with familiar adults, Rarely takes greater initiative in social interactions, and Rarely creates more complex sequences of pretend play. Yarin has diagnoses of ADHD and ODD through Golden State Psychological Services, Inc. When completing a broad social emotional rating scale (BASC-3), Yarin's teacher reported At-Risk challenges with Hyperactivity, Aggression, Attention Problems, and Withdrawal, while his parent endorsed Clinically Significant concerns with Hyperactivity, Aggression, and Withdrawal. His parent also indicated Clinically Significant symptoms of Depression, as well as At-Risk challenges with Attention Problems, Anxiety, Somatization, Atypicality, and Adaptability. On a measure of characteristics of ADHD (Conners BEH), raters were generally consistent in their responses indicating that Yarin exhibits many behavioral characteristics associated with ADHD; however, these behavioral challenges are more observable in the home environment. Specifically, both raters indicated Very Elevated challenges with Defiant/Temper, as well as overall Mood and Affect. At home, Yarin's parent also reported Very Elevated Inattention/Hyperactivity, Social Functioning, Atypical Behaviors, Anxiety, and Sleep Problems, as well as Elevated overall Physical Symptoms.

Performance Area:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

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 impulses, participating in a group, and engage with peers effectively. These challenges impact his involvement and progress in the general education curriculum.

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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, Blind or Partially Sighted

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

Code: Not Applicable, Blind or Partially Sighted

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

or

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

No Longer Eligible (Effective Date):

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

Final IEP Reason: Final IEP Effective Date:

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

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

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Section G: Annual Goals and Objectives

Performance Area: Social Emotional Category: Social Emotional Annual Goal #: 1

Yarin will demonstrate appropriate group play skills (e.g., seeking entry, taking turns, following rules, and sharing) in 80% of observed trials with minimal adult support as measured by counselor observation.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

Yarin will demonstrate appropriate group play skills (e.g., seeking entry, taking turns, following rules, and sharing) in 60% of observed trials with moderate adult support (game facilitation, making play plan, small group support) as measured by counselor observation.

Incremental objective #2 related to the goal:

Yarin will demonstrate appropriate group play skills (e.g., seeking entry, taking turns, following rules, and sharing) in 80% of observed trials with moderate adult support as measured by counselor observation.

Date to be achieved: March 2024 MO/YR

Date to be achieved: July 2024 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

Table with 5 columns: 4 GOAL MET OR EXCEEDED, 3 SUBSTANTIAL PROGRESS (50-99% of goal met), 2 PARTIAL PROGRESS (1-49% of goal met), 1 NO PROGRESS, and Goal Achievement. Rows include reporting periods, progress marks, and evaluation criteria.

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Section G: Annual Goals and Objectives

Performance Area: Behavioral Support Category: Behavior Intervention Annual Goal #: 2

When Yarin is about to exhibit unexpected behavior, he will take a deep breath and use complete sentences to express his wants and needs 80% of the time 4/5 times.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

When Yarin is about to exhibit unexpected behavior, he will take a deep breath and use complete sentences to express his wants and needs 60% of the time 4/5 times.

Incremental objective #2 related to the goal:

When Yarin is about to exhibit unexpected behavior, he will take a deep breath and use complete sentences to express his wants and needs 70% of the time 4/5 times.

Date to be achieved: March 2024 MO/YR

Date to be achieved: July 2024 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

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

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Section G: Annual Goals and Objectives

Performance Area: Vocational Education Category: Vocational Education Annual Goal #: 3

Yarin will attend to teacher and maintain his attention during structured time/teacher directed activities/circle time for 7-10 minutes with no more than 1 verbal prompt as measured by teacher observation in 3/5 times with 80% accuracy during the activity for up to two consecutive weeks.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

With an adult prompts and redirections, Yarin will attend to teacher and maintain his attention during structured time/teacher directed activities/circle time for 3-5 minutes with no more than 3 verbal prompts as measured by teacher observation in 2/5 times with 80% accuracy during the activity for up to 3 consecutive days.

Incremental objective #2 related to the goal:

With an adult prompts and redirections, Yarin will attend to teacher and maintain his attention during structured time/teacher directed activities/circle time for 5-7 minutes with no more than 2 verbal prompts as measured by teacher observation in 3/5 times with 80% accuracy during the activity for up to 5 consecutive days.

Date to be achieved: March 2024 MO/YR

Date to be achieved: July 2024 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student   
Last

First

MI

Date of Birth

Meeting Date

**Section K: Participation in State and District-wide Assessments**

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

**No assessment tests found.**

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student ELIYAHUO YARIN MI  
Last First MI

Date of Birth 09-AUG-2018

Meeting Date 16-NOV-2023

Section N: Procedural Safeguards and Follow-up Actions

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

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

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

Specify the Individual Pages to be translated:

Special Requests:

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

Pandemic Learning Loss Consideration of Compensatory and/or Recoupment Services

Compensatory Education Consideration:

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

Recoupment Services Consideration:

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

- Preschool Only Consideration (Transition IEP)
- 30-Day IEP Consideration (Out-of-District)
- Student attends private school within district boundaries and resides outside of district boundaries (Eligibility Determination Only)

THIS SPACE DELIBERATELY LEFT BLANK.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student ELIYAHUO YARIN MI

Date of Birth 09-AUG-2018

Meeting Date 16-NOV-2023

Section Q: Parent Participation and Consent

Parent Participation

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

Parent Notification

Table with 3 columns: Method, Whom, When. Rows include Email (Julie Ljubicic, 20-OCT-2023) and Student (Julie Ljubicic, 27-OCT-2023).

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

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

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

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

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

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

Parent Concerns and Comments

Large empty text box for parent concerns and comments.

Signature(s) [ ] [ ] Date [ ]

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

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

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

Signature(s) [ ] [ ] Date 16-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.*



INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Reconvened Meeting Date

Student      
 Last First MI

Date of Birth

Meeting Date

Section R: Names and Signatures (Signatures on File)

Team Member	Print Name	Signature
Parent/Guardian	<input type="text" value="Shira Cabir Eliyahuo , Mother"/>	<input type="text" value="see attached"/>
Parent/Guardian	<input type="text" value="Ariel Eliyahuo, Father"/>	<input type="text" value="see attached"/>
Student Age 18 - 21 years	<input type="text"/>	<input type="text"/>
Student Under Age 18 years	<input type="text"/>	<input type="text"/>
Surrogate Parent	<input type="text"/>	<input type="text"/>
Foster Parent	<input type="text"/>	<input type="text"/>
Family Foster Home Provider	<input type="text"/>	<input type="text"/>
Administrator	<input type="text" value="Julie Ljubicic"/>	<input type="text" value="Julie Ljubicic"/>
Administrative Designee	<input type="text"/>	<input type="text"/>
Special Education Teacher	<input type="text" value="Kelle Husk, Resource Teacher"/>	<input type="text" value="Kelle Husk"/>
General Education Teacher	<input type="text" value="Rowena Van Slooten"/>	<input type="text" value="Rowena Van Slooten"/>
School Psychologist	<input type="text" value="Rachel Boyd"/>	<input type="text" value="Rachel Boyd"/>
School Nurse	<input type="text"/>	<input type="text"/>
Related Service Staff <input type="text"/>	<input type="text"/>	<input type="text"/>
Related Service Staff <input type="text"/>	<input type="text"/>	<input type="text"/>
Related Service Staff <input type="text"/>	<input type="text"/>	<input type="text"/>
Interpreter	<input type="text"/>	<input type="text"/>
Sign Language Interpreter	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Other <input type="text" value="parent coach"/>	<input type="text" value="Hanna Livni"/>	<input type="text" value="see attached"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student ELIYAHUO YARIN MI  
Last First MI

Date of Birth 09-AUG-2018

Meeting Date 16-NOV-2023

LEAST RESTRICTIVE ENVIRONMENT ANALYSIS

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

Student's Current Placement Type:

<input checked="" type="radio"/> General Education Class/General Education Site	<input type="radio"/> Special Day Program/General Education Site
<input type="radio"/> Special Day Program/Special Education Center	<input type="radio"/> Nonpublic School
<input type="radio"/> Home/Hospital or Residential Care Facility	

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

The Individuals with Disabilities Education Act (IDEA) requires that students with disabilities be educated in the least restrictive environment. Placement in a more restrictive setting should only occur if the nature or severity of the student's disability is such that placement in a less restrictive setting with the use of supplementary aids and services cannot be achieved satisfactorily. The lack of current availability of a student's required supports, services, accommodations and modifications is not the sole justification for placement in a more restrictive setting, unless there is a compelling reason why they cannot be provided. In selecting the LRE, consideration is given to any potential harmful effect on the child or on the quality of services that he or she needs.

**Step A.** Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a general education classroom/setting?

Yes    No   If the answer is YES, then a general education classroom/setting is the appropriate placement. If the answer is NO, go to the question below.

Yes    No   If not currently available, can the required supports, services, accommodations and/or modifications be made available in a general education classroom/setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step B.

**Step B.** Can the supports, services, accommodations and/or modifications in the student's IEP be made available on a general education site in a special day program?

Yes    No   If the answer is YES, then a special day program on a general education site is the appropriate placement. If the answer is NO, go to the question below.

Yes    No   If not currently available, can the required supports, services, accommodations and/or modifications be made available in a special day program on a general education site? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step C.

**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

**Los Angeles Unified School District**

**Student**     
**Last First MI**

**Date of Birth**

**Meeting Date**

**ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)**

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

<b>Step C.</b>	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a special school setting?	
	<input type="radio"/> Yes <input type="radio"/> No	If the answer is YES, then a special school setting is the appropriate placement. If the answer is NO, go to the question below.
	<input type="radio"/> Yes <input type="radio"/> No	If not currently available, can the required supports, services, accommodations and/or modifications be made available in a special school setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step D.
<input style="width: 100%; height: 80px;" type="text"/>		

<b>Step D.</b>	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting?	
	<input type="radio"/> Yes <input type="radio"/> No	If the answer is YES, then a home/hospital setting is the appropriate placement. If the answer is NO, go to the question below.
	<input type="radio"/> Yes <input type="radio"/> No	If not currently available, can the required supports, services, accommodations and/or modifications be made available in a home/hospital setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step E.
<input style="width: 100%; height: 80px;" type="text"/>		

<b>Step E.</b>	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a residential care facility?	
	<input type="radio"/> Yes <input type="radio"/> No	If not currently available, articulate in the IEP what supports, accommodations and/or modifications are required for the student in this setting.
	<input style="width: 100%; height: 80px;" type="text"/>	

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Last ELIYAHUO

First YARIN

MI

Date of Birth 09-AUG-2018

Meeting Date

16-NOV-2023

ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 1 - Eligibility, Placements and Supports

Student     
 Last First MI

Date of Birth

Meeting Date

	Effective With this IEP	Future Changes Related to this IEP
	As of Date: <input type="text"/>	<input type="text"/>
<b>Eligibility:</b> (from Page 4)	<b>Eligible (OHI)</b>	
	<i>Final IEP Reason</i> <i>Final IEP Effective Date:</i>	
<b>Curriculum</b>	<input type="text" value="General Education"/>	<input type="text"/>
<b>Placement</b>	Type of School <input type="text" value="Affiliated Charter"/>	<input type="text"/>
	Name of School <input type="text" value="WOODLAKE ECC"/>	<input type="text"/>
<b>Instructional Setting</b>	Setting <input type="text" value="General Education"/>	<input type="text"/>
	Program <input type="text" value="GE"/>	<input type="text"/>
	Special Day Minutes/Wk <input type="text"/>	<input type="text"/>
	Addresses Goals <input type="text" value="1(Social Emotional),3(Vocational Education),2(Behavioral Support)"/>	<input type="text"/>
<b>Additional Factors</b>	Low Incident Support <input type="text" value="None"/>	<input type="text"/>
	Assistive Technology Support <input type="text" value="No"/>	<input type="text"/>
	Transportation <input type="text" value="None"/>	<input type="text"/>
	Extended School Year/Intersession <input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="text"/>
<b>Parent Counseling and Training (PCT)</b>	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="text"/>
	ESY Transportation <input type="text"/>	<input type="text"/>
<b>Accommodation, Modifications, Supports</b>	<b>Instructional Accommodations</b> 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.	<input type="text"/>
	<b>Instructional Modifications</b>	<input type="text"/>

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





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).

**Part 3 - Percentage of Time Outside of General Education**

	Effective With this IEP	Future Changes Related to this IEP
% of Time per Week outside of General Education	<input type="text" value="1"/>	

**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.

**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.

**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

Los Angeles Unified School District

**IEP FAPE Part 2 - Summary of Services**

Student     
 Last First MI

Date of Birth  Meeting Date

**FAPE Summary Grid**

<b>Program:</b>		GE		<b>Setting:</b>		General Education			
<b>Eligibility:</b>		Eligible (OHI)		<b>Curriculum:</b>		General Education			
<b>Transportation:</b>		None		<b>Low Incident Support:</b>		None			
<b>Date District Received</b>									
<b>Parent Signature:</b>									
Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)	No Consent
04	Counseling and Guidance	Effective on Signature Date	Regular	Monthly	1-5	~	75	Social Emotional	--
RSP	RSP	Effective on Signature Date	Regular	Weekly	1-5	RSP- Literacy/ELA/ELD	60	Vocational Education, Behavioral Support	--

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

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

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

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

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

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

**For IEP Team Information**

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

# INDIVIDUALIZED EDUCATION PROGRAM Behavior Intervention Plan

For Behavior Interfering with Student's Learning or the Learning of His/Her Peers

Los Angeles Unified School District

(Behavior Intervention Plan, pg. 1 of 3)

Student    Date of Birth  Meeting Date

Last First MI

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

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

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

4 Frequency or intensity or duration of behavior: Frequency (x) Period Intensity Duration (min)  
     
 Reported by  and/or  observed by

## PREVENTION PART I ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

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

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

Other Describe:

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

Present in the environment:	<input type="checkbox"/> Classroom seating arrangement	<input type="checkbox"/> Noise levels	<input checked="" type="checkbox"/> Interactions (adult and/or peers)
Missing in the environment:	<input type="checkbox"/> Peer status gained for misbehavior	<input type="checkbox"/> Inappropriate materials (age-appropriate)	<input type="checkbox"/> Conflict resolution skills
	<input checked="" type="checkbox"/> Transition skills	<input checked="" type="checkbox"/> Schedule	<input type="checkbox"/> Effective communication with parent
	<input checked="" type="checkbox"/> Re-teaching	<input checked="" type="checkbox"/> Task structuring	<input type="checkbox"/> Communications system
	<input checked="" type="checkbox"/> Social skills instruction	<input type="checkbox"/> Consequences not clear to student	
	<input checked="" type="checkbox"/> Choices		

Other (Missing/Present):

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

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

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

Other

Who will establish?  Who will monitor?  Frequency

INDIVIDUALIZED EDUCATION PROGRAM  
Behavior Intervention Plan

For Behavior Interfering with Student's Learning or the Learning of His/Her Peers

Los Angeles Unified School District

(Behavior Intervention Plan, pg. 2 of 3)

Student ELIYAHUO YARIN MI Date of Birth 09-AUG-2018 Meeting Date 16-NOV-2023

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

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

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

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

Sensory input  Task (too easy)  Task (too long)

Task (too difficult)

Describe: \_\_\_\_\_

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

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?

Better communication skills  Anger management  Communication system  Self-management systems

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

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

Other \_\_\_\_\_

Who will establish? Teacher Who will monitor? Teacher Frequency: Daily

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

Physical:  High-fives  Smiles  Handshake

Verbal:  Pat on the back  Recognition of student's str...  Peer recognition

Contingent Access:  Use specific praises  Free time  Listen to music

Time on the computer  Describe: \_\_\_\_\_  Other \_\_\_\_\_

Preferred activity  Certificate sent home  Seating Location

Positive phone calls or notes to home  Points  Extra test points

Tangibles  Tokens  Exempt assignment

Privileges: \_\_\_\_\_

Other ideas: \_\_\_\_\_

Selection of reinforcer based on: student preference

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

By whom? Teacher Frequency Teacher

EFFECTIVE REACTION PART III REACTIVE STRATEGIES

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

Staff will prompt Yarin to switch to replacement behavior.

Personnel? Teacher

INDIVIDUALIZED EDUCATION PROGRAM  
Behavior Intervention Plan

For Behavior Interfering with Student's Learning or the Learning of His/Her Peers

Los Angeles Unified School District  
Student ELIYAHUO YARIN MI  
Last First MI

(Behavior Intervention Plan, pg. 3 of 3)  
Date of Birth 09-AUG-2018 Meeting Date 16-NOV-2023

OUTCOMES

PART IV

BEHAVIORAL GOALS

13 Behavioral Goal: Goal #: 2

When Yarin is about to exhibit unexpected behavior, he will take a deep breath and use complete sentences to express his wants and needs 80% of the time 4/5 times.

- The above behavioral goal is to:  Increase use of replacement behavior and may also include:  
 Reduce frequency of problem behavior  Develop new general skills that remove student's need to use the problem behavior

Observation and Analysis Conclusion

Are curriculum accommodations or modifications also necessary? Where described?

Yes  No

Are environmental supports/changes necessary?

Yes  No

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

Yes  No

Are both teaching of new replacement behavior AND reinforcement needed?

Yes  No

This BIP to be coordinated with other agency's service plans? Agency?

Yes  No

Person responsible for contact between agencies.

COMMUNICATION

PART V

COMMUNICATION PROVISIONS

14 Manner and content of communication:

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

Between? Frequency?  
 Teacher, RSP, Parent  As needed