

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Identification Number 200361X271 SSID

**Eligible (SLD)**

Student BITON NEHORAI MI  
Last First MI

Date of Birth: 22-OCT-2013

Section A: Meeting Information

Pertinent Dates	Type of Meeting
Date of Initial IEP Team Meeting: 11-JAN-2024	<input checked="" type="radio"/> Initial <input type="radio"/> Amendment of IEP dated
Date of Present Meeting: 11-JAN-2024	<input type="radio"/> Annual Review <input type="radio"/> Early Start Transition
Annual Review to be conducted by: 05-DEC-2024	<input type="radio"/> Three Year Review <input type="radio"/> Expulsion Analysis
Next Three Year Review will be conducted by: 04-DEC-2026	<input type="radio"/> Other <input type="radio"/> Individual Transition Plan
Three Year Review or Evaluation was conducted on: 11-JAN-2024	
Transition to Kindergarten to be conducted by:	
Location of Meeting: MONLUX EL	District Name: Los Angeles Unified School Distri

Section B: Student Information

Date of Birth: 22-OCT-2013	Age: 10	Grade: 4
Gender: <input checked="" type="radio"/> Male <input type="radio"/> Female	Ethnic Code:	
Location of the Psych Folder: SP ED SVC CTR - NE	Student has no Psych Folder: <input type="checkbox"/>	
Location of the Cum Folder: PRIVATE SCHOOL OF	Student has no Cum Folder: <input type="checkbox"/>	
Home Language: English	Student Language: English	Alternate Mode of Communication:
Home Address of Student: 6349 BABCOCK AVE		
City: NORTH HOLLYWOOD CA	ZIP Code: 91331	
Home Telephone: 818-292-4426	Daytime Telephone:	Emergency Telephone:
School of Attendance: Private School Office (1)	Location Code: 1536	
School of Residence: Monlux El	Location Code: 5342	
Name of Parent/Guardian: Nataly Margi Biton	Telephone:	
Address:		
City:	ZIP Code:	
Surogate Parent:	Telephone:	
Attends <b>CURRENT SCHOOL</b> as a result of one of the following: Private School Enrollment		
Private School: Legacy Academy Sherman Oaks		
Is the student living in a Family Foster Home (FFH)? <input checked="" type="radio"/> No <input type="radio"/> Yes	FFH#:	
Is FFH Provider related to student? <input type="radio"/> No <input type="radio"/> Yes	Relationship:	
Licensed Children's Institution <input checked="" type="radio"/> No <input type="radio"/> Yes	LCI Name:	
	LCI#:	
Out of the home placement made by: <input type="radio"/> Regional Center <input type="radio"/> Superior Court	<input type="radio"/> Department of Mental Health <input type="radio"/> Department of Children's Services	
Child's family living within LAUSD's boundaries? <input type="radio"/> No <input checked="" type="radio"/> Yes	<input type="radio"/> Other	
If the student is 18 years old or older or is an emancipated minor, does he/she have educational decision-making rights?		<input type="radio"/> No <input type="radio"/> Yes

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Section C: Language Acquisition

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

Section D: Goal Achievement from Current IEP

		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"/>	
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"/>

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Student    Date of Birth  Meeting Date

Last First MI

Section E: Present Level of Performance

Performance Area:

Category:  ▼

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Letter-Word Identification SS 83  
 Passage Comprehension SS 78  
 Sentence Reading Fluency SS 89

Strengths: Nehorai was able to read all of the CV, CVC, CCVC, and CVCC words on the Letter-Word Identification subtest. He was also able to read most of the two syllable words and several three syllable words as well. On the Passage Comprehension subtest he was able to read short sentences with missing words and verbally state what words would best complete the sentences to demonstrate comprehension. He was able to demonstrate comprehension of grade level text on a few occasions. On the Sentence Reading Fluency subtest he was able to read 37 short sentences in 3 minutes and demonstrate basic comprehension, by answering yes or no correctly, 37 times with no errors.

Areas of Need: Nehorai had a difficult time reading words that were greater than two syllables. He was also highly inconsistent on the Passage Comprehension subtest. On occasion he could demonstrate understanding of grade level text, but he would also demonstrate a lack of comprehension of much easier passages. It also took him quite a long time to read for understanding often needing to reread sentences several times.

Impact: Nehorai's specific learning disability impairs his ability to comprehend what he is reading and read with grade level fluency, which impacts his participation and progress in the general education curriculum.

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):

Spelling SS 86  
 Writing Samples SS 83  
 Sentence Writing Fluency SS 89

Strengths: Nehorai was able to spell all of the CV, CVC, CCVC, and CVCC words on the spelling subtest. He was able to spell a few two syllable words, but generally spelled phonetically with errors. On the Writing Samples subtest he was able to complete simple sentences with missing words, and a picture. He was also able to look at a picture prompt and write simple and some compound sentences independently with some writing convention errors. On the Sentence Writing Fluency Subtest he was able to look at pictures, accompanied with three words, and given five minutes he was able to write 14 sentences altogether.

Areas of Need: Nehorai had a difficult time with writing overall. He had trouble spelling words that were two syllables or greater and he had a hard time forming his letters. He appeared frustrated with the physical aspect of writing, often erasing and rewriting his work multiple times. He became tired quickly and his letters became larger and choppy. He also had difficulty keeping his letters on a line. Nehorai had trouble with writing conventions often making both spelling and grammatical errors. He did not use end punctuation on either writing subtest and he kept his writing fairly simple.

Impact: Nehorai's specific learning disability impairs his ability to write at grade level, which impacts his participation and progress in the general education curriculum.

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Section E: Present Level of Performance

Performance Area:

Mathematics

Category:

Math

Assessment/Monitoring Process Used:

Woodcock Johnson IV Tests of Achievement

State/District Assessment Results:

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

Calculation SS 73  
Applied Problems SS 95  
Math Facts Fluency SS 96

Strengths: Nehorai was able to add and subtract single digit numbers on the calculation subtest. He was able to attempt adding digits to the thousands and subtracting digits to the hundreds. He was able to multiply single digit numbers and on one occasion solve a 2 digit by 1 digit multiplication problem without regrouping. He actually did better on the applied problems subtest than the calculation subtest. He was able to solve word problems, which were read to him, involving operations of addition, subtraction, multiplication, and division. He was able to solve most of the problems in his head. He could read analog time by at least the hour, and he demonstrated fairly good knowledge of coin value. On the Math Facts Fluency subtest he was able to solve 60 single digit addition, subtraction, or multiplication problems in 3 minutes with 6 errors.

Areas of Need: Nehorai was unable to regroup on the calculation subtest. He could not add with regrouping, borrow when needed when subtracting, or regroup when multiplying. He did not attempt to do any division problems or any problems involving fractions or decimals. On the Applied Problems subtest he did well, but he was highly inconsistent, at times struggling with simple problems but accurately solving much more complex problems later on. He also tended to use the wrong operation during the fluency portion of the assessment.

Impact: Nehorai's specific learning disability impairs his ability work at grade level in mathematics, which impacts his participation and progress in the general education curriculum.

Performance Area:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

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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):

Nehorai is 10yrs 1 month old student studying in 4th grade at Legacy academy in a general education setting. This is an initial assessment to check for his eligibility for LAS services. Parents reported that he had articulation issues and had received speech therapy for the same.

Strengths: Nehorai is friendly student uses verbal method as primary mode of communication. He uses language for all pragmatic behaviors like, requesting, protesting and narrating. His sentences consists of all parts of speech like nouns, verbs, adjectives... He uses simple and complex sentences in his regular conversation without any prompts. He produces most of age appropriate sounds and his speech is more than 90% intelligible for unfamiliar listener.

Needs: Though speech intelligibility of Nehorai is more than 90% He showed irregular articulation error for /t/ and /d/ sounds during GFTA -3.

Impact of Disability: Nehorai's speech and language skills doesn't interfering with his access to general education curriculum or peer or adult interaction.

Madhu Karinaika M Sc-SLP  
Speech Language Pathologist - LAUSD/2023

Performance Area:

Category:  ▼

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

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Section E: Present Level of Performance

Performance Area:

Health Assessment

Category:

Health



Assessment/Monitoring Process Used:

Parent Interview

State/District Assessment Results:

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

HEALTH ASSESSMENT: An Initial Health Assessment was completed 11/16/2023 with information obtained from the mother and an assessment by the school nurse. Nehorai is 10 years and 1 month, currently attending 4th grade. Mother reports uneventful pregnancy. Developmental milestones were within normal limits. Student does not take medications daily. No injuries, accidents, surgeries, or hospitalizations have been reported. No known drug or food allergies.

STRENGTHS: Nehorai is in good general health; he passed his LAUSD vision screening on 11/16/2023 without correction. Mother has no concerns with student's hearing. He is independent with his activities of daily living such as feeding, toileting, grooming and ambulates with steady gait and balance. Student is able to verbalize needs and wants effectively.

AREA OF NEED: Physical health is not an area of need.

IMPACT OF DISABILITY: Student's health does not impact his participation, performance, and access to the educational program.

ACCOMMODATIONS/MODIFICATIONS: None in the area of health.

Helen Ueyama, RN, BSN  
Credentialed School Nurse  
12/1/2023

Performance Area:

Category:



Assessment/Monitoring Process Used:

State/District Assessment Results:

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

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Section E: Present Level of Performance

Performance Area:

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Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Current Level/Strengths: Based on alternative measures of assessment Nehorai's cognitive ability is estimated to be in the average range. Nehorai demonstrates average ability to relate separate pieces of information into a group or see how parts are related to a whole. This includes spatial skills including part to whole reasoning and determining nonverbal patterns. Nehorai exhibits high average range visual perceptual skills including memory, discrimination, and spatial skills. Within the area of short-term auditory memory, Nehorai scored within the high average range on tasks involving immediate memory for numbers, words, and sentences.

Challenges: Nehorai exhibits inconsistent planning skills ranging from well below average to average. Planning includes determining, selecting, applying, and evaluating solutions to problems and includes determining how a task could be solved and to modify plans or strategies to be more efficient. He exhibits inconsistent successive processing in which incoming verbal information is organized in order so that the only connections are links of one part to the next allowing a child to see how parts are sequenced. Nehorai exhibits well below average range attention processing skills. This is an area of real and relative weakness for Nehorai. He demonstrates low average range working memory skills (tasks involving evaluating and working with information remembered for a short period of time). Attention challenges likely impact skills in this area. Nehorai demonstrates inconsistent auditory processing skills with skills ranging from below average to high average.

Continued below

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):

He demonstrates an average range ability to discriminate sounds in words, average phonological blending skills and well below average range skills on tasks involving phonological manipulation/deletion. He demonstrates low average range auditory comprehension skills including processing oral directions and responding verbally to listening comprehension questions.

Impact: Nehorai's Specific Learning Disability impacts his ability to be involved and progress in the general curriculum without the support of special education services.

Supports: Provide Nehorai with structure for academic activities whenever feasible (e.g.: specific directions, formal routine for tasks, time units). Interact with Nehorai regularly and positively, providing individual support to begin to teach him to regulate his attention skills and increase his planning and organization. It may be helpful to provide seating near instruction/teacher to access visual supports and reduce distractions. Provide adequate opportunities for repetition of information through different experiences to promote attention and more consistent comprehension to lesson/task as needed.

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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):

**Current Level/Strengths:** Nehorai demonstrates age-appropriate skills gross motor skills. He is able to walk up, and downstairs using alternating feet and throw and catch a ball at an age-appropriate level. Nehorai is able to run quickly, walk appropriately and kick a stationary or rolling ball with accuracy. He enjoys interactive sports activities and games such as soccer. Teacher reports that Nehorai exhibits strong gross motor skills in all areas expected including PE skills, running, throwing, and catching. In the area of fine motor skills, Nehorai is right hand dominant.

**Challenges:** Teacher reports that penmanship is an area of concern, but his coloring is described as appropriate. On standardized measures assessing visual motor integration, Nehorai scored in the below average range. He scored in the below average range on tasks involving combining visual input with motor output (sensory motor skills). It should be noted that students with attention challenges often exhibit relative weaknesses in this area. This is an area of weakness for Nehorai. A concurrent Occupational Therapy assessment is being conducted and this information including recommendations should be considered.

**Impact:** Nehorai's Specific Learning Disability including sensory motor challenges impacts his ability to be involved and progress in the general curriculum without the support of special education services.

**Supports:** Tasks involving copying in writing from either near or far point range may be shortened or broken into manageable parts. Nehorai may benefit from additional time and or shortened written tasks. Refer to OT assessment regarding sensory-motor (visual-motor integration).

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):

**Current Level/Strengths:** Nehorai lives in a household in which Hebrew and English is spoken. English is noted to be the primary language. He speaks in complete sentences and answers questions on topic. Teacher reports Nehorai fluently understands and communicates language. Nehorai is observed to speak clearly and was easily understood during direct assessment and observation. On verbal analogy reasoning tasks such as a bird flies.... A fish ... Nehorai scored in the low average range. On picture vocabulary at the one-word level, Nehorai performed in the low average range. On tasks using listening comprehension and ability to complete sentences provided using one word, Nehorai scored in the low average range. On oral language expressive tasks requiring use of directed words and picture cues, Nehorai scored in the low average range. Listening skills and expressive skills were found to be in the low average range.

**Challenges:** Teacher and Parent responses on the BASC indicated At Risk scores in the area of Functional Communication. Across settings, Nehorai sometimes communicates clearly, is sometimes unclear when presenting ideas or when talking about personal experiences, has trouble getting information when needed and is sometimes able to describe feelings accurately. An assessment in the area of Language and Speech by Speech/Language Pathologist was conducted. Information including recommendations should be considered.

**Impact:** Nehorai's Specific Learning Disability impacts his ability to be involved and progress in the general curriculum without the support of special education services.

**Supports:** Nehorai appears to benefit from clear, consistent, and explicitly stated instructions with repetition as needed. He may benefit from additional opportunities to clarify instructions and at times it may be helpful to encourage him to clarify as needed. Refer to LAS assessment.



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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):

Current Level/Strengths: In his home/community, Nehorai exhibits age-appropriate activity and typically follows expected rules. He adapts well to reasonable changes in routine, maintains appropriate eye contact and enjoys age-appropriate reciprocal interaction. Nehorai enjoys age-appropriate activities and is not observed to exhibit aggression. However, he may exhibit a tendency to be easily distracted, particularly on academic (homework) tasks. Across settings, Nehorai is not observed to exhibit higher than expected activity or unusual or atypical behavior. Nehorai is described by Parent as a good friend who is sensitive and cares about others. He enjoys hands on activities, drawing and playing soccer. Nehorai reports that he has many friends in previously attended schools and enjoys age appropriate activities. Nehorai's self-reports on The Revised Children's Manifest Anxiety Scale (self-report) did not reveal symptoms associated with anxiety more than would be expected. Additionally, his DEF score, (assesses a tendency to respond in a manner perceived to be desired by the examiner) fell in the Adequate range indicating truthful responses. Nehorai does not report stomach, aches, headaches, or fatigue. However, he self-reported that it is hard for him to get to sleep at night but clarified that he is not scared or worried but feels he has too much energy to fall asleep. Nehorai's self-reports indicate he does not (more than expected) feel nervous, worry about something bad happening, worry others do not like him, worry about what parents will say, worry about what other people think or worry about making mistakes in front of people. Nehorai self-reported that he does not fear other students will laugh at him, tell him he does things the wrong way, and reports that he is not afraid to speak up in a group. Parent responses on the Conners indicate Nehorai exhibits good relations with peers, does not exhibit oppositional/defiant or aggressive behavior, does not exhibit restless or impulsive behavior, and does not break rules more than expected. Overall, Parent responses indicate distractibility but not hyperactivity/impulsivity.

Continued below

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):

Challenges: Nehorai exhibits a tendency to be worried about real or imagined problems. Teacher responses indicate more problematic social emotional functioning as observed at school compared to his home setting. At school, Nehorai is reported to argue when denied his own way, defy teachers, and lose his temper easily. Teacher reports Nehorai cries easily, appears irritable, seems lonely and states that he does not have friends. Parent reports that Nehorai struggled when provided with constructive criticism in his academic setting. Self-reports he does not like school both academics and outdoor activities available. He also noted that at times it is difficult for him to concentrate in class. He lacks interest in material and may not attend. Nehorai does not perceive good peer relations in his current school setting. Teacher reports on the Conners indicate a tendency towards impulsivity and is reported to exhibit Very Elevated oppositional defiant behavior, including denying adult requests, exhibiting poor ability to cope with frustration and resisting or avoiding academic tasks. Teacher responses indicate he struggles with peer relations, which may be due in part to enrolling a new school this school year. Teacher reports indicate Nehorai appears to respond well to positive comments but appears to exhibit low self-confidence. Variance in Parent and Teacher responses may be due in part to differing environmental expectations/response style.

Impact: Nehorai's Specific Learning Disability impacts his ability to be involved and progress in the general curriculum without the support of special education services.

Supports: Remind Nehorai of effort and improvement. When possible, Nehorai should be seated with students who demonstrate positive behaviors and strong attention or with additional space (as appropriate) to prevent distractions. Unnecessary materials should be removed from his desk. Continue home school collaboration so Nehorai may be praised or reminded of expectations across environments. The IEP team should consider DIS counseling as part of FAPE to assist with academic motivation as well as to increase his awareness of positive self traits.

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Section E: Present Level of Performance

Performance Area: Fine motor/ Visual Motor/ Bilateral Coordination

Category: Motor Abilities

Assessment/Monitoring Process Used: BOT-2, SP-2, SOSI-M, interviews, work samples, observation, record review

State/District Assessment Results:

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

Areas of strength: Nehorai presents with foundational neuromuscular integrity skills to participate in his educational environment. He demonstrates postural control and stability to maintain an upright posture when seated during tabletop tasks and when engaging in dynamic movements during recess. He is able to navigate the school environment without bumping into obstacles or people, and he manages uneven terrain without loss of balance. He demonstrates protective extensor reflexes, adequate range of motion, strength and endurance to participate in recess activities. Nehorai demonstrates functional gross motor movement such as running, skipping, throwing a ball, and kicking a ball with accuracy without falling. He demonstrates visual perceptual skills such as visual closure, form constancy, figure ground/ foreground discrimination. Nehorai demonstrates the ability to visually track a moving object horizontally, vertically, diagonally, and demonstrates convergence and divergence when looking at an object up close and far away. He demonstrated the ability to safely negotiate his environment, such as avoiding bumping into students and objects when running, playing, and when waiting with a group of peers. He demonstrates functional grasping patterns such as using a pincer grasp, lateral grasp, and 3-jaw chuck grasp when picking up small items. He demonstrates in-hand manipulation skills such as shifting, simple rotation, finger to palm translation, and palm to finger translation. On the BOT-2, he demonstrates the ability to copy the basic shapes of a circle, square, overlapping circles, a wavy line, triangle, diamond, and overlapping pencils. He is able to write 10/10 numbers, 18/26 uppercase letters, and 14/26 lowercase letters legibly with functional letter size and letter formation. He is able to write a dictated sentence with 59% accuracy, near-point copy a sentence with 62% accuracy, and far-point copy a sentence with 73% accuracy for letter formation, spacing, baseline adherence, and letter size. (Continued below)

Performance Area:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Areas of strength (Continued): Nehorai is independent with self-care skills including washing his hands, opening food packages, and donning/doffing his backpack. He scored in the Average range on the BOT-2 Manual Dexterity subtest, and he was rated with No Concerns on the SOSI-M on the postural control, motor planning, proprioceptive processing and assuming position/copying body position subtests. He also presents with functional proprioceptive, tactile, auditory, visual processing skills, and praxis skills to engage in classroom activities.

Areas of needs: Nehorai demonstrates challenges in fine motor, visual motor, and bilateral coordination skills that affects his participate in the classroom setting. In regards to fine motor skills, Nehorai presents with decreased precision when using regular classroom scissors when cutting a circle. Although Nehorai can cut within 1/4 inch of the line of a circle, he utilizes straight cuts rather than smooth cuts, which results in choppy, jagged edged shapes. Nehorai also presents with challenges with visual motor integration skills. He is able to write a dictated sentence with 59% accuracy and near-point copy a sentence with 62% accuracy for letter formation, spacing between letters, baseline adherence, and letter size, which limits other's understanding of his written work. Furthermore, Nehorai demonstrates challenges with bilateral coordination skills that affects his ability to time the coordination of his limbs when participating in rhythmic motor tasks such as jumping jacks and reciprocal stride jumps. Challenges with bilateral coordination skills can limit Nehorai's participation in recess activities and classroom tasks.

Impact of disability on academic and overall performance: Nehorai has an eligibility of TBD and demonstrates needs in the area of fine motor, visual motor, and bilateral coordination skills that impacts his ability to access his general education curriculum.

Eden Balbas, MS, OTR/L  
LAUSD Occupational Therapist

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Section F: Eligibility

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

Cognitive/Processing, Academics, Motor (to include OT), Language (to include LAS), Social-Emotional

For Initial IEP, interventions attempted prior to determining eligibility:

Private LAS therapy for approximately 7 months while in 3rd grade.

Eligible as a student with the disability of:

Code: SLD Specific Learning Disability
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: Reading Category: Reading Annual Goal #: 1

When given a specific topic and several passages on that topic, Nehorai will complete a chart comparing and contrasting information from the passages with 70% accuracy in 2 of 3 trials as measured by student work samples.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

When given a specific topic and several passages on that topic, Nehorai will complete a chart comparing and contrasting information from the passages with 60% accuracy in 1 of 2 trials as measured by student work samples.

Incremental objective #2 related to the goal:

When given a specific topic and several passages on that topic, Nehorai will complete a chart comparing and contrasting information from the passages with 65% accuracy in 1 of 2 trials as measured by student work samples.

Date to be achieved: April 2024 MO/YR

Date to be achieved: August 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, Goal Achievement. Rows include reporting periods, progress marks, and achievement status.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student BITON NEHORAI MI  
Last First MI

Date of Birth 22-OCT-2013

Meeting Date 11-JAN-2024

Section G: Annual Goals and Objectives

Performance Area: Written Language Category: Writing Annual Goal #: 2

Nehorai will produce clear and coherent writing of 15 or more sentences in which the organization is appropriate to the task, purpose, and/or audience in a small group setting as measured work samples in 2 out of 3 trials with 70% accuracy.

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:

Nehorai will produce clear and coherent writing of 10 or more sentences in which the organization is appropriate to the task, purpose, and/or audience in a small group setting as measured work samples in 1 out of 2 trials with 60% accuracy.

Incremental objective #2 related to the goal:

Nehorai will produce clear and coherent writing of 12 or more sentences in which the organization is appropriate to the task, purpose, and/or audience in a small group setting as measured work samples in 1 out of 2 trials with 65% accuracy.

Date to be achieved: April 2024 MO/YR

Date to be achieved: August 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			
1st Reporting Period		2nd Reporting Period		3rd Reporting Period		4th Reporting Period (Secondary Only)		Goal Achievement							
Date: <input type="text"/>		Date: <input type="text"/>		Date: <input type="text"/>		Date: <input type="text"/>									
Progress Mark: <input type="text"/>		Progress Mark: <input type="text"/>		Progress Mark: <input type="text"/>		Progress Mark: <input type="text"/>		Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No							
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No		Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No		Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No		Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No		Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No							
If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other		If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other		If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other		If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other		If "No" please explain: <div style="border: 1px solid black; height: 100px; width: 100%;"></div>							

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student BITON NEHORAI MI

Date of Birth 22-OCT-2013

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Section G: Annual Goals and Objectives

Performance Area: Mathematics Category: Math Annual Goal #: 3

Nehorai will multiply two two-digit numbers using strategies based on place value and the properties of operations and illustrate and explain the calculation by using equations, rectangular arrays or area models in a small group as measured by work samples in 2 out of 3 trials with 70% accuracy.

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:

Nehorai will multiply two two-digit numbers using strategies based on place value and the properties of operations and illustrate and explain the calculation by using equations, rectangular arrays or area models in a small group as measured by work samples in 1 out of 2 trials with 60% accuracy.

Incremental objective #2 related to the goal:

Nehorai will multiply two two-digit numbers using strategies based on place value and the properties of operations and illustrate and explain the calculation by using equations, rectangular arrays or area models in a small group as measured by work samples in 1 out of 2 trials with 65% accuracy.

Date to be achieved: April 2024 MO/YR

Date to be achieved: August 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 achievement status.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student BITON NEHORAI MI

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Section G: Annual Goals and Objectives

Performance Area: Fine Motor Category: Fine Motor Annual Goal #: 4

Nehorai will demonstrate improved fine motor skills to cut within 1/8 inch of simple shapes using smooth, controlled cuts with minimal verbal and modeling prompts in 3/5 opportunities.

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 report and/ or OT data collection, Criterion Referenced, Work Samples, Curriculum Based, Informal

Incremental objective #1 related to the goal:

Nehorai will demonstrate improved fine motor skills to cut within 1/8 inch of simple shapes using smooth, controlled cuts with maximal verbal and modeling prompts in 1/5 opportunities.

Incremental objective #2 related to the goal:

Nehorai will demonstrate improved fine motor skills to cut within 1/8 inch of simple shapes using smooth, controlled cuts with moderate verbal and modeling prompts in 2/5 opportunities.

Date to be achieved: May 2024 MO/YR

Date to be achieved: September 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.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student BITON NEHORAI MI

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Section G: Annual Goals and Objectives

Performance Area: Visual Motor Integra Category: Visual Motor Annual Goal #: 5

Nehorai will demonstrate improved visual motor integration skills, evidenced by his ability to independently near-point copy or write one sentence with 75% accuracy for letter formation, spacing between letters, baseline adherence, and letters size with accommodations present (e.g. handwriting checklist), in 4/5 opportunities.

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 report and/ or OT data collecti, Criterion Referenced, Work Samples, Curriculum Based, Informal

Incremental objective #1 related to the goal:

Nehorai will demonstrate improved visual motor integration skills, evidenced by his ability to independently near-point copy or write one sentence with 65% accuracy for letter formation, spacing between letters, baseline adherence, and letters size with accommodations present (e.g. handwriting checklist), in 4/5 opportunities.

Incremental objective #2 related to the goal:

Nehorai will demonstrate improved visual motor integration skills, evidenced by his ability to independently near-point copy or write one sentence with 70% accuracy for letter formation, spacing between letters, baseline adherence, and letters size with accommodations present (e.g. handwriting checklist), in 4/5 opportunities.

Date to be achieved: May 2024 MO/YR

Date to be achieved: September 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.



INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student BITON NEHORAI MI

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Section G: Annual Goals and Objectives

Performance Area: Bilateral Coordinati Category: Sensorimotor Annual Goal #: 6

After demonstration, Nehorai will participate in a 2-3 rhythmic movement activity with accurate coordination of limbs, with minimal verbal and modeling prompts in 4/5 opportunities.

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 report and/ or OT data collecti, Criterion Referenced, Work Samples, Curriculum Based, Informal

Incremental objective #1 related to the goal:

After demonstration, Nehorai will participate in a 2-3 rhythmic movement activity with accurate coordination of limbs, with maximal verbal and modeling prompts in 2/5 opportunities.

Incremental objective #2 related to the goal:

After demonstration, Nehorai will participate in a 2-3 rhythmic movement activity with accurate coordination of limbs, with moderate verbal and modeling prompts in 3/5 opportunities.

Date to be achieved: May 2024 MO/YR

Date to be achieved: September 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, sufficient progress questions, and comment boxes.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student BITON  
Last

NEHORAI  
First

MI

Date of Birth 22-OCT-2013

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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.

<p><b>Student will participate in Regular State and District Assessments.</b>  <i>(Designated Supports and/or Accommodations identified below are applicable)</i></p>	<p><b>CAASPP Subject</b>          ELA and Math</p>
<p>Designated Supports:</p> <ul style="list-style-type: none"> <li>- Simplified or paraphrased test directions (non-embedded designated support)</li> <li>- Test in a separate/smaller setting</li> <li>- Text-to-speech software enabled (for math items and ELA items except for reading passages)</li> </ul>	
<p>Accommodations:</p> <ul style="list-style-type: none"> <li>- Multiplication table for single digits 1-9 (paper-based; not allowed for Grade 3; non-embedded accommodation)</li> <li>- Text-to-Speech software enabled for ELA reading passages (embedded accommodation).</li> <li>- Speech-to-Text voice recognition software enabled for ELA performance writing tasks only (non-embedded accommodation)...Can be used for note-taking-preparation for the assessment task and/or for the writing assessment task.</li> </ul>	

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Section N: Procedural Safeguards and Follow-up Actions

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

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

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

Specify the Individual Pages to be translated:

Special Requests:

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

Pandemic Learning Loss Consideration of Compensatory and/or Recoupment Services

Compensatory Education Consideration:

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

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 BITON NEHORAI MI

Date of Birth 22-OCT-2013

Meeting Date 11-JAN-2024

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. Contains notification records for SARA LOPEZ-SILVA.

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

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

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

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

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

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

Parent Concerns and Comments

Large empty box for parent concerns and comments.

Signature(s) Date

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

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

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

Signature(s) Date 11-JAN-2024



**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="Nataly Margi Biton (zoom)"/>	<input type="text"/>
Parent/Guardian	<input type="text"/>	<input type="text"/>
Student Age 18 - 21 years	<input type="text"/>	<input type="text"/>
Student Under Age 18 years	<input type="text"/>	<input type="text"/>
Surrogate Parent	<input type="text"/>	<input type="text"/>
Foster Parent	<input type="text"/>	<input type="text"/>
Family Foster Home Provider	<input type="text"/>	<input type="text"/>
Administrator	<input type="text" value="Arpineh Kourounian"/>	<input type="text" value="Arpineh Kourounian"/>
Administrative Designee	<input type="text"/>	<input type="text"/>
Special Education Teacher	<input type="text" value="David Visner"/>	<input type="text" value="David Visner"/>
General Education Teacher	<input type="text" value="Susan Diamond"/>	<input type="text" value="SD"/>
School Psychologist	<input type="text" value="Jennifer Rose"/>	<input type="text" value="Jennifer Rose"/>
School Nurse	<input type="text" value="Helen Ueyama"/>	<input type="text" value="Helen Ueyama"/>
Related Service Staff <input type="text" value="OT"/>	<input type="text" value="Eden Balbas"/>	<input type="text" value="Eden Balbas"/>
Related Service Staff <input type="text" value="LAS"/>	<input type="text" value="Madhu Karinaika"/>	<input type="text" value="Madhu Karinaika"/>
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="Family Advocate"/>	<input type="text" value="Michelle Biggs (Zoom)"/>	<input type="text" value="MB"/>
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 BITON NEHORAI MI Last First MI

Date of Birth 22-OCT-2013

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LEAST RESTRICTIVE ENVIRONMENT ANALYSIS

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

Student's Current Placement Type:

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

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

The Individuals with Disabilities Education Act (IDEA) requires that students with disabilities be educated in the least restrictive environment. Placement in a more restrictive setting should only occur if the nature or severity of the student's disability is such that placement in a less restrictive setting with the use of supplementary aids and services cannot be achieved satisfactorily.

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

Step B. Can the supports, services, accommodations and/or modifications in the student's IEP be made available on a general education site in a special day program? Includes Yes/No options and a text box for justification.

**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 BITON

NEHORAI

Date of Birth 22-OCT-2013

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Last

First

MI

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 checked="" type="checkbox"/>	Diminished access to the full range of the curriculum
	<input checked="" type="checkbox"/>	Missed general education instruction taught by highly qualified staff
	<input checked="" type="checkbox"/>	Rate at which student may earn credits for graduation
	<input checked="" type="checkbox"/>	Lack of opportunity for social interaction
	<input checked="" type="checkbox"/>	Lack of opportunities for age-appropriate peer role models
	<input checked="" type="checkbox"/>	Amount of socialization opportunities with typical peers
	<input checked="" type="checkbox"/>	Limited access to peers in student's home community
	<input checked="" type="checkbox"/>	Lack of exposure to appropriate behavioral models from peers
	<input type="checkbox"/>	Other: <input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 1 - Eligibility, Placements and Supports

Student BITON NEHORAI MI  
 Last First MI

Date of Birth 22-OCT-2013

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	Effective With this IEP	Future Changes Related to this IEP
	As of Date: <input type="text"/>	<input type="text"/>
Eligibility: (from Page 4)	<b>Eligible (SLD)</b>	
	<i>Final IEP Reason</i> <i>Final IEP Effective Date:</i>	
Curriculum	General Education	
Placement	Type of School: District Resident School	
	Name of School: MONLUX EL	
Instructional Setting	Setting: General Education	
	Program: GE	
	Special Day Minutes/Wk: <input type="text"/>	
	Addresses Goals: 3(Mathematics),2(Written Language),1(Reading),5(Visual Motor Integra),4(Fine Motor),6(Bilateral Coordinati)	
Additional Factors	Low Incident Support: None	
	Assistive Technology Support: No	
	Transportation: None	
	Extended School Year/Intersession: <input type="radio"/> Yes <input checked="" type="radio"/> No	
Parent Counseling and Training (PCT)	<input type="radio"/> Yes <input checked="" type="radio"/> No	
	ESY Transportation: <input type="text"/>	
Accommodation, Modifications, Supports	Instructional Accommodations: keyboarding (as needed when fatiguing during long writing tasks), handwriting checklist, 'heavy work' movement activities (e.g. chair push-ups, jumping jacks, etc.), vestibular movement activities (e.g. passing out papers, running errands to the office, etc.)	
	Instructional Modifications: <input type="text"/>	
	Other Supports, including Non-Academic and Extra-curricular Activities: <input type="text"/>	
Preparation for Three Year Review IEP (At the second Annual Review IEP Meeting, the team must discuss and document the decision to conduct or not conduct a three-year comprehensive reassessment.)	Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary? <input checked="" type="radio"/> Yes <input type="radio"/> No	
	If the Parent does not agree, specify the area(s) to be reassessed. <input type="text"/>	
Comments, as appropriate		
Low Incidence Equipment	<input type="text"/>	
Assistive Technology Equipment	<input type="text"/>	

**Participation in  
General Education**

Majority of the time in general education setting.





Private school student.

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

1/11/2024: Nehorai is to receive OT services for 30 minutes weekly pull out session during the RSY.

This is an initial IEP meeting for Nehorai. IEP statement was read, and booklets were offered. Introductions were made. This IEP was held to via zoom with the mother and advocate of the family Michelle Biggs. Psychologist discussed Nehorai's strengths and areas of need. The advocate did agree with the psychologist report. Occupational Therapist presented Nehorai's assessment results. His strengths and areas of need were discussed. Nurse went over his health report. The team did excuse the nurse from the meeting. Language and Speech pathologist presented his assessment report and went over Nehorai's strengths and areas of need for speech. LAS is not an areas of need at this time. The advocate stated they did review the LAS report and they still feel he has articulation concerns. Resource specialist went over his strengths and areas of need for reading, writing, and mathematics. Psychologist discussed Nehorai's eligibility of specific learning disability (SLD). The advocate and mom did agree with his eligibility of SLD. OT and RSP went over his goals. Parent was asked if she had any questions for the general education teacher and she responded not at this time.

The offer of FAPE is RSP services, with OT and Las services. The IEP team administrator informed the parent that the district where the private school is located, LAUSD, is responsible for the re-evaluation of a child with a suspected disability, determining eligibility for special education services, and the development and implementation of Services Plan for eligible private school students. Parents agree that a Free Appropriate Public Education (FAPE) has been offered and will be implemented upon enrollment in a public school but decline public school services and choose to continue having Nehorai parentally placed at his current private school, which is Legacy Academy.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

(SLD, pg. 1 of 1)

Student BITON NEHORAI MI
Last First MI

Date of Birth 22-OCT-2013

Meeting Date 11-JAN-2024

SPECIFIC LEARNING DISABILITIES CERTIFICATION

Use this form at Initial, Three Year Reviews and comprehensive assessments for students eligible as having a Specific Learning Disability, including but not limited to students with characteristics of dyslexia. This form is not required at Annual Review meetings.

It is the consensus of the IEP Team that the student meets the eligibility criteria for Specific Learning Disability based upon the information which follows. This form serves as the written report of the IEP Team consensus.

1. Are there educationally relevant medical conditions which should be considered by the IEP Team? No

If Yes, describe

Empty text box for describing medical conditions.

2. During the observation of the student in the general education setting, was behavior noted that relates to the student's general academic functioning? Yes

If Yes, describe

Difficulty attending to academic tasks as well as keeping up with instruction.

3. A severe discrepancy exists in one or more of the following academic areas: (Check all that apply)

- Listening Comprehension, Basic Reading Skills, Oral Expression, Reading Comprehension, Written Expression, Math Calculation, Math Reasoning, Reading Fluency

4. The discrepancy is the result of a disorder in one or more of the following psychological processes: (Check all that apply)

- Attention, Visual Processing, Auditory Processing, Sensory Motor Skills, Cognitive abilities including association, conceptualization and expression, Phonological Processing

5. The Team agrees that the discrepancy is not primarily the result of:

- Limited school experience, Poor school attendance, Environmental, economic or cultural disadvantage, Social maladjustment, Intellectually Disabled, Visual, hearing or motor impairment, Unfamiliarity with the English language

**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 (SLD)		<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)
16	Occupational Therapy	Effective on Signature Date	Regular	Weekly	1-5	~	30	Visual Motor Integra, Fine Motor, Bilateral Coordinati
RSP	RSP	Effective on Signature Date	Regular	Weekly	1-5	RSP- Literacy/ELA/ELD	150	Written Language, Reading
RSP	RSP	Effective on Signature Date	Regular	Weekly	1-5	RSP-Math	150	Mathematics

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

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

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

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