

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Identification Number 200310X511 SSID

Eligible (OHI)

Student BITON NITAY MI
Last First MI

Date of Birth: 05-FEB-2019

Section A: Meeting Information

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

Section B: Student Information

Date of Birth: 05-FEB-2019	Age: 4	Grade: -1
Gender: <input checked="" type="radio"/> Male <input type="radio"/> Female	Ethnic Code: White	
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: 91606	
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 CURRENT SCHOOL as a result of one of the following: Preschool Program		
Musical Gan Pre School		
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" value="v"/>			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
2	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category	<input type="text" value="v"/>			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
3	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category	<input type="text" value="v"/>			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
4	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category	<input type="text" value="v"/>			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
5	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category	<input type="text" value="v"/>			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
6	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category	<input type="text" value="v"/>			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
7	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category	<input type="text" value="v"/>			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
8	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category	<input type="text" value="v"/>			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
9	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category	<input type="text" value="v"/>			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
10	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category	<input type="text" value="v"/>			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>

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Section E: Present Level of Performance

Performance Area:

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 78
 Passage Comprehension SS 102

Strengths: Nitay was able to focus during testing for short periods of time in a one to one setting. He was able to identify and name a capital A, W, and an R. He was also able to identify pictures and name them verbally throughout the assessment.

Areas of Need: Nitay was not able to identify most of the letters on the letter-word identification subtest, nor was he able to make letter sounds.

Impact: Nitay's other health impairment effects all areas of reading instruction, input, processing, and output of information. This impacts his ability to be involved 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 83
 Writing Samples SS 77

Strengths: Nitay was able to draw a horizontal line and a vertical line when one was modeled for him. He was also able to attempt to draw a triangle and he successfully copied an uppercase H on the spelling subtest.

Areas of Need: Nitay was unable to write his first name. He was also unable to produce any letters in writing on either the spelling or writing samples subtests.

Impact: Nitay's other health impairment effects all areas of written language instruction, input, processing, and output of information. This impacts his ability to be involved 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 80

Applied Problems SS 90

Strengths: Nitay was able to show me the correct number of fingers when asked to demonstrate understanding of quantity. He was also able to use picture counters to answer basic math application questions, which were read to him, on the applied problems subtest. He could answer 'how many' questions and he was even able to do answer some basic addition questions as long as the visual counters were present.

Areas of Need: Nitay was unable to write any numbers. He was unable to solve any of the problems on the calculation subtest. He also was unable to demonstrate understanding of the concept of subtraction, even with counters.

Impact: Nitay's other health impairment effects all areas of mathematics instruction, input, processing, and output of information. This impacts his ability to be involved 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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Section E: Present Level of Performance

Performance Area:

Health Assessment

Category:

Health



Assessment/Monitoring Process Used:

Parent Interview

State/District Assessment Results:

[Empty text box]

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

HEALTH ASSESSMENT: An Initial Health Assessment was completed on 11/16/2023 with information obtained from mother and an assessment by the school nurse. Nitay is 4 years and 9 months old, currently attending Transitional Kindergarten. 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 allergy. Per mother, student has an allergy to pineapples.

STRENGTHS: Nitay is in good general health; he passed the LAUSD vision screening on 10/10/2023 without correction. Mother has no concerns with student's hearing. He is independent in his activities of daily living such as feeding, toileting, grooming and ambulates with steady gait and balance.

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.

ACCOMODATIONS/MODIFICATIONS: None in the area of health.

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

Performance Area:

[Empty text box]

Category:

[Empty dropdown menu]

Assessment/Monitoring Process Used:

[Empty text box]

State/District Assessment Results:

[Empty text box]

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

[Empty text box]

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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: Based on alternative measures of assessment cognitive ability is estimated to be in the high average range. Nitay is able to match 3 dimensional objects by color and shape. Additionally, he is able to match pictures of common objects. He is able to complete a 6-8-piece formboard without the use of trial and error. Nitay is able to sort at least 3 sets of three-dimensional objects such as spoons, cups, and blocks. He exhibits memory for at least 4 pictures and is able to discriminate spatial details. Nitay uses language for on topic and reciprocal communication. He is able to identify many objects as well as colors, and shapes and common body parts. He exhibits understanding of size, preposition, or other comparative concepts. He is able to answer verbal reasoning questions such as what to do when hungry, thirsty, or sleepy. Additionally, he is able to complete age-appropriate verbal analogies (i.e., an ant is small, and an elephant is ...). Nitay responded at an age-appropriate level when asked practical reasoning questions (i.e., what to do if his hands are dirty, what would he need if he was outside, and it started to rain and what to do if he cut his finger). He is able to repeat sentences and unrelated numbers above age expectancy.

Challenges: At times, Nitay responds impulsively before the question is complete impacting accuracy. Observations throughout the assessment process as well as Parent input indicate weaknesses in the areas of planning and attention. Challenges with planning often impact time management, organization, ability to prioritize tasks, continuing tasks to completion, ability to attend and self-monitor as well as ability to adequately plan for projects (related to upper grade assignments).

(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):

Nitay exhibits difficulty focusing his thinking on a particular stimulus and ignoring non-essential information. He struggles to selectively focus on things heard or seen and resist being distracted by irrelevant sights and sounds.

Impact: Nitay's eligibility of Other Health Impairment (characteristics associated with ADHD) impacts his ability to be involved and progress in the general curriculum without the support of special education services.

Supports: Provide adequate opportunities for repetition of information through different experiences in order to promote and increase attention. Interact with Nitay in the classroom regularly in order to support attention and organizational skills. To increase on-task behavior in his academic setting, Nitay should be seated with students who demonstrate positive behaviors and strong attention skills (when feasible) and or to receive additional workspace to prevent distractions whenever appropriate. Provide structure in the learning environment to prevent opportunities for distractions.

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Section E: Present Level of Performance

Performance Area:

Motor (school psychologist)

Category:

Motor Abilities

Assessment/Monitoring Process Used:

VMI, Observations, Questionnaires

State/District Assessment Results:

N/A

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

Current Level/strengths: Nitay is able to walk up, and downstairs using alternating feet and throw and catch a ball at an age-appropriate level. He is able to run quickly turning direction as desired and walk with appropriate gait. Nitay is able to and kick a stationary or rolling ball in a desired direction with accuracy. He enjoys interactive activities and games as well as apparatus play. Nitay is able to hop on one foot, jump with both feet and throw a ball either underhand or overhand in desired direction. He is observed to reach across a table in the direction of desired objects. Nitay is able to use utensils for eating independently and opens containers and fasteners (i.e., buttons, zippers) appropriate for his age. Nitay has not yet been exposed to an academic preschool program requiring writing tasks. During assessment, he used a fistled grasp to hold writing tools. On the Developmental Test of Visual Motor Integration Nitay scored in the low average range. This test measures a child's ability to combine visual input with motor output (sensory motor skills). It should be noted that often students with attention challenges struggle to perform on this measure. Visual motor integration appears to be an area of relative weakness and not a processing deficit. Overall gross and fine motor skills appear appropriate for his age at this time. However, An Occupational Therapy assessment is being conducted and should be considered.

Challenge: N/A Overall gross and fine motor skills appear appropriate for his age at this time. However, an Occupational Therapy assessment is being conducted and should be considered.

Impact: N/A Overall gross and fine motor skills appear appropriate for his age at this time. However, an Occupational Therapy assessment is being conducted and should be considered.

Performance Area:

Language (School Psychologist)

Category:

Language

Assessment/Monitoring Process Used:

Observations, Woodcock Munoz III Language, Interviews

State/District Assessment Results:

N/A

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

Current Level/Strengths: Nitay lives in a household in which English is the primary language spoken. However, both Parents are bilingual Hebrew/English speakers. Nitay speaks in complete on topic sentences identifies a variety of pictured objects. He uses language to identify his wants and needs as well as engage in reciprocal communication and conversation. Nitay appears to enjoy communicating with peers and adults with affect appropriate to context and topic. Nitay was administered the Woodcock Munoz Language Survey 3rd Edition - English. On verbal analogy reasoning tasks such as a bird flies.... A fish ... Nitay scored in the high average range. With regard to picture vocabulary at the one-word level, Nitay performed in the average range. On tasks using listening comprehension and ability to complete sentences provided using one word, Nitay scored in the average range. On oral language expressive tasks requiring use of directed words and picture cues, Nitay scored in the average range Listening skills and basic oral language skills were found to be in average to high average range.

Challenges: At the sentence level, Nitay may exhibit misarticulations at times when speaking. At parent request a concurrent language and speech assessment is being conducted. Assessment by Language and Speech Pathologist should be considered to include supports and recommendations as well as impact related to observed and reported articulation challenges.

Impact: Nitay's eligibility of OHI (characteristics associated with ADHD) as well as misarticulations impact his ability to be understood as particulates in verbal classroom activities. Refer to LAS report/PLP to include supports and recommendations as well as impact related

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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: Nitay enjoys interacting with friends, is happy for others when something good happens to them and gets along with other children. He is appropriately affectionate, tries to comfort others when they are upset, and engages in mutual friendships. Nitay seeks help from others when needed. He is able to adapt appropriately to reasonable changes in routine. Nitay enjoys engaging in reciprocal interaction and is interested in age-appropriate activities. He does not exhibit symptoms associated with anxiety, depression, or somatization (tendency to be overly sensitive to minor physical discomforts). Nitay does not isolate or withdraw from others or exhibit atypical or unusual behavior. Nitay demonstrates verbal and nonverbal social communication skills to appropriately initiate, engage in, and maintain social contact. He is able to engage and maintain relationships with peers. Nitay does not exhibit repetitive, unstructured, or unconventional language.

Challenges: Nitay exhibits consistently higher than expected activity level, impulsivity as well as a tendency to be easily distracted. To a mild degree he may present as slightly more self-directed at times and may struggle at times to transition away from a preferred activity. He does not overreact more than typical to sensory experiences. Nitay does not exhibit characteristics associated with an Autism Spectrum Disorder consistent with ASRS Total Score and Examiner observations. However, Nitay's activity level is consistently higher than expected and he benefits from redirection, breaks as well as fidget activities/items to increase his direct and sustained attention. Additionally, he exhibits impulsivity more than expected for his age. Nitay exhibits characteristics associated with ADHD (higher activity level, distractibility, 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):

Impact: Nitay's eligibility of OHI (characteristics associated with ADHD) impact his ability to be involved and progress in the general curriculum without the support of special education services. Specific challenges include high activity level, impulsivity, and attention difficulties (impacting learning input, processing and output of information).

Supports: Nitay should be reminded of the things he does well as a method of encouragement and motivation. Provide Nitay with as many high-interest activities as possible. Nitay should be permitted to stand rather than sit while working in his classroom. Adults working with Nitay should continue to understand that high activity level, impulsivity and very limited attention is not with oppositional intent but truly out of his control. Provide positive adult attention/praise in a specific and immediate manner for any on task behavior much as possible. Nitay should be provided short (at teacher discretion) scheduled/structured physical activity breaks during his school day in addition to recess/lunch. He may benefit from outdoor activity breaks supervised by an adult. Due to lack of school enrollment, a Functional Behavior Assessment was not conducted. However, observations as well as Parent reports indicate that at this time Nitay will require individual support to increase attention, assist with impulsivity and provide incentives to begin and complete tasks throughout his school day. His scheduled activity breaks must be supervised by an adult to ensure his safety. The IEP team should consider this when offering FAPE. Provide positive adult attention/praise in a specific and immediate manner for any on task behavior much as possible.

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Section E: Present Level of Performance

Performance Area:

Sensorimotor/ Bilateral Coordination/Sensory Processing

Category:

Motor Abilities

Assessment/Monitoring Process Used:

PDMS-3, SP-2, observations, interviews, work samples, nonstandardized assessment

State/District Assessment Results:

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

Areas of strength: Nitay demonstrates protective extensor reflexes to extend his arms out in all directions when rolled in varying directions and speeds on a therapy ball. He demonstrates postural control and stability to sit upright in a chair for adequate periods of time during tabletop tasks. He maintains an upright posture when playing on the swing and climbing up the bottom side of a slide. Nitay demonstrates adequate postural control to maneuver in between a variety of transitional postures. He exhibits functional strength and endurance to pick up a cart of toys and travel 3-5 feet to put the cart away while maintaining his balance. He can visually track a moving item vertically, horizontally, diagonally, and demonstrated convergence and divergence of the eyes when looking at objects up close or far away. He demonstrates visual closure and figure ground/ foreground skills. He demonstrates the ability to build 2 parallel towers of 3 cubes each with examiner's model present. He is able to cut within 1/8 inch of a straight line and a circle with thickened lines, though the edges of the line and circle were jagged. He utilizes functional grasping patterns such as using a pincer grasp, lateral grasp, and 3 jaw chuck grasp. He demonstrates in-hand manipulation skills such as shifting, simple rotation, finger to palm translation, and palm to finger translation. He presents with functional hand strength to open and close scissors. Nitay is right-hand dominant and presents with an emerging static tripod grasp. He stabilizes paper during drawing tasks, and demonstrates the ability to imitate prewriting lines and shapes (horizontal line, vertical line, cross). He is also able to copy a cross from a visual model and draw a circle without a visual model. He is toilet trained and he's independent with self-care skills such as washing hands, opening/closing food packages, and opening/closing containers. He demonstrates functional praxis skills such as ideation to develop ideas for play and to use tools during tasks. (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): He also presents with functional sequencing and motor planning skills to complete novel tasks and action projection sequencing activities such as kicking a ball that's rolled to him. He presents with functional tactile processing, auditory processing and proprioceptive processing skills to participate in classroom tasks.

Student's areas of needs: Nitay presents with challenges in the areas of bilateral coordination, visual motor integration, and vestibular processing skills. Nitay required additional time to complete bilateral tasks such as threading beads through a lace and placing pegs into a pegboard. He demonstrates decreased accuracy when completing tasks that require the coordination of both hands together, such as folding paper and buttoning/unbuttoning large buttons on a button strip. He also demonstrates challenges with visual motor integration skills to imitate or copy prewriting strokes. Although he's able to imitate some prewriting strokes, (horizontal line, vertical line, cross), he demonstrated challenges with imitating a square and copying a square from a visual model with accuracy. Nitay also presents with challenges with vestibular processing. Nitay was observed bumping into objects and people when walking, which can lead to him falling. He also demonstrates difficulty remaining seated during circle time in class where he will fidget or lay on the floor, requiring multiple redirections from teacher and 'shadow' to sit up.

Impact of Student's Disability on Academic Performance: Nitay's eligibility of OHI contributes to challenges in the areas of bilateral coordination skills, visual motor integration skills, and vestibular processing skills, which impacts his involvement and progress in the general education curriculum.

Eden Balbas, MS, OTR/L
Occupational Therapist

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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):

Nitay is 4yrs 11 month old student who was enrolled in kindergarten 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: Nitay is friendly student uses verbal communication 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 80% intelligible for unfamiliar listener.

Needs: Though speech intelligibility of Nitay is more than 80% he showed articulation error for /r/ and /s/ sounds at word level and cluster reductions during GFTA -3.

Impact of Disability: Nitay's articulation errors do interfere with the access to general education curriculum or peer or adult interaction.

Madhu Karinaika M Sc-SLP
Speech Language pathologist-LAUSD/2024

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 F: Eligibility

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

Cognitive/Processing, Motor (OT included), Language (LAS included), Academic, Social-Emotional

For Initial IEP, interventions attempted prior to determining eligibility:

Private LAS at Parent expense for approximately 7 months.

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:

- 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

Nitay will isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in 5 three-phoneme (CVC) words (not including CVCs ending with /l/, /r/, or /x/) in a one to one setting as measured by observation 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:

Nitay will isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in 2 three-phoneme (CVC) words (not including CVCs ending with /l/, /r/, or /x/) in a one to one setting as measured by observation in 1 out of 2 trials with 60% accuracy.

Incremental objective #2 related to the goal:

Nitay will isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in 3 three-phoneme (CVC) words (not including CVCs ending with /l/, /r/, or /x/) in a one to one setting as measured by observation 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

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'.

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Section G: Annual Goals and Objectives

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

Nitay will recognize and name 26 upper and lowercase letters of the alphabet in a one to one setting as measured by observation in 2 out of 3 trials with 75% 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:

Nitay will recognize and name 13 upper and lowercase letters of the alphabet in a one to one setting as measured by observation in 1 out of 2 trials with 65% accuracy.

Incremental objective #2 related to the goal:

Nitay will recognize and name 20 upper and lowercase letters of the alphabet in a one to one setting as measured by observation in 1 out of 2 trials with 70% 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

Table with 5 columns: 1st Reporting Period, 2nd Reporting Period, 3rd Reporting Period, 4th Reporting Period (Secondary Only), Goal Achievement. Includes progress marks, sufficiency questions, and comment boxes.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student BITON NITAY MI
Last First MI

Date of Birth 05-FEB-2019

Meeting Date 11-JAN-2024

Section G: Annual Goals and Objectives

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

When given concrete objects, Nitay will use these objects to add and subtract numbers (each number less than 10) with 70% accuracy in 3 consecutive trials as measured by teacher-charted observation/data.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

When given concrete objects, Nitay will use these objects to add and subtract numbers (each number less than 10) with 60% accuracy in 1 consecutive trials as measured by teacher-charted observation/data.

Incremental objective #2 related to the goal:

When given concrete objects, Nitay will use these objects to add and subtract numbers (each number less than 10) with 65% accuracy in 2 consecutive trials as measured by teacher-charted observation/data.

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student BITON NITAY MI Last First MI

Date of Birth 05-FEB-2019

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Section G: Annual Goals and Objectives

Performance Area: Visual Motor Integra Category: Motor Abilities Annual Goal #: 4

Nitay will demonstrate improved visual motor skills, evidenced by his ability to imitate a square or copy a square from a visual model with minimal verbal and gestural prompts in 4 out of 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 and/or OT data collection and, Criterion Referenced, Work Samples, Curriculum Based, Informal

Incremental objective #1 related to the goal:

Nitay will demonstrate improved visual motor skills, evidenced by his ability to imitate a square or copy a square from a visual model with maximal verbal and gestural prompts in 2 out of 5 opportunities.

Incremental objective #2 related to the goal:

Nitay will demonstrate improved visual motor skills, evidenced by his ability to imitate a square or copy a square from a visual model with moderate verbal and gestural prompts in 3 out of 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 reasons for 'No'.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

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Section G: Annual Goals and Objectives

Performance Area: Bilateral Coordinati Category: Sensorimotor Annual Goal #: 5

Nitay will demonstrate improved bilateral coordination skills, evidenced by his ability to unbutton 1 large button with minimal verbal and physical 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 and/or OT data collection
- Criterion Referenced
- Work Samples
- Curriculum Based
- Informal

Incremental objective #1 related to the goal:

Nitay will demonstrate improved bilateral coordination skills, evidenced by his ability to unbutton 1 large button with maximal verbal and physical prompts in 4/5 opportunities.

Incremental objective #2 related to the goal:

Nitay will demonstrate improved bilateral coordination skills, evidenced by his ability to unbutton 1 large button with moderate verbal and physical prompts in 4/5 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				
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 <input type="text"/>		If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>		If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>		If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>		If "No" please explain: <input type="text"/>											

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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Section G: Annual Goals and Objectives

Performance Area: Vestibular Processin Category: Sensory Processing Annual Goal #: 6

Nitay will demonstrate improved vestibular processing skills, evidenced by the ability to maintain an upright position during classroom tasks (e.g. tabletop task and circle time) for 1 minute and 30 seconds with minimal verbal and physical prompts, with accommodations present (e.g. movement activity prior to task, standing at table, sitting on chair during circle time, leaning against wall during circle time, etc.) 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 and/or OT data collection, Criterion Referenced, Work Samples, Curriculum Based, Informal

Incremental objective #1 related to the goal:

Nitay will demonstrate improved vestibular processing skills, evidenced by the ability to maintain an upright position during classroom tasks (e.g. tabletop task and circle time) for 30 seconds with minimal verbal and physical prompts, with accommodations present (e.g. movement activity prior to task, standing at table, sitting on chair during circle time, leaning against wall during circle time, etc.) in 4/5 opportunities.

Incremental objective #2 related to the goal:

Nitay will demonstrate improved vestibular processing skills, evidenced by the ability to remain upright during classroom tasks (e.g. tabletop task and circle time) for 1 minute with minimal verbal and physical prompts, with accommodations present (e.g. movement activity prior to task, standing at table, sitting on chair during circle time, leaning against wall during circle time, etc.) in 4/5 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)

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Section G: Annual Goals and Objectives

Performance Area: Articulation Category: Articulation/Phonologic Annual Goal #: 7

Nitay will improve his speech intelligibility by producing /s/ word initial and final position during naming and narration task with 80% accuracy using mild prompts

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:

Nitay will improve his speech intelligibility by producing /s/ word initial and final position during naming and narration task with 60% accuracy using mild prompts

Incremental objective #2 related to the goal:

Nitay will improve his speech intelligibility by producing /s/ word initial and final position during naming and narration task with 70% accuracy using mild prompts

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, goal achievement questions, and 'No' comment boxes.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

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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.

DRDP-A - (Adaptations identified below are applicable)

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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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: [dropdown]

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

Specify the Individual Pages to be translated:
[text box]

Special Requests: [text box]

- 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 [dropdown]

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 [dropdown]

- 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.

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student BITON NITAY MI
Last First MI

Date of Birth 05-FEB-2019

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. Rows include notification details for SARA LOPEZ-SILVA on various dates.

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 NITAY MI
Last First MI

Date of Birth 05-FEB-2019

Meeting Date 11-JAN-2024

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 explanatory text.

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 explanatory text.

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

Step C.	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"/>		

Step D.	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"/>		

Step E.	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

NITAY

Date of Birth 05-FEB-2019

Meeting Date 11-JAN-2024

Last

First

MI

ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)

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

Step F.	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 NITAY MI
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Date of Birth 05-FEB-2019

Meeting Date 11-JAN-2024

	Effective With this IEP	Future Changes Related to this IEP
	As of Date: <input type="text"/>	<input type="text"/>
Eligibility: (from Page 4)	Eligible (OHI)	
	<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: 2(Written Language),3(Mathematics),1(Reading),4(Visual Motor Integra),7(Articulation),5(Bilateral Coordinati),6(Vestibular Processin)	
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: Prime Nitay to scan his environment for people and objects before he begins to walk/move around, movement breaks throughout the day, 'heavy work' activities prior to sitting down for long periods of time (e.g. animal walks, seat pushups, wall pushups, carrying boxes of toys to an area, etc.) and throughout the day, extra time to complete bilateral coordination tasks, fidget tool	
	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**

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**Participation in
General Education**

Majority of the day in the general education classroom

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student BITON NITAY MI
 Last First MI

Date of Birth 05-FEB-2019 Meeting Date 11-JAN-2024

		Effective With This IEP	Future Changes Related To This IEP
Service 1	Start Date:	Effective on Signature Date	
RSP	End Date:		
RSP	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals:	Interval:	Weekly	
2(Written Language)	Minutes/Interval:	150	
1(Reading)	Minutes/Interval (Pullout from Gen Ed):	150	
	Service Delivery Model:	RSP: Direct Instruction Services*	
	RSP Area:	Literacy/ELA/ELD	
	Responsible Personnel:	Resource Specialist Teacher	

*

Service 2	Start Date:	Effective on Signature Date	
10	End Date:		
Language/Speech	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals:	Interval:	Monthly	

7(Articulation)	Minutes/Interval:	120	
	Minutes/Interval (Pullout from Gen Ed):	120	
	Service Delivery Model:	Direct Service (Collaborative)*	
	Area:	School-Based	
	Responsible Personnel:	Licensed/Credentialed Provider	
		General Education Teacher	

*

Service 3	Start Date:	Effective on Signature Date	
16	End Date:		
Occupational Therapy	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals:	Interval:	Weekly	

4(Visual Motor Integra) 5(Bilateral Coordinati) 6(Vestibular Processin)	Minutes/Interval:	30	
	Minutes/Interval (Pullout from Gen Ed):	30	
	Service Delivery Model:	Direct Service (Collaborative)*	
	Responsible Personnel:	Licensed/Credentialed Provider	

*

Service 4	Start Date:	Effective on Signature Date	
RSP	End Date:		
RSP	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals:	Interval:	Weekly	

3(Mathematics)	Minutes/Interval:	150	
	Minutes/Interval (Pullout from Gen Ed):	150	
	Service Delivery Model:	RSP: Direct Instruction Services*	
	RSP Area:	Math	
	Responsible Personnel:	Resource Specialist Teacher	

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="22"/>	

Part 4 - Compensatory Education/Recoupment Services Discussion

Private School

Part 4 - Additional Discussion (This section is optional)

1/11/2024: Nitay is to receive OT services 30 minutes weekly pull-out session during the RSY.
 This is an initial IEP meeting for Nitay. 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 Nitay's strengths and areas of need. The advocate did agree with the psychologist report. Nurse went over his health report. The team did excuse the nurse from the meeting. Occupational Therapist presented Nitay's assessment results. His strengths and areas of need were discussed. Language and Speech pathologist presented his assessment report and went over Nitay's strengths and areas of need for speech. Resource specialist went over his strengths and areas of need for reading, writing, and mathematics. Psychologist discussed Nitay's eligibility of other health impairment (OHI). The advocate and mom did agree with his eligibility of OHI. OT, LAS, and RSP providers went over all his goals. Parent was asked if she had any questions for the general education teacher and she responded not at this time. The team needs to make sure to consider he needs breaks and smaller setting. 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 Nitay parentally placed at his current private school, which is Musical Gan Preschool.

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

Program:	GE		Setting:	General Education				
Eligibility:	Eligible (OHI)		Curriculum:	General Education				
Transportation:	None		Low Incident Support:	None				
Date District Received								
Parent Signature:								
Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)
10	Language/Speech	Effective on Signature Date	Regular	Monthly	1-5	School-Based	120	Articulation
16	Occupational Therapy	Effective on Signature Date	Regular	Weekly	1-5	~	30	Visual Motor Integra, Bilateral Coordinati, Vestibular Processin
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.