

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Identification Number 200126X672 SSID 6141332981

Eligible (SLD)

Student MIZRAHI BENJAMIN Y
Last First MI

Date of Birth: 15-JUL-2016

Section A: Meeting Information

Pertinent Dates	Type of Meeting
Date of Initial IEP Team Meeting: 23-MAR-2022	<input type="radio"/> Initial <input type="radio"/> Amendment of IEP dated <input type="radio"/> Annual Review <input type="radio"/> Early Start Transition <input checked="" type="radio"/> Three Year Review <input type="radio"/> Expulsion Analysis <input type="radio"/> Other <input type="radio"/> Individual Transition Plan
Date of Present Meeting: 21-MAR-2024	
Annual Review to be conducted by: 21-MAR-2025	
Next Three Year Review will be conducted by: 21-MAR-2027	
Three Year Review or Evaluation was conducted on: 21-MAR-2024	
Transition to Kindergarten to be conducted by:	
Location of Meeting: NESTLE AVE CHARTER	District Name: Los Angeles Unified School Distri

Section B: Student Information

Date of Birth: 15-JUL-2016 Age: 7 Grade: 2
 Gender: Male Female Ethnic Code: White
 Location of the Psych Folder: SPED SVC CTR-NORT Student has no Psych Folder:
 Location of the Cum Folder: NESTLE AVE CHARTI Student has no Cum Folder:
 Home Language: English Student Language: English Alternate Mode of Communication:
 Home Address of Student: 5023 LINDLEY AVE
 City: TARZANA CA ZIP Code: 91356
 Home Telephone: (818) 697-2227 Daytime Telephone: Emergency Telephone:
 School of Attendance: Nestle Ave Charter Location Code: 5452
 School of Residence: Nestle Ave Charter Location Code: 5452
 Name of Parent/Guardian: Telephone:
 Address: City: CA ZIP Code:
 Surogate Parent: Telephone:
 Attends **CURRENT SCHOOL** as a result of one of the following: Attends School of Residence

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

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Section C: Language Acquisition

Language Classification: Start Date:

Withdrawal by Parent Request: Yes No Reclassification Date:

ELPAC Performance Level and Performance Descriptor: Test Date:

Alternate ELPAC Performance Level and Performance Descriptor: Test Date:

Section D: Goal Achievement from Current IEP

		Achieved		
Goal for: (example - Reading)		Yes	No	If No, explain the reason the goal/objective was not achieved
1	<input type="text" value="Writing"/>	<input type="radio"/>	<input checked="" type="radio"/>	Did not meet % goal
Category	<input type="text" value="Writing"/> ▼			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
2	<input type="text" value="Reading"/>	<input type="radio"/>	<input checked="" type="radio"/>	Did not meet % goal
Category	<input type="text" value="Reading"/> ▼			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	Did not meet % goal
3	<input type="text" value="Articulation"/>	<input checked="" type="radio"/>	<input type="radio"/>	
Category	<input type="text" value="Articulation/Phonological Process"/> ▼			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
4	<input type="text" value="Visual Motor"/>	<input type="radio"/>	<input checked="" type="radio"/>	requires more cues
Category	<input type="text" value="Visual Motor"/> ▼			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	requires more cues
5	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category	<input type="text"/> ▼			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
6	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category	<input type="text"/> ▼			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
7	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category	<input type="text"/> ▼			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
8	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category	<input type="text"/> ▼			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
9	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category	<input type="text"/> ▼			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
10	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category	<input type="text"/> ▼			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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Student 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):

Strengths:

Results of the current assessment indicate Benjamin is functioning within the Low Average range of cognitive ability based upon alternative assessment procedures. He demonstrated a personal strength in his skills in visual processing are reflected by his ability to recognize, analyze, remember, organize, visualize or generally make sense out of what he sees (Visual Processing), and in his ability working with multiple stimuli at the same time (Simultaneous Processing).

Areas of Need:

He demonstrated areas of need in his ability using and manipulating speech sounds and patterns to make meaning from spoken and written word (Phonological Processing). His performance indicates that he has difficulties recognizing, analyzing, synthesizing, and holding onto what he hears as well as following multi-step instructions and/or remembering the correct order of a series of instructions (Auditory Processing), also in his ability to copy simple and complex drawings (Visual Motor Integration), with association, conceptualization, and expression may be reflected by his ability to memorize facts, follow directions, follow multistep activities, and organizing/expressing thoughts orally, with gestures, or in writing. His skills in attention processing are reflected by his ability to maintain focus and attention to a task. This includes his ability to resist distractions, shift his focus from one activity to another, and focusing on stimuli (Attention) and in his ability to develop a plan of action, apply the plan, and modify the plan as needed, accurately, and effectively (Planning).

Impact of Disability:

Student's disability of Specific Learning Disability specifically in the processing area of attention processing, auditory processing, sensory motor, phonological processing, planning, association, conceptualization, and expression affects their ability which adversely impacts their involvement 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):

Strengths:

Benjamin's mother, Ms. Mizrahi, shared Benjamin is a loving, warm, easy going, responsible, well behaved child who gets along well with his parents and siblings. She reports no significant behavior concerns in the home setting. Benjamin's general education teacher, Mr. Cohen, shared Benjamin is an active student and tactile learner. Examiner shares Benjamin presented as a friendly, talkative student who was highly cooperative throughout the entire assessment process. He engaged and often volunteered in spontaneous conversation, and he seemed to answer questions open and honestly. He was compliant in attempting all tasks presented to him.

Areas of Need:

Results of the current assessment indicate raters were inconsistent in their responses reflecting that in the home setting Benjamin's parent's responses reflect no areas of concern. In the school setting, his teacher's responses reflect elevated concerns in the areas of learning problems, functional communication, atypicality, attention problems, executive functioning, adaptability, social skills, and study skills. Although Benjamin's parent responses yielded no significant concerns, Ms. Mizrahi shares he has difficulty doing his homework, he is capable but has low motivation to learn because of his academic struggles. In the classroom setting, his teacher shared Benjamin appears to have low motivation when it comes to school and demonstrates difficulty retaining information learned in all core academic areas: reading, math, and writing. He also has difficulty with comprehending directions, staying on task, transitioning between activities, and completing classwork in a timely manner. He appears lethargic, and will occasionally appear withdrawn/timid.

Examiner shared in the quiet, one-to-one setting, Benjamin's focus and concentration seemed to fluctuate. At times, his mind appeared to drift from the discussion in the moment or the task at hand to a spontaneous conversation.

Impact of Disability:

Student's disability of Specific Learning Disability does not impact their involvement and progress in the general education curriculum for this performance area.

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Section E: Present Level of Performance

Performance Area: Language
Category: Language Function
Assessment/Monitoring Process Used: Psycho-educational Evaluation
State/District Assessment Results:

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

Strengths: Based on parent input and interview, Benjamin is able to communicate adequately expressing his thoughts and needs. Within the educational setting (as reported by teacher(s)), Benjamin is able to use age appropriate vocabulary to adequately express ideas verbally in short phrases. Parent and teacher input, observations and interactions with this examiner suggest that Benjamin does engage in social communication with peers and adults adequately (e.g. taking turns in conversations, looking at the speaker, standing at an appropriate distance from the speaker, and using facial expressions and gestures).
Areas of Need: Within the educational setting (as reported by teacher(s)), Benjamin is able to use age appropriate vocabulary however he demonstrates difficulty relating ideas, and displays limited vocabulary. He does not contribute, participate and engage in classroom discussions and activities. He does not follow multiple step directions and does need information repeated. Results of the current assessment indicate Benjamin demonstrates areas of need in receptive and expressive language.
Impact of Disability: Student's disability of Specific Learning Disability specifically in the processing area of attention processing, auditory processing, phonological processing, association, conceptualization, and expression affects their ability in the area of receptive and expressive language which adversely impacts their involvement and progress in the general education curriculum.

Performance Area: Motor Abilities
Category: Motor Abilities
Assessment/Monitoring Process Used: Psycho-educational Evaluation
State/District Assessment Results:

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

Strengths: Benjamin is able to run, jump, throw and walk based on informal observations, teacher reports and school nurse's informal assessment. He is able to navigate the educational environment without difficulty. Records reflect that Benjamin has received passing grades in Physical Education. Parent and teachers do not report concerns.
Areas of Need: At this time, evaluation of writing samples indicates that Benjamin's writing is not legible and he is not able to complete fine motor tasks (writing, typing, cutting, etc.) without difficulty. Results of the standardized visual-motor integration tasks indicate Well Below Average sensory motor skills. Parent and teacher(s) do report concerns.
Impact of Disability: Student's disability of Specific Learning Disability specifically in the processing area of sensory-motor integration affects their ability to complete motor tasks (writing, copying) which adversely impacts their involvement and progress in the general education curriculum.

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Student

MIZRAHI

BENJAMIN

Y

Date of Birth

15-JUL-2016

Meeting Date

21-MAR-2024

Last

First

MI

Section E: Present Level of Performance

Performance Area:

Health

Category:

Health



Assessment/Monitoring Process Used:

health assessment, records review, parent interview

State/District Assessment Results:

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

Health Summary: Benjamin is a 7-year-old student with no significant medical conditions/diagnosis. No serious illnesses, surgeries, accidents, injuries or hospitalizations reported. No known allergies to food or medications. Currently not taking any medication at home or school.

Strengths: Benjamin is able to ambulate without assistance and is independent with all activities of daily living. Student is able to communicate needs and wants verbally. Passed LAUSD vision screening on 02/29/24 and hearing screening on 02/28/24.

Area of Need: Health is not an area of need

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

Accommodations/Modifications: None in the area of health.

Anna Muradyan, RN, BSN
Credentialed School Nurse
3/13/24

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):

WJ: Broad Reading 66

Strengths: Benjamin is able to correctly identify most letters and their sounds. With assistance, he can distinguish the initial sound in CVC words. Benjamin knows some grade level sight words.

Needs: Benjamin has not yet learned how to match oral words to printed words. Benjamin can not distinguish between short/long vowel in words stated orally. He has not yet learned to tell the difference between medial and final sounds in single syllable words. Benjamin struggles to change sounds to change words, such as cow to how. He cannot make sounds from all the letter/letter patterns and blend them into recognizable words. He has not shown the ability to read all common irregular sight words that are grade appropriate. Benjamin is unable to read aloud with fluency or accuracy. He has not yet learned how to identify the beginning, middle or end of a story and has also not learned to identify a story's parts (characters, setting...). Benjamin's recent DIBELS assessment as him at well below benchmark. Dibels assessment shows well below benchmark. Benjamin struggles to decode regularly spelled two-syllable words with long vowels when reading words in isolation and/or in text.

Impact of Disability: Benjamin eligibility of SLD affects his ability to decode regularly spelled two-syllable words with long vowels when reading words in isolation and/or in text which impacts his general education reading 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):

Broad Writing Score: 64

Strengths: With assistance Benjamin will use legible printing with some spacing between letters. With teacher modeling Benjamin will use periods at the end of his sentences. Benjamin is able to print his letters. When working one on one, will write CVC words correctly.

Needs: Benjamin struggles to write short, complete and coherent sentences. Benjamin is unable to show proper legibility or spacing when writing sentences. He has not shown an ability to independently write brief descriptions about readings. Benjamin is unable to identify or use plural nouns. Benjamin struggles to spell three and four letter short vowel sight words correctly. Benjamin struggles to write multiple sentences in which the development/ organization are appropriate to the task and/ or purpose.

Impact of Disability: Benjamin's eligibility of SLD affects his ability to write multiple sentences in which the development/ organization are appropriate to the task and/ or purpose which impacts his general education writing curriculum.

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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):

WJ4: Broad Math Score 81

Strengths: Benjamin has shown the ability to count to 100 and can recognize numbers up to 900. Benjamin is able to understand grade appropriate shapes. Benjamin understands the symbols +, - and =. Benjamin is able to solve simple, single digit, addition and subtraction problems.

Needs: Benjamin is not able to solve, single digit, addition and subtraction problems. Benjamin has not shown the ability to use the symbols <,> and = to compare numbers. Benjamin has not yet gained the ability to count by 2s, 5s and 10s. Benjamin is not yet been able to demonstrate the meaning of addition/subtraction vocabulary terms. Benjamin has not learned how to use pictures, bar graphs or charts to show mathematical information. Benjamin will often not attempt math word problems. Benjamin struggles to add or subtract multiple digit numbers. Benjamin struggles to solve word problem Benjamin is unable to determine the approach and operation needed (+, -) to successfully complete the problem.

Impact of Disability: Benjamin eligibility of SLD affects his ability to determine the approach and operation needed (+, -) to successfully complete the problem which impacts his general education math 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: Articulation
Category: Articulation/Phonological Processes
Assessment/Monitoring Process Used: Informal, observation, assessment
State/District Assessment Results: n/a

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

BACKGROUND INFORMATION:
Ben is a 7 year 7 month old boy currently enrolled in a 2nd grade general education classroom at Nestle Avenue Charter School. His current eligibility is SLI. Ben has been receiving 30 minutes per week biweekly of group speech therapy sessions to address his articulation needs. Ben has been working towards his goal which states, 'Ben will produce /r/ in all positions of words in spontaneous speech in 4/5 opportunities, with 80% accuracy, given minimal prompts/cues.'
AREAS OF STRENGTH:
Ben is a sweet boy who appears to try his best. He has excellent language, voice, and fluency skills. He is able to produce sentences of great length to express himself. He enjoys sharing information about himself and chatting with peers and adults in his environment. In terms of his articulation skills, his formal test scores fell in the average range. Ben is now able to produce all speech sounds with over 80% accuracy in isolation, sentences, and in spontaneous connected speech with minimal to no prompting.
Continued below...

Performance Area: Articulation cont.
Category: Articulation/Phonological Processes
Assessment/Monitoring Process Used: Informal, observation, assessment
State/District Assessment Results: n/a

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

AREAS OF NEED:
None identified in the area of speech and language. Although parent and teacher reported that Ben mispronounces words/sounds at times, he has the foundational skills to produce all of his speech sounds correctly independently. He just may need reminders to slow down, which does not warrant services.
IMPACT OF DISABILITY:
None at this time. Language and speech skills do not appear to impact Ben's ability to access and participate in his educational curriculum at this time. Service completion is recommended at this time.
Angeline Duque, MS, CCC-SLP
Speech-Language Pathologist

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Section E: Present Level of Performance

Performance Area: Visual Motor Integration /Fine Motor Skills
Category: Visual Motor
Assessment/Monitoring Process Used: BOT-2; Teacher/Parent Interview; Clinical Observations
State/District Assessment Results:

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

Student's Areas of Strength: Per formal assessment, including standardized testing results and teacher report, Ben demonstrates many areas of strength that assist him in accessing his overall curriculum. Ben demonstrates functional underlying neuromuscular skills, including functional postural control and stability, range of motion of joints, strength, endurance, balance and equilibrium reactions, in order to successfully and safely access physical activities required of him in his classroom and school environment. Ben maintains adequate upright posture during tabletop activities and is able to transition between postures required of him (sit-to-stand, kneeling-to-stand). He demonstrates functional grasp patterns including tip to tip pinch to pick up small items such as pennies and small beads, using tip-to-tip pinch. Ben also demonstrates adequate spherical grasp as he is able to grasp a tennis ball. Ben demonstrates functional praxis and motor planning skills for proper use of classroom tools, including scissors and writing utensils and to complete multi-step classroom tasks and crafts. On the BOT-2, Ben scored within the Average performance range in the area of Fine Motor Integration (scale score 13), Average in the area of Manual Dexterity (scale score 15), Average in Upper Limb Coordination (scale score 19), and Average in Manual Coordination (standard score 53). Ben further demonstrates functional foundational skills in the area of sensory processing (discrimination and modulation skills) as he is able to manipulate items within his hand and tolerates interaction with various textures (tactile processing), maintains upright seated position in classroom chair and tolerates changes in surfaces and heights (vestibular processing), and demonstrates adequate body awareness and grading of force skills (proprioceptive processing skills) to maintain functional level of arousal throughout the school day. Ben is independent with all school-related self-care (clothing management, opening packages for mealtime, toileting) needs.

Performance Area: Visual Motor Integration/Fine Motor Skills Continued
Category: Visual Motor
Assessment/Monitoring Process Used: BOT-2; Teacher/Parent Interview; Clinical Observations
State/District Assessment Results:

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

Student's Areas of Needs: Ben demonstrates challenges in the areas of visual motor integration and fine motor skills (precision and fine manual control skills). Per formal assessment observations, Ben utilizes a left hand, static three finger grasp with thumb tuck. Per standardized testing results using the BOT-2, Ben scored within the Below Average range in the area of Fine Motor Precision (scale score 7) as well as Below Average range in the area of Fine Manual Control (standard score 38). Per formal testing observations, Ben does not demonstrate smooth, dynamic, coordinated movement patterns when attempting to form letters or color within designated boundary lines. The tight, static grasp due to thumb tuck and a closed webspace appears to impact his ability to form letters properly and with functional legibility overall. Such challenges also appear to impact his ability to produce letters on the target lines and with consistent letter sizing. Ben further appears to continue to demonstrate challenges in the area of visual motor integration skills, impacting his ability to copy information from both near and far point models with functional spacing (between letters within words and between words) as well as challenges with line regard as Ben produces letters off the target bottom parallel (either too high above the line or inappropriately going below the line). Ben further continues to omit some letters and demonstrates some letter reversals of the letter 's' and 'b/d.' On the Beery-Buktenica Test of Visual Motor Integration 6th Edition (VMI-6) completed by School Psychologist, Joyce Nnoli, M.S., Ben scored well below average (standard score -67) in the area of Visual Motor Integration Skills. It should be noted that academic related challenges with reading and spelling also contribute to overall challenges with writing and are currently being addressed by resource and classroom teacher. [CONTINUED ON PAGE 2]

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Section E: Present Level of Performance

Performance Area: PAGE 2- Visual Motor Integration /Fine Motor Skills CONTINUED
Category: Visual Motor
Assessment/Monitoring Process Used: BOT-2; Teacher/Parent Interview; Clinical Observations
State/District Assessment Results:

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

[CONTINUED FROM PAGE 1]
Accommodations/Supports: Classroom accommodations put in place by classroom teacher and staff such as some repetition, practice, and small group instruction due to academic related challenges appear to benefit Ben in the classroom and continue to trials and explore adaptive writing strategies (i.e. pencil grips, adaptive paper with colored lines, slant board, etc.), as needed.
Impact of disability on academic and overall performance: Ben's disability of SLD and challenges in the area of fine motor skills (precision and fine manual control) and visual motor integration skills, affects Ben's ability to form letters with smooth, dynamic, coordinated movement patterns and functional written work legibility (adequate sizing, spacing, and line regard), as well as challenges with letter omissions and reversals, which impact his involvement and progress in the general education curriculum.
Susanne Elkrief, MA, OTR/L
LAUSD School based Occupational Therapist

Performance Area:
Category:
Assessment/Monitoring Process Used:
State/District Assessment Results:

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

[Empty box for current performance/assessment summary]

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Section F: Eligibility

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

SLD, OHI

For Initial IEP, interventions attempted prior to determining eligibility:

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:

- 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

Benjamin will decode regularly spelled two-syllable words with long vowels when reading words in isolation and/or in text as measured by observation in 4 out of 5 trials with 80% 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:

Benjamin will decode regularly spelled two-syllable words with long vowels when reading words in isolation and/or in text as measured by observation in 4 out of 5 trials with 60% accuracy.

Incremental objective #2 related to the goal:

Benjamin will decode regularly spelled two-syllable words with long vowels when reading words in isolation and/or in text as measured by observation in 4 out of 5 trials with 70% accuracy.

Date to be achieved: July 2024 MO/YR Date to be achieved: November 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.

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Student MIZRAHI BENJAMIN Y Last First MI

Date of Birth 15-JUL-2016

Meeting Date 21-MAR-2024

Section G: Annual Goals and Objectives

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

With guidance and support from adults, Benjamin will write 4 or more sentences in which the development/ organization are appropriate to the task and/ or purpose as measured by work samples in 2 out of 3 trials with 80% 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:

With guidance and support from adults, Benjamin will write 2 or more sentences in which the development/ organization are appropriate to the task and/ or purpose as measured by work samples in 2 out of 3 trials with 60% accuracy.

Incremental objective #2 related to the goal:

With guidance and support from adults, Benjamin will write 3 or more sentences in which the development/ organization are appropriate to the task and/ or purpose as measured by work samples in 2 out of 3 trials with 70% accuracy.

Date to be achieved: June 2024 MO/YR

Date to be achieved: November 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.

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Section G: Annual Goals and Objectives

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

When given a word problem Benjamin will determine the approach and operation needed (+, -) to successfully complete the problem with 70% accuracy in 2 of 3 trials, as measured by teacher-charted observation.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

When given a word problem Benjamin will determine the approach and operation needed (+, -) to successfully complete the problem with 60% accuracy in 2 of 3 trials, as measured by teacher-charted observation.

Incremental objective #2 related to the goal:

When given a word problem Benjamin will determine the approach and operation needed (+, -) to successfully complete the problem with 65% accuracy in 2 of 3 trials, as measured by teacher-charted observation.

Date to be achieved: July 2024 MO/YR Date to be achieved: November 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'.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
 Last First MI

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

In order to demonstrate improved fine motor skills (precision and fine manual control skills), Ben will utilize a more efficient three finger grasp with open webspace to produce dynamic, coordinated movement patterns to properly form letters on target lines and with adequate letter sizing, 80% accuracy, requiring no more than 2 visual /verbal cues, in 4/5 opportunities, with or without adaptive writing strategies as needed (i.e. pencil grip, etc.).

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:

In order to demonstrate improved fine motor skills (precision and fine manual control skills), Ben will utilize a more efficient three finger grasp with open webspace to produce dynamic, coordinated movement patterns to properly form letters on target lines and with adequate letter sizing, 60% accuracy, requiring no more than 2 visual /verbal cues, in 4/5 opportunities, with or without adaptive writing strategies as needed (i.e. pencil grip, etc.).

Incremental objective #2 related to the goal:

In order to demonstrate improved fine motor skills (precision and fine manual control skills), Ben will utilize a more efficient three finger grasp with open webspace to produce dynamic, coordinated movement patterns to properly form letters on target lines and with adequate letter sizing, 70% accuracy, requiring no more than 2 visual /verbal cues, in 4/5 opportunities, with or without adaptive writing strategies as needed (i.e. pencil grip, etc.).

Date to be achieved: MO/YR

Date to be achieved: 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)

Los Angeles Unified School District

Student MIZRAHI BENJAMIN Y Date of Birth 15-JUL-2016 Meeting Date 21-MAR-2024
Last First MI

Section G: Annual Goals and Objectives

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

In order to demonstrate improved visual motor integration skills, Ben will copy 2 sentences from a near point model with functional spacing (between letters within words and between words), with 75% accuracy, requiring no more than 2 visual/verbal cues, in 4/5 opportunities (with or without adaptive strategies as needed i.e. spacer stick, colored lines, slant board, etc.).

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 /staff report, Criterion Referenced, Work Samples, Curriculum Based, Informal

Incremental objective #1 related to the goal:

In order to demonstrate improved visual motor integration skills, Ben will copy 2 sentences from a near point model with functional spacing (between letters within words and between words), with 60% accuracy, requiring no more than 3 visual/verbal cues, in 4/5 opportunities (with or without adaptive strategies as needed i.e. spacer stick, colored lines, slant board, etc.).

Incremental objective #2 related to the goal:

In order to demonstrate improved visual motor integration skills, Ben will copy 2 sentences from a near point model with functional spacing (between letters within words and between words), with 70% accuracy, requiring no more than 3 visual/verbal cues, in 4/5 opportunities (with or without adaptive strategies as needed i.e. spacer stick, colored lines, slant board, etc.).

Date to be achieved: July 2024 MO/YR Date to be achieved: November 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 MIZRAHI BENJAMIN Y
Last First MI

Date of Birth 15-JUL-2016

Meeting Date 21-MAR-2024

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.

District Assessments

How will the student participate in District Assessments?

Full Participation

Partial Exemption from specific assessment(s). Indicate the exempt assessment **and** an appropriate replacement assessment below:

Exempt Assessment

Replacement Assessment

Dropdown menu for Exempt Assessment

Text box for Replacement Assessment

Accommodations:

Large text box for Accommodations

Student will participate in Regular State and District Assessments.
(Designated Supports and/or Accommodations identified below are applicable)

CAASPP Subject
ELA and Math

Designated Supports:

- Test in a separate/smaller setting
- Text-to-speech software enabled (for math items and ELA items except for reading passages)
- Simplified or paraphrased test directions (non-embedded designated support)

Accommodations:

- Text-to-Speech software enabled for ELA reading passages (embedded accommodation).

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student MIZRAHI BENJAMIN Y MI Last First MI

Date of Birth 15-JUL-2016

Meeting Date 21-MAR-2024

Section N: Procedural Safeguards and Follow-up Actions

- Checkboxes for procedural safeguards: A Parent's Guide to Special Education Services... The IEP Team Meeting Introductory Statements... The parent/guardian was informed of his/her right to a written translation of the IEP.

Is the parent/guardian requesting computer generated translation?* Yes No

Select Preferred Language: [dropdown]

*Computer generated translation provides access to an immediate written translation of the IEP but translated content has not been fully vetted by a District translator. Any computer generated translation IEP documentation should not be considered an official IEP document.

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:

- Checkboxes for compensatory education: The IEP team has reviewed and discussed whether compensatory education is required due to the COVID-19 pandemic. Student received all of their special education... Student did not receive all of their special education... Student did not receive all of the special education... Compensatory education consideration was documented on IEP dated

24-MAR-2023 (Active) Review - Annual [dropdown]

Recoupment Services Consideration:

- Checkboxes for recoupment services: 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. Student has made expected progress toward IEP goals... Student experienced learning loss as a result of the school facility closures... Recoupment services consideration was documented on IEP dated

24-MAR-2023 (Active) Review - Annual [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.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student MIZRAHI BENJAMIN Y MI

Date of Birth 15-JUL-2016

Meeting Date 21-MAR-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. Row 1: Student, A. Andonian, 11-MAR-2024

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

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

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

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

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

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

Parent Concerns and Comments

Large empty text box for parent concerns and comments.

Signature(s) [] [] Date []

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

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

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

Signature(s) [] [] Date 21-MAR-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="Shmuela Mizrahi"/>	<input type="text" value="Signature"/>
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="Alcen Andonian"/>	<input type="text" value="Signature"/>
Administrative Designee	<input type="text"/>	<input type="text"/>
Special Education Teacher	<input type="text" value="Russell Wise"/>	<input type="text" value="Signature"/>
General Education Teacher	<input type="text" value="Marina Abramyan"/>	<input type="text" value="Signature"/>
School Psychologist	<input type="text" value="Joyce Nnoli"/>	<input type="text" value="Signature"/>
School Nurse	<input type="text" value="Anna Muradyan"/>	<input type="text" value="Signature"/>
Related Service Staff <input type="text" value="LAS"/>	<input type="text" value="Angeline Duque"/>	<input type="text" value="Angeline Duque"/>
Related Service Staff <input type="text" value="OT"/>	<input type="text" value="Susanne Elkrief"/>	<input type="text" value="Signature"/>
Related Service Staff <input type="text"/>	<input type="text"/>	<input type="text"/>
Interpreter	<input type="text" value="Judy Maor"/>	<input type="text" value="Signature"/>
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="Aunt"/>	<input type="text" value="Ziva Zeharya"/>	<input type="text" value="Signature"/>
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 MIZRAHI BENJAMIN Y Last First MI

Date of Birth 15-JUL-2016

Meeting Date 21-MAR-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, Special Day Program, Home/Hospital, etc.

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.

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

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.
<div style="border: 1px solid black; height: 80px;"></div>		

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.
<div style="border: 1px solid black; height: 80px;"></div>		

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.
	<div style="border: 1px solid black; height: 80px;"></div>	

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 1 - Eligibility, Placements and Supports

Student
 Last First MI

Date of Birth Meeting Date

		Effective With this IEP	Future Changes Related to this IEP
	As of Date:	<input type="text"/>	<input type="text" value="01-AUG-2024"/>
Eligibility: (from Page 4)		Eligible (SLD)	
	Final IEP Reason Final IEP Effective Date:		
Curriculum		<input type="text" value="General Education"/>	<input type="text" value="General Education"/>
Placement	Type of School	<input type="text" value="District Resident School"/>	<input type="text" value="District Resident School"/>
	Name of School	<input type="text" value="NESTLE AVE CHARTER"/>	<input type="text" value="NESTLE AVE CHARTER"/>
Instructional Setting	Setting	<input type="text" value="General Education"/>	<input type="text" value="Special Education"/>
	Program	<input type="text" value="GE"/>	<input type="text" value="SLD"/>
	Special Day Minutes/Wk	<input type="text"/>	<input type="text" value="1200"/>
	Addresses Goals	<input type="text" value="3(Math),1(Reading),5(Visual Motor Skills),4(Fine Motor Skills),2(Writing)"/>	<input type="text" value="3(Math),1(Reading),5(Visual Motor Skills),4(Fine Motor Skills),2(Writing)"/>
Additional Factors	Low Incident Support	<input type="text" value="None"/>	<input type="text" value="None"/>
	Assistive Technology Support	<input type="text" value="No"/>	<input type="text" value="No"/>
	Transportation	<input type="text" value="None"/>	<input type="text" value="None"/>
	Extended School Year/Intersession	<input checked="" type="radio"/> Yes <input type="radio"/> No	
	Parent Counseling and Training (PCT)	<input checked="" type="radio"/> Yes <input type="radio"/> No	
	ESY Transportation	<input type="text" value="School to School"/>	
Accommodation, Modifications, Supports	Instructional Accommodations	<input type="text" value="extra time for assessments, break task into small manageable parts, individual and small group instruction when available, preferential seating, breaks as needed, graphic organizer for writing, check for understanding, reduced HW & extra time for assignments, Classroom accommodations put in place by classroom teacher and staff such as some repetition, practice, and small group instruction due to academic related challenges appear to benefit Ben in the classroom and continue to trials and explore adaptive writing strategies (i.e. pencil grips, adaptive paper with colored lines, slant board, etc.), as needed."/>	<input type="text" value="extra time for assessments, break task into small manageable parts, individual and small group instruction when available, preferential seating, breaks as needed, graphic organizer for writing, check for understanding, reduced HW & extra time for assignments, Classroom accommodations put in place by classroom teacher and staff such as some repetition, practice, and small group instruction due to academic related challenges appear to benefit Ben in the classroom and continue to trials and explore adaptive writing strategies (i.e. pencil grips, adaptive paper with colored lines, slant board, etc.), as needed."/>
	Instructional Modifications	<input type="text"/>	<input type="text"/>
	Other Supports, including Non-Academic and Extra-curricular Activities	<input type="text"/>	<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"/>	<input type="text"/>
Comments, as appropriate			

Low Incidence Equipment	
Assistive Technology Equipment	
Participation in General Education	For the 2024-25 school year Ben will mainstream for the arts, PE, fieldtrips and school wide activities. He will also be mainstreamed for academic areas as necessary with the collaboration between Gen Ed and Special Ed Teacher.

3(Math)	Minutes/Interval:	60	
	Minutes/Interval (Pullout from Gen Ed):	60	
	Service Delivery Model:	RSP: Direct Instruction Services*	
	RSP Area:	Math	
	Responsible Personnel:	Resource Specialist Teacher	

*

Service 3	Start Date:	Effective on Signature Date	
RSP	End Date:	11-JUN-2024	
RSP	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals:	Interval:	Weekly	

1(Reading) 2(Writing)	Minutes/Interval:	180	
	Minutes/Interval (Pullout from Gen Ed):	180	
	Service Delivery Model:	RSP: Direct Instruction Services*	
	RSP Area:	Literacy/ELA/ELD	
	Responsible Personnel:	Resource Specialist Teacher	

*

Service 4	Start Date:	Effective on Signature Date	
16	End Date:		
Occupational Therapy	Service applies to:	ESY	
	Frequency:	1	

This service addresses the following goals: 5(Visual Motor Skills) 4(Fine Motor Skills)	Interval:	Weekly	
	Minutes/Interval:	45	
	Minutes/Interval (Pullout from Gen Ed):	45	
	Service Delivery Model:	Direct Service (Collaborative)*	
	Responsible Personnel:	Licensed/Credentialed Provider	
		Other Provider(s)	
		General Education 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

Compensatory Education/Recoupment Services Discussion was documented on the last IEP

Part 4 - Additional Discussion (This section is optional)

IEP Team meeting began with the introduction of IEP team members and reading of the IEP Team Introductory Statement. Meeting was held in person. OT participated via Zoom. Assessment results were presented, PLPs were shared, goals were developed and services reviewed. Team determined, based on assessment results he will no longer qualify for Speech and Language Services. Ben did qualify for Special Education Services with the SLD eligibility. Team determined he would benefit from remaining in the Gen Ed setting with resource support , increased OT services, and accommodations documented in the IEP for the rest of the 2023-24 school year. Team agreed Ben would benefit from attending the SLD SDC at Nestle Ave Charter in the 2024-25 school year. ESY was discussed.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

(SLD, pg. 1 of 1)

Student MIZRAHI BENJAMIN Y
Last First MI

Date of Birth 15-JUL-2016

Meeting Date 21-MAR-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? Yes 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 No

If Yes, describe

Empty text box for describing behavior in general education setting.

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

- Listening Comprehension, Written Expression, Basic Reading Skills, Math Calculation, Oral Expression, Math Reasoning, Reading Comprehension, 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, Cognitive abilities including association, conceptualization and expression, Visual Processing, Auditory Processing, Phonological Processing, Sensory Motor Skills

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

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

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 (SLD)		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)	No Consent
16	Occupational Therapy	Effective on Signature Date	Regular	Weekly	1-5	~	60	Visual Motor Skills , Fine Motor Skills	--
16	Occupational Therapy	Effective on Signature Date	ESY	Weekly	1	~	45	Visual Motor Skills , Fine Motor Skills	--
RSP	RSP	Effective on Signature Date	Regular	Weekly	1-5	RSP- Literacy/ELA/ELD	180	Reading, Writing	--
RSP	RSP	Effective on Signature Date	Regular	Weekly	1-5	RSP-Math	60	Math	--

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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Extended School Year Services	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Supplementary Aids and Services (provided in general education classes and other general ed environments)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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.