

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Identification Number 090312M005 SSID 9590071915

Eligible (AUT)

Student PAZ Last ETHAN First E MI Date of Birth: 03-SEP-2012

Section A: Meeting Information

Pertinent Dates	Type of Meeting
Date of Initial IEP Team Meeting: 19-AUG-2015	<input type="radio"/> Initial <input checked="" type="radio"/> Amendment of IEP dated 27-OCT-2021 <input type="radio"/> Annual Review <input type="radio"/> Three Year Review <input type="radio"/> Other
Date of Present Meeting: 24-AUG-2022	
Annual Review to be conducted by: 27-OCT-2022	
Next Three Year Review will be conducted by: 03-MAY-2024	
Three Year Review or Evaluation was conducted on: 04-MAY-2021	
Transition to Kindergarten to be conducted by:	
Location of Meeting: SERRANIA AVE CES	District Name: Los Angeles Unified School Dist

Section B: Student Information

Date of Birth: 03-SEP-2012	Age: 9	Grade: 4
Gender: <input checked="" type="radio"/> Male <input type="radio"/> Female	Ethnic Code: White	
Location of the Psych Folder: SUPPORT UNIT NOR	Student has no Psych Folder: <input type="checkbox"/>	
Location of the Cum Folder: SERRANIA AVE CES	Student has no Cum Folder: <input type="checkbox"/>	
Home Language: Hebrew	Student Language: Hebrew	Alternate Mode of Communication:
Home Address of Student: 21601 ERWIN ST APT 393		
City: WOODLAND HIL CA	ZIP Code: 91367	
Home Telephone: (818) 357-9531	Daytime Telephone:	Emergency Telephone:
School of Attendance: Serrania Ave Ces	Location Code: 6606	
School of Residence: Hart St El	Location Code: 4445	
Name of Parent/Guardian: Valerie Paz	Telephone:	
Address:		
City:	CA	ZIP Code:
Surogate Parent:	Telephone:	
Attends CURRENT SCHOOL as a result of one of the following:	Charter School Enrollment	

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student PAZ ETHAN E MI

Date of Birth 03-SEP-2012

Section C: Language Acquisition

Language Classification: Limited English Proficient Start Date: 13-NOV-2017

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student

PAZ

ETHAN

E

Date of Birth

03-SEP-2012

Meeting Date

24-AUG-2022

Last

First

MI

Section E: Present Level of Performance

Performance Area:

Reading

Category:

Reading

Assessment/Monitoring Process Used:

teacher observation/input, parent input, DIBELS

State/District Assessment Results:

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

This meeting is being held to implement the ADR agreement. This PLP is from the May 4, 2021 IEP. Ethan has not attended Serrania CES this 2021-2022 school year.

Strengths: Per teacher observation and assessment data, Ethan has some strengths in reading. Ethan has met his previous reading goal of decoding multisyllabic words. Ethan is able to make sounds from all the letters/letter patterns and blends sounds into recognizable words. He is able to read common irregular sight words introduced by grade level. Ethan is able to answer who, what, when, where, and how questions about a story. Ethan is able to identify the beginning, middle and end of a story. DIBELS MOY scores show that Ethan is performing at benchmark in decoding, reading accuracy, and basic comprehension. Most recent grades show that Ethan is performing at grade level in reading foundational skills and making meaning from text.

Needs: Ethan has some needs in the area of reading. Ethan continues to need moderate teacher support in summarizing text. He continues to work on reading fluency.

Impact of disability: Ethan's special education eligibility of autism may impact his ability to access the general education curriculum in the areas of summarizing and reading fluency.

Performance Area:

Writing

Category:

Writing

Assessment/Monitoring Process Used:

teacher observation/input, parent input

State/District Assessment Results:

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

This meeting is being held to implement the ADR agreement. This PLP is from the May 4, 2021 IEP. Ethan has not attended Serrania CES this 2021-2022 school year.

Ethan currently receives 60 minutes of RSP services for English Language Arts. At this time, an assessment was not completed due to student remaining virtual due to the closure of LAUSD school facilities during the COVID-19 pandemic. An assessment plan should be considered when in-person instruction/assessment resumes.

Strengths: Per Resource teacher observation, Ethan has some strengths in writing. He writes legibly. Ethan knows the difference between writing uppercase and lowercase letters. He is able to copy sentences presented to him.

Needs: Per Resource teacher observation, Ethan has some areas of need in writing. He has not met his previous IEP goal of writing and continues to work on writing larger compositions. He has difficulty writing complete sentences with teacher support. Most recent grades show that Ethan is receiving a '2' in effective expression through writing.

Impact of disability: Ethan's special education eligibility of autism may impact his ability to access the general education curriculum in the areas of writing larger compositions.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student PAZ ETHAN E Date of Birth 03-SEP-2012 Meeting Date 24-AUG-2022
Last First MI

Section E: Present Level of Performance

Performance Area: ELD

Category: English Language Development

Assessment/Monitoring Process Used: Teacher observation/input, parent input

State/District Assessment Results:

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

This meeting is being held to implement the ADR agreement. This PLP is from the May 4, 2021 IEP. Ethan has not attended Serrania CES this 2021-2022 school year.

Strengths: Per Resource teacher observation, Ethan has some strengths in English Language Development. Ethan demonstrates actively listening to stories being read by answering who, what, where, when, how and why questions. He is able to hold a conversation with adults. Ethan is very vocal in letting his feelings known about certain tasks. When reading texts, Ethan will ask questions about the information being presented.

Needs: Per Resource teacher observation, Ethan has some areas of need. While Ethan has made some progress toward previous IEP goal, he continues to need support in retelling events of a text. When speaking, Resource teacher has noticed that Ethan struggles with irregular past tense verbs. For example, when talking about somewhere he went, he will say 'we 'goed' to Yosemite.'

Impact of disability: Ethan's special education eligibility of autism may impact his English Language Development in the area of recounting details from a text and using appropriate tense when speaking.

Performance Area: Behavior

Category: Behavior Intervention

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

This meeting is being held to implement the ADR agreement. This PLP is from the May 4, 2021 IEP. Ethan has not attended Serrania CES this 2021-2022 school year.

Strengths: Per Resource teacher observation, Ethan has some strengths. He does well with a written schedule. Once attending to a task, Ethan gives great effort to complete it. Ethan is vocal about asking for a body break when needed. Resource teacher has observed that he responds well to set timers when working on non-preferred activities.

Needs: Per BID report, Ethan typically requires prompting to remain engaged with the task. The annual goal has not been met. Ethan typically requires prompting to respond to engage and attend to teacher or worksheet without distractions for extended periods of time (greater than 10 minutes). Barriers include: clicking out of Zoom window, engaging with a toy, looking around the room, running to another room, looking and talking about reinforcer, hand-flapping, refusing to follow instruction.

Impact of disability: Ethan's special education eligibility of autism may impact his ability to attend to a task and participate in group play.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student PAZ ETHAN E Date of Birth 03-SEP-2012 Meeting Date 24-AUG-2022
Last First MI

Section E: Present Level of Performance

Performance Area: Mathematics

Category: Math

Assessment/Monitoring Process Used: teacher observation/input, parent input

State/District Assessment Results:

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

This meeting is being held to implement the ADR agreement. This PLP is from the May 4, 2021 IEP. Ethan has not attended Serrania CES this 2021-2022school year.
Ethan currently receives 60 minutes of RSP services for mathematics. At this time, an assessment was not completed due to student remaining virtual due to the closure of LAUSD school facilities during the COVID-19 pandemic. An assessment plan should be considered when in-person instruction/assessment resumes.
Strengths: Per Resource teacher observation, Ethan has some strengths in the area of math. He has met his previous math goal of adding with sums within 100. Ethan is able to set up an addition and subtraction problem in vertical method. He is able to add and subtract with regrouping. He is able to count, read and write numbers from 0-100. Most recent grades show that Ethan is currently receiving a '3' in mathematics, which is considered on grade level.
Needs: Per Resource teacher observation, Ethan has some areas of need in mathematics. Resource teacher has observed that Ethan struggles to determine the operation needed to solve a word problem.
Impact of disability: Ethan's special education eligibility of autism may impact his ability to access the general education curriculum in the areas of solving word problems.

Performance Area: Language

Category: Language - Expressive

Assessment/Monitoring Process Used: Informal Measures and Observations

State/District Assessment Results:

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

This meeting is being held to implement the ADR agreement. This PLP is from the May 4, 2021 IEP. Ethan has not attended Serrania CES this 2021-2022school year.
Ethan is a eight year eight month old boy who currently attends Serrania Charter and is in the second grade general education class. He currently receives LAS service for30 minutes per week in the area of language. An assessment was not completed as part of this three year IEP due to not having a signed assessment plan. An LAS assessment is being recommended in order to determine further need and eligibility of LAS services.
STRENGTHS: Ethan is able to initiate and hold a conversation over several turns. He is able to ask and answer questions from both his peers and adults. Ethan is able to problem solve situations presented to him by labeling the problem and giving a solution. He is able to sequence a three part story using first, next/then, and last. Ethan is also able to say what someone might be saying or asking from a picture cue.
NEEDS: Ethan needs constant reminders to wait turn his turn to talk. He constantly wants to interrupt and talk over everyone. Ethan at times has trouble making inferences. He needs prompts in order to do so.
EDUCATIONAL IMPACT: Ethan's trouble making inferences may affect his ability to access the curriculum.
Rachel Hochberg, M.S., CCC-SLP

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student

PAZ

ETHAN

E

Date of Birth

03-SEP-2012

Meeting Date

24-AUG-2022

Last

First

MI

Section E: Present Level of Performance

Performance Area:

Visual Motor

Category:

Visual Motor

Assessment/Monitoring Process Used:

Clinical observation, Parent interview, record review

State/District Assessment Results:

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

This meeting is being held to implement the ADR agreement. This PLP is from the May 4, 2021 IEP. Ethan has not attended Serrania CES this 2021-2022 school year.

Data and progress reporting are extracted from parent interview, teacher questionnaire, clinical observations, and documentation on welligent. At this time, an assessment was not completed due to student remaining virtual due to the closure of LAUSD school facilities during the COVID-19 pandemic. A remote assessment is not appropriate for this student, therefore, an assessment plan should be considered when the in person instruction/assessment resume

Strengths: Ethan demonstrates functional range of motion, proximal stability, postural control and adequate muscle strength/endurance when participating in school activities. In terms of his fine motor skills, Ethan is able to manipulate and coordinate classroom materials. He uses a R tripod grasp when handling writing tools. He demonstrates good bilateral manipulation coordination skills as he uses his R dominant hand to manipulate tools and his left hand to stabilize. Ethan has good visual skills as he is able to visually scan and identify/discriminate objects, letters, numbers, and figures. In terms of Ethan's visual motor skills, he benefits from adaptive paper. He utilizes adaptive supports appropriately (I.e. line paper) as he is able to differentiate his small, tall, and fall letters apart.

Performance Area:

Sensory Modulation

Category:

Sensory Processing

Assessment/Monitoring Process Used:

Clinical observation, Parent interview, teacher interview, record review

State/District Assessment Results:

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

This meeting is being held to implement the ADR agreement. This PLP is from the May 4, 2021 IEP. Ethan has not attended Serrania CES this 2021-2022 school year.

Data and progress reporting are extracted from parent interview, teacher questionnaire, clinical observations, and documentation on welligent. At this time, an assessment was not completed due to student remaining virtual due to the closure of LAUSD school facilities during the COVID-19 pandemic. A remote assessment is not appropriate for this student, therefore, an assessment plan should be considered when the in person instruction/assessment resume

Strengths: Ethan demonstrates functional range of motion, proximal stability, postural control and adequate muscle strength/endurance when participating in school activities. In terms of his fine motor skills, Ethan is able to manipulate and coordinate classroom materials. He uses a R tripod grasp when handling writing tools. He demonstrates good bilateral manipulation coordination skills as he uses his R dominant hand to manipulate tools and his left hand to stabilize. Ethan has good visual skills as he is able to visually scan and identify/discriminate objects, letters, numbers, and figures. In terms of Ethan's visual motor skills, he benefits from adaptive paper. He utilizes adaptive supports appropriately (I.e. line paper) as he is able to differentiate his small, tall, and fall letters apart.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student PAZ ETHAN E Date of Birth 03-SEP-2012 Meeting Date 24-AUG-2022
Last First MI

Section E: Present Level of Performance

Performance Area: Adaptive Behaviors

Category: Motor Abilities

Assessment/Monitoring Process Used: Prior Teachers Report

State/District Assessment Results:

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

This meeting is being held to implement the ADR agreement. This PLP is from the May 4, 2021 IEP. Ethan has not attended Serrania CES this 2021-2022 school year.
Ethan is a 7.6-year-old boy attending 1st grade at Serrania SCES.
Areas of strength: Ethan is cooperative participant in APE session. He is happy to come to the lessons, and participates in the activities.
Areas of need: Ethan needs to improve his focus; he walks around the auditorium and doesn't always follow directions. At this time it is felt that Adaptive Behavior skills constitutes the area of most significant delay and a goal will be written in this area to assist child.
Impact of disability: Ethan's special education eligibility of Autism impacts his Adaptive Behavior skills. This impacts his involvement and progress in a general physical education curriculum.
Submitted by: Ronen Gilad, Adapted Physical Education teacher

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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Los Angeles Unified School District

Student PAZ ETHAN E
Last First MI

Date of Birth 03-SEP-2012

Meeting Date 24-AUG-2022

Section F: Eligibility

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

[Empty text box for disability discussion]

For Initial IEP, interventions attempted prior to determining eligibility:

[Empty text box for interventions]

Eligible as a student with the disability of:

Code: AUT Autism

- Not Applicable, Blind or Partially Sighted

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

Code: [Empty] [Empty]

- 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): [Empty]

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

Final IEP Reason: [Empty] Final IEP Effective Date: [Empty]

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

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 #:

To demonstrate improved visual motor skills, Ethan will be able to write/copy up to 6 sentences (5-6 words in length) with 85% accuracy for line regard, spacing, letter sizing and correct use of capitalization/punctuation with no more than 2 verbal or visual prompts given adaptive strategies as needed 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
-
- Criterion Referenced
- Work Samples
- Curriculum Based
- Informal

Incremental objective #1 related to the goal:

To demonstrate improved visual motor skills, Ethan will be able to write/copy up to 3-4 sentences (5-6 words in length) with 75% accuracy for line regard, spacing, letter sizing and correct use of capitalization/punctuation with no more than 2 verbal or visual prompts given adaptive strategies as needed in 4 out of 5 opportunities.

Incremental objective #2 related to the goal:

To demonstrate improved visual motor skills, Ethan will be able to write/copy up to 4-5 sentences (5-6 words in length) with 80% accuracy for line regard, spacing, letter sizing and correct use of capitalization/punctuation with no more than 2 verbal or visual prompts given adaptive strategies as needed in 4 out of 5 opportunities.

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 Date: <input type="text"/>	2nd Reporting Period Date: <input type="text"/>	3rd Reporting Period Date: <input type="text" value="10-JUN-2022"/>	4th Reporting Period (Secondary Only) Date: <input type="text"/>	Goal Achievement
Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text" value="3"/>	Progress Mark: <input type="text"/>	Objective 1 Met: <input checked="" 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 checked="" 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 checked="" 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
 Last First MI

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

Ethan will independently attend to academic tasks by attending to individual or small group assignments without engaging in off-task behavior for a 30 minute period of time measured by data 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
-
- Criterion Referenced
- Work Samples
- Curriculum Based
- Informal

Incremental objective #1 related to the goal:

Ethan will independently attend to academic tasks by attending to individual or small group assignments without engaging in off-task behavior for a 10 minute period of time measured by data in 4/5 opportunities.

Incremental objective #2 related to the goal:

Ethan will independently attend to academic tasks by attending to individual or small group assignments without engaging in off-task behavior for a 20 minute period of time measured by data in 4/5 opportunities.

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 Date: <input type="text"/>	2nd Reporting Period Date: <input type="text"/>	3rd Reporting Period Date: <input type="text"/>	4th Reporting Period (Secondary Only) Date: <input type="text"/>	Goal Achievement
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 Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No If "No" please explain: <input type="text"/>
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	
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"/>	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student PAZ ETHAN E Last First MI

Date of Birth 03-SEP-2012

Meeting Date 24-AUG-2022

Section G: Annual Goals and Objectives

Performance Area: Sensory Modulation Category: Sensory Processing Annual Goal #: 3

To demonstrate improved sensory modulation skills, Ethan identify and utilize a sensory strategy from a visual schedule (i.e. zones of regulation, deep breathing, movement breaks) to participate in a non-preferred/adult directed tasks for 10-15 minutes with no more than 2 verbal cues.

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:

To demonstrate improved sensory modulation skills, Ethan identify and utilize a sensory strategy from a visual schedule (i.e. zones of regulation, deep breathing, movement breaks) to participate in a non-preferred/adult directed tasks for 8-10 minutes with no more than 2 verbal cues.

Incremental objective #2 related to the goal:

To demonstrate improved sensory modulation skills, Ethan identify and utilize a sensory strategy from a visual schedule (i.e. zones of regulation, deep breathing, movement breaks) to participate in a non-preferred/adult directed tasks for 10-12 minutes with no more than 2 verbal cues.

Date to be achieved: September 2021 MO/YR

Date to be achieved: January 2022 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 explanation of '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 #:

Ethan will orally read on-level text at 115 words per minute as measured by teacher-charted observation in 4 out of 5 trials with 85% 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:

Ethan will orally read on-level text at 85 words per minute as measured by teacher-charted observation in 4 out of 5 trials with 85% accuracy.

Incremental objective #2 related to the goal:

Ethan will orally read on-level text at 100 words per minute as measured by teacher-charted observation in 4 out of 5 trials with 85% accuracy.

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 Date: <input type="text"/>	2nd Reporting Period Date: <input type="text"/>	3rd Reporting Period Date: <input type="text"/>	4th Reporting Period (Secondary Only) Date: <input type="text"/>	Goal Achievement
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
 Last First MI

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

Ethan will write 3 narrative paragraphs that establish a situation with a narrator and/or characters in which a sequence of events unfolds, including temporal words and/or phrases to signal event order with faded teacher support as measured by student work samples in 4 out 5 trials with 85% 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:

Ethan will write a 2 narrative paragraphs that establish a situation with a narrator and/or characters in which a sequence of events unfolds, including temporal words and/or phrases to signal event order with faded teacher support as measured by student work samples in 4 out 5 trials with 85% accuracy.

Incremental objective #2 related to the goal:

Ethan will write a 3 narrative paragraphs that establish a situation with a narrator and/or characters in which a sequence of events unfolds, including temporal words and/or phrases to signal event order with faded teacher support as measured by student work samples in 3 out 5 trials with 85% accuracy.

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"/> 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 PAZ ETHAN E
Last First MI

Date of Birth 03-SEP-2012

Meeting Date 24-AUG-2022

Section G: Annual Goals and Objectives

Performance Area: ELD Category: English Language Dev Annual Goal #: 6

Ethan will recount/retell 5 details orally or in writing from fables, folktales, and myths from diverse cultures with faded teacher support as measured by teacher-charted observation and student work samples in 4 out of 5 trials with 85% 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:

Ethan will recount/retell 4 details orally or in writing from fables, folktales, and myths from diverse cultures with faded teacher support as measured by teacher-charted observation and student work samples in 4 out of 5 trials with 85% accuracy.

Incremental objective #2 related to the goal:

Ethan will recount/retell 5 details orally or in writing from fables, folktales, and myths from diverse cultures with faded teacher support as measured by teacher-charted observation and student work samples in 3 out of 5 trials with 85% accuracy.

Date to be achieved: September 2021 MO/YR

Date to be achieved: January 2022 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 Date:	2nd Reporting Period Date:	3rd Reporting Period Date:	4th Reporting Period (Secondary Only) Date:	Goal Achievement
Progress Mark: _____ 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 _____	Progress Mark: _____ 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 _____	Progress Mark: _____ 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 _____	Progress Mark: _____ 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 _____	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: _____

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 #:

Ethan will independently follow instructions the first time given by a teacher/staff member, without engaging in off-task behavior, for 5/5 opportunities throughout the day.

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:

Ethan will independently follow instructions the first time given by a teacher/staff member, without engaging in off-task behavior, for 3/5 opportunities throughout the day.

Incremental objective #2 related to the goal:

Ethan will independently follow instructions the first time given by a teacher/staff member, without engaging in off-task behavior, for 4/5 opportunities throughout the day.

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 Date: <input type="text"/>	2nd Reporting Period Date: <input type="text"/>	3rd Reporting Period Date: <input type="text"/>	4th Reporting Period (Secondary Only) Date: <input type="text"/>	Goal Achievement
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
 Last First MI

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

Ethan will independently follow rules for a minimum of 15 minutes group game or play activity with other children during social or un-structured time for 4/5 opportunities per week.

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:

Ethan will independently follow rules for a minimum of 7 minutes group game or play activity with other children during social or un-structured time for 4/5 opportunities per week.

Incremental objective #2 related to the goal:

Ethan will independently follow rules for a minimum of 10 minutes group game or play activity with other children during social or un-structured time for 4/5 opportunities per week.

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 Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No If "No" please explain: <input type="text"/>
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	
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"/>	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	

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 #:

Ethan will solve two-step word problems using the four operations and will represent the problem using equations with faded teacher support as measured by student work samples and teacher observation in 4 out of 5 trials with 85% 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:

Ethan will solve 5 one-step word problems using the four operations and will represent the problem using equations with faded teacher support as measured by student work samples and teacher observation in 4 out of 5 trials with 85% accuracy.

Incremental objective #2 related to the goal:

Ethan will solve two-step word problems using the four operations and will represent the problem using equations with faded teacher support as measured by student work samples and teacher observation in 3 out of 5 trials with 85% accuracy.

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 Date: <input type="text"/>	2nd Reporting Period Date: <input type="text"/>	3rd Reporting Period Date: <input type="text"/>	4th Reporting Period (Secondary Only) Date: <input type="text"/>	Goal Achievement
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
 Last First MI

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

Ethan will correctly make inferences from a picture cue with 80% accuracy in 5 trials over three consecutive sessions.

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:

Ethan will correctly make inferences from a picture cue with 60% accuracy in 5 trials over three consecutive sessions.

Incremental objective #2 related to the goal:

Ethan will correctly make inferences from a picture cue with 70% accuracy in 5 trials over three consecutive sessions.

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 Date: <input type="text" value="04-MAR-2022"/>	2nd Reporting Period Date: <input type="text" value="10-JUN-2022"/>	3rd Reporting Period Date: <input type="text"/>	4th Reporting Period (Secondary Only) Date: <input type="text"/>	Goal Achievement
Progress Mark: <input type="text" value="4"/> Is progress sufficient to meet annual goal? <input checked="" 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" value="4"/> Is progress sufficient to meet annual goal? <input checked="" 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 checked="" type="radio"/> Yes <input type="radio"/> No Objective 2 Met: <input checked="" type="radio"/> Yes <input type="radio"/> No If "No" please explain: <input type="text"/>

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 #:

Ethan will participate in Adapted PE lessons' activities, staying with the group while listening to instructions and follow directions with verbal prompts, 4/5 activities per lesson. 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:

Ethan will participate in Adapted PE lessons' activities, staying with the group while listening to instructions and follow directions with verbal prompts, 4/5 activities per lesson. 30% accuracy.

Incremental objective #2 related to the goal:

Ethan will participate in Adapted PE lessons' activities, staying with the group while listening to instructions and follow directions with verbal prompts, 4/5 activities per lesson. 50% accuracy.

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 Date: <input type="text" value="11-MAR-2022"/>	2nd Reporting Period Date: <input type="text"/>	3rd Reporting Period Date: <input type="text"/>	4th Reporting Period (Secondary Only) Date: <input type="text"/>	Goal Achievement
Progress Mark: <input type="text" value="1"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Objective 1 Met: <input type="radio"/> Yes <input checked="" type="radio"/> No Objective 2 Met: <input type="radio"/> Yes <input checked="" type="radio"/> No If "No" please explain: <input type="text" value="not attending school"/>
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input checked="" 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	
If "No" please comment: <input checked="" type="checkbox"/> Needs More Time <input checked="" 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"/>	

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 #:

Ethan will get his point across in a concise manner in 4/5 opportunities with no more than one prompt.

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:

Ethan will get his point across in a concise manner in 3/5 opportunities with no more than one prompt.

Incremental objective #2 related to the goal:

Ethan will get his point across in a concise manner in 4/5 opportunities with no more than two prompt.

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 Date: <input type="text" value="04-MAR-2022"/>	2nd Reporting Period Date: <input type="text" value="10-JUN-2022"/>	3rd Reporting Period Date: <input type="text"/>	4th Reporting Period (Secondary Only) Date: <input type="text"/>	Goal Achievement
Progress Mark: <input type="text" value="4"/>	Progress Mark: <input type="text" value="4"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Objective 1 Met: <input checked="" type="radio"/> Yes <input type="radio"/> No Objective 2 Met: <input checked="" type="radio"/> Yes <input type="radio"/> No If "No" please explain: <input type="text"/>
Is progress sufficient to meet annual goal? <input checked="" type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input checked="" 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	
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"/>	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student

PAZ

ETHAN

E

Date of Birth

03-SEP-2012

Meeting Date

24-AUG-2022

Last

First

MI

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.

Student will participate in Regular State and District Assessments. <i>(Designated Supports and/or Accommodations identified below are applicable)</i>	CAASPP Subject ELA and Math
Designated Supports: <ul style="list-style-type: none"> - Simplified or paraphrased test directions (non-embedded designated support) - Test in a separate/smaller setting - Text-to-speech software enabled (for math items and ELA items except for reading passages) 	

Student will participate in Regular State and District Assessments. <i>(Designated Supports and/or Accommodations identified below are applicable)</i>	ELPAC Subject Reading
--	---------------------------------

Student will participate in Regular State and District Assessments. <i>(Designated Supports and/or Accommodations identified below are applicable)</i>	ELPAC Subject Writing
--	---------------------------------

Student will participate in Regular State and District Assessments. <i>(Designated Supports and/or Accommodations identified below are applicable)</i>	ELPAC Subject Listening
--	-----------------------------------

Student will participate in Regular State and District Assessments. <i>(Designated Supports and/or Accommodations identified below are applicable)</i>	ELPAC Subject Speaking
--	----------------------------------

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student PAZ ETHAN E
Last First MI

Date of Birth 03-SEP-2012

Meeting Date 24-AUG-2022

Section N: Procedural Safeguards and Follow-up Actions

- Checkboxes for procedural safeguards: Parent's Guide provided, IEP Team Meeting Introductory Statements read aloud, parent/guardian informed of rights.

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

Specify the Individual Pages to be translated:

Special Requests:

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

Pandemic Learning Loss Consideration of Compensatory and/or Recoupment Services

Compensatory Education Consideration:

- Options for compensatory education: required due to COVID-19, or not required for various reasons.

Recoupment Services Consideration:

- Options for recoupment services: reviewed and discussed student's progress, or not recommended for various reasons.

- Other considerations: Preschool Only, 30-Day IEP, private school within district boundaries.

THIS SPACE DELIBERATELY LEFT BLANK.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student PAZ ETHAN E Last First MI

Date of Birth 03-SEP-2012

Meeting Date 24-AUG-2022

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: Phone, M. V., 18-AUG-2022

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

Signature(s)

Signature(s)

Date 24-AUG-2022

- Parent Guardian Student age 18-21 years age 18-21 years 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)

Signature(s)

Date 24-AUG-2022

PARENT INPUT SURVEY

Would you please take a moment to complete the survey below.
The information you provide will help us improve the Individualized Education Program (IEP) process. Thank you in advance for your time and interest.

ALL INFORMATION IS CONFIDENTIAL

DIRECTIONS: After each statement, please place an X on the line that describes your experience with your child's IEP.

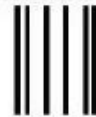
A. Regarding your child's current IEP:	Yes	No	Does Not Apply
1. I am satisfied with the IEP meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I feel that the IEP accurately reflects the decisions made at the IEP meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I received notice of the IEP meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I received "The IEP and You" handbook with the notice of the IEP meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. During the IEP process I received "A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)" explaining my rights as a parent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The IEP meeting was held in an appropriate setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I feel I was treated as an equal and important part of the IEP team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The participants at the IEP meeting were prepared and informed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Placements for my child, including the general education setting, were discussed and decided upon.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Related services were discussed and decided upon, if relevant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. If my child is 14 years old or older, an Individualized Transition Plan (ITP) was developed with my child's and my concerns in mind.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. At the end of the IEP meeting the decisions were summarized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. If I needed an oral interpretation of the IEP team meeting an interpreter was provided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. The interpretation of the IEP team meeting enabled me to participate and make an informed decision regarding my child's IEP during the IEP meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. The interpreter stayed for the duration of the IEP team meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. If the interpreter left the IEP meeting before it was over, another staff member served as the interpreter and the interpretation was adequate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I am aware that, if I am dissatisfied with the adequacy of the oral interpretation at the IEP team meeting, I can file a complaint with the Educational Equity Compliance Office at (213) 241-7682.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. If I needed a written translation of the IEP, translation services were offered.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. I am aware that, if I do not receive a copy of the translated IEP, I can contact the site administrator or call the Division of Special Education at (213) 241-6701.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If any of the answers to items 13-16 or 18-19 was No, please discuss your concern(s) with the site administrator or call the Division of Special Education at (213) 241-6701.

B. Regarding your child's previous IEP (if relevant):			
20. I am satisfied that my child received the services described on the previous IEP. (If your answer to this question is "No", please write concerns below.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional Comments			

Is there anything more you would like to ask us or tell us?
Please write below or call the Parent Resource Network at 1-800-933-8133.

Please fold along dotted lines with the address showing. Seal and mail. Postage is pre-paid.
Again, Thank you!



NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES

BUSINESS REPLY MAIL
FIRST-CLASS MAIL PERMIT NO. 33798 LOS ANGELES CA 90051

POSTAGE WILL BE PAID BY ADDRESSEE

ATTN PARENT RESOURCE NETWORK
LOS ANGELES UNIFIED SCHOOL DISTRICT
PO BOX 613307
LOS ANGELES CA 90099-4093



PARENT INPUT SURVEY
English

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Reconvened Meeting Date

Student PAZ Last ETHAN First E MI

Date of Birth 03-SEP-2012

Meeting Date 24-AUG-2022

Section R: Names and Signatures (Signatures on File)

Table with 3 columns: Team Member, Print Name, Signature. Rows include Parent/Guardian, Student Age 18-21 years, Surrogate Parent, Administrator, Special Education Teacher, Related Service Staff (LAS, OT), Interpreter, Agency Representative, and Other.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student PAZ
Last

ETHAN
First

E
MI

Date of Birth 03-SEP-2012

Meeting Date 24-AUG-2022

LEAST RESTRICTIVE ENVIRONMENT ANALYSIS

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

Student's Current Placement Type:

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

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

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

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

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

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

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

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

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

Student PAZ

ETHAN

E

Date of Birth 03-SEP-2012

Meeting Date 24-AUG-2022

Last

First

MI

Birth

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.

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.

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.

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 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 type="checkbox"/>	Rate at which student may earn credits for graduation
	<input type="checkbox"/>	Lack of opportunity for social interaction
	<input type="checkbox"/>	Lack of opportunities for age-appropriate peer role models
	<input type="checkbox"/>	Amount of socialization opportunities with typical peers
	<input type="checkbox"/>	Limited access to peers in student's home community
	<input type="checkbox"/>	Lack of exposure to appropriate behavioral models from peers
	<input type="checkbox"/>	Other: <input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 1 - Eligibility, Placements and Supports

Student PAZ
Last

ETHAN
First

E MI

Date of Birth 03-SEP-2012

Meeting Date 24-AUG-2022

		Effective With this IEP	Future Changes Related to this IEP
		As of Date: 24-AUG-2022	
Eligibility: (from Page 4)		Eligible (AUT)	
	Final IEP Reason Final IEP Effective Date:		
Curriculum		General Education	
Placement	Type of School	Affiliated Charter	
	Name of School	SERRANIA AVE CES	
Instructional Setting	Setting	General Education	
	Program	GE	
	Special Day Minutes/Wk		
	Addresses Goals	1(Visual Motor),2(Behavioral Support),3(Sensory Modulation),4(Reading),5(Writing),6(ELD),7(Behavior Support 2),8(Behavior Support 3),9(Mathematics),10(Language),11(Adaptive Behaviors),12(Language 2)	
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		
Accommodation, Modifications, Supports	Instructional Accommodations	Use of adaptive writing paper when needed, Extra time to complete classroom assignments and assessments at teacher's discretion, provide breaks as needed, small group instruction, directions repeated and ask student to repeat to confirm understanding, visual/verbal daily schedule, break tasks into small, manageable steps, sentence starters during writing activity, offer verbal praise, seating near point of instruction and away from distractions, sensory diet to include opportunities to move (stress ball, seat cushion designed for movement, etc.), use of a timer to help sustain focus as needed, use of math manipulatives when needed	
	Instructional Modifications		
	Other Supports, including Non-Academic and Extra-curricular Activities		
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	Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary?	<input type="radio"/> Yes <input checked="" type="radio"/> No	
	If the Parent does not agree, specify the area(s) to be reassessed.		

comprehensive reassessment.)

The District and parent agree to a comprehensive assessment including: OT, LAS, APE, FBA.

--

Comments, as appropriate

Low Incidence Equipment

--

Assistive Technology Equipment

--

Participation in General Education

--

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student PAZ Last

ETHAN First

E MI

Date of Birth 03-SEP-2012

Meeting Date 24-AUG-2022

		Effective With This IEP	Future Changes Related To This IEP
Service 1	Start Date:	Effective on Signature Date 24-AUG-2022	
10	End Date:		
Language/Speech	Service applies to:	Regular	
	Frequency:	1	
This service addresses the following goals :	Interval:	Weekly	
	Minutes/Interval:	30	
10(Language)	Minutes/Interval (Pullout from Gen Ed):	30	
12(Language 2)			
	Service Delivery Model:	Direct Service (Collaborative)*	
	Area:	School-Based	
	Responsible Personnel:	Licensed/Credentialed Provider	
		General Education Teacher	
* 			
Service 2	Start Date:	Effective on Signature Date 24-AUG-2022	
09	End Date:		
Adapted PE	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals :	Interval:	Weekly	
	Minutes/Interval:	30	
11(Adaptive Behaviors)	Minutes/Interval (Pullout from Gen Ed):	30	
	Service Delivery Model:	Direct Service (Co-teaching)*	
	Responsible Personnel:	Licensed/Credentialed Provider	

*			

Service 3	Start Date:	Effective on Signature Date 24-AUG-2022	
RSP	End Date:		
RSP	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals:	Interval:	Weekly	
	4(Reading)	Minutes/Interval:	60
	5(Writing)	Minutes/Interval (Pullout from Gen Ed):	60
	6(ELD)	Service Delivery Model:	RSP: Direct Instruction Services*
		RSP Area:	Literacy/ELA/ELD
		Responsible Personnel:	Resource Specialist Teacher
			General Education Teacher

*

Service 4	Start Date:	Effective on Signature Date 24-AUG-2022	
33	End Date:		
Behavior Intervention Development (BID)	Service applies to:	Regular	
	Frequency:	1-10	
This service addresses the following goals:	Interval:	Monthly	
	2(Behavioral Support)	Minutes/Interval:	420
	7(Behavior Support 2)	Minutes/Interval (Pullout from Gen Ed):	0
	8(Behavior Support 3)		

	Service Delivery Model:	Collaborative Behavioral Services*	
	Responsible Personnel:	Licensed/Credentialed Provider	
		Resource Specialist Teacher	
		General Education Teacher	
	*		

Service 5	Start Date:	Effective on Signature Date 24-AUG-2022	
16	End Date:		
Occupational Therapy	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals:	Interval:	Weekly	
1(Visual Motor)	Minutes/Interval:	30	
3(Sensory Modulation)	Minutes/Interval (Pullout from Gen Ed):	30	
	Service Delivery Model:	Direct Service (Collaborative)*	
	Responsible Personnel:	Licensed/Credentialed Provider	
	*		

Service 6	Start Date:	Effective on Signature Date 24-AUG-2022	
32	End Date:		
Behavior Intervention Implementation (BII)	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals:	Interval:	Weekly	
	Minutes/Interval:	1800	

Part 4 - Additional Discussion (This section is optional)

The IEP team determined that student will be able to maintain the level of speech and language skills during the summer months without significant recoupment, therefore ESY is not being recommended. Ethan is struggling with distant learning. The team discussed strategies to help support him during this time. The team will monitor his progress and adjust as necessary to support him with his learning. Parent Counseling and Training worksheet was completed. The team agrees that PCT will help support Ethan. PCT invitation will be sent home.

Amendment (8/30/2021): Mother requested this IEP to discuss the possible change of placement to City of Angels. The IEP team does not find City of Angels an appropriate learning setting for Ethan at this time. It was observed during distance learning that Ethan needed maximum support to attend to the lessons and complete independent work. During the general education, resource, speech, and occupational therapy zoom sessions, Ethan would turn off camera, walk away from camera, and at times exit zoom sessions. It took a lot of prompting to get Ethan to attend to tasks that was asked of him (e.g. maximum prompting to pick up pencil, take packet out, complete the first step of an assignment etc.). Ethan makes greater progress academically when participating during in-person learning. Even when given maximum prompts, Ethan demonstrated a difficult time being redirected to tasks, while participating in distance learning.

Implementation IEP (10/27/21): This IEP is to implement the ADR-S agreement. Language/Speech services: 30 minutes a week, synchronous. APE: 30 minutes a week, asynchronous. Occupational Therapy: 30 minutes a week, synchronous. RSP: 60 minutes a week for Math, synchronous. RSP: 60 minutes a week of ELA, synchronous. Per the ADR-S agreement parents waives the statutory notice requirements and the personal presence of IEP team members who may otherwise be required to attend the meeting. By signing this ADR-S Agreement, Parents consent to the Implementation IEP and agree that no further consent is required.

Amendment IEP (8/24/22): Mother excused LAS, APE, and OT from this amendment IEP prior to the meeting. Ethan has been attending the City of Angeles. He is now back to in person learning. We are holding this IEP to name Serrania as the school of attendance and to reinstate the NPA BII/BID service that was provided to Ethan prior to him enrolling in City of Angeles.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student PAZ ETHAN E
Last First MI

Date of Birth 03-SEP-2012 Meeting Date 24-AUG-2022

FAPE Summary Grid

Program:	GE		Setting:	General Education					
Eligibility:	Eligible (AUT)		Curriculum:	General Education					
Transportation:	None		Low Incident Support:	None					
Date District Received	24-Aug-2022								
Parent Signature:									
Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)	No Consent
09	Adapted PE	Effective on Signature Date	Regular	Weekly	1-5	~	30	Adaptive Behaviors	--
33	Behavior Intervention Development (BID)	Effective on Signature Date	Regular	Monthly	1-10	~	420	Behavioral Support, Behavior Support 2, Behavior Support 3	--
32	Behavior Intervention Implementation (BII)	Effective on Signature Date	Regular	Weekly	1-5	~	1800	Behavioral Support, Behavior Support 2, Behavior Support 3	--
10	Language/Speech	Effective on Signature Date	Regular	Weekly	1	School-Based	30	Language , Language 2	--
16	Occupational Therapy	Effective on Signature Date	Regular	Weekly	1-5	~	30	Visual Motor, Sensory Modulation	--
RSP	RSP	Effective on Signature Date	Regular	Weekly	1-5	RSP-Literacy/ELA/ELD	60	Reading, Writing , ELD	--
RSP	RSP	Effective on Signature Date	Regular	Weekly	1-5	RSP-Math	60	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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Supplementary Aids and Services (provided in general education classes and other general ed environments)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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

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

For IEP Team Information

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

INDIVIDUALIZED EDUCATION PROGRAM Behavior Intervention Plan

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

Los Angeles Unified School District

(Behavior Intervention Plan, pg. 1 of 3)

Student Date of Birth Meeting Date

Last First MI

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

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

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

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

PREVENTION

PART 1

ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

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

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

Other Describe:

Observation Analysis

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

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

Other (Missing/Present):

REMOVE STUDENT'S NEED TO USE THE PROBLEM BEHAVIOR

Intervention

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

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

Other

Who will establish? Who will monitor? Frequency

INDIVIDUALIZED EDUCATION PROGRAM Behavior Intervention Plan

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

Los Angeles Unified School District

(Behavior Intervention Plan, pg. 2 of 3)

Student **PAZ** **ETHAN** **E** **MI** Date of Birth **03-SEP-2012** Meeting Date **24-AUG-2022**

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

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

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

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

Sensory input Attention (peer) Task (too long)

Task (too difficult) Task (too easy)

Describe:

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

Ethan will independently express himself using functional communication to ask for a break or help during a task.

10 What teaching Strategies/Necessary Curriculum/Materials are needed?

Better communication skills Anger management Communication system Self-management systems

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

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

Other

Who will establish? teacher Who will monitor? teacher Frequency: daily

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

Physical: High-fives Smiles Handshake

Pat on the back Peer recognition

Verbal: Use specific praises Recognition of student's st...

Time on the computer Free time Listen to music

Contingent Access: Preferred activity Describe: Other

Positive phone calls or notes to home Certificate sent home Seating Location

Tangibles: Tokens Points

Tokens and Points: Exempt assignment Extra test points

Privileges:

Other ideas:

Selection of reinforcer based on: student preference

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

By whom? teacher Frequency: daily

EFFECTIVE REACTION PART III REACTIVE STRATEGIES

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

Prime Ethan by informing him of what is going to be expected of him at least 10 seconds before each demand, directive, or transition. Modify the demand such that it provides ample time (within 10 seconds for Ethan to successfully complete task independently with moderate delay, First/Then phrases should be used to help Ethan transition from one activity to the other, with consistent delivery of reinforcement, Show Ethan appropriate

Personnel? teacher

INDIVIDUALIZED EDUCATION PROGRAM
Behavior Intervention Plan

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

Los Angeles Unified School District
Student PAZ ETHAN E
Last First MI

(Behavior Intervention Plan, pg. 3 of 3)
Date of Birth 03-SEP-2012 Meeting Date 24-AUG-2022

OUTCOMES PART IV BEHAVIORAL GOALS

13 Behavioral Goal: Goal #: 2

Ethan will independently attend to academic tasks by attending to individual or small group assignments without engaging in off-task behavior for a 30 minute period of time measured by data in 4/5 opportunities.

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

Observation and Analysis Conclusion

Are curriculum accommodations or modifications also necessary? Where described?
Fape 1

Yes No

Are environmental supports/changes necessary?
 Yes No

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

Are both teaching of new replacement behavior AND reinforcement needed?
 Yes No

This BIP to be coordinated with other agency's service plans? Agency?
 Yes No

Person responsible for contact between agencies.

COMMUNICATION PART V COMMUNICATION PROVISIONS

14 Manner and content of communication:

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

Between? teacher and parent Frequency? as needed