

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 type="radio"/> Amendment of IEP dated
Date of Present Meeting: 13-JAN-2023	<input type="radio"/> Annual Review <input type="radio"/> Early Start Transition
Annual Review to be conducted by: 01-DEC-2023	<input checked="" type="radio"/> Three Year Review <input type="radio"/> Expulsion Analysis
Next Three Year Review will be conducted by: 30-NOV-2025	<input type="radio"/> Other <input type="radio"/> Individual Transition Plan
Three Year Review or Evaluation was conducted on: 01-DEC-2022	
Transition to Kindergarten to be conducted by:	

Location of Meeting: SERRANIA AVE CES	District Name: Los Angeles Unified School Dis
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Section B: Student Information

Date of Birth: 03-SEP-2012	Age: 10	Grade: 4
Gender: <input checked="" type="radio"/> Male <input type="radio"/> Female	Ethnic Code: White	
Location of the Psych Folder: SUPPORT UNIT NOF	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

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

Section C: Language Acquisition

Language Classification: Limited English Proficient Start Date: 12-MAY-2022
 Withdrawal by Parent Request: Yes No Reclassification Date:
 ELPAC Performance Level and Performance Descriptor: Test Date:
 Alternate ELPAC Performance Level and Performance Descriptor: Test Date:

Section D: Goal Achievement from Current IEP

		Achieved		
Goal for: (example - Reading)		Yes	No	If No, explain the reason the goal/objective was not achieved
1	Visual Motor	<input checked="" type="radio"/>	<input type="radio"/>	
Category	Visual Motor			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	
2	Sensory Modulation	<input checked="" type="radio"/>	<input type="radio"/>	
Category	Sensory Processing			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	
3	Adaptive Behaviors	<input checked="" type="radio"/>	<input type="radio"/>	
Category	Adaptive Behaviors			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	
4	Reading	<input type="radio"/>	<input checked="" type="radio"/>	reading 101 words w/ 100% accuracy
Category	Reading			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	
5	Math	<input type="radio"/>	<input checked="" type="radio"/>	needs teacher support
Category	Math			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	needs teacher support
6	Writing	<input type="radio"/>	<input checked="" type="radio"/>	not 3 paragraphs
Category	Writing			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	not 3 paragraphs
7	ELD	<input checked="" type="radio"/>	<input type="radio"/>	
Category	English Language Developmen			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	
8	Behavior 1	<input type="radio"/>	<input checked="" type="radio"/>	need more data
Category	Behavior Intervention			
	Objective 1 met	<input type="radio"/>	<input checked="" type="radio"/>	need more data
	Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	need more data
9	Behavior 2	<input type="radio"/>	<input checked="" type="radio"/>	need more data
Category	Behavior Intervention			
	Objective 1 met	<input type="radio"/>	<input checked="" type="radio"/>	need more data
	Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	need more data
10	Behavior 3	<input type="radio"/>	<input checked="" type="radio"/>	need more data
Category	Behavior Intervention			
	Objective 1 met	<input type="radio"/>	<input checked="" type="radio"/>	need more data
	Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	need more data

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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Student

PAZ

ETHAN

E

Date of Birth

03-SEP-2012

Meeting Date

13-JAN-2023

Last

First

MI

Section E: Present Level of Performance

Performance Area:

Health

Category:

Health



Assessment/Monitoring Process Used:

Health assessment, review of records, and Interview with parents

State/District Assessment Results:

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

Health Summary: Ethan is a nine-year-old 4th grade student at Serrania ES. Ethan has diagnosed Autism and ADHD. Ethan takes no medications at home or at school. There is no history of serious or chronic illness, allergies, injuries, accidents, surgeries, hospitalizations, or psychiatric care in the past three years. Ethan receives private ABA and speech therapy. Parent concerns are academic, behavioral, developmental, and social/peer relationship related.

Strengths. Ethan is in good general health. Ethan's last PE was in 2019. Ethan passed a LAUSD vision screening on 9/12/22 and a LAUSD audio screening on 9/14/22. Ethan is independent in mobility and most activities of daily living.

Areas of Need: Parent reported Ethan needs some assistance with reminders and prompting to use bathroom when needed.

Impact of Disability: Physical health does not impact Ethan's participation, performance, or access to the educational program.

Accommodation/Modification: Recommend trained staff to recognize when student may display behavior that may indicate need to use the restroom, and to provide private reminders/encouragement to student to use restroom when needed.

Completed By:
Mary King CSN, RN-BSN
9/12/22

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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Last

ETHAN
First

E
MI

Date of Birth 03-SEP-2012

Meeting Date 13-JAN-2023

Section E: Present Level of Performance

Performance Area: Language

Category: Language – Expressive

Assessment/Monitoring Process Used: CASL-2 and Language Sample

State/District Assessment Results:

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

Ethan is a ten year one month old boy who currently attends Serrania Charter and is in the fourth grade general education classroom. He currently receives LAS services in the area of language for 30 minutes per week.

STRENGTHS: Ethan has functional language skills that allow him to access the general education curriculum. He is able to ask and answer questions, initiate interactions, make his wants and needs known, hold interactions over several turns, make inferences, and is accessing the general education curriculum. He is able to communicate effectively, making his wants and needs known. He is able to communicate effectively and with prompts, will change the subject and speak about non-preferred topics.

NEEDS: Ethan does have difficulty in the area of grammar, non-literal language, and double meaning, however, this is something that can be addressed by the classroom teacher in the general education classroom through the English Language Arts curriculum.

EDUCATIONAL IMPACT: Ethan is accessing his general education curriculum.

Rachel Hochberg, M.S., CCC-SLP

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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Student PAZ ETHAN E Date of Birth 03-SEP-2012 Meeting Date 13-JAN-2023
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Section E: Present Level of Performance

Performance Area: Fine Motor/Visual Motor
 Category: Visual Motor
 Assessment/Monitoring Process Used: BOT-2, DTVP-3, SPM-2, SOSI-M, OT Sessions, documentation, teacher/parent input
 State/District Assessment Results: Refer to Assessment Report

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

Areas of strength: Ethan has many areas of strengths that support his participation in the school environment. Ethan has the functional mobility to navigate his school environment and classroom. He is able to transition from a sit to stand position and stand to sit position without losing his balance. Ethan has adequate range of motion, muscle tone, and strength to retrieve school materials from his backpack, desk, and around the classroom. Ethan can maintain an upright seated position without leaning into his desk, slumping over in his chair, or needed to drop his head up with his hands. Ethan can navigate various terrain which include the dirt track, grass, and pavement without tripping or falling. Ethan scored average on the motor-reduced visual perceptual composite of the DTVP-3. This composite assesses his performances in three areas of figure-ground, visual closure, and form constancy. Ethan demonstrates adequate visual closure skills as he was able to depict and process visual information when the object or shape is partially hidden. He was able to recognize and label objects and shapes when they were presented in various sizes, angles, and colors indicating that he has adequate form constancy skills. He was able to discriminate objects and shapes while they are presented in a visual array with stimuli that was intended to distract him. As this relates to his performance in the classroom, Ethan visually scans from left to right and row by row when reading from a textbook or workbook. He is able to recognize letters, numbers, and figures when presented from a near or far point model as evidenced by copying lines of text without reversing or omitting letters, numbers, and words. Ethan demonstrates a right-hand dominance. He utilizes a functional modified tripod grasp. Ethan presents with functional bilateral coordination and manipulation skills as he is efficient in using his right dominant hand to manipulate school tools and materials while his left helper hand supports and stabilizes papers and containers

Performance Area: Sensory Processing
 Category: Sensory Processing
 Assessment/Monitoring Process Used: BOT-2, DTVP-3, SPM-2, SOSI-M, OT Sessions, documentation, teacher/parent input
 State/District Assessment Results: Refer to Assessment Report

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

He demonstrated mature prehensile grasp patterns as he used a consistent pincer/tip to tip grasp to pick up and manipulate small objects (i.e. pennies and pegs). He was able to performed simple manipulation skills to rotate the peg in his finger tips to place it into a small hole on the peg board without over or undershooting. Ethan is able to hold scissors correctly by maintaining a thumb up position. He was able to cut a circle in a smooth and fluid motion by cutting around curved edges while sustaining a depressing his shoulders and maintaining a neutral 90-degree position with his elbow, forearm, and wrist. Ethan scored within average range on the eye hand coordination (EH) subset and above average in the copying (CO) subset on the DTVP-3. Ethan handwriting is neat and legible. When he is given lines on a notebook or adaptive paper in OT session, he is able to demonstrate consistency in line adherence, letter sizing, and formation. He requires minimal to moderate prompts to address his spacing, however, with practice and repetition he is able to identify the errors independently. Per SOSI-M and SPM results, Ethan demonstrates adequate vestibular, proprioceptive, and motor planning processing skills to complete academic tasks.

Student's areas of needs: Per assessment results and clinical observations, Ethan exhibits functional underlying skills (i.e. fine motor, visual motor, and motor planning skills) that are needed to engage and participate in academic tasks and activities. Per SPM-2 results, Ethan is easily distracted by auditory input and visual stimuli in the classroom. To address these concerns, it is recommended to implement accommodations and support Ethan with a behavioral intervention plan. Ethan is able to access the educational curriculum without requiring direct school based occupational therapy services.

Impact of disability on academic and overall performance: While Ethan's disability and eligibility of autism impacts his ability to access the educational curriculum, he does not evidence a need for direct school based occupational therapy services.

Lauren Dizon, MOT, OTR/L

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Student

PAZ

ETHAN

E

Date of Birth 03-SEP-2012

Meeting Date 13-JAN-2023

Last

First

MI

Section E: Present Level of Performance

Performance Area:

Cognition

Category:

General Ability

Assessment/Monitoring Process
Used:

Psychoeducational assessment

State/District Assessment Results:

n/a

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

CURRENT LEVEL FUNCTIONING/RELATIVE STRENGTH(S):

Ethan's overall cognitive abilities are estimated to fall in the average range. His visual processing skills fell within the average range. His auditory processing skills ranged from the average to the well below average range. His memory skills fell in the average range.

AREA OF NEED:

Ethan exhibits many behaviors associated with Autism at this time. His Autistic like behaviors appear to be impacting his ability to access grade level curriculum at this time. Additionally, his phonologic skills fell in the below average range, and Ethan presents with several characteristics associated with dyslexia. His listening comprehension skills also fell in the well below average range.

MPACT ON LEARNING:

As a result of Ethan's autistic like behaviors, he may experience difficulty in the school setting. For example, he may have difficulty learning at a rapid rate, learning new material, and understanding new concepts that are presented orally. Additionally, he may also take an impulsive approach to completing classroom assignments, experience difficulty working in small groups, and exhibit difficulty answering 'wh' questions. He may also struggle to engage in reciprocal play, and in regards to his communication with peers/staff. Ethan may also struggle to develop phonological recognition and reading automaticity as a result of his poor phonological processing skills. He may struggle to answer questions and develop reading comprehension proficiency as a result of his poor listening comprehension skills at this time.

Performance Area:

Social-emotional

Category:

Social Emotional

Assessment/Monitoring Process
Used:

Psychoeducational assessment

State/District Assessment Results:

n/a

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

CURRENT LEVEL FUNCTIONING/RELATIVE STRENGTH(S):

Ethan's teacher reported that he is a very sweet boy, respects his teacher, responds well to positive feedback, can sit quietly in class, relates well to his peers, and initiates conversations with preferred topics. He is also reported to be happy, enjoys traveling, enjoys humor, music, learns details well, and demonstrates care to those that he loves per mother.

AREA OF NEED:

Ethan exhibits many behaviors associated with Autism at this time. For example, Ethan's mother reports that he exhibits difficulties in the areas of social communication, peer socialization, adult socialization, stereotypy, behavioral rigidity, and attention. Ethan's teacher notes difficulties in the areas of unusual behaviors, self-regulation, atypical language, stereotypy, behavioral rigidity, and attention. His Autistic like behaviors appear to be impacting his ability to access grade level curriculum at this time. Ethan also exhibits the following behaviors per mother: tantrums, poor attention span, aggressiveness, low motivation, gives up easily, and prefers to be alone. Ethan is noted to prefer to communicate with adults verse children, and does not initiate play. Ethan's teacher also reported that he does not start or complete assignments, gives little academic effort, taps his pencil, and gets frustrated when told what to do.

MPACT ON LEARNING:

As a result of Ethan's autistic like behaviors, he may experience difficulty in the school setting. For example, he may have difficulty learning at a rapid rate, learning new material, and understanding new concepts that are presented orally. Additionally, he may also take an impulsive approach to completing classroom assignments, experience difficulty working in small groups, and exhibit difficulty answering 'wh' questions. He may also struggle to engage in reciprocal play, and in regards to his communication with peers/staff.

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MI

Section E: Present Level of Performance

Performance Area:

Math

Category:

Math

Assessment/Monitoring Process
Used:

WCJIV, observation, informal assessments, classwork

State/District Assessment Results:

N/A

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

Strengths: Ethan reads, writes, compares and puts in order numbers 0 to millions. He solves problems using addition, subtraction, multiplication and division. He uses letters, boxes and other symbols to stand for a number in simple equations (e.g. $3x = 12$). With guidance, Ethan will complete multiple step word problems. He will complete his math work when given in short intervals or when using a timer.

Needs: Ethan needs to determine how and when to break a problem into simpler parts.

Ethan was administered the Woodcock Johnson IV Tests of Achievement. His reading standard scores are as follows:

Broad Math 55 Well Below Average

Math Facts Fluency 59 Well Below Average

Math Calculation 62 Well Below Average

Applied Problems 45 Well Below Average

Impact of Disability: Ethan's Disability of Autism affects his ability in the area of math with breaking problems into simpler parts, which impacts his involvement and progress in the general education curriculum.

Performance Area:

Reading

Category:

Reading

Assessment/Monitoring Process
Used:

WCJIV, observation, informal assessment, student work samples

State/District Assessment Results:

N/A

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

Present levels for reading: When given the CORE Phonics Survey, Ethan knows all of the consonant sounds and long and short vowel sounds. He can read real and non sense consonant-vowel-consonant words, and consonant blends with short vowel sounds. He was able to read real and non sense word with digraphs, and -tch trigraphs, and r-controlled vowels words. Ethan can read all real and non sense words with long vowel spellings, variant vowels and low frequency vowel and consonant spellings. Ethan can read multisyllabic words both real words and non sense words. He reads high-frequency words. Ethan can explain what he read. He will share his opinion about what was read. With guidance, he can draw evidence from literary or informational texts to support analysis. Ethan was assessed using the DIBELS: Beginning of Year: Reading Fluency 66 wpm at 97% accuracy, Middle of Year: Reading Fluency 101 wpm at 100% accuracy.

Needs: Ethan needs to state the main idea of the text and identify evidence within the text that supports that main idea.

Ethan was administered the Woodcock Johnson IV Tests of Achievement. His reading standard scores are as follows:

Broad Reading 85 Low Average

Sentence Reading Fluency 74 Below Average

Letter-Word Identification 111 Above Average

Passage Comprehension 82 Low Average

Impact of Disability: Ethan's Disability of Autism affects his ability with reading comprehension and being able to state the main idea and give evidence to support the main idea, which impacts his involvement and progress in the general education curriculum in the area of reading.

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Section E: Present Level of Performance

Performance Area: Writing
Category: Writing
Assessment/Monitoring Process Used: WCJIV, student work, observation
State/District Assessment Results: N/A

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

Strengths: Ethan can write clear and understandable sentences. He will use a capital at the beginning of sentences and the correct punctuation. When given a writing assignment in the resource room, he will independently write. Ethan has good writing ideas to write about.

Needs: Ethan needs to write paragraphs stating an opinion about a topic or text and support it with one or more reasons, facts, and/or details, using linking words, phrases, or clauses.

Ethan was administered the Woodcock Johnson IV Tests of Achievement. His reading standard scores are as follows:
Broad Written Language 99 Average Range
Spelling 106 Average Range
Writing Samples 104 Average Range
Sentence Writing Fluency 82 Low Average Range

Impact of Disability: Ethan's Disability of Autism affects his ability with writing paragraphs and stating an opinion about a topic or text with support details, which impacts his involvement and progress in the general education curriculum in the area of writing.

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

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

[Empty text box for current performance/assessment summary]

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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E

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Section E: Present Level of Performance

Performance Area:

Physical Fitness

Category:

Physical Fitness

Assessment/Monitoring Process Used:

APEASII/Observation/Parent Interview

State/District Assessment Results:

student is eligible for APE services

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

Strengths: Perceptual Motor Function: Ethan is able to imitate body postures as an indication of bilateral control and motor planning. Ethan is able to independently balance on his left foot and right foot. Object Control: Ethan is able to throw a ball in the intended direction of a target. Ethan throws with an emerging pattern. Ethan is also able to kick a stationary and rolling ball in the direction of a target. Ethan is also able to consistently catch a ball. Locomotor Skills: Ethan is able to demonstrate functional strength(s) with his locomotor skills. Ethan is able to run, jump, hop, gallop, and skip. Physical Fitness: Ethan is able to hold a plank position as a measure of upper body strength. Ethan is also able to perform curl-ups as a measure of abdominal strength.

Needs: Physical Fitness: Ethan is not able to perform push-ups as a measure of upper body strength.

Ethan's need is in the area of Physical Fitness. Ethan needs to improve his upper body strength, specifically push-ups.

Impact of Disability: Ethan's eligibility of AUT impacts his ability to successfully participate in the general PE program and curriculum.

Submitted By: Shawn Genut APE Specialist

Performance Area:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Empty text box for current performance/assessment summary.

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Section E: Present Level of Performance

Performance Area: Behavior
Category: Behavior Intervention
Assessment/Monitoring Process Used: Behavior data, observations
State/District Assessment Results: N/A

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

Strengths: Ethan independently attended to academic tasks by attending to individual or small group assignment without engaging in off task behavior. Ethan was observed to attend to task after being verbally prompted by teacher or BII. Ethan has been observed attending to tasks for 30 minutes such as; taking test/doing work in resource room and art. Ethan was observed to follow rules for 15 minutes during tag at recess, spot it game in speech, and playing basketball. He has been observed talking to his friends at recess and lunch.

Needs: Ethan has shown refusal/non-compliance when he is given an instruction (drumming on desk, talk about his reinforcer, put head down etc.). Ethan is eloping when he walks away from his designated area more than 10 feet. will talk to peers/BII, drum on desk, and talk about his reinforcers.

Impact of Disability: Ethan's Disability of Autism affects his ability in the area of behavior not attending to tasks, interacting with his peers, which impacts his involvement and progress in the general education curriculum.

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

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

[Empty text box for current performance/assessment summary]

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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]

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:

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

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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 30minute 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 10minute 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 20minute 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	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary Only)	Goal Achievement
Date: <input type="text"/>	Date: <input type="text"/>	Date: <input type="text"/>	Date: <input type="text"/>	
Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No
If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please explain: <input type="text"/>

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Meeting Date

Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

Standard 2.8: Ethan will be able to perform 4 correct push-ups 3/5 times, 75% of the time as a measure of upper body strength.

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 be able to perform 2 correct push-ups 2/5 times, 50% of the time as a measure of upper body strength.

Incremental objective #2 related to the goal:

Ethan will be able to perform 3 correct push-ups 3/5 times, 50% of the time as a measure of upper body strength.

Date to be achieved: MO/YR

Date to be achieved: MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student PAZ ETHAN E
Last First MI

Date of Birth 03-SEP-2012

Meeting Date 13-JAN-2023

Section G: Annual Goals and Objectives

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

Ethan will write 3 or more paragraphs stating an opinion about a topic or text and support it with one or more reasons, facts, and/or details, using linking words, phrases, or clauses with the use of a graphic organizer and fading teacher support as measured by student work samples in 4 out of 5 trials with 75% accuracy.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

Ethan will write 1 or more paragraphs stating an opinion about a topic or text and support it with one or more reasons, facts, and/or details, using linking words, phrases, or clauses with the use of a graphic organizer and fading teacher support as measured by student work samples in 4 out of 5 trials with 75% accuracy.

Incremental objective #2 related to the goal:

Ethan will write 2 or more paragraphs stating an opinion about a topic or text and support it with one or more reasons, facts, and/or details, using linking words, phrases, or clauses with the use of a graphic organizer and fading teacher support as measured by student work samples in 4 out of 5 trials with 75% accuracy.

Date to be achieved: May 2023 MO/YR

Date to be achieved: September 2023 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 PAZ ETHAN E
Last First MI

Date of Birth 03-SEP-2012

Meeting Date 13-JAN-2023

Section G: Annual Goals and Objectives

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

When given a grade level text, Ethan will state the main idea of the text and identify at least 3 statements (evidence) within the text that support that main idea with at least 75% accuracy in 3 of 5 trials as measured by student work samples/teacher charted records.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

When given a grade level text, Ethan will state the main idea of the text and identify at least 1 statements (evidence) within the text that support that main idea with faded teacher support with at least 80% accuracy in 4 of 5 trials as measured by student work samples/teacher charted records.

Incremental objective #2 related to the goal:

When given a grade level text, Ethan will state the main idea of the text and identify at least 2 statements (evidence) within the text that support that main idea with faded teacher support with at least 80% accuracy in 4 of 5 trials as measured by student work samples/teacher charted records.

Date to be achieved: May 2023 MO/YR

Date to be achieved: Septembe 2023 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:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No
If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other	If "No" please explain:

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 #:

When given a mixture of 10 math problems requiring both single and multistep solutions, Ethan will determine how and when to break a problem into simpler parts with 80% accuracy independently in 4 of 5 trials as measured by student work samples.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

When given a mixture of 5 math problems requiring both single and multistep solutions, Ethan will determine how and when to break a problem into simpler parts with 80% accuracy with minimal prompts (1-2) in 4 of 5 trials as measured by student work samples.

Incremental objective #2 related to the goal:

When given a mixture of 7 math problems requiring both single and multistep solutions, Ethan will determine how and when to break a problem into simpler parts with 80% accuracy with minimal prompts (1-2) in 4 of 5 trials as measured by student work samples.

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 #:

Within a natural environment (i.e. classroom, yard, etc.), Ethan will initiate varied appropriate topics with others in 4 out of 5 opportunities with minimal support in 5 consecutive days.

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:

Within a natural environment (i.e. classroom, yard, etc.), Ethan will initiate varied appropriate topics with others in 3 out of 5 opportunities with moderate support in 5 consecutive days.

Incremental objective #2 related to the goal:

Within a natural environment (i.e. classroom, yard, etc.), Ethan will initiate varied appropriate topics with others in 4 out of 5 opportunities with moderate support in 5 consecutive days.

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 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"/>	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 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
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 PAZ ETHAN E
 Last First MI

Date of Birth 03-SEP-2012

Meeting Date 13-JAN-2023

Section K: Participation in State and District-wide Assessments

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

<p>Student will participate in Regular State and District Assessments. <i>(Designated Supports and/or Accommodations identified below are applicable)</i></p>	<p>CAASPP Subject ELA and Math</p>
<p>Designated Supports:</p> <ul style="list-style-type: none"> - Test in a separate/smaller setting - Noise Buffers - Masking - Simplified or paraphrased test directions (non-embedded designated support) <p>Accommodations:</p> <ul style="list-style-type: none"> - Multiplication table for single digits 1-9 (paper-based; not allowed for Grade 3; non-embedded accommodation) 	
<p>Student will participate in Regular State and District Assessments. <i>(Designated Supports and/or Accommodations identified below are applicable)</i></p>	<p>ELPAC Subject Writing</p>
<p>Student will participate in Regular State and District Assessments. <i>(Designated Supports and/or Accommodations identified below are applicable)</i></p>	<p>ELPAC Subject Listening</p>
<p>Student will participate in Regular State and District Assessments. <i>(Designated Supports and/or Accommodations identified below are applicable)</i></p>	<p>ELPAC Subject Reading</p>
<p>Student will participate in Regular State and District Assessments. <i>(Designated Supports and/or Accommodations identified below are applicable)</i></p>	<p>ELPAC Subject Speaking</p>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student PAZ ETHAN E
Last First MI

Date of Birth 03-SEP-2012

Meeting Date 13-JAN-2023

Section N: Procedural Safeguards and Follow-up Actions

A Parent's Guide to Special Education Services including Procedural Rights & Safeguards was provided to the parent in his/her primary language.

The IEP Team Meeting Introductory Statements were read aloud at the beginning of the IEP Team meeting.

The parent/guardian was informed of his/her right to a written translation of the IEP.

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

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

Specify the Individual Pages to be translated:

Special Requests:

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

Pandemic Learning Loss Consideration of Compensatory and/or Recoupment Services

Compensatory Education Consideration:

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

Recoupment Services Consideration:

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

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

THIS SPACE DELIBERATELY LEFT BLANK.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student PAZ ETHAN E
Last First MI

Date of Birth 03-SEP-2012

Meeting Date 13-JAN-2023

Section Q: Parent Participation and Consent

Parent Participation

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

Parent Notification

Table with 3 columns: Method, Whom, When. Rows include Student, Other, Email with corresponding notification details.

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

- 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 13-JAN-2023

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
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IN THE
UNITED STATES

BUSINESS REPLY MAIL
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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 13-JAN-2023

Section R: Names and Signatures (Signatures on File)

Team Member	Print Name	Signature
Parent/Guardian	Valerie Paz, participated via zoom	<input type="text"/>
Parent/Guardian	<input type="text"/>	<input type="text"/>
Student Age 18 - 21 years	<input type="text"/>	<input type="text"/>
Student Under Age 18 years	<input type="text"/>	<input type="text"/>
Surrogate Parent	<input type="text"/>	<input type="text"/>
Foster Parent	<input type="text"/>	<input type="text"/>
Family Foster Home Provider	<input type="text"/>	<input type="text"/>
Administrator	Maria Vallone	<input type="text"/>
Administrative Designee	<input type="text"/>	<input type="text"/>
Special Education Teacher	Ana Sanchez	<input type="text"/>
General Education Teacher	Paola Zarate	<input type="text"/>
School Psychologist	Rachel Boyd	Rachel Boyd
School Nurse	<input type="text"/>	<input type="text"/>
Related Service Staff Adapted PE	Shawn Genut	Shawn Genut
Related Service Staff OT	Lauren Dizon, MOT, OTR/L	Lauren Dizon
Related Service Staff LAS	Rachel Hochberg, M.S., CCC-SLP	Rachel Hochberg
Interpreter	<input type="text"/>	<input type="text"/>
Sign Language Interpreter	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Other Advocate	Michelle Biggs	<input type="text"/>
Other	<input type="text"/>	<input type="text"/>
Other	<input type="text"/>	<input type="text"/>
Other	<input type="text"/>	<input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
 Last First MI

Date of Birth

Meeting Date

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?	
	<input checked="" type="radio"/> Yes <input type="radio"/> 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.
	<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 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.
<div style="border: 1px solid black; height: 80px;"></div>		

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?	
	<input type="radio"/> Yes <input type="radio"/> 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.
	<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 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.
<div style="border: 1px solid black; height: 80px;"></div>		

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
Last

First

MI

Date of
Birth

Meeting
Date

ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)

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

Step C.	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a special school setting?	
	<input type="radio"/> Yes <input type="radio"/> No	If the answer is YES, then a special school setting is the appropriate placement. If the answer is NO, go to the question below.
	<input type="radio"/> Yes <input type="radio"/> No	If not currently available, can the required supports, services, accommodations and/or modifications be made available in a special school setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step D.
<div style="border: 1px solid black; height: 80px; width: 100%;"></div>		

Step D.	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting?	
	<input type="radio"/> Yes <input type="radio"/> No	If the answer is YES, then a home/hospital setting is the appropriate placement. If the answer is NO, go to the question below.
	<input type="radio"/> Yes <input type="radio"/> No	If not currently available, can the required supports, services, accommodations and/or modifications be made available in a home/hospital setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step E.
<div style="border: 1px solid black; height: 80px; width: 100%;"></div>		

Step E.	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a residential care facility?	
	<input type="radio"/> Yes <input type="radio"/> No	If not currently available, articulate in the IEP what supports, accommodations and/or modifications are required for the student in this setting.
	<div style="border: 1px solid black; height: 80px; width: 100%;"></div>	

Student PAZ
Last

ETHAN
First

E
MI

Date of Birth 03-SEP-2012

Meeting Date 13-JAN-2023

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 1 - Eligibility, Placements and Supports

Student PAZ ETHAN E
 Last First MI

Date of Birth 03-SEP-2012

Meeting Date 13-JAN-2023

		Effective With this IEP	Future Changes Related to this IEP
	As of Date:		
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	2(Physical Fitness),2(Writing),3(Reading),4(Math),5(Behavior),1(Behavioral Support),6(Behavior 2),7(Behavior 3)	
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 frequent movement breaks/heavy work, directions repeated and ask student to repeat to confirm understanding, visual schedule posted, break tasks into small, manageable steps, sentence starters during writing activity, offer verbal praise, seating near point of instruction and away from distractions, noise canceling headphones, priming method for earthquake and fire drills, use of a timer to help sustain focus as needed, use of math manipulatives when needed, task checklist, directions given in a first/then format	
	Instructional Modifications		
	Other Supports, including Non-Academic and Extracurricular 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	Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary?	<input checked="" type="radio"/> Yes <input type="radio"/> No	

not conduct a three-year comprehensive reassessment.)

If the Parent does not agree, specify the area(s) to be reassessed.

Comments, as appropriate

Low Incidence Equipment

Assistive Technology Equipment

Participation in General Education

2(Writing)	Minutes/Interval:	168	
	Minutes/Interval (Pullout from Gen Ed):	168	
	Service Delivery Model:	Direct Service (Collaborative)*	
	Responsible Personnel:	Licensed/Credentialed Provider	
*			
Service 3	Start Date:	Effective on Signature Date	
RSP	End Date:		
RSP	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals:	Interval:	Weekly	
4(Math)	Minutes/Interval:	60	
	Minutes/Interval (Pullout from Gen Ed):	60	
	Service Delivery Model:	RSP: Direct Instruction Services*	
	RSP Area:	Math	
	Responsible Personnel:	Resource Specialist Teacher	
		General Education Teacher	
		Other Provider(s)	
*			
Service 4	Start Date:	Effective on Signature Date	
32	End Date:		
Behavior Intervention Implementation (BII)	Service applies to:	Regular	

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 13-JAN-2023

FAPE Summary Grid

Program:	GE	Setting:	General Education
Eligibility:	Eligible (AUT)	Curriculum:	General Education
Transportation:	None	Low Incident Support:	None
Date District Received			
Parent Signature:			

Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)	No Consent
09	Adapted PE	Effective on Signature Date	Regular	Weekly	1-5	~	30	Physical Fitness	--
33	Behavior Intervention Development (BID)	Effective on Signature Date	Regular	Monthly	1-10	~	420	Behavior, Behavioral Support, Behavior 2, Behavior 3	--
32	Behavior Intervention Implementation (BII)	Effective on Signature Date	Regular	Weekly	1-5	~	1800	Behavior, Behavioral Support, Behavior 2, Behavior 3	--
16	Occupational Therapy	Effective on Signature Date	Compensatory	Yearly	1-5	~	168	Writing	--
RSP	RSP	Effective on Signature Date	Regular	Weekly	1-5	RSP-Math	60	Math	--
RSP	RSP	Effective on Signature Date	Regular	Weekly	1-5	RSP-Literacy/ELA/ELD	60	Writing, Reading	--

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 PAZ ETHAN E Date of Birth 03-SEP-2012 Meeting Date 13-JAN-2023
Last First MI

1 The behavior impeding learning is: Describe what it looks like:
off task behavior drumming, talking to friends/BII, talking about his reinforce

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

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

4 Frequency or intensity or duration of behavior: Frequency (x) Period Intensity Duration (min)
10 hourly medium 5
[checked] Reported by BID and/or [checked] observed by BII

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: []

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

Present in the environment:	<input type="checkbox"/> Classroom seating arrangement	<input 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

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

Time Changes:	<input type="checkbox"/> Give more time on tasks	<input 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 type="checkbox"/> High interest materials	<input checked="" 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? teacher Who will monitor? BII Frequency daily

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
Last First MI

Date of Birth 03-SEP-2012 Meeting Date 13-JAN-2023

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

8

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

- To Get: Sensory input Attention (peer) Attention (staff)
- To Avoid: Tangible (desired item) Tangible (desired activity) Attention (staff)
- Sensory input Attention (peer) Task (too long)
- Task (too difficult) Task (too easy)

Describe:

Observation 9
Analysis

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/BID Who will monitor? BII/teacher Frequency: daily

Intervention 11

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

- Physical: High-fives Smiles Handshake
- Verbal: Pat on the back Use specific praises Recognition of student's ... Peer recognition
- Contingent Access: Time on the computer Free time Listen to music
- Preferred activity Describe: Other
- Tangibles Positive phone calls or notes to home Certificate sent home Seating Location
- Tokens and Points: Tokens Points
- Privileges: Exempt assignment Extra test points

Other ideas:

Selection of reinforcer based on: student preference reinforcer for using replacement behavior reinforcer for general increase in positive behaviors

By whom? BID/teacher/BII 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

Personnel?

BII/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

(Behavior Intervention Plan, pg. 3 of 3)

Student PAZ ETHAN E
Last First MI

Date of Birth 03-SEP-2012

Meeting Date 13-JAN-2023

OUTCOMES

PART IV

BEHAVIORAL GOALS

13 Behavioral Goal: Goal #: 1

Ethan will independently attend to academic tasks by attending to individual or small group assignments without engaging in off-task behavior for a 30minute 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?
McRory

Yes No

Person responsible for contact between agencies.
teacher/APEIS

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/parent Frequency? as needed