

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Identification Number SSID

Eligible (OHI)

Student
 Last First MI

Date of Birth:

Section A: Meeting Information

Pertinent Dates	Type of Meeting
Date of Initial IEP Team Meeting <input type="text" value="29-FEB-2024"/>	<input checked="" type="radio"/> Initial <input type="radio"/> Amendment of IEP dated <input type="text"/>
Date of Present Meeting <input type="text" value="29-FEB-2024"/>	<input type="radio"/> Annual Review <input type="radio"/> Early Start Transition
Annual Review to be conducted by <input type="text" value="28-FEB-2025"/>	<input type="radio"/> Three Year Review <input type="radio"/> Expulsion Analysis
Next Three Year Review will be conducted by <input type="text" value="28-FEB-2027"/>	<input type="radio"/> Other <input type="radio"/> Individual Transition Plan
Three Year Review or Evaluation was conducted on <input type="text" value="29-FEB-2024"/>	<input type="text"/>
Transition to Kindergarten to be conducted by <input type="text"/>	
Location of Meeting <input type="text" value="WOODLAKE ECC"/>	District Name <input type="text" value="Los Angeles Unified School Distri"/>

Section B: Student Information

Date of Birth <input type="text" value="08-JUN-2017"/>	Age <input type="text" value="6"/>	Grade <input type="text" value="1"/>
Gender <input checked="" type="radio"/> Male <input type="radio"/> Female	Ethnic Code <input type="text" value="Decline to State"/>	
Location of the Psych Folder <input type="text" value="SPED SVC CTR-NORT"/>	Student has no Psych Folder <input type="checkbox"/>	
Location of the Cum Folder <input type="text" value="WOODLAKE ECC"/>	Student has no Cum Folder <input type="checkbox"/>	
Home Language <input type="text" value="English"/>	Student Language <input type="text" value="English"/>	Alternate Mode of Communication <input type="text"/>
Home Address of Student <input type="text" value="22850 ERWIN ST"/>		
City <input type="text" value="WOODLAND HILI"/> CA	ZIP Code <input type="text" value="91367"/>	
Home Telephone <input type="text" value="(818) 385-5609"/>	Daytime Telephone <input type="text"/>	Emergency Telephone <input type="text"/>
School of Attendance <input type="text" value="Woodlake Ecc"/>	Location Code <input type="text" value="7877"/>	
School of Residence <input type="text" value="Woodlake Ecc"/>	Location Code <input type="text" value="7877"/>	
Name of Parent/Guardian <input type="text"/>	Telephone <input type="text"/>	
Address <input type="text"/>		
City <input type="text"/> CA	ZIP Code <input type="text"/>	
Surogate Parent <input type="text"/>	Telephone <input type="text"/>	
Attends CURRENT SCHOOL as a result of one of the following <input type="text"/>	<input type="text" value="Attends School of Residence"/>	
Is the student living in a Family Foster Home (FFH)? <input checked="" type="radio"/> No <input type="radio"/> Yes	FFH# <input type="text"/>	
Is FFH Provider related to student? <input type="radio"/> No <input type="radio"/> Yes	Relationship <input type="text"/>	
Licensed Children's Institution <input checked="" type="radio"/> No <input type="radio"/> Yes	LCI Name <input type="text"/>	
	LCI# <input type="text"/>	
Out of the home placement made by <input type="radio"/> Regional Center <input type="radio"/> Superior Court	<input type="radio"/> Department of Mental Health <input type="radio"/> Department of Children's Services	
Child's family living within LAUSD's boundaries? <input type="radio"/> No <input checked="" type="radio"/> Yes	<input type="radio"/> Other <input type="text"/>	
If the student is 18 years old or older or is an emancipated minor, does he/she have educational decision-making rights?	<input type="radio"/> No <input type="radio"/> Yes	

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Section C: Language Acquisition

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

Section D: Goal Achievement from Current IEP

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student

SASTIEL

ARI

Date of Birth

08-JUN-2017

Meeting Date

29-FEB-2024

Last

First

MI

Section E: Present Level of Performance

Performance Area:

Health

Category:

Health

Assessment/Monitoring Process Used:

health questionnaire, Health assessment, parent interview, record review

State/District Assessment Results:

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

Summary: Ari is a 6-year and 8-month aged student in the 1st grade. Ari is a twin and was born 3 weeks prematurely after an unremarkable pregnancy. Developmental milestones were reported to be within the normal time frame. Ari has no medical diagnosis and does not take routine or as needed medication. In the last year, mom reports that Ari has had no injuries, overnight hospitalizations, or surgeries. No known allergies.

Strengths: Ari is in good general health and receives regular medical care. Ari is independent with activities of daily living (ADLs), ambulates independently, and communicates verbally to meet needs and wants. Ari passed LAUSD's vision screening without correction on 01/11/2024 and passed LAUSD's audio screening on 02/12/2024.

Area of Need: Health is not an area of need.

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

Accommodations/Modifications: None for health

Laura Duclos, BSN, RN
 Credentialed School Nurse
 February 22, 2024

Performance Area:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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Student Date of Birth Meeting Date

Last First MI

Section E: Present Level of Performance

Performance Area:

Category: ▼

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Strengths: Results of the current assessment indicate Ari is functioning within the Average range of cognitive ability based upon alternative assessment procedures. Ari demonstrated personal strength on visual processing tasks and earned a High Average score when asked to discriminate dominant features of objects, perceive the position of objects in relation to other objects, recognize one stimulus item after a brief interval, find one design among others on the page, remember visual symbols as presented in a sequence, identify a whole figure when only fragments are presented, and identify an object from a complex background or surrounding objects. He demonstrated Average skills on Planning tasks, which required him to create, use, and modify a plan as needed under timed conditions. He earned an Average score on Attention tasks, which measured his ability to sustain attention while ignoring distracting information under timed conditions. Ari demonstrated Average Simultaneous Processing skills when asked to process pieces of information and relate it to a whole. He earned an Average Successive Processing score when asked to remember and repeat information presented orally and in a specific order. Ari demonstrated Average Phonological Awareness skills when asked to identify sounds within words, delete sounds from words, and blend orally presented sounds into words. He earned an Average score on Rapid Symbolic Naming tasks, which measured his ability to efficiently retrieve phonological information (letters and numbers) from long term memory.

Performance Area:

Category: ▼

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Strengths (cont.): Ari demonstrated Below Average skills on Phonological Memory tasks; however, this overall score should be interpreted with caution due to variability in performance across subtests. Specifically, he demonstrated Average skills when asked to remember and repeat orally presented numbers in order. He demonstrated Well Below Average skills when asked to remember and repeat increasingly difficult nonsense words; however, this score may have been negatively impacted by inattention during the test, as items could only be heard once. Ari demonstrated Average visual motor integration skills when asked to copy increasingly complex figures at near point.

Needs: There are no needs identified in the area of general ability at this time.

Impact of Disability: Ari's disability does not impact his involvement and progress in the general education curriculum for this performance area.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student SASTIEL

ARI

Date of Birth 08-JUN-2017

Meeting Date 29-FEB-2024

Last

First

MI

Section E: Present Level of Performance

Performance Area: Language Function

Category: Language Function

Assessment/Monitoring Process Used: Standardized Assessment, Observations, Parent/Teacher Input, Bilingual Consult

State/District Assessment Results:

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

Strengths: Ari is classified an English Only (EO) student who also speaks Hebrew at home. According to parent and teacher input, Ari can express his thoughts and his ideas effectively. When assessed, Ari demonstrated an area of personal strength and earned an Average score when asked to complete verbally presented analogies. No concerns are noted on parent rating scales. Based on bilingual consultation, it was determined that second language acquisition was not the primary factor impacting the student's ability to access the curriculum.

Needs: Results of the current academic English language assessment indicate Ari demonstrates Low Average academic Listening skills and Below Average academic Speaking skills. Teacher input on rating scales indicates that Ari struggles with social and communication skills, including adult and peer socialization, as well as social emotional reciprocity.

Impact of Disability: Ari's disability of Other Health Impairment (OHI) related to characteristic of ADHD impacts his ability to interact appropriately with adults and peers which impacts his involvement and progress in the general education curriculum.

Performance Area: Motor Abilities

Category: Motor Abilities

Assessment/Monitoring Process Used: Standardized Assessment, Observations, Parent/Teacher Input, Records

State/District Assessment Results:

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

Strengths: At this time, evaluation of writing samples indicate that Ari's writing is legible and he is able to complete fine motor tasks (writing, typing, cutting, etc.) without difficulty. Results of the standardized visual-motor integration tasks indicate Average sensory motor skills. Ari can run, jump, throw, and walk based on informal observations, teacher reports and school nurse's informal assessment. He can navigate the educational environment without difficulty. Records reflect that Ari has received passing grades in Physical Education. Parent and teacher do not report concerns.

Needs: There are no needs identified in the area of motor abilities at this time.

Impact of Disability: Ari's disability does not impact his involvement and progress in the general education curriculum for this performance area.

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Section E: Present Level of Performance

Performance Area:

Category: ▼

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Strengths: Some of Ari's strengths are that he enjoys building, drawing, and being active. He is creative, observant, and 'thinks outside the box.' At home, his father reported that Ari can be very loving and cooperative, especially one-on-one. He is very verbal and speaks both English and Hebrew. At school, Ari has a great imagination and seems to be very sociable. On a measure of characteristics of Autism (ASRS), Ari's father reported that he is similar to same-age peers in all areas of functioning with no areas of concern.

Needs: Ari's parents and teacher reported concerns that Ari gets angry easily and has a hard time controlling himself when upset. Some triggers include directives to complete non-preferred tasks, not getting what he wants, adapting to change, and being interrupted during a preferred activity. Outbursts can look like hitting, kicking, yelling, and swearing. Ari frequently elopes from class and often has toileting accidents. On a self-report, Ari reported a higher level of behavioral and emotional problems when compared to peers. At the time of this report, Ari has refused to work with school-based mental health support. On a broad social emotional rating scale (BASC-3), raters were inconsistent in their responses reflecting that Ari exhibits significantly more internalizing and externalizing problems at school when compared to home. At home, Ari's father endorsed At-Risk Attention Problems and challenges with Adaptability. At school, his teacher reported Clinically Significant concerns in the following areas: Hyperactivity, Aggression, Conduct Problems, Overall Externalizing Problems, Depression, Attention Problems, Learning Problems, Overall School Problems, Withdrawal, Adaptability, Study Skills, and Overall Adaptive Skills. She indicated At-Risk challenges in the following areas: Anxiety, Overall Internalizing Problems, Social Skills, and Functional Communication.

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):

Needs (cont.): To address concerns with characteristics of ADHD, Ari's father and teacher completed the Conners-3. Ari's father and teacher were consistent reflecting that Ari exhibits many behavioral characteristics associated with ADHD. Raters indicated Very Elevated challenges with Executive Functioning and Defiance/Aggression. They also endorsed Elevated to Very Elevated Inattention. At home, Ari's father indicated Very Elevated Learning Problems, and at school, his teacher noted Very Elevated Hyperactivity/Impulsivity, as well as Elevated challenges with Peer Relations. On a measure of characteristics of Autism (ASRS), Ari's teacher reported Very Elevated concerns in the following areas: overall Social/Communication skills, overall Self-Regulation, Adult Socialization, Social/Emotional Reciprocity, and Attention. She indicated Elevated concerns with Peer Socialization. Further, she endorsed Slightly Elevated challenges with Atypical Language, Stereotypy, Behavioral Rigidity, and Sensory Sensitivity. Overall, she indicated a Very Elevated Total Score. These concerns were not endorsed at home.

Impact of Disability: Ari's disability of Other Health Impairment (OHI) related to characteristics of ADHD impacts his ability to sustain attention, resist impulses, interact appropriately, and regulate his emotions and behaviors. These challenges affect his involvement and progress in the general education curriculum.

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Section E: Present Level of Performance

Performance Area:

Category: ▼

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

WJ IV-Mathematics Classification
 Broad Math SS 82 Low
 Applied Problems SS 76 Low
 Calculation SS 105 Average
 Math Facts Fluency SS 70 Low
 I ready results
 Beginning of the Year Approaching First Grade , Middle of the Year Approaching First Grade
 Strengths: Ari uses his fingers to solve addition and subtraction problems slowly. He solved problems with simple addition facts (8+1, 1+4, 3+2) and subtraction problems (9-0,) correctly. Ari is able to understand the relationship between numbers and quantities; connect counting to cardinality. Ari has an understanding of concepts of time (e.g., morning, afternoon, evening, today, yesterday, tomorrow, week, year) and tools that measure time (e.g., clock, calendar). Ari is able to identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. He's also really good at solving puzzles.
 Areas of Need: Ari has difficulty being able to solve math problems with more than one step or to solve problems with a sum past 11. . It is important to note that Ari started the calculation subtest but then refused to continue when he encountered subtraction problems. Further, he refused to attempt the math facts fluency subtest.
 Impact of Disability: Ari's eligibility of Other Health Impairment (OHI) related to characteristics of ADHD impacts his ability to solve math problems which impacts his ability to be involved and progress in the general education math curriculum.

Performance Area:

Category: ▼

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Broad Written Language SS 56 Very Low
 Spelling SS100 Average
 Writing Samples SS 40 Very Low
 Sentence Writing Fluency SS 73 Low
 Strengths: Ari demonstrated knowledge of initial sounds of words. He could spell is, fun, got, am, with. Ari can draw, dictating, and writing to compose informative/explanatory texts in which he can name what he's writing about and supply some information about the topic. He can explain what he likes and what he did over the weekend.
 Area of Need: Ari requires support to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. He requires prompts to capitalize the first word in a sentence and the pronoun I. He needs assistance to recognize and name end punctuation. Ari requires assistance to spell simple words phonetically, drawing on knowledge of sound-letter relationships. Additionally, he refused to attempt writing samples or sentence writing fluency; therefore, these scores may not reflect Ari's actual writing abilities.
 Impact of Disability: Ari's eligibility of Other Health Impairment (OHI) related to characteristics of ADHD impacts his ability to spell and write which impacts his ability to be involved and progress in the general education writing curriculum.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

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Last First MI

Section E: Present Level of Performance

Performance Area:

Category: ▼

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

WJ IV Reading
 Broad Reading 55 very low
 Basic Reading Skills 69 Very Low
 Letter Word Identification 91 Average
 Passage Comprehension 40 very low
 When assessed, Ari demonstrated Well Below Average in Broad Reading skills, with Average Letter-Word Identification, Below Average Sentence Reading Fluency, and Well Below Average Reading Comprehension. According to the resource specialist teacher, Ari refused to complete any reading fluency or reading comprehension tasks across multiple testing sessions; therefore, these scores may be an inaccurate reflection of his actual reading abilities.
 Strengths: Orally identify setting and characters using simple sentences and vocabulary when read the story. Ari is able to Identify and sort common words in basic categories (e.g., colors, shapes, foods).
 Area of Need: Ari needs to be able to distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., bit/bite).
 Impact of Disability: Ari's eligibility of Other Health Impairment (OHI) related to characteristics of ADHD impacts his ability to read grade level text which impacts his ability to be involved and progress in the general education reading curriculum.

Performance Area:

Category: ▼

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student

SASTIEL

ARI

Date of Birth

08-JUN-2017

Meeting Date

29-FEB-2024

Last

First

MI

Section E: Present Level of Performance

Performance Area:

Behavior

Category:

Behavior Intervention



Assessment/Monitoring Process Used:

observation, data collection

State/District Assessment Results:

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

Strengths: Ari enjoys building, drawing, and being active. He is creative, observant, and 'thinks outside the box.' At home, his father reported that Ari can be very loving and cooperative, especially one-on-one. He is very verbal and speaks both English and Hebrew. At school, Ari has a great imagination and seems to be very sociable.

Needs: Ari engages in significant challenging behaviors including high rates of elopement, non-compliance, verbal outbursts, and physical aggression. Ari needs to work on determining appropriate emotional responses to frustrations instead of engaging in eloping, non-compliance, verbal outbursts, and physical aggression.

Impact of Disability: Ari's eligibility of Other Health Impairment (OHI) related to characteristics of ADHD may impact his ability to be compliant, follow directives from adults, complete non preferred activities, sustain attention, resist impulses, interact appropriately, and regulate his emotions and behaviors which impacts his ability to be involved and progress in the general education curriculum.

Performance Area:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

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Section E: Present Level of Performance

Performance Area:

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):

The Functional Behavior Analysis (FBA) was requested by the SSPT team as part of an Initial assessment for special education due to growing concerns over Ari's behavior. The challenging behaviors as reported by teacher and administration are non-compliance, elopement, physical aggression, and verbal outbursts. This includes refusing to comply with directions with or without a verbal refusal, leaving the classroom without permission, hitting, kicking, throwing objects, yelling with and without the use of profanity, and verbal aggression. Ari has been observed engaging in these behaviors this entire school year, and to a lesser degree, last school year, and it impedes his learning and the learning of his peers because instruction stops throughout the day.

The indirect assessments indicate that Ari is a 6 year-8 month old First grade student. He is a general education student without an IEP. He does not take any medication or have any medical diagnoses. Ari's mother reported that at school, Ari enjoys seeing friends, doing PE, being outside, and building with Legos. He has strong mental math and basic reading skills. He is very verbal and speaks both English and Hebrew. He enjoys cars, drawing, building, playing on his iPad, and being physically active. He is very competitive, and he is motivated by challenges such as, 'Can you get this done before me?' Mother reported that she is concerned that Ari 'overreacts to small things' and gets upset very easily. He is impulsive and has a hard time controlling himself when he is frustrated. Some triggers for him include not getting what he wants, adapting to change, and being interrupted when he is doing a preferred activity. She reported that Ari typically screams, hits his siblings, or verbally refuses when he is angry at home. These behavioral outbursts occur daily at home. She shared that he also struggles to sit still and stay in class. She reported that he often says, 'Nobody wants to play with me.'

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):

continued...

Ari's mother reported that Ari has a hard time falling asleep at night and often sleeps next to his mother. Additionally, he has a difficult time getting up and getting ready for school. Teacher and classroom assistant reported that Ari likes to eat, likes building activities/toys, and computer tablets. The most concerning behaviors they reported are elopement, physical and verbal aggression, and non-compliance. They see these behaviors when he is denied access to a preferred activity or item or given a directive. Physical aggression is most often directed towards peers. The behaviors happen across all settings and at any time throughout the day. Based on direct observations, PLACHECK results reveal that on average, Ari was engaged in 0% of intervals while peers were engaged in 90% of intervals. Non-compliance occurred at a rate of 10.36 times per hour ranging from 10 to 27 times per observation. Verbal outbursts occurred at a rate of 1.91 times per hour ranging from 2 to 10 times per observation. Physical aggression occurred at a rate of 1.18 times per hour ranging from 1 to 4 times per observation. Elopement occurred at an average rate of 26 minutes and 14 seconds per occurrence with a range of 1 minute to 1 hour and 25 minutes per occurrence.

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Section E: Present Level of Performance

Performance Area:

FBA continued

Category:

Behavior Intervention

Assessment/Monitoring Process Used:

FBA

State/District Assessment Results:

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

continued

Given task or directive led to non-compliance 100% of the time, verbal outbursts 70% of the time, physical aggression 20% of the time, and elopement 60% of the time. Peer interaction led to verbal outbursts 30% of the time and physical aggression 20% of the time. Peer conflict led to physical aggression 40% of the time. Item or activity removed led to physical aggression 20% of the time and elopement 20% of the time. Given a correction led to elopement 10% of the time. No attention from adults led to elopement 10% of the time. Gained access to preferred item/activity was observed 100% of the time following occurrences of non-compliance and 100% of the time following occurrences of elopement. Task or activity avoided was observed 100% of the time following occurrences of non-compliance and 100% of the time following occurrences of elopement. Adult attention gained was observed 80% of the time following occurrences of verbal outbursts and 100% of the time following physical aggression. Peer attention gained was observed following occurrences of verbal outbursts and 100% of occurrences following physical aggression. The hypothesized function of non-compliance and elopement is likely to avoid non-preferred tasks or directives, or gain access to preferred activities. The hypothesized function of verbal outbursts and physical aggression is likely to gain adult and/or peer attention.

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):

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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Student SASTIEL ARI MI

Date of Birth 08-JUN-2017

Meeting Date 29-FEB-2024

Section F: Eligibility

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

Specific Learning Disability (SLD), Other Health Impairment (OHI) related to characteristics of ADHD, Autism (AUT), Emotional Disturbance (ED)

For Initial IEP, interventions attempted prior to determining eligibility:

SSPT (9/13/23, 11/7/23), behavioral charts to support staying in class, completing work, and using bathroom, small group reading intervention (refused), PSW support (refused), proximal seating away from distractions, repetition of directions, use of multi-modal instruction, additional prompting, movement breaks, extended time, use of manipulatives, one-on-one instruction.

Eligible as a student with the disability of:

Code: OHI Other Health Impairment
Not Applicable, Blind or Partially Sighted

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

Code: Not Applicable, Blind or Partially Sighted

Does not meet eligibility criteria for Special Education Services (Initial IEP).

or

No Longer Eligible for Special Education Services (Review IEP).

No Longer Eligible (Effective Date):

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

Final IEP Reason: Final IEP Effective Date:

The IEP Team has considered and agrees that the educational needs of the student are not primarily due to:

- 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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student SASTIEL ARI MI Last First MI

Date of Birth 08-JUN-2017

Meeting Date 29-FEB-2024

Section G: Annual Goals and Objectives

Performance Area: Behavioral Support Category: Behavior Intervention Annual Goal #: 1

When presented with a problem (non-preferred task, frustrating situation, criticism/correction), Ari will accurately determine the size of the problem (big problem, little problem) and determine the appropriate emotional response (take a break, talk with teacher, take a deep breath, replace frustration with good thoughts, etc.) and return to task at hand in 4 out of 5 trials as measured by teacher charted data.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

When presented with a problem (non-preferred task, frustrating situation, criticism/correction), Ari will accurately determine the size of the problem (big problem, little problem) and determine the appropriate emotional response (take a break, talk with teacher, take a deep breath, replace frustration with good thoughts, etc.) and return to task at hand in 2 out of 5 trials as measured by teacher charted data

Incremental objective #2 related to the goal:

When presented with a problem (non-preferred task, frustrating situation, criticism/correction), Ari will accurately determine the size of the problem (big problem, little problem) and determine the appropriate emotional response (take a break, talk with teacher, take a deep breath, replace frustration with good thoughts, etc.) and return to task at hand in 3 out of 5 trials as measured by teacher charted data

Date to be achieved: June 2024 MO/YR

Date to be achieved: October 2024 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

Table with 5 columns: 1st Reporting Period, 2nd Reporting Period, 3rd Reporting Period, 4th Reporting Period (Secondary Only), Goal Achievement. Includes progress marks, goal achievement status, and reasons for 'No' progress.

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 #:

Ari will add 2 numbers with a sum up to 20 to solve 6 word problems involving situations of adding to and putting together, with unknowns in all positions independently as measured by teacher assessment in 3 out of 4 trials with 80% accuracy.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

Ari will add 2 numbers with a sum up to 15 to solve 2 word problems involving situations of adding to and putting together, with unknowns in all positions independently as measured by teacher assessment in 3 out of 4 trials with 70% accuracy.

Incremental objective #2 related to the goal:

Ari will add 2 numbers with a sum up to 19 to solve 4 word problems involving situations of adding to and putting together, with unknowns in all positions independently as measured by teacher assessment in 3 out of 4 trials with 75% accuracy.

Date to be achieved: MO/YR

Date to be achieved: MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

When orally given one syllable long and short vowel words, Ari will distinguish between the long and short vowel sounds with 80% accuracy in 3 consecutive trials as measured by teacher-charted observations

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 orally given one syllable long and short vowel words, Ari will distinguish between the long and short vowel sounds with 70% accuracy in 3 consecutive trials as measured by teacher-charted observations

Incremental objective #2 related to the goal:

When orally given one syllable long and short vowel words, Ari will distinguish between the long and short vowel sounds with 75% accuracy in 3 consecutive trials as measured by teacher-charted observations

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 SASTIEL ARI MI

Date of Birth 08-JUN-2017

Meeting Date 29-FEB-2024

Section G: Annual Goals and Objectives

Performance Area: Writing Category: Writing Annual Goal #: 4

When given sentences to write, Ari will correctly use simple capital letters (beginning of sentence, names, I) and endmark punctuation (. ? or !) with 80% accuracy in 3 of 4 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 sentences to write, Ari will correctly use simple capital letters (beginning of sentence, names, I) and endmark punctuation (. ? or !) with 70% accuracy in 3 of 4 trials, as measured by student work samples.

Incremental objective #2 related to the goal:

When given sentences to write, Ari will correctly use simple capital letters (beginning of sentence, names, I) and endmark punctuation (. ? or !) with 75% accuracy in 3 of 4 trials, as measured by student work samples.

Date to be achieved: June 2024 MO/YR

Date to be achieved: October 2024 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

Table with 5 columns: 4 GOAL MET OR EXCEEDED, 3 SUBSTANTIAL PROGRESS (50-99% of goal met), 2 PARTIAL PROGRESS (1-49% of goal met), 1 NO PROGRESS, and Goal Achievement. Rows include reporting periods, progress marks, and achievement status.

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Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

Ari will practice self calming techniques (e.g., deep breathing, self-talk, visualization, mindfulness) for managing negative feelings during conflict in 3 out of 4 trials per counseling session with moderate adult support as measured by counselor observation.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

Ari will identify self calming techniques (e.g., deep breathing, self-talk, visualization, mindfulness) for managing negative feelings during conflict in 2 out of 4 trials per counseling session with moderate adult support as measured by counselor observation.

Incremental objective #2 related to the goal:

Ari will practice self calming techniques (e.g., deep breathing, self-talk, visualization, mindfulness) for managing negative feelings during conflict in 2 out of 4 trials per counseling session with moderate adult support as measured by counselor observation.

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		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: <input type="text"/>							

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Section K: Participation in State and District-wide Assessments

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

No assessment tests found.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student SASTIEL ARI MI Last First MI

Date of Birth 08-JUN-2017

Meeting Date 29-FEB-2024

Section N: Procedural Safeguards and Follow-up Actions

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

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

Select Preferred Language: [dropdown]

*Computer generated translation provides access to an immediate written translation of the IEP but translated content has not been fully vetted by a District translator.

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

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

Special Requests: [text box]

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

Pandemic Learning Loss Consideration of Compensatory and/or Recoupment Services

Compensatory Education Consideration:

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

29-FEB-2024 (Active) Initial [dropdown]

Recoupment Services Consideration:

- Checkboxes for recoupment services: The IEP team has reviewed and discussed student's progress/achievement and considered factors that may have impacted student's learning during the school facility closures as a result of the COVID-19 pandemic. Student has made expected progress toward IEP goals... Student experienced learning loss as a result of the school facility closures... Recoupment services consideration was documented on IEP dated

29-FEB-2024 (Active) Initial [dropdown]

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

THIS SPACE DELIBERATELY LEFT BLANK.

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student
Last First MI

Date of Birth

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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

Method	Whom	When
Email	Julie Ljubicic	21-FEB-2024

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

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

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

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

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

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

Parent Concerns and Comments

Empty text box for Parent Concerns and Comments.

Signature(s)

Date

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

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

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

Signature(s)

Date



Parent IEP Experience Survey
Encuesta sobre la experiencia de los padres en el IEP.

Please take a moment to complete the survey below by scanning the QR code with your smart phone camera. You can also take the survey at this link:

Por favor tómese un momento para completar la siguiente encuesta escaneando el código QR con la cámara de su teléfono inteligente. También puede realizar la encuesta en este enlace:

<http://lausd.PARENT-IEP-EXPERIENCE.alchemer.com/s3/>

Please ask your school staff if in need of assistance.

En caso que necesite asistencia, por favor solicitesela al personal de la escuela.



INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Reconvened Meeting Date

Student
 Last First MI

Date of Birth

Meeting Date

Section R: Names and Signatures (Signatures on File)

Team Member	Print Name	Signature
Parent/Guardian	<input type="text" value="Merav Sastiel"/>	<input type="text" value="Merav Sastiel"/>
Parent/Guardian	<input type="text" value="Isaac Sastiel"/>	<input type="text" value="Isaac Sastiel"/>
Student Age 18 - 21 years	<input type="text"/>	<input type="text"/>
Student Under Age 18 years	<input type="text"/>	<input type="text"/>
Surrogate Parent	<input type="text"/>	<input type="text"/>
Foster Parent	<input type="text"/>	<input type="text"/>
Family Foster Home Provider	<input type="text"/>	<input type="text"/>
Administrator	<input type="text" value="Julie Ljubicic"/>	<input type="text" value="Julie Ljubicic"/>
Administrative Designee	<input type="text"/>	<input type="text"/>
Special Education Teacher	<input type="text" value="Georgette Montes De Oca"/>	<input type="text" value="Georgette Montes De Oca"/>
General Education Teacher	<input type="text" value="Jill Fink"/>	<input type="text" value="Jill Fink"/>
School Psychologist	<input type="text" value="Rachel Boyd"/>	<input type="text" value="Rachel Boyd"/>
School Nurse	<input type="text"/>	<input type="text"/>
Related Service Staff <input type="text"/>	<input type="text"/>	<input type="text"/>
Related Service Staff <input type="text"/>	<input type="text"/>	<input type="text"/>
Related Service Staff <input type="text"/>	<input type="text"/>	<input type="text"/>
Interpreter	<input type="text"/>	<input type="text"/>
Sign Language Interpreter	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student SASTIEL ARI MI Last First MI

Date of Birth 08-JUN-2017

Meeting Date 29-FEB-2024

LEAST RESTRICTIVE ENVIRONMENT ANALYSIS

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

Student's Current Placement Type:

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

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

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

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

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 Date

ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)

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

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

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Last

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ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)

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

Step F.	The student's needs as reflected in the contents of this IEP, and the placement being considered by the IEP team, outweigh any potential harmful effects at this time, including (check all that apply):	
	<input type="checkbox"/>	Diminished access to the full range of the curriculum
	<input checked="" type="checkbox"/>	Missed general education instruction taught by highly qualified staff
	<input type="checkbox"/>	Rate at which student may earn credits for graduation
	<input type="checkbox"/>	Lack of opportunity for social interaction
	<input type="checkbox"/>	Lack of opportunities for age-appropriate peer role models
	<input type="checkbox"/>	Amount of socialization opportunities with typical peers
	<input type="checkbox"/>	Limited access to peers in student's home community
	<input type="checkbox"/>	Lack of exposure to appropriate behavioral models from peers
	<input type="checkbox"/>	Other: <input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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IEP FAPE Part 1 - Eligibility, Placements and Supports

Student
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Date of Birth

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		Effective With this IEP	Future Changes Related to this IEP
	As of Date:	<input type="text" value="11-MAR-2024"/>	<input type="text"/>
Eligibility: (from Page 4)		Eligible (OHI)	
	Final IEP Reason Final IEP Effective Date:		
Curriculum		<input type="text" value="General Education"/>	<input type="text"/>
Placement	Type of School	<input type="text" value="Affiliated Charter"/>	<input type="text"/>
	Name of School	<input type="text" value="WOODLAKE ECC"/> <input type="text"/>	<input type="text"/> <input type="text"/>
Instructional Setting	Setting	<input type="text" value="General Education"/>	<input type="text"/>
	Program	<input type="text" value="GE"/>	<input type="text"/>
	Special Day Minutes/Wk	<input type="text"/>	<input type="text"/>
	Addresses Goals	<input type="text" value="4(Writing),5(Social Emotional),1(Behavioral Support),3(Reading),2(Math)"/>	<input type="text"/>
Additional Factors	Low Incident Support	<input type="text" value="None"/>	<input type="text"/>
	Assistive Technology Support	<input type="text" value="No"/>	<input type="text"/>
	Transportation	<input type="text" value="None"/>	<input type="text"/>
	Extended School Year/Intersession	<input type="radio"/> Yes <input checked="" type="radio"/> No	
	Parent Counseling and Training (PCT)	<input checked="" type="radio"/> Yes <input type="radio"/> No	
	ESY Transportation	<input type="text"/>	<input type="text"/>
Accommodation, Modifications, Supports	Instructional Accommodations	<input type="text" value="Small group support, Behavior Intervention Plan, extended time on classwork, reports and tests as needed, reduce homework load, movement breaks, extended time to amount of time of half, shortened homework, reduce the number of test questions, untimed and small group setting on assessments, prompts to stay on task, prompt student to check work for accuracy before submitting, provide multiple choice instead of short answers assessments, repeat/rephrase/clarify directions/instructions, offer story starters to promote writing, allow student to dictate sentences for essay, provide a sample of what the finished paper/project should look like."/>	<input type="text"/>
	Instructional Modifications	<input type="text"/>	<input type="text"/>
	Other Supports, including Non-Academic and Extra-curricular Activities	<input type="text" value="Behavior support plan BII/BID"/>	<input type="text"/>
Preparation for Three Year Review IEP (At the second Annual Review IEP Meeting, the team must discuss and document the decision to conduct or not conduct a three-year comprehensive reassessment.)	Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary?	<input type="radio"/> Yes <input checked="" type="radio"/> No	
	If the Parent does not agree, specify the area(s) to be reassessed.	<input type="text" value="health, psycho-educational, academic, FBA"/>	<input type="text"/>
Comments, as appropriate			

Low Incidence Equipment	
Assistive Technology Equipment	
Participation in General Education	Ari will participate in general education with Resource, Counseling, BII, and BID services.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student
 Last First MI

Date of Birth Meeting Date

		Effective With This IEP	Future Changes Related To This IEP
Service 1	Start Date:	Effective on Signature Date 11-MAR-2024	
RSP	End Date:		
RSP	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals :	Interval:	Weekly	
	4(Writing)	Minutes/Interval:	120
	3(Reading)	Minutes/Interval (Pullout from Gen Ed):	120
		Service Delivery Model:	RSP: Direct Instruction Services*
		RSP Area:	Literacy/ELA/ELD
		Responsible Personnel:	Resource Specialist Teacher
			Other Provider(s)
*			
Service 2	Start Date:	Effective on Signature Date 11-MAR-2024	
RSP	End Date:		
RSP	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals :	Interval:	Weekly	

2(Math)	Minutes/Interval:	120	
	Minutes/Interval (Pullout from Gen Ed):	120	
	Service Delivery Model:	RSP: Direct Instruction Services*	
	RSP Area:	Math	
	Responsible Personnel:	Resource Specialist Teacher	
		Other Provider(s)	

*

Service 3	Start Date:	Effective on Signature Date 11-MAR-2024	
33	End Date:		
Behavior Intervention Development (BID)	Service applies to:	Regular	
	Frequency:	1-10	
This service addresses the following goals:	Interval:	Monthly	

1(Behavioral Support)	Minutes/Interval:	240	
	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	Collaborative Behavioral Services*	
	Responsible Personnel:	District Assigned Qualified Provider	

*

Service 4	Start Date:	Effective on Signature Date 11-MAR-2024	
32	End Date:		
Behavior Intervention Implementation (BII)	Service applies to:	Regular	

	Frequency:	1-5	
This service addresses the following goals:	Interval:	Weekly	
1(Behavioral Support)	Minutes/Interval:	1800	
	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	Collaborative Behavioral Services*	
	Responsible Personnel:	District Assigned Qualified Provider	
	*		
Service 5	Start Date:	Effective on Signature Date 11-MAR-2024	
04	End Date:		
Counseling and Guidance	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals:	Interval:	Monthly	
5(Social Emotional)	Minutes/Interval:	120	
	Minutes/Interval (Pullout from Gen Ed):	120	
	Service Delivery Model:	Direct Service (By a Single Provider)*	
	Responsible Personnel:	District Assigned Qualified Provider	
		*	

Notes:

Parents of students who are Medi-Cal eligible authorize LAUSD to submit claims for reimbursement by Medi-Cal funded services unless parent(s) signs a Parent Medi-Cal Non-Authorization to Bill form. Please see Parent's Guide to Special Education Services (including Procedural Rights and Safeguards).

Part 3 - Percentage of Time Outside of General Education

	Effective With this IEP	Future Changes Related to this IEP
% of Time per Week outside of General Education	<input type="text" value="17"/>	

Part 4 - Compensatory Education/Recoupment Services Discussion

The IEP team discussed and considered Ari's receipt of FAPE during the Pandemic Period. The IEP team determined that there was not a loss of FAPE as Ari did not have an IEP during the Pandemic Period. The IEP team believes that Compensatory Education is not warranted as Ari did not have an IEP during the Pandemic Period.

Part 4 - Additional Discussion (This section is optional)

This is an Initial IEP for Ari. Offer of FAPE is general education at Woodlake Elementary, student's school of residence, with Resource and Counseling services. Behavior Intervention Implementation (BII) and Behavior Intervention Development (BID) services are being offered due to high rates of challenging behaviors as reflected in the FBA.

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 **SASTIEL** **ARI** **MI** Date of Birth **08-JUN-2017** Meeting Date **29-FEB-2024**

The behavior impeding learning is: Describe what it looks like:
1 other elopement, non-compliance, physical aggression, verbal outburst

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

other

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

Frequency or intensity or duration of behavior: Frequency (x) Period Intensity Duration (min)

4 daily high 60

Reported by teacher, staff and/or observed by teacher, staff

PREVENTION

PART I

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.)
 Disruption in routines Work level higher than student's ability Verbal directives Lack of predictability
 Time of day Internal physical/emotional state Peer conflict Over stimulation
 Unstructured time Lack of freedom, choice, desirable activities, friends Room conditions Specific room arrangement
 Events from previous environments Under stimulation
 Other Describe:

Observation Analysis

6 What supports the student using the problem behavior? (What is missing in the environment/curriculum or what is in the environment/curriculum that needs changing?)
Present in the environment: Classroom seating arrangement Noise levels Interactions (adult and/or peers)
Missing in the environment: Peer status gained for misbehavior Inappropriate materials (age-appropriate) Conflict resolution skills
 Transition skills Schedule Effective communication with parent
 Re-teaching Task structuring Communications system
 Social skills instruction Consequences not clear to student
 Choices
 Other (Missing/Present):

REMOVE STUDENT'S NEED TO USE THE PROBLEM BEHAVIOR

Intervention 7

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

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

Other

Who will establish? teacher, BID Who will monitor? teacher, BII, BID 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 **SASTIEL** **ARI** **Date of Birth** **08-JUN-2017** **Meeting Date** **29-FEB-2024**

Last First MI

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 (peer) Attention (staff)

Sensory input Task (too easy) Task (too difficult) Task (too long)

Describe:

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

Instead of engaging in elopement, non-compliance, physical aggression, or verbal outbursts, Ari should utilize coping strategies.

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? Who will monitor? Frequency:

Teacher, BID Teacher, BID, BII daily

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

Intervention

Physical: High-fives Smiles Handshake

Pat on the back Recognition of student's str... Peer recognition

Verbal: Use specific praises Free time Listen to music

Contingent Access: Time on the computer Preferred activity Other

Positive phone calls or notes to home Describe:

Tangibles Certificate sent home Seating Location

Tokens and Points: Tokens Points

Privileges: Exempt assignment Extra test points

Other ideas:

Selection of reinforcer based on: Ari's interest

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

By whom? Frequency

Teacher, BID, BII 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)

Prompt Ari to switch to the replacement behavior, if it occurs again review the rules and expectations to Ari, have a positive discussion with Ari when the behavior ends

Personnel?
Teacher, BID, BII, staff

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
Last First MI

Date of Birth Meeting Date

OUTCOMES

PART IV

BEHAVIORAL GOALS

13 Behavioral Goal: Goal #:

When presented with a problem (non-preferred task, frustrating situation, criticism/correction), Ari will accurately determine the size of the problem (big problem, little problem) and determine the appropriate emotional response (take a break, talk with teacher, take a deep breath, replace frustration with good thoughts, etc.) and return to task at hand in 4 out of 5 trials as measured by teacher charted data.

- 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?

Yes No

Are environmental supports/changes necessary?

Yes No

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

Yes No

Are both teaching of new replacement behavior AND reinforcement needed?

Yes No

This BIP to be coordinated with other agency's service plans? Agency?

Yes No

Person responsible for contact between agencies.

COMMUNICATION

PART V

COMMUNICATION PROVISIONS

14 Manner and content of communication:

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

Between? Frequency?