

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
Date of Present Meeting	22-SEP-2020
Annual Review to be conducted by	22-SEP-2021
Next Three Year Review will be conducted by	08-MAY-2021
Three Year Review or Evaluation was conducted on	09-MAY-2018
Transition to Kindergarten to be conducted by	

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

Date of Birth	03-SEP-2012	Age	8	Grade	2
Gender	<input checked="" type="radio"/> Male <input type="radio"/> Female	Limited English Proficient Student	<input checked="" type="radio"/> Yes <input type="radio"/> No	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 HILL 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 <input checked="" type="checkbox"/>				
Is the student living in a Family Foster Home (FFH)?	<input type="radio"/> No <input type="radio"/> Yes	FFH#			
Is FFH Provider related to student?	<input type="radio"/> No <input type="radio"/> Yes	Relationship			
Licensed Children's Institution	<input type="radio"/> No <input type="radio"/> Yes	LCI Name			
		LCI#			
Out of the home placement made by	<input type="radio"/> Regional Center <input type="radio"/> Superior Court	<input type="radio"/> Department of Mental Health <input type="radio"/> Department of Children's Services			
Child's family living within LAUSD's boundaries?	<input type="radio"/> No <input checked="" type="radio"/> Yes	<input type="radio"/> Other			
If the student is 18 years old or older or is an emancipated minor, does he/she have educational decision-making rights?	<input type="radio"/> No <input type="radio"/> Yes				

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Section C: Language Acquisition

Language Classification:

Limited English Proficient

Start Date:

13-NOV-2017

Parent Waiver:

☐

Yes

☐

No

Reclassification Date:

Elementary English Language Development Level:

Start Date:

Secondary English Language Development Level:

Start Date:

Communication Observation Matrix Level:

Start 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	Object control	<input type="radio"/>	<input checked="" type="radio"/>	needs more time
Category	Object Control Skills ✓			
	Objective 1 met	<input type="radio"/>	<input checked="" type="radio"/>	
	Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	
2	Language	<input checked="" type="radio"/>	<input type="radio"/>	
Category	Language – Expressive ✓			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	
3	Language 2	<input checked="" type="radio"/>	<input type="radio"/>	
Category	Language – Expressive ✓			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	
4	Reading	<input checked="" type="radio"/>	<input type="radio"/>	
Category	Reading ✓			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	
5	English Language Development	<input checked="" type="radio"/>	<input type="radio"/>	
Category	English Language Develop ✓			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	
6	Behavior Support 1	<input type="radio"/>	<input checked="" type="radio"/>	
Category	Behavior Intervention ✓			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	
7	Behavior Support 2	<input type="radio"/>	<input checked="" type="radio"/>	
Category	Behavior Intervention ✓			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	
8	Behavior Support 3	<input checked="" type="radio"/>	<input type="radio"/>	
Category	Behavior Intervention ✓			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	
9	Speaking/Listening	<input checked="" type="radio"/>	<input type="radio"/>	
Category	Listening and Spoken Lan ✓			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	
10	Fine Motor	<input checked="" type="radio"/>	<input type="radio"/>	
Category	Fine Motor ✓			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	

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Section C: Language Acquisition

Language Classification:

Withdrawal by Parent Request:

☐ Yes ☐ No

ELPAC Performance Level and Performance Descriptor:

Alternate ELPAC Performance Level and Performance Descriptor (VCCALPS):

Start Date:

Reclassification Date:

Test Date:

Test Date:

Section D: Goal Achievement from Current IEP

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

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Section E: Present Level of Performance

Performance Area:

Adaptive Behaviors

Category:

Adaptive Behaviors

Assessment/Monitoring Process
Used:

Informal/Teacher's Observation

State/District Assessment Results:

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

Ethan is a 7.6-year-old boy attending 1st grade at Serrania SCES.

Areas of strength: Ethan is cooperative participant in APE session. He is happy to come to the lessons, and participates in the activities.

Ethan is able to throw a Frisbee to direction but not consistently and sometimes the Frisbee will go to different direction. Prompts are needed to correct throwing pattern. Ethan is able to try and kick a ball to a direction of peer but the ball will not always go to the intended direction. He is able to stop a ball rolled to his direction but may need to have more than one try to stop it and have it ready to kick back. He is able to participate in modified soccer games and activities but needs support to participate in the game when group activity is presented. Ethan is able to push a small ball with a grip hockey stick without support. He is able to make contact with the ball and try to push it to intended direction even though the ball doesn't always get to the target or peer. He is able to run 25 and 50-meter race and make it to the end and to throw a javelin.

Areas of need: Ethan needs to improve his focus; he walks around the auditorium and doesn't always follow directions. At this time it is felt that Adaptive Behavior skills constitutes the area of most significant delay and a goal will be written in this area to assist child.

Impact of disability: Ethan's special education eligibility of Autism impacts his Adaptive Behavior skills. This impacts his involvement and progress in a general physical education curriculum.

Submitted by: Ronen Gilad, Adapted Physical Education teacher

Performance Area:

Category:

Assessment/Monitoring Process
Used:

State/District Assessment Results:

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

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Section E: Present Level of Performance

Performance Area:

Reading

Category:

Reading

Assessment/Monitoring Process
Used:

Teacher Observation/input, DIBELS

State/District Assessment Results:

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

Strengths: Per teacher survey and observation, Ethan has some areas of strength in reading. Ethan has met his previous reading goal of asking/answering questions about key details of a text. He is able to match oral words to printed words. Ethan is able to identify letters, words and sentences. He is able to distinguish initial, medial, and final sounds in single-syllable words. Ethan is able to tell the difference between short/long vowel sounds in words stated orally. He is able to change sounds to change words (e.g. cow vs how). Ethan is able to make sounds from all the letters/letter patterns and blends sounds into recognizable words. He is able to read common irregular sight words introduced by grade level. Ethan is able to answer who, what, when, where, and how questions about a story. He is able to retell main ideas of a text. Ethan is able to identify the beginning, middle and end of a story. He is beginning to read aloud with fluency in a manner that sounds like natural speech. Ethan was performing at grade level in all areas of English Language Arts, with a grade of '3'. Per MOY DIBELS scores, Ethan was at benchmark in letter sounds, above benchmark in decoding, and above benchmark in word reading.

Needs: Per teacher survey, Ethan has some emerging skills in reading. Ethan continues to work on creating a series of rhyming words. He continues to need support in identifying and describing plot, setting, and characters in a story. Per MOY DIBELS scores, Ethan was performing below benchmark in phonemic awareness, reading accuracy and reading fluency. Parent reports that Ethan still struggles to ask who, what, where, when, why questions to clarify. Parent reports that distance learning has been very difficult.

Impact of disability: Ethan's special education eligibility of autism impacts his ability to access the general education curriculum in the areas of reading accuracy, reading fluency and phonemic awareness.

Performance Area:

Writing

Category:

Writing

Assessment/Monitoring Process
Used:

Teacher observation/input, work samples

State/District Assessment Results:

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

Strengths: Per teacher survey, Ethan has some areas of strength in writing. Per teacher survey, he is beginning to write short, complete and coherent sentences. Ethan is able to print legibly and spaces letters, words, and sentences appropriately. He is able to use a period, exclamation point, or question mark at the end of the sentences. Ethan is able to capitalize the first word in a sentence, proper noun, and the proper noun 'I'. During small group RSP, Ethan is able to write a short paragraph using 'First, Next, Last' to write about the sequence of a story or a summary of a small informational text. Ethan was performing at grade level in all areas of English Language Arts, with a grade of '3'.

Needs: Per teacher survey, Ethan has some emerging skills in the area of writing. He continues to work on writing brief descriptions of people, places and events. Ethan continues to need support to write using contractions. He continues to work on spelling three and four letter words and grade level sight words correctly. Parent reports that Ethan writes with harsh pressure. Parent also reports that during distance learning, they noticed that Ethan struggles with letter sizing and an increase in pressure when writing. Parent reports that distance learning has been difficult for Ethan.

Impact of disability: Ethan's special education eligibility of autism impacts his ability to access the general education curriculum in the areas of writing compositions to describe people, places and events.

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Section E: Present Level of Performance

Performance Area:

ELD

Category:

English Language Development

Assessment/Monitoring Process
Used:

Teacher observation/Input

State/District Assessment Results:

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

Strengths: Per teacher survey and observation, Ethan has some strengths in English Language Development. Ethan has met his ELD goal of participating in collaborative conversation by building on others' talk. He has met his speaking/listening goal of discussing the 'who, what, why, how' of a text with diverse partners. Ethan contributes to class, group, and partner discussions. During small group RSP, Ethan will add to a classmate's comment on a topic or story. He demonstrates active listening to read-alouds by answering questions about a story. He is able to expand on topics or information presented during a lesson. Ethan is able to describe in greater detail based on a text.

Needs: Per teacher survey, Ethan has some areas of need in English Language Development. Ethan continues to need support in providing textual evidence when retelling events or recounting experiences using complete sentences and key words. Parent reports that during distance learning, Ethan needs support to expand on topics in conversation.

Impact of disability: Ethan's special education eligibility of autism impacts his ability to access the general education curriculum in the areas of providing textual evidence when retelling or recounting experiences using complete sentences and keywords.

Performance Area:

Behavioral Support

Category:

Behavior Intervention

Assessment/Monitoring Process
Used:

Teacher observation/Input, data collection

State/District Assessment Results:

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

Strengths: Per data, Ethan is able to independently engage in an activity for 3-5 minutes. Ethan has been observed to engage in initiative social interaction in the play yard, in the form of running and following type games. Ethan has been observed responding to social approaches from peers by responding verbally to conversational stimuli. In the event of a transition between activities or locations, Ethan has been observed to independently transition for 100% of opportunities in the month of March 2020. Per teacher survey, Ethan is able to cope w/frustrating situations. He assumes responsibility for actions. Ethan makes appropriate decisions. Ethan participates in both small group and large group activities. He has formed positive peer and adult relationships.

Needs: Per data and observation, Ethan may require adult prompting to engage in complex social interactions, such as games with intricate rules or turn-taking. Ethan may require adult prompting to engage reciprocal social conversations, but requires minimal prompting for physical activity with peers. Ethan typically requires prompting to respond to engage and attend to teacher or worksheet without distractions for extended periods of time (greater than 10 minutes). Barriers include: looking around at other classmates, looking at adult, looking and talking about reinforcer, hand-flapping.

Impact of disability: Ethan's special education eligibility of autism impacts his ability to independently attend to an academic task without engaging in off-task behavior, following rules and instructions during the school day.

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Section E: Present Level of Performance

Performance Area:

Language

Category:

Language – Expressive

Assessment/Monitoring Process
Used:

Observation and Informal Measures

State/District Assessment Results:

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

Ethan is a eight year old boy who currently attends Serrania Charter and is in the second grade general education classroom. He currently receives LAS services in the area of language for thirty minutes per week.

STRENGTHS: Ethan has met his annual LAS goals. He is able to use grammatically correct sentences while sequencing a three part story from picture cards using first, next, last. He is also able to describe a pictured action using common past tense -ed verbs (e.g., played, climbed) and common irregular past tense verbs (e.g., went, fell broke, sat) with minimum 70% accuracy and minimal prompts. Ethan is also able to initiate an interaction, ask and answer questions, and make his wants and needs known. Ethan is able to build on conversations and make relevant comments in small groups during speech. He is able to expand on his ideas in speech with minimal to no prompt.

NEEDS: Ethan has difficulty problem solving situations presented to him either orally or from a picture cue. Mom reports that he has difficulty expanding on his thoughts and ideas. He has difficulty continuing the conversation. Ethan also will persevere on a topic and needs reminders that the conversation has moved on. This difficulty affects his ability to access both the core curriculum and in social situations.

EDUCATIONAL IMPACT: Ethan's difficulty problem solving affects his ability to access the 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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Section E: Present Level of Performance

Performance Area:

Mathematics

Category:

Math

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: Per teacher survey and observation, Ethan has strengths in the area of math. He is able to count, read and write numbers from 0-100. Ethan is able to use symbols $<$, $>$, $=$ to compare numbers to 100. He knows and memorizes addition/subtraction facts to 20. Ethan is able to count by 2s, 5s, and 10s. He is able to find the sum of three 1 digit numbers ($1+2+3=$). Ethan understands the symbols $+$, $-$, $=$. He is able to solve addition/ subtraction problems with 1 digit numbers. Ethan was performing at grade level in the areas of operations and algebraic thinking, measurement and data, geometry, problem solving and precision, reasoning and explaining, modeling and using tools, receiving a grade of '3'.

Needs: Per teacher survey, Ethan has some emerging skills in the area of math. He continues to show his growing understanding of what it means to add (put together) and subtract (take away) numbers. Ethan continues to need support to solve addition and subtraction problems involving 2 digit numbers with regrouping. Ethan received a grade of '2' in Number and Operations in Base Ten. Parent reports that adding and subtraction with 2 digit numbers. Parent reports that Ethan continues to use his fingers to solve math problems. Parent reports that Ethan is having difficulty during distance learning.

Impact of disability: Ethan's special education eligibility of autism impacts his ability to access the general education curriculum in the areas of solving addition and subtraction problems involving 2 digit numbers with regrouping.

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:

Fine Motor, visual motor and sensorimotor skills

Category:

Fine Motor

Assessment/Monitoring Process
Used:

observation, 1:1 sessions, teacher/staff report, parent report, record review

State/District Assessment Results:

n/a

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

Students Areas of Strength:

Ethan presents with many areas of strength that continue to assist him in accessing his educational environment/curriculum. He presents with functional underlying neuromuscular skills including functional range of motion, proximal stability, postural control, and adequate muscle strength/endurance for participating in school-related activities. He demonstrates adequate hand strength and range of motion to manipulate and manage school tools such as scissors, glue, backpack, containers and writing utensils. Ethan demonstrates functional balance and visual scanning skills to safely negotiate his school environment. He demonstrates functional fine motor skills for manipulation and management of classroom materials and tools. Ethan continues to use a right functional quadrupod (four-fingered) grasp for all writing and coloring activities. Ethan displays functional visual perceptual skills for his current educational setting and identifies shapes, colors and letters with ease. He has made good improvements with visual motor integration and fine manual control, as he met his goal to copy 2-3 sentences (4-6 words in length) given a near point model with 80% accuracy for line regard, spacing, and letter formation given minimal verbal or visual cues in 3/4 opportunities. Ethan demonstrates his best work given adapted writing paper. Ethan also met his sensorimotor goal prior to the school closure to remain engaged in a classroom based activity for at least 15 minutes with appropriate self-regulation and organization of behavior with or without the use of sensory strategies given no more than 2 verbal or visual prompts in 3/4 opportunities. Given highly structured activities and visuals and/or movement breaks Ethan was able to sit up to 15 minutes to complete OT related activities.

Performance Area:

Fine Motor, visual motor and sensorimotor skills (continued)

Category:

Fine Motor

Assessment/Monitoring Process
Used:

State/District Assessment Results:

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

Student's areas of need:

While Ethan has made some great gains in his fine and visual motor skills, he continues to benefit from OT to strengthen his ability to be more consistent with the legibility of his written work. He will sometimes require cues for sizing, spacing and the formation of letters depending on his level of focus and preference of the activity. Ethan continues to present with some sensory seeking behaviors (i.e. fidgety, getting out of his seat) as it relates to processing of sensory information within the school environment which can affect his ability to focus and attend to classroom tasks. Ethan's mother also reports that he demonstrates increased pressure on pencils when writing.

Impact of Student's disability of academic performance: Ethan's eligibility of AUT as well as some fine and visual motor delays as well as sensory processing challenges impact his ability to fully participate in his educational environment.

Brooke Pulley MOT, OTR/L

School-based Occupational Therapist Per-Diem

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Section F: Eligibility

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

For Initial IEP, interventions attempted prior to determining eligibility:

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:



Not Applicable,



Blind or



Partially Sighted



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

or



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

No Longer Eligible (Effective
Date):

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

Final IEP Reason:

Final IEP Effective Date:

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



Social Maladjustment



Temporary Physical Disability



Lack of instruction in reading



Lack of instruction in math



Limited English Proficiency



Environmental, Cultural or Economic Factors

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Section G: Annual Goals and Objectives

Performance Area:

Adaptive behaviors

Category:

Adaptive Behavior



Annual Goal #:

St 5.5 Gr 2: Demonstrate respect for self, others, and equipment during physical activities.

Ethan will participate in Adapted PE lessons' activities, staying with the group while listening to instructions and follow directions with verbal prompts, 4/5 activities per lesson. 70% accuracy.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

Ethan will participate in Adapted PE lessons' activities, staying with the group while listening to instructions and follow directions with verbal prompts, 2/5 activities per lesson. 70% accuracy.

Incremental objective #2 related to the goal:

Ethan will participate in Adapted PE lessons' activities, staying with the group while listening to instructions and follow directions with verbal prompts, 3/5 activities per lesson. 70% accuracy.

Date to be achieved:

Nove



2020



MO/YR

Date to be achieved:

Marc



2020



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: 18-NOV-2020	Date: 09-MAR-2021	Date: 08-JUN-2021	Date:	
Progress Mark: 2	Progress Mark: 2	Progress Mark: 2	Progress Mark:	Objective 1 Met: <input checked="" type="radio"/> Yes <input type="radio"/> No
Is progress sufficient to meet annual goal? <input checked="" type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input checked="" type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input checked="" type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Objective 2 Met: <input checked="" type="radio"/> Yes <input type="radio"/> No
If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other	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 PAZ
LastETHAN
FirstE
MI

Date of Birth 03-SEP-2012

Meeting Date 22-SEP-2020

Section G: Annual Goals and Objectives

Performance Area:

Behavioral Support

Category:

Behavior Intervener



Annual Goal #:

6

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

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

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

Incremental objective #2 related to the goal:

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

Date to be achieved:

Janu



2021



MO/YR

Date to be achieved:

May



2021



MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR
EXCEEDED3 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: <div style="border: 1px solid black; height: 100px; width: 100%;"></div>

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student PAZ
LastETHAN
FirstE
MI

Date of Birth 03-SEP-2012

Meeting Date 22-SEP-2020

Section G: Annual Goals and Objectives

Performance Area:

Reading

Category:

Reading

Annual Goal #:

1

Ethan will decode multisyllabic words in isolation and/or in text with minimal teacher support as measured by teacher observation in 4 out of 5 trials with 85% accuracy.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

Ethan will decode multisyllabic words in isolation and/or in text with minimal teacher support as measured by teacher observation in 3 out of 5 trials with 75% accuracy.

Incremental objective #2 related to the goal:

Ethan will decode multisyllabic words in isolation and/or in text with minimal teacher support as measured by teacher observation in 3 out of 5 trials with 85% accuracy.

Date to be achieved:

Janu

2021

MO/YR

Date to be achieved:

May

2021

MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR
EXCEEDED3 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

PAZ

ETHAN

E

Date of Birth

03-SEP-2012

Meeting Date

22-SEP-2020

Last

First

MI

Section G: Annual Goals and Objectives

Performance Area:

Writing

Category:

Writing



Annual Goal #:

2

Ethan will write 2 narrative paragraphs that establish a situation with a narrator and/or characters in which a sequence of events unfolds, including temporal words and/or phrases to signal event order with faded teacher support as measured by student work samples and teacher observation in 4 out of 5 trials with 80% accuracy.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

Ethan will write 2 narrative paragraphs that establish a situation with a narrator and/or characters in which a sequence of events unfolds, including temporal words and/or phrases to signal event order with faded teacher support as measured by student work samples and teacher observation in 2 out of 5 trials with 80% accuracy.

Incremental objective #2 related to the goal:

Ethan will write 2 narrative paragraphs that establish a situation with a narrator and/or characters in which a sequence of events unfolds, including temporal words and/or phrases to signal event order with faded teacher support as measured by student work samples and teacher observation in 3 out of 5 trials with 80% accuracy.

Date to be achieved:

Janu



2021



MO/YR

Date to be achieved:

May



2021



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: <div style="border: 1px solid black; height: 100px; width: 100%;"></div>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student

PAZ

ETHAN

E

Date of Birth

03-SEP-2012

Meeting Date

22-SEP-2020

Last

First

MI

Section G: Annual Goals and Objectives

Performance Area:

ELD

Category:

English Language



Annual Goal #:

3

Ethan will recount/retell 4 details orally or in writing from a variety of texts with faded teacher support as measured by teacher observation and student work samples in 4 out of 5 trials with 85% accuracy.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

Ethan will recount/retell 3 details orally or in writing from a variety of texts with faded teacher support as measured by teacher observation and student work samples in 4 out of 5 trials with 85% accuracy.

Incremental objective #2 related to the goal:

Ethan will recount/retell 4 details orally or in writing from a variety of texts with faded teacher support as measured by teacher observation and student work samples in 3 out of 5 trials with 85% accuracy.

Date to be achieved:

Janu



2021



MO/YR

Date to be achieved:

May



2021



MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR
EXCEEDED3 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

PAZ

ETHAN

E

Date of Birth

03-SEP-2012

Meeting Date

22-SEP-2020

Last

First

MI

Section G: Annual Goals and Objectives

Performance Area:

Language

Category:

Language – Expr



Annual Goal #:

4

Ethan will problem solve situations presented to him either from a picture cue or oral stimulus with 80% accuracy in 5 trials.

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
 ☐ Norm Referenced
 ☐ Criterion Referenced
 ☐ Curriculum Based
- ☒ Observation
 ☐ Portfolio
 ☐ Work Samples
 ☒ Informal
- ☐ Other

Incremental objective #1 related to the goal:

Ethan will problem solve situations presented to him either from a picture cue or oral stimulus with 60% accuracy in 5 trials.

Incremental objective #2 related to the goal:

Ethan will problem solve situations presented to him either from a picture cue or oral stimulus with 70% accuracy in 5 trials.

Date to be achieved:

Janu



2021



MO/YR

Date to be achieved:

May



2021



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: 05-MAR-2021	Date: 11-JUN-2021	Date: <input type="text"/>	
Progress Mark: <input type="text"/>	Progress Mark: 3	Progress Mark: 4	Progress Mark: <input type="text"/>	Objective 1 Met: <input checked="" type="radio"/> Yes <input type="radio"/> No
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input checked="" type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Objective 2 Met: <input checked="" type="radio"/> Yes <input type="radio"/> No
If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please explain: <input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student PAZ
LastETHAN
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Date of Birth 03-SEP-2012

Meeting Date 22-SEP-2020

Section G: Annual Goals and Objectives

Performance Area:

Mathematics

Category:

Math

Annual Goal #:

5

Ethan will add up to a sum of 1000 using strategies and algorithms based on place value and properties of operations with minimal teacher support as measured by student work samples and teacher observation in 4 out of 5 trials with 90% 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
 ☐ Norm Referenced
 ☐ Criterion Referenced
 ☐ Curriculum Based
☒ Observation
 ☐ Portfolio
 ☒ Work Samples
 ☒ Informal
☐ Other

Incremental objective #1 related to the goal:

Ethan will add up to a sum of 1000 using strategies and algorithms based on place value and properties of operations with minimal teacher support as measured by student work samples and teacher observation in 3 out of 5 trials with 75% accuracy

Incremental objective #2 related to the goal:

Ethan will add up to a sum of 1000 using strategies and algorithms based on place value and properties of operations with minimal teacher support as measured by student work samples and teacher observation in 3 out of 5 trials with 80% accuracy

Date to be achieved:

Janu

2021

MO/YR

Date to be achieved:

May

2021

MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR
EXCEEDED3 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: <div style="border: 1px solid black; height: 100px; width: 100%;"></div>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student PAZ
LastETHAN
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MI

Date of Birth 03-SEP-2012

Meeting Date 22-SEP-2020

Section G: Annual Goals and Objectives

Performance Area:

Behavioral Support 2

Category:

Behavior Intervener



Annual Goal #:

7

Ethan will independently follow rules for a minimum of 15 minute 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
 ☐ Norm Referenced
 ☐ Criterion Referenced
 ☐ Curriculum Based
☒ Observation
 ☐ Portfolio
 ☐ Work Samples
 ☐ Informal
☒ Other

Incremental objective #1 related to the goal:

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

Date to be achieved:

Janu



2021



MO/YR

Date to be achieved:

May



2021



MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR
EXCEEDED3 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
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MI

Date of Birth 03-SEP-2012

Meeting Date 22-SEP-2020

Section G: Annual Goals and Objectives

Performance Area:

Behavioral Support 3

Category:

Behavior Intervener



Annual Goal #:

8

Ethan will independently follow instructions the first time given by a non-BII adult, 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
 ☐ Norm Referenced
 ☐ Criterion Referenced
 ☐ Curriculum Based
☒ Observation
 ☐ Portfolio
 ☐ Work Samples
 ☐ Informal
☒ Other

Incremental objective #1 related to the goal:

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

Date to be achieved:

January



2021



MO/YR

Date to be achieved:

May



2021



MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR
EXCEEDED3 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: <div style="border: 1px solid black; height: 100px; width: 100%;"></div>

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student PAZ
LastETHAN
FirstE
MI

Date of Birth 03-SEP-2012

Meeting Date 22-SEP-2020

Section G: Annual Goals and Objectives

Performance Area:

Fine/Visual Motor

Category:

Fine Motor

Annual Goal #:

9

To demonstrate improved fine and visual motor skills, Ethan will write or copy up to 5 sentences with 85% accuracy for spacing, sizing and overall formation of his letters given adapted paper as needed with no more than 2 visual or verbal prompts in 4 out of 5 opportunities.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

To demonstrate improved fine and visual motor skills, Ethan will write or copy up to 3 sentences with 80% accuracy for spacing, sizing and overall formation of his letters given adapted paper as needed with no more than 2 visual or verbal prompts in 2 out of 3 opportunities.

Incremental objective #2 related to the goal:

To demonstrate improved fine and visual motor skills, Ethan will write or copy up to 5 sentences with 80% accuracy for spacing, sizing and overall formation of his letters given adapted paper as needed with no more than 2-3 visual or verbal prompts in 4 out of 5 opportunities.

Date to be achieved:

Janu

2021

MO/YR

Date to be achieved:

May

2021

MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR
EXCEEDED3 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: 05-MAR-2021	3rd Reporting Period Date: 11-JUN-2021	4th Reporting Period (Secondary Only) Date:	Goal Achievement
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:
	2	2		<input type="radio"/> Yes <input checked="" type="radio"/> No
Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Objective 2 Met:
<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
If "No" please comment:	If "No" please comment:	If "No" please comment:	If "No" please comment:	If "No" please explain:
<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 checked="" 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 checked="" type="checkbox"/> Other behavior impedes prog	<input checked="" 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 behavior impedes prog	<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	Behavior impedes Ethan's ability to demonstrate progress

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student PAZ
LastETHAN
FirstE
MI

Date of Birth 03-SEP-2012

Meeting Date 22-SEP-2020

Section G: Annual Goals and Objectives

Performance Area:

Sensorimotor

Category:

Sensorimotor



Annual Goal #:

10

To address sensorimotor skills, Ethan will be able to remain engaged in a non-preferred classroom based activity for up to 20 minutes with appropriate self-regulation and organization of behavior with or without the request of sensory tools/strategies given no more than 2 verbal or visual prompts in 4/5 opportunities.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

To address sensorimotor skills, Ethan will be able to remain engaged in a preferred or non-preferred classroom based activity for at least 15-17 minutes with appropriate self-regulation and organization of behavior with or without the use of sensory strategies given 3-4 verbal or visual prompts in 2/3 opportunities.

Incremental objective #2 related to the goal:

To address sensorimotor skills, Ethan will be able to remain engaged in a preferred or non-preferred classroom based activity for up to 18 minutes with appropriate self-regulation and organization of behavior with or without the use of sensory strategies given no more than 2-3 verbal or visual prompts in 3/4 opportunities.

Date to be achieved:

Janu



2021



MO/YR

Date to be achieved:

May



2021



MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR
EXCEEDED3 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: 02-MAR-2021	Date: 11-JUN-2021	Date: <input type="text"/>	
Progress Mark: <input type="text"/>	Progress Mark: 2	Progress Mark: 2	Progress Mark: <input type="text"/>	Objective 1 Met: <input type="radio"/> Yes <input checked="" type="radio"/> No
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input checked="" type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input checked="" type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Objective 2 Met: <input type="radio"/> Yes <input checked="" 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 checked="" 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 checked="" 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" value="behavior impedes prog"/>	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: behavior impedes progress <input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student PAZ
LastETHAN
FirstE
MI

Date of Birth 03-SEP-2012

Meeting Date 22-SEP-2020

Section G: Annual Goals and Objectives

Performance Area:

Language 2

Category:

Language – Expr



Annual Goal #:

11

Ethan will make appropriate comments and/or ask appropriate questions during conversations he does not initiate in 4/5 opportunities with no more than one prompt.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

Ethan will make appropriate comments and/or ask appropriate questions during conversations he does not initiate in 3/5 opportunities with no more than two prompts.

Incremental objective #2 related to the goal:

Ethan will make appropriate comments and/or ask appropriate questions during conversations he does not initiate in 3/5 opportunities with no more than one prompt.

Date to be achieved:

Janu



2021



MO/YR

Date to be achieved:

May



2021



MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR
EXCEEDED3 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: 05-MAR-2021	3rd Reporting Period Date: 11-JUN-2021	4th Reporting Period (Secondary Only) Date: <input type="text"/>	Goal Achievement
Progress Mark: <input type="text"/>	Progress Mark: 3	Progress Mark: 4	Progress Mark: <input type="text"/>	Objective 1 Met: <input checked="" type="radio"/> Yes <input type="radio"/> No
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Objective 2 Met: <input checked="" type="radio"/> Yes <input type="radio"/> No
If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please explain: <input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student

PAZ

ETHAN

E

Date of Birth

03-SEP-2012

Meeting Date

22-SEP-2020

Last

First

MI

Section K: Participation in State and District-wide Assessments

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student

PAZ

Last

ETHAN

First

E

MI

Date of Birth

03-SEP-2012

Meeting Date

22-SEP-2020

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 translation services? ☒ Yes ☐ No

If yes, the parent/guardian has requested a written translation of the IEP in 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.

THIS SPACE DELIBERATELY LEFT BLANK.

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student

PAZ

ETHAN

E

Date of Birth

03-SEP-2012

Meeting Date

22-SEP-2020

Last

First

MI

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	M.V.	21-AUG-2020
Email	M.V.	

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 Requires additional academic support and more LAS
- ☐ 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

I consent to this IEP in full pending resolution of the above through formal due process proceedings.

Signature(s)

Date

01-NOV-2020

- ☒ 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)

Date

22-SEP-2020

PARENT INPUT SURVEY

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

ALL INFORMATION IS CONFIDENTIAL

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

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

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

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



NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES

BUSINESS REPLY MAIL
FIRST-CLASS MAIL PERMIT NO. 33798 LOS ANGELES CA 90051
POSTAGE WILL BE PAID BY ADDRESSEE

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



PARENT INPUT SURVEY
English

Los Angeles Unified School District




INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Reconvened
Meeting DateStudent PAZ
LastETHAN
FirstE
MI

Date of Birth 03-SEP-2012

Meeting Date 22-SEP-2020

Section R: Names and Signatures (Signatures on File)

Team Member	Print Name	Signature
Parent/Guardian	Valerie Paz, participated via zoom	
Parent/Guardian		
Student Age 18 - 21 years		
Student Under Age 18 years		
Surrogate Parent		
Foster Parent		
Family Foster Home Provider		
Administrator	Maria Vallone	
Administrative Designee		
Special Education Teacher	Jessie Rodriguez	Jessie Rodriguez
General Education Teacher	David Salkin	
School Psychologist		
School Nurse		
Related Service Staff OT	Brooke Pulley	Brooke Pulley
Related Service Staff APE	Michael Madzar	
Related Service Staff LAS	Rachel Hochberg, M.S., CCC-SLP	Rachel Hochberg
Interpreter		
Sign Language Interpreter		
Agency Representative	Justine Bautista, NPA/BID	
Agency Representative		
Agency Representative		
Other Advocate	Michelle Biggs	
Other		
Other		
Other		

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student

PAZ

ETHAN

E

Date of

03-SEP-2012

Meeting

22-SEP-2020

Last

First

MI

Birth

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 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.

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.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student PAZ

Last

ETHAN

First

E

MI

Date of
Birth

03-SEP-2012

Meeting
Date

22-SEP-2020

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 checked="" type="radio"/> Yes <input type="radio"/> No	If the answer is YES, then a special school setting is the appropriate placement. If the answer is NO, go to the question below.
	<input type="radio"/> Yes <input type="radio"/> No	If not currently available, can the required supports, services, accommodations and/or modifications be made available in a special school setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step D.

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student

PAZ

ETHAN

E

Date of

03-SEP-2012

Meeting

22-SEP-2020

Last

First

MI

Birth

Date

ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)

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

Step F.

The student's needs as reflected in the contents of this IEP, and the placement being considered by the IEP team, outweigh any potential harmful effects at this time, including (check all that apply):



Diminished access to the full range of the curriculum



Missed general education instruction taught by highly qualified staff



Rate at which student may earn credits for graduation



Lack of opportunity for social interaction



Lack of opportunities for age-appropriate peer role models



Amount of socialization opportunities with typical peers



Limited access to peers in student's home community



Lack of exposure to appropriate behavioral models from peers



Other:

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 1 - Eligibility, Placements and Supports

Student PAZ

ETHAN

E

Date of Birth 03-SEP-2012

Meeting Date 22-SEP-2020

Last

First

MI

		Effective With this IEP	Future Changes Related to this IEP
	As of Date:	01-FEB-2021	
Eligibility: (from Page 4)		Eligible (AUT)	
	Final IEP Reason Final IEP Effective Date:		
Curriculum		General Education	
Placement	Type of School	District Non-Resident School	
	Name of School	SERRANIA AVE CES	
Instructional Setting	Setting	General Education	
	Program	GE	
	Special Day Minutes/Wk		
	Addresses Goals	(Adaptive behaviors),1(Reading),2(Writing),3(ELD),4(Language),5(Mathematics),6(Behavioral Support),7(Behavioral Support 2),8(Behavioral Support 3),9(Fine/Visual Motor),10(Sensorimotor),11(Language 2)	
Additional Factors	Low Incident Support	None	
	Assistive Technology Support	No	
	Transportation	None	
	Extended School Year/Intersession	<input type="radio"/> Yes <input checked="" type="radio"/> No	
	Parent Counseling and Training (PCT)	<input checked="" type="radio"/> Yes <input type="radio"/> No	
	ESY Transportation		
Accommodation, Modifications, Supports	Instructional Accommodations	Use of a highlighter or window strip for reading, use of adaptive writing paper when needed, Extra time to complete classroom assignments and assessments at teacher's discretion, provide breaks as needed, small group instruction, directions repeated and ask student to repeat to confirm understanding, visual/verbal daily schedule, break tasks into small, manageable steps, sentence starters during writing activity, offer verbal praise, seating near point of instruction and away from distractions, sensory diet to include opportunities to move (stress ball, seat cushion designed for movement, etc.), use of a timer to help sustain focus as needed, use of math manipulatives when needed	
	Instructional Modifications		
	Other Supports, including Non-Academic and Extra-curricular Activities		
Preparation for Three Year Review IEP (At the second Annual	Do the Parent and the District (local	<input type="radio"/> Yes <input checked="" type="radio"/> No	

Review IEP Meeting, the team must discuss and document the decision to conduct or not conduct a three-year comprehensive reassessment.)	educational agency) agree that a reassessment is unnecessary?	
	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		

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student PAZ
LastETHAN
FirstE
MI

Date of Birth 03-SEP-2012

Meeting Date 22-SEP-2020

		Effective With This IEP	Future Changes Related To This IEP
Service 1	Start Date:	Effective on Signature Date 01-FEB-2021	
09	End Date:		
Adapted PE	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals:	Interval:	Weekly	
(Adaptive behaviors)	Minutes/Interval:	30	
	Minutes/Interval (Pullout from Gen Ed):	30	
	Service Delivery Model:	Direct Service (By a Single Provider)*	
	Responsible Personnel:	Licensed/Credentialed Provider	
Service 2	Start Date:	Effective on Signature Date 01-FEB-2021	
10	End Date:		
Language/Speech	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals:	Interval:	Weekly	
4(Language) 11(Language 2)	Minutes/Interval:	30	
	Minutes/Interval (Pullout from Gen Ed):	30	
	Service Delivery Model:	Direct Service (Collaborative)*	
	Area:	School-Based	

	Responsible Personnel:	Licensed/Credentialed Provider	
		General Education Teacher	
*			
Service 3	Start Date:	Effective on Signature Date 01-FEB-2021	
RSP	End Date:		
RSP	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals :	Interval:	Weekly	
1(Reading)	Minutes/Interval:	60	
2(Writing)	Minutes/Interval (Pullout from Gen Ed):	60	
3(ELD)	Service Delivery Model:	RSP: Direct Instruction Services*	
6(Behavioral Support)	RSP Area:	Literacy/ELA/ELD	
7(Behavioral Support 2)	Responsible Personnel:	Resource Specialist Teacher	
8(Behavioral Support 3)		General Education Teacher	
		Other Provider(s)	
*			
Service 4	Start Date:	Effective on Signature Date 01-FEB-2021	
32	End Date:		
Behavior Intervention Implementation (BII)	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals :	Interval:	Weekly	

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	Frequency:	1-10	
This service addresses the following goals:	Interval:	Monthly	
6(Behavioral Support)	Minutes/Interval:	420	
7(Behavioral Support 2)	Minutes/Interval (Pullout from Gen Ed):	0	
8(Behavioral Support 3)	Service Delivery Model:	Direct Service (Collaborative)*	
	Responsible Personnel:	Licensed/Credentialed Provider	
		Other Provider(s)	
	*		

Service 7	Start Date:	Effective on Signature Date 01-FEB-2021	
RSP	End Date:		
RSP	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals:	Interval:	Weekly	
5(Mathematics)	Minutes/Interval:	60	
6(Behavioral Support)	Minutes/Interval (Pullout from Gen Ed):	60	
7(Behavioral Support 2)	Service Delivery Model:	RSP: Direct Instruction Services*	
8(Behavioral Support 3)			
	RSP Area:	Math	
	Responsible Personnel:	Resource Specialist Teacher	
		General Education Teacher	
		Other Provider(s)	

*

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="13"/>	

Part 4 - Additional Discussion (This section is optional)

The IEP team determined that student will be able to maintain the level of speech and language skills during the summer months without significant recoupment, therefore ESY is not being recommended. Ethan is struggling with distant learning. The team discussed strategies to help support him during this time. The team will monitor his progress and adjust as necessary to support him with his learning. LAUSD schools are closed at this time due to the COVID-19 national pandemic. Ethan will continue to receive educational services using At Home Continuity of Learning Plan until schools re-open. Parent Counseling and Training worksheet was completed. The team agrees that PCT will help support Ethan. PCT invitation will be sent home.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student PAZ

ETHAN

E

Date of Birth 03-SEP-2012

Meeting Date 22-SEP-2020

Last

First

MI

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:		01-Feb-2021							
Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)	No Consent
09	Adapted PE	Effective on Signature Date	Regular	Weekly	1-5	~	30	Adaptive behaviors	--
33	Behavior Intervention Development (BID)	Effective on Signature Date	Regular	Monthly	1-10	~	420	Behavioral Support, Behavioral Support 2, Behavioral Support 3	--
32	Behavior Intervention Implementation (BII)	Effective on Signature Date	Regular	Weekly	1-5	~	1800	Behavioral Support, Behavioral Support 2, Behavioral Support 3	--
10	Language/Speech	Effective on Signature Date	Regular	Weekly	1-5	School-Based	30	Language, Language 2	--
16	Occupational Therapy	Effective on Signature Date	Regular	Weekly	1-5	~	30	Fine/Visual Motor , Sensorimotor	--
RSP	RSP	Effective on Signature Date	Regular	Weekly	1-5	RSP- Literacy/ELA/ELD	60	Reading, Writing, ELD, Behavioral Support, Behavioral Support 2, Behavioral Support 3	--

RSP	RSP	Effective on Signature Date	Regular	Weekly	1-5	RSP-Math	60	Mathematics, Behavioral Support, Behavioral Support 2, Behavioral Support 3	--
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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** **MI** **Date of Birth** **03-SEP-2012** **Meeting Date** **22-SEP-2020**

- 1** The behavior impeding learning is: Describe what it looks like: ☒
- 2** It impedes learning because: lack of work production ☒ disrupts other students ☐ requires instruction to stop ☒
instructional time is lost ☒ negative interaction with peers ☐
other ☐
- 3** The need for a Behavior Intervention Plan: ☐ early stage intervention ☒ moderate ☐ serious ☐ extreme
- 4** Frequency or intensity or duration of behavior: Frequency (x) Period Intensity Duration (min)
☒ Reported by and/or ☒ observed by

PREVENTION

PART 1

ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

- 5** What are the predictors for the behavior? (Situations in which the behavior is likely to occur: people, time, place, subject, etc).
- | | | | |
|--|--|--|--|
| <input checked="" type="checkbox"/> Disruption in routines | <input type="checkbox"/> Work level higher than student's ability | <input type="checkbox"/> Verbal directives | <input type="checkbox"/> Lack of predictability |
| <input checked="" type="checkbox"/> Time of day | <input checked="" type="checkbox"/> Internal physical/emotional state | <input type="checkbox"/> Peer conflict | <input type="checkbox"/> Over stimulation |
| <input checked="" type="checkbox"/> Unstructured time | <input checked="" type="checkbox"/> Lack of freedom, choice, desirable activities, friends | <input type="checkbox"/> Room conditions | <input type="checkbox"/> Specific room arrangement |
| <input type="checkbox"/> Events from previous environments | <input type="checkbox"/> Under stimulation | | |
- ☐ Other Describe:

Observation Analysis

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

REMOVE STUDENT'S NEED TO USE THE PROBLEM BEHAVIOR

Intervention

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

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

Who will establish? Who will monitor? Frequency

INDIVIDUALIZED EDUCATION PROGRAM **Behavior Intervention Plan**

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

Los Angeles Unified School District

(Behavior Intervention Plan, pg. 2 of 3)

Student **PAZ** **ETHAN** **E** **MI** Date of Birth **03-SEP-2012** Meeting Date **22-SEP-2020**

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 easy)

☐

Task (too difficult)

☐

Task (too easy)

☒

Task (too long)

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?

BID

Who will monitor?

BII

Frequency:

daily

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

Intervention 11

Physical:

☒

High-fives

☐

Smiles

☐

Handshake

☐

Pat on the back

☐

Recognition of student's ...

☐

Peer recognition

Verbal:

☒

Use specific praises

☐

Free time

☐

Listen to music

Contingent Access:

☐

Time on the computer

☐

Describe:

☐

Other

☒

Preferred activity

☐

Certificate sent home

☐

Seating Location

☐

Positive phone calls or notes to home

☐

Points

Tangibles

☐

Tokens

☐

Extra test points

Tokens and Points:

☐

Exempt assignment

Privileges:

Other ideas:

Selection of reinforcer based on: student preference

☐

reinforcer for using replacement behavior

☐

reinforcer for general increase in positive behaviors

By whom?

BID

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)

Remind Ethan of his option to take a break when needed,

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 22-SEP-2020

OUTCOMES

PART IV

BEHAVIORAL GOALS

13

Behavioral Goal: Goal #: 6

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

The above behavioral goal is to: ☐ Increase use of replacement behavior and may also include:

☒ Reduce frequency of problem behavior ☐ Develop new general skills that remove student's need to use the problem behavior

Observation and Analysis Conclusion

Are curriculum accommodations or modifications also necessary? Where described?

☐ Yes ☒ No

Are environmental supports/changes necessary?

☐ Yes ☒ No

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

☒ Yes ☐ No

Are both teaching of new replacement behavior AND reinforcement needed?

☐ Yes ☒ No

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

☐ Yes ☒ No

Person responsible for contact between agencies.

COMMUNICATION

PART V

COMMUNICATION PROVISIONS

14

Manner and content of communication:

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

Between?

Frequency?

BID and parent

daily