Student PAZ Last First MI Section A: Meeting Information Pertinent Dates Type of Meeting Date of Initial IEP Team Meeting Date of Present Meeting Date of Birth Description B: Student Information Date of Birth Date of	Student Identifica Number	tion	090312M005		SSID 9:	590071915		Eligibl	le (AUT)
Section A: Meeting Information Type of Meeting Pertinent Dates Pertinent Meeting 22-SEF-2020		ET.	HAN	E			Date of Birth:	03-	SEP-2012
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Date of Present Meeting Annual Review to be conducted by Next Three Year Review will be conducted by Other Vera Review or Evaluation was conducted by Other District Name		Pertin	ent Dates			g	Type of Mee	eting	
Date of Present Meeting Annual Review to be conducted by Next Three Year Review will be conducted by Other Vera Review or Evaluation was conducted by Other District Name	Date of Initial IEP Tea	m Meeting	19-AUG-201	5		OT 22.1		1	CHED 1 4 1
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Section B: Student Information Os-MAY-2018 Other			22-SEP-202	1		Annual Review		Farly Sta	rt Transition
Other Individual Transition Plan Three Year Review or Evaluation was conducted by District Name Los Angeles Unified School Dis	,	w will be	08-MAV-203)1		_	_	-	
Alternate Mode of Communication Succision of Meeting District Name Los Angeles Unified School District Name Section B: Student Information Date of Birth Oats of Birt		w will be	06-MA1-202	.1		Other	_	-	-
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Out of the home placement made by Regional Center Department of Mental Health Department of Children's Ser	Licensed Children's In	stitution	\bigcirc N	o O Yes		LCI Name			
						LCI#			
	Out of the home placer	ment made by	_	_		•	al Health	Departme	nt of Children's Servic
Child's family living within LAUSD's One Superior Court No Yes Oundaries?	Child's family living w	ithin LAUSE		-	t	Other			

os Angeles	s Unified School	District	IND	IVIDUAL	IZED EDU	CATION PROGRAM (IEP)	Page 2 o
Student		ETHAN	E			Date of Birth 03-SEP-2012	Meeting Date 22-SEP-2020
	Last	First		MI Section	on C: Lang	guage Acquisition	
anguage Cla	assification:		Limited	English Pr	oficient	Start Date:	13-NOV-2017
arent Waive			_	O _{No}		Reclassification Date:	
	nglish Language		Tes	O No		Start Date:	
evelopment	Level:					Start Date:	
econdary Er Development	nglish Language Level:					Start Date:	
_	on Observation M	atrix				Start Date:	
evei.				Section D:	Goal Achie	evement from Current IEP	
			Ţ		nieved		
	xample - Reading)			Yes	No	If No, explain the reason the go	al/objective was not achieved
Cotogomi	Object control	C1 '11		0	<u> </u>	needs more time	
Category	Object Control		v]				
	Objective 1 met			0			
	Objective 2 met			0	<u> </u>		
Cotogow:	Language	•			0		
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	Objective 1 met				0		
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4	Reading				0		
Category	Reading		v				
	Objective 1 met				0		
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5	English Langua			<u> </u>	0		
Category	English Langua		men 🗸				
	Objective 1 met				0		
	Objective 2 met			<u> </u>	0		
6	Behavior Suppo			\circ	<u></u>		
Category	Behavior Interv		v)				
	Objective 1 met			<u> </u>	0		
	Objective 2 met			<u> </u>	0		
7	Behavior Suppo			0	<u> </u>		
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	Objective 1 met			<u> </u>	0		
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8	Behavior Suppo				0		
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9	Speaking/Listen				\circ		
Category	Listening and S		guag 🗸				
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10	FIne Motor			O	0		
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	IND	IVIDU	ALIZED EDUCA	ATION PROGRAM (IE	Page 3 of 3
Los Angeles Student	S Unified School District PAZ ETHAN E			Date of Birth 03-SEP	
	Last First	MI Se	— ction C: Langu	age Acquisition	
Language Cla	assification:				Start Date:
	y Parent Request:	(Yes O No		Reclassification Date:
	ormance Level and Performance Descriptor		J 163 O 140	~	Test Date:
	PAC Performance Level and Performance			~	Test Date:
Descriptor (V					rest Bute.
				ement from Current IEl	•
Goal for: (ex	xample - Reading)	Yes	Achieved No	If No evaluin the reaso	n the goal/objective was not achieved
1	Sensorimotor	O	0	ii No, explain the reaso	if the goar objective was not achieved
Category	v)		0		
	Objective 1 met		0		
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2		0	Ö		
Category					
	Objective 1 met	0	0		
	Objective 2 met	Ö	Ö		
3		0	0		
Category	(v)				
	Objective 1 met	0	0		
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4		0	\circ		
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5		\circ	\circ		
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_	Objective 2 met	0	0		
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	Objective 1 met	0	0		
8	Objective 2 met	0	0		
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	Sojecuve 2 met	U	0		

Los Angeles Unified Scho Student PAZ	ETHAN		E		Date o	of Birth 03-SE	2-2012	Meeting Date 22-SEP-	2020
Last	Firs	t	MI Soctio	n F. Pros	sent Level of P	orformanca			
Performance Area:		Adaptive	Behaviors	on E. Ties	ciit Level of 1	er for mance			
Category:					~				
Assessment/Monitoring Proc	ess	Informal	/Teacher's O	bservation					
Jsed:									
State/District Assessment Res		<u> </u>							
Eurrent Performance/Assessr Ethan is a 7.6-year-old boy		• `			ident needs and	impact of disab	llity on studen	t performance):	1
Areas of strength: Ethan is Ethan is able to throw a Fri correct throwing pattern. Ethan is able to stop a ball rolled to hin modified soccer games ar small ball with a grip hocke the ball doesn't always get to Areas of need: Ethan needs Adaptive Behavior skills co Impact of disability: Ethan' progress in a general physic Submitted by: Ronen Gilad	sbee to dire nan is able to its direction and activities y stick with to the target to improve anstitutes the s special ed all education	otry and but may but needs out suppo or peer. Hhis focus area of nucation elactriculum.	not consistent kick a ball to need to have a support to part. He is able to reason is able to reason is significated as the construction of Aum.	atly and sor of a direction of more than participate in the to make come to make come oun 25 and in cound the area ount delay area.	netimes the Fris n of peer but the one try to stop in the game whe ontact with the l 50-meter race ar uditorium and dend a goal will be	bee will go to d ball will not al- t and have it rea n group activity ball and try to p id make it to the besn't always fo written in this a	ifferent directivays go to the dy to kick back is presented. Is in to intended and to the llow directions are to assist contract to assist contract of the directions are to assist contract to the low directions are to the low directions are the low directio	on. Prompts are needed to intended direction. He is ck. He is able to participate Ethan is able to push a ded direction even though row a javelin. s. At this time it is felt that hild.	
Performance Area:]
Category:					V				
Assessment/Monitoring Processed:	ess								
State/District Assessment Res	sults:								
Current Performance/Assessr	nent Summ	ary (inclu	de student st	rengths, stu	ident needs and	impact of disab	ility on studen	t performance):	

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Los Angeles Unified School Distric		D	N
Student PAZ ETHAN Last Firs		Date of Birth 03-SEP-2012	Meeting Date 22-SEP-2020
		esent Level of Performance	
Performance Area:	Reading		
Category:		~	
Assessment/Monitoring Process Used:	Teacher Observation/input, D	IBELS	
State/District Assessment Results:			
Current Performance/Assessment Summ	ary (include student strengths,	student needs and impact of disability on studen	nt performance):
letters/letter patterns and blends sounds Ethan is able to answer who, what, who the beginning, middle and end of a stor performing at grade level in all areas of sounds, above benchmark in decoding, Needs: Per teacher survey, Ethan has s	s into recognizable words. He is en, where, and how questions a y. He is beginning to read aloud English Language Arts, with a and above benchmark in word ome emerging skills in reading and describing plot, setting, a	Ethan continues to work on creating a series on d characters in a story. Per MOY DIBELS sco	roduced by grade level. text. Ethan is able to identify ural speech. Ethan was was at benchmark in letter f rhyming words. He res, Ethan was performing
when , why questions to clarify. Parent Impact of disability: Ethan's special ed	reports that distance learning h lucation eligibility of autism im		
when , why questions to clarify. Parent Impact of disability: Ethan's special ed reading accuracy, reading fluency and p	reports that distance learning h lucation eligibility of autism im	as been very difficult.	
when , why questions to clarify. Parent Impact of disability: Ethan's special ed reading accuracy, reading fluency and p Performance Area:	reports that distance learning h lucation eligibility of autism im phonemic awareness.	as been very difficult.	
when , why questions to clarify. Parent Impact of disability: Ethan's special ed reading accuracy, reading fluency and p Performance Area: Category: Assessment/Monitoring Process	reports that distance learning h lucation eligibility of autism im phonemic awareness.	as been very difficult. pacts his ability to access the general education	
when , why questions to clarify. Parent Impact of disability: Ethan's special ed reading accuracy, reading fluency and p Performance Area: Category: Assessment/Monitoring Process Used:	reports that distance learning had autism imphonemic awareness. Writing	as been very difficult. pacts his ability to access the general education	
when , why questions to clarify. Parent Impact of disability: Ethan's special ed reading accuracy, reading fluency and p Performance Area: Category: Assessment/Monitoring Process Used: State/District Assessment Results:	reports that distance learning had lucation eligibility of autism imphonemic awareness. Writing Teacher observation/input, wo	as been very difficult. pacts his ability to access the general education	curriculum in the areas of
when , why questions to clarify. Parent Impact of disability: Ethan's special ed reading accuracy, reading fluency and p Performance Area: Category: Assessment/Monitoring Process Used: State/District Assessment Results: Current Performance/Assessment Summ Strengths: Per teacher survey, Ethan ha coherent sentences. Ethan is able to pri point, or question mark at the end of th During small group RSP, Ethan is able small informational text. Ethan was per Needs: Per teacher survey , Ethan has places and events. Ethan continues to n grade level sight words correctly. Parer	reports that distance learning had bucation eligibility of autism imphonemic awareness. Writing Teacher observation/input, we harry (include student strengths, as some areas of strength in writh the legibly and spaces letters, we esentences. Ethan is able to cate to write a short paragraph using forming at grade level in all arms some emerging skills in the area level to support to write using contreports that Ethan writes with	as been very difficult. pacts his ability to access the general education where the property of the property	at performance): e short, complete and use a period, exclamation in, and the proper noun 'I'. of a story or a summary of a 'y'. rief descriptions of people, ree and four letter words and distance learning, they

hand-flapping.

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INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Date of Birth 03-SEP-2012 **Meeting Date** 22 Student PAZ **ETHAN** Е First MI Last **Section E: Present Level of Performance** Performance Area: **ELD** Category: Assessment/Monitoring Process Teacher observation/Input 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 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, who was a speaking of the conversation by building on others' talk. He has met his speaking/listening goal of discussing the 'who, what, who was a speaking of the conversation by building on others' talk. 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 te 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 providing textual evidence when retelling or recounting experiences using complete sentences and keywords. Performance Area: Behavioral Support Category: Assessment/Monitoring Process Teacher observation/Input, data collection Used: 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 situati 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 ru

or turn-taking. Ethan may require adult prompting to engage reciprocal social conversations, but requires minimal prompting for physical act with peers. Ethan typically requires prompting to respond to engage and attend to teacher or worksheet without distractions for extended period of time (greater than 10 minutes). Barriers include: looking around at other classmates, looking at adult, looking and talking about reinforcer,

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.

Last First MI Section E: Present Level of Performance erformance Area: Language detegory: Lasessesment/Monitoring Process Sessesment/Monitoring Process Sessesment/Monitoring Process Sessesment/Monitoring Process Sessesment/Monitoring Process Sessesment Results: Deterent Performance/Assessment Results: Deterent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Eithan 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 perseverate 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 groblem solving affects his ability to access the curriculum. Rachel Hochberg, M.S., CCC-SLP erformance Area: Sategory: Satessment/Monitoring Process Sates: Sates Sat		istrict THAN E Date of Birth 03-SEP-2012 Meeting Date 22-SEP-202
Category:		First MI
Category: Assessment/Monitoring Process Used: 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 perseverate 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	Parformanaa Araa:	
Observation and Informal Measures Jsed: 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, sal) 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 perseverate 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 Assessment/Monitoring Process Jsed: State/District Assessment Results:		
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Rachel Hochberg, M.S., CCC-SLP Performance Area: Category: Assessment/Monitoring Process Used: State/District Assessment Results:	expanding on his thoughts and ide	eas. He has difficulty continuing the conversation. Ethan also will perseverate on a topic and needs reminders
Performance Area: Category: Assessment/Monitoring Process Used: State/District Assessment Results:	EDUCATIONAL IMPACT: Etha	an's difficulty problem solving affects his ability to access the curriculum.
Category: Assessment/Monitoring Process Used: State/District Assessment Results:	Rachel Hochberg, M.S., CCC-SL	LP
Assessment/Monitoring Process Jsed: State/District Assessment Results:	Performance Area:	
Assessment/Monitoring Process Used: State/District Assessment Results:	Category:	•
State/District Assessment Results:		
urrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):	tate/District Assessment Results:	

Student PAZ ETH	ct N E Date of Birth 03-SEP-2012 Meeting Date 22-SEP	-2020
Last F	rst MI	
erformance Area:	Section E: Present Level of Performance Mathematics	
ategory:	→	
Assessment/Monitoring Process		
Jsed:		
tate/District Assessment Results:		
Current Performance/Assessment Sun	mary (include student strengths, student needs and impact of disability on student performance):	
Ethan is able to use symbols <,>,= to by 2s, 5s, and 10s. He is able to find addition/ subtraction problems with measurement and data, geometry, provided in the subtraction of the subtract (take to add (put together) and subtract (take to add (put together) are subtract (take together). Parent reports during distance learning.	ervation, Ethan has strengths in the area of math. He is able to count, read and write numbers from 0-100. compare numbers to 100. He knows and memorizes addition/subtraction facts to 20. Ethan is able to count he sum of three 1 digit numbers (1+2+3=). Ethan understands the symbols +, -, =. He is able to solve digit numbers. Ethan was performing at grade level in the areas of operations and algebraic thinking, blem solving and precision, reasoning and explaining, modeling and using tools, receiving a grade of '3'. some emerging skills in the area of math. He continues to show his growing understanding of what it means e away) numbers. Ethan continues to need support to solve addition and subtraction problems involving 2 received a grade of '2' in Number and Operations in Base Ten. Parent reports that adding and subtraction nat Ethan continues to use his fingers to solve math problems. Parent reports that Ethan is having difficulty aducation eligibility of autism impacts his ability to access the general education curriculum in the areas of	
solving addition and subtraction prob	ems involving 2 digit numbers with regrouping.	
Performance Area:		
Category:	Y	
Assessment/Monitoring Process Jsed:		
State/District Assessment Results:		
Current Performance/Assessment Sun	mary (include student strengths, student needs and impact of disability on student performance):	
Current Performance/Assessment Sun	mary (include student strengths, student needs and impact of disability on student performance):	
Current Performance/Assessment Sun	mary (include student strengths, student needs and impact of disability on student performance):	
Current Performance/Assessment Sun	mary (include student strengths, student needs and impact of disability on student performance):	
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Current Performance/Assessment Sun	mary (include student strengths, student needs and impact of disability on student performance):	
Current Performance/Assessment Sun	mary (include student strengths, student needs and impact of disability on student performance):	
Current Performance/Assessment Sun	mary (include student strengths, student needs and impact of disability on student performance):	

Performance Area: Category: Assessment/Monitoring Process Used:	Fine Mo			h 03-SEP-2012		
Last Fi Performance Area: Category: Assessment/Monitoring Process Used:	Fine Mc	MI Section E:		h 03-SEP-2012		
Performance Area: Category: Assessment/Monitoring Process Used:	Fine Mo	Section E:	. D		Meeting Date 2	22-SEP-2020
Category: Assessment/Monitoring Process Jsed:		otor, visual motor a	Present Level of Perfor	mance		
Assessment/Monitoring Process Used:			and sensorimotor skills			
Jsed:			•			
	observat	tion, 1:1 sessions,	teacher/staff report, parent r	eport, record review		
State/District Assessment Results:	n/a					
Current Performance/Assessment Sum	mary (inclu	ide student strengt	hs, student needs and impac	t of disability on studer	nt performance):	
manage school tools such as scissors, skills to safely negotiate his school er materials and tools. Ethan continues t displays functional visual perceptual improvements with visual motor integroint model with 80% accuracy for li demonstrates his best work given ada classroom based activity for at least 1 strategies given no more than 2 verba breaks Ethan was able to sit up to 15	nvironment. to use a right skills for hit gration and one regard, supted writing 1.5 minutes will or visual	He demonstrates at functional quadras current education fine manual contrespacing, and letter g paper. Ethan also with appropriate seprompts in 3/4 opp	functional fine motor skills rupod (four-fingered) grasp that setting and identifies shaped, as he met his goal to copformation given minimal veomethis sensorimotor goal elf-regulation and organization ortunities. Given highly structure of the sensorimotor goal elf-regulation and organization ortunities.	for manipulation and more all writing and color pes, colors and letters by 2-3 sentences (4-6 worbal or visual cues in 3 prior to the school closs on of behavior with or	nanagement of classrooring activities. Ethan with ease. He has made ords in length) given a /4 opportunities. Ethan ure to remain engaged without the use of sense	e good near in a sory
Performance Area:	Fine Mo	otor, visual motor a	and sensorimotor skills (con	tinued)		
Category:			•			
Assessment/Monitoring Process						
Used:						
State/District Assessment Results: Current Performance/Assessment Sum				. 612 1222		
Student's areas of need: While Ethan has made some great ga consistent with the legibility of his wilevel of focus and preference of the as it relates to processing of sensory in Ethan's mother also reports that he de Impact of Student's disability of acades sensory processing challenges impact Brooke Pulley MOT, OTR/L School-based Occupational Therapis	ritten work. ctivity. Ethat information emonstrates demic perfo t his ability	He will sometime an continues to pre within the school increased pressure rmance: Ethan's el to fully participate	es require cues for sizing, sp esent with some sensory seel environment which can affe e on pencils when writing. ligibility of AUT as well as a	acing and the formation king behaviors (i.e. fidg ect his ability to focus a some fine and visual me	n of letters depending of gety, getting out of his and attend to classroom	on his seat)

Las Ange	eles Unified Scho	al District	INDIVIDU	ALIZED EDUCATIO	N PROGRAM (IEP)		Page 10 of 33
	nt PAZ	ETHAN	Е	Da	te of Birth 03-SEP-2012	Meeting Date 2	22-SEP-2020
2000	Last	First	MI			intecting Date [2	321 2020
If applicab	ole, areas discussed	related to disability	or suspected of	Section F: Eligit	oility		
			1				
For Initial	IEP, interventions	attempted prior to d	etermining elig	gibility:			
Eligible as	s a student with the	disability of:					
Code:	AUT	Autism	ı				
	Not Applica			OPartially Sighte	d		
	l Low Incidence El	igibility (only for V	I, DBL, DEA,	HOH, or severe OI):			
Code:							
	Not Applica	ble, OBline	lor	OPartially Sighte	d		
O Does n	not meet eligibility	criteria for Special	Education Serv	rices (Initial IEP).			
or							
		pecial Education Se	vices (Review	IEP).			
No Loi Date):	nger Eligible (Effe	ctive					
O	E. 1.E. 1						
This is		udent remains eligib	le for Special I		I the Effective Date below. al IEP Effective Date:		
			41				
_					t are not primarily due to:	T16:44: :	4:
	cial Maladjustment			emporary Physical Disa imited English Proficie		Lack of instruction in rea	ding
Lac	ck of instruction in	maui	L	illilled Eligiish Froncie		vironmental, Cultural or E	conomic Factors

Los Angeles Unified S				_	
Student PAZ	ETHAN		Date of Birth 03-SEP-2012	Meeting Date 2	2-SEP-2020
Last	First	MI Section G: Annual G	oals and Objectives		
	A 1 4' 1 1 ' C			2 1 //	
			aptive Behaviors Annual C	Joal #:	
	-		ile listening to instructions and follow di	rections with verbal pr	compts,
State Assessments Observation Other ncremental objective #1	Progress Report or Report C Norm Portfo I related to the goal: Adapted PE lessons' activiti	Methods of Referenced lio	Criterion Referenced Work Samples Incremental objective #2 related to Ethan will participate in Adapted PE	Curriculum Informal the goal: lessons' activities, sta	n Based Lying with the g
	instructions and follow director lesson. 70% accuracy.		while listening to instructions and fo activities per lesson. 70% accuracy.		
Date to be achieved:	Novembe 2020		Date to be achieved: March CHIEVEMENT FROM CURRENT	▼ 2020	₩O/Y
Date to be achieved:		OF PROGRESS AND A	CHIEVEMENT FROM CURRENT		MO/Y
Oate to be achieved: 4 GOAL MET OR EXCEEDED	IEP REPORT	OF PROGRESS AND A		IEP	MO/Y
4 GOAL MET OR	3 SUBSTANTIAL PROmet)	EXPLANATION OF GRESS (50-99% of goal	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of	IEP	NO PROGRESS
4 GOAL MET OR EXCEEDED 1st Reporting Period	IEP REPORT	OF PROGRESS AND A	CHIEVEMENT FROM CURRENT ON OF MARKS	IEP Signal met) 1 1	NO PROGRESS
4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROmet) 2nd Reporting Period	EXPLANATION OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal and Reporting Period)	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary	IEP Signal met) 1 1	NO PROGRESS
4 GOAL MET OR EXCEEDED 1st Reporting Period Date:	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date:	EXPLANATION GRESS (50-99% of goal and Reporting Period Date:	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary Only) Date:	Goal Achievemen	NO PROGRES.
4 GOAL MET OR EXCEEDED 1st Reporting Period Date:	3 SUBSTANTIAL PROmet) 2nd Reporting Period	EXPLANATION OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal and Reporting Period)	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary Only)	Goal Achievement Objective 1 Met	NO PROGRES:
4 GOAL MET OR EXCEEDED 1st Reporting Period Date:	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date:	EXPLANATION GRESS (50-99% of goal and Reporting Period Date:	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary Only) Date:	Goal Achievemen	NO PROGRES:
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark:	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date:	EXPLANATION GRESS (50-99% of goal and Reporting Period Date:	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary Only) Date:	Goal Achievement Objective 1 Met	NO PROGRESS. nt t: No t:
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to	EXPLANATION GRESS (50-99% of goal and Reporting Period Date: Progress Mark: Is progress sufficient to	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual	Goal Achievemen Objective 1 Met Yes N Objective 2 Met Yes N	NO PROGRESS nt t: Io
4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	EXPLANATION GRESS (50-99% of goal and state) Progress Mark: Progress Mark: Is progress sufficient to meet annual goal?	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment:	Goal Achievemen Objective 1 Met Yes O N Objective 2 Met	NO PROGRESS nt t: Io
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please	JEP REPORT 3 SUBSTANTIAL PROmet) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please	Progress Mark: Progress Mark: By progress sufficient to meet annual goal? Yes No If "No" please	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No	Goal Achievemen Objective 1 Met Yes N Objective 2 Met Yes N	NO PROGRESS nt t: Io

small group assignment without engaging in off-task behavior for a 10 minute period of time measured by data in 4/5 opportunities. Date to be achieved:	Ct J BAZ	chool District		D.4. (CD: 41 02 CEP 2012	The state of the state of	22 GED 2020
Section G: Annual Goals and Objectives manusce Area: Behavioral Support Category: Annual Goal #: 6 Ethan will independently artend 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. Methods of Evaluation State Assessments Norm Referenced Othervation State Assessments Norm Referenced Othervation State Assessments Observation The provided at other Progress Report or Report Card prictols. Methods of Evaluation State Assessments Observation The provided at a first control of the particular and provided at a collection Incremental objective #1 related to the goal: Ethan will independently attend to academic tasks by attending to individual are small group assignment without engaging in off-task behavior for a 10 minute period of time measured by data in 4/5 opportunities. Methods of Evaluation Incremental objective #2 related to the goal: Ethan will independently attend to academic tasks by attending to individual are small group assignment without engaging in off-task behavior for a 20 min 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 are small group assignment without engaging in off-task behavior for a 20 min 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 are mall group assignment without engaging in off-task behavior for a 20 min 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 are mall group assignment without engaging in off-task behavior for a 20 min period of time measured by data in 4/5 opportunities. Incremental objective #2 related to the goal: Ethan will independently attend				Date of Birth 03-SEP-2012	Meeting Date	22-SEP-2020
The propers of time measured by data in 45 opportunities. Consideration Propers	Last	rirst		oals and Objectives		
Sthar 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. Methods of Evaluation	ormance Area:	Rehavioral Support C		•	Goal #: 6	
The provided at either Progress Report or Report Card periods. Methods of Evaluation						for a 20
Methods of Evaluation State Assessments	iinute period of time mea	isured by data in 4/5 opportu	nities.			
State Assessments				t of Progress and Achievement from C	Current IEP" form(s)	which
Observation Other	_	_	Methods of	Evaluation	_	
Incremental objective #1 related to the goal:	State Assessments	Norm	Referenced	Criterion Referenced	Curricul	um Based
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 small group assignment without engaging in off-task behavior for a 20 min 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 small group assignment without engaging in off-task behavior for a 20 min 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 small group assignment without engaging in off-task behavior for a 20 min period of time measured by data in 4/5 opportunities. Incremental objective #2 related to the goal: Ethan will independently without engaging in off-task behavior for a 20 min period of time measured by data in 4/5 opportunities. Incremental objective #2 related to the goal: Ethan will independently without engaging in off-task behavior for a 20 min period of time measured by data in 4/5 opportunities. Incremental objective #2 related to the goal: Ethan will independently without engaging in off-task behavior for a 20 min period of time measured by data in 4/5 opportunities. Incremental objective #2 related to the goal: Ethan will independently without engaging in off-task behavior for a 20 min period of time measured by data in 4/5 opportunities. Incremental objective #2 related to the goal: Ethan will independently 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 without engaging in off-task behavior for a 10 minute period of	Observation	Portfo	lio	Work Samples	☐ Informal	
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. Ethan will independently attend to academic tasks by attending to individual small group assignment without engaging in off-task behavior for a 20 min period of time measured by data in 4/5 opportunities. Ethan will independently attend to academic tasks by attending to individual small group assignment without engaging in off-task behavior for a 20 min period of time measured by data in 4/5 opportunities. Ethan will independently attend to academic tasks by attending to individual small group assignment without engaging in off-task behavior for a 20 min period of time measured by data in 4/5 opportunities. Ethan will independently attend to academic tasks by attending to individual small group assignment without engaging in off-task behavior for a 20 min period of time measured by data in 4/5 opportunities. Ethan will independently attend to academic tasks by attending to individual small group assignment without engaging in off-task behavior for a 20 min period of time measured by data in 4/5 opportunities. Ethan will independently attend to academic tasks by attending to individual small group assignment without engaging in off-task behavior for a 20 min period of time measured by data in 4/5 opportunities. Ethan will independently attend to academic tasks by attending to a 10 min period of time measured by data in 4/5 opportunities. Ethan will independently small group assignment without engaging in off-task behavior for a 20 min period of time measured by data in 4/5 opportunities. Ethan will independently attend to 4/5	Other	data collect	tion			
or small group assignment without engaging in off-task behavior for a 10 minute period of time measured by data in 4/5 opportunities. Date to be achieved:	ncremental objective #1	related to the goal:		Incremental objective #2 related	to the goal:	
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 EXCEEDED 1st Reporting Period Date:	Ethan will independently	attend to academic tasks b	y attending to individual	Ethan will independently attend to	academic tasks by att	ending to individua
Date to be achieved: January 2021						navior for a 20 min
IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP	minute period of time me	asured by data in 4/5 oppor	tunities.	period of time measured by data in	4/5 opportunities.	
IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP						
Strate S	Date to be achieved:	January 💙 2021	₩ MO/YR	Date to be achieved: May	✔ 2021	₩O/YI
Date:		IEP REPORT	OF PROGRESS AND A	CHIEVEMENT FROM CURRENT	ГІЕР	
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Progress Mark: Progress Mark:	4 GOAL MET OR EXCEEDED	JEP REPORT 3 SUBSTANTIAL PRO met)	EXPLANATION OF GRESS (50-99% of goal	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of the description of the description)	Γ IEP of goal met)	1 NO PROGRESS
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Student PAZ	ETHAN E		Date of Birth 03-SEP-2012	Meeting Date 22-SEP-2020
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Student PAZ	ETHAN E		Date of Birth 03-SEP-2012	Meeting Date 22-SEP-2020
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mance Area:	CLD	ategory:	∨ Annual Go	oal #: 3
ork samples in 4 out of 5	trials with 85% accuracy.			
	o be reported to parents by Progress Report or Report C	Card periods.	t of Progress and Achievement from Cur	rent IEP" form(s) which
		Methods of	Evaluation	
State Assessments		Referenced	Criterion Referenced	Curriculum Based
Observation	Portfo	lio	Work Samples	✓ Informal
Other				
cremental objective #1			Incremental objective #2 related to	
vith faded teacher suppor	8 details orally or in writing t as measured by teacher of 5 trials with 85% accuracy.	bservation and student	Ethan will recount/retell 4 details orall with faded teacher support as measure work samples in 3 out of 5 trials with 8	d by teacher observation and student
te to be achieved:	January	MO/YR OF PROGRESS AND A	Date to be achieved: May CHIEVEMENT FROM CURRENT II	2021
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Student PAZ	ETHAN E	J	Date of Birth 03-SEP-2012	Meeting Date 22-SEP-2020
Last	First	MI	1 101: ::	
		Section G: Annual G	•	
mance Area:	Language	ategory:	∨ Annual Go	oal #: 4
	o be reported to parents by Progress Report or Report C	Card periods.	t of Progress and Achievement from Cur	rent IEP" form(s) which
1		Methods of I		
State Assessments		Referenced	Criterion Referenced	Curriculum Based
Observation	Portfo	110	Work Samples	✓ Informal
Other				
cremental objective #1	related to the goal: situations presented to him	11 0	Incremental objective #2 related to the Ethan will problem solve situations problem.	0
r oral stimulus with 60%	accuracy in 5 trials.		or oral stimulus with 70% accuracy in	5 trials.
te to be achieved:	January	₩ MO/YR OF PROGRESS AND A	Date to be achieved: May CHIEVEMENT FROM CURRENT II	2021
4 GOAL MET OR	IEP REPORT	OF PROGRESS AND A		EP
4 GOAL MET OR EXCEEDED	IEP REPORT 3 SUBSTANTIAL PRO met)	EXPLANATION OF GRESS (50-99% of goal	CHIEVEMENT FROM CURRENT II ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g	EP goal met) 1 NO PROGRESS
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	chool District ETHAN ETHAN	,	Date of Birth 03	SED 2012) .	Meeting Date	22-SED 2020	<u> </u>
Student PAZ Last	First	MI	Date of Birth 03	5-SEP-2012)	Meeting Date	22-SEP-2020	_
Last	First	Section G: Annual G	oals and Objectiv	es				
ormance Area:	Behavioral Support 2	Category:			nual Goal #	# : 7		
Ethan will independently f for 4/5 opportunities per w		of 15 minute group game or	play activity with oth	her children d	luring social	or un-structure	ed time	
	o be reported to parents by Progress Report or Report (completing the "IEP Repor Card periods. Methods of	_	hievement fr	om Current	EIEP" form(s)	which	
State Assessments	☐ Norm	Referenced	Criterion Re	ferenced		Curriculu	ım Based	
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✓ Other	data collec	tion	•					
	related to the goal: follow rules for a minimur r children during social or t		Ethan will indepe or play activity w opportunities per	endently follo with other chil	w rules for	a minimum of 1	_	_
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Elast First Section G: Annual Goals and Objectives	Student PAZ	hool District ETHAN E		Date of Birth 03-SEP-20	112	Meeting Data	22-SED 2020
Section G: Annual Goals and Objectives Transce Area: Behavioral Support 3 Category: 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				Date of Dirtil 03-SEF-20	712	Meeting Date	22-SEF-2020
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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	nance Area: B	ehavioral Support 3	Category:	•	Annual Goal	#: 8	
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Student PAZ	ETHAN E		Date of Birth 03-SEP-2012	Meeting Date 22-SEP-2020
Last	First	MI Soution Co. Americal C	and one of Ohio of	
. (+	S' /NT 13.5 .	Section G: Annual G		0.1//
		Category:	to 5 sentences with 85% accuracy for sp	
ormation of his letters giv	∕en adapted paper as needed	with no more than 2 visual of	or verbal prompts in 4 out of 5 opportuni	ities.
	o be reported to parents by Progress Report or Report C	Card periods.	t of Progress and Achievement from Cu	urrent IEP" form(s) which
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Other				
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copy up to 3 sentences we formation of his letters gi	ith 80% accuracy for spacir ven adapted paper as neede in 2 out of 3 opportunities.	ng, sizing and overall	up to 5 sentences with 80% accuracy	y for spacing, sizing and overall format needed with no more than 2 -3 visual
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Student PAZ	ETHAN E		Date of Birth 03-SEP-2012	Meeting Date 22-SEP-2020
Last	First	MI		
		Section G: Annual G	•	
formance Area:	ensorimotor	ategory:	∨ Annual Go	pal #: 10
			erred classroom based activity for up to 20 tools/strategies given no more than 2 verb	
	o be reported to parents by Progress Report or Report C	Card periods.	t of Progress and Achievement from Curr	rent IEP" form(s) which
\neg		Methods of		
State Assessments		Referenced	Criterion Referenced	Curriculum Based
Observation	Portfo		Work Samples	☐ Informal
Other	teacher/sta	ff report		
preferred or non-preferred with appropriate self-regu	related to the goal: skills, Ethan will be able to d classroom based activity falation and organization of lies given 3-4 verbal or visu	For at least 15-17 minutes behavior with or without	Incremental objective #2 related to to address sensorimotor skills, Ethan was preferred or non-preferred classroom be appropriate self-regulation and organiz of sensory strategies given no more that opportunities.	will be able to remain engaged in a based activity for up to 18 minutes with ation of behavior with or without the
Date to be achieved:	January	✓ MO/YR OF PROGRESS AND A	Date to be achieved: May CHIEVEMENT FROM CURRENT II	2021
Date to be achieved: 4 GOAL MET OR EXCEEDED	IEP REPORT	OF PROGRESS AND A	,	EP
4 GOAL MET OR	IEP REPORT 3 SUBSTANTIAL PRO	OF PROGRESS AND A	CHIEVEMENT FROM CURRENT II ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary	EP
4 GOAL MET OR EXCEEDED	JEP REPORT 3 SUBSTANTIAL PRO met)	EXPLANATION GRESS (50-99% of goal	CHIEVEMENT FROM CURRENT II ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only)	EP coal met) 1 NO PROGRESS
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4 GOAL MET OR EXCEEDED 1st Reporting Period Date:	3 SUBSTANTIAL PROmet) 2nd Reporting Period	EXPLANATION OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal and Reporting Period)	CHIEVEMENT FROM CURRENT II ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only)	EP coal met) 1 NO PROGRESS Goal Achievement Objective 1 Met:
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Student PAZ	ETHAN E		Date of Birth	03-SEP-201	2	Meeting Date	22-SEP-2020
Last	First	MI Section G: Annual G	oals and Object	ives			
Formance Area:	Language 2	Category:	oais and Object	*	Annual Goal	#: 11	
Ethan will make appropria than one prompt.	ate comments and/or ask app	propriate questions during co	onversations he doe	s not initiate	in 4/5 opport	unities with no	more
	to be reported to parents by Progress Report or Report C		Evaluation	Achievemen Referenced	t from Currer		which
Observation	Portfo	lio	☐ Work Sam	ples		Informal	
Other							
11 1	ate comments and/or ask a does not initiate in 3/5 oppo						priate questions of the no more than of
Date to be achieved:	January 🗸 2021	₩ MO/YR	Date to be achie	eved:	May	2021	₩ O/Y
4 GOAL MET OR	IEP REPORT	OF PROGRESS AND A		FROM CU	RRENT IEP		MO/Y
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROmet)	F OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal	CHIEVEMENT ON OF MARKS 2 PARTIAL PA	FROM CU	RRENT IEP	ıl met)	1 NO PROGRES
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4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROmet)	F OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal	CHIEVEMENT ON OF MARKS 2 PARTIAL PA	FROM CU	RRENT IEP	ıl met)	1 NO PROGRES
4 GOAL MET OR EXCEEDED 1st Reporting Period Date:	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date:	TOF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date:	CHIEVEMENT ON OF MARKS 2 PARTIAL PARTI	FROM CU	RRENT IEP	ıl met) Goal Achieven	1 NO PROGRES
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EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	FOF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	CHIEVEMENT ON OF MARKS 2 PARTIAL P. 4th Reporting I Only) Date: Progress Mark: Is progress suffi goal?	FROM CU ROGRESS (Period (See cient to mee	RRENT IEP 1-49% of goa ondary	Objective 1 M	I NO PROGRES nent Met: No Met: No

	nool District	INDIVIDUALIZE	D EDUCATION PROGRAM (IEP)	
Student PAZ	ETHAN) (E	Date of Birth 03-SEP-2012	Meeting Date 22-SEP-2020
Last	First	MI		
ssments administered wi			n in State and District-wide Assessments I for each grade by the California Department of School District.	Education and/or the Los Angeles Unif
t udent will participate Designated Supports an				ELPAC Subject Speaking
udent will participate Designated Supports an				ELPAC Subject Listening
udent will participate Designated Supports an				ELPAC Subject Writing
tudent will participate Designated Supports an				ELPAC Subject Reading

Student PAZ ETHAN E Date of Birth 03-SEP-2012 Meeting Date 22-SEP-2020 Last First MI 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. 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:	os Angeles Unified Sci	hool District	INDIVIDUALI	ZED EDUCATION PROGRAM (IEP)	Page 24
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he parent/guardian requesting translation services?					
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student at 18 years of age, unless the court has determined otherwise.		7 years old, the stud	lent and parent(s)/gus	urdian(s) have been informed that the educational d	ecision-making rights will transfer to the
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	INDIVIDUALIZED EDII	CATION PROGRAM (IEP)		Page 25 of 33
Los Angeles Unified School District				
Student PAZ ETHAN	E	Date of Birth 03-SEP-2012	Meetin	ng Date 22-SEP-2020
Last First	MI			
	Section Q: Parent Par	ticipation and Consent		
Parent Participation	1	I	Parent Notification	
Parent/Student (18-21) has participated in the		Method Email	Whom M.V.	When 21-AUG-2020
Parent/Student (18-21) indicated before the mable to attend. Parent/Student (18-21) was notified 3 times of		Email	M.V.	
Parent/Student (18-21) did not respond to any of the meeting was held without the Parent/Student (18-21)	ne meeting notifications and (8-21) present			
Parent/Student (18-21) did not attend and gave without them if they did not attend.	permission to proceed		nitials here ONLY if	rescheduled to this date at my the PARENT requested that
Parent/Stud	dent (18-21) Agreement	the IEP meeting be rescheduled. to Components of the Prop	,	
A Parent/Student (18-21) may agree to all or s	, , ,			
implement those portions of the IEP to which	the parent/student (18-21) a			d services.
Parent/Student (18-21) AGREES to all comp				
Parent/Student (18-21) AGREES o all compo	onents of the proposed IEP W	ITH THE SPECIFIC EXCEPT	ION(S) stated below	V:
Eligibility Specify				
Instructional SettingSpecify				
Services Specify				
The Parent/Student (18-21) DOES NOT AGI	REE with any of the compone	nts of the proposed IEP.		
A Parent/Student (18-21) is not required to in				
not agree. If a parent/student (18-21) does wis				
information on dispute resolution processes in <i>Rights and Safeguards</i>).	the District's publication, 2	A Parent's Guide to Special Edi	ucation Services (I	Including Procedural
Rights und Sujeguarus).	Parant Canaarn	s and Comments		
	1 arent Concern	s and Comments		
Signature(s)			Date (
	dent age 18-21 years age 18-	O Surrogate Parent	Emancipated	O Foster Parent
Parent 21 years Did the school district facilitate parent involvement		Mir vices and results for your child?		No Response
✓ I certify that I have received a copy of the				•
voluntary and can be done at anytime after the			, 1	
Signature(s)			Date	22-SEP-2020
			Dutt	

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

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

A.	Regarding your child's current IEP:	Yes	No	Does Not Apply
1.	I am satisfied with the IEP meeting.			
2.	I feel that the IEP accurately reflects the decisions made at the IEP meeting.			
3.	I received notice of the IEP meeting.			
4.	I received "The IEP and You" handbook with the notice of the IEP meeting.			
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.			
6.	The IEP meeting was held in an appropriate setting.			
7.	I feel I was treated as an equal and important part of the IEP team.			
8.	The participants at the IEP meeting were prepared and informed.			
9.	Placements for my child, including the general education setting, were discussed and decided upon.			
10.	Related services were discussed and decided upon, if relevant.			
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.			
12.	At the end of the IEP meeting the decisions were summarized.			
13.	If I needed an oral interpretation of the IEP team meeting an interpreter was provided.			
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.			
15.	The interpreter stayed for the duration of the IEP team meeting.			
16.	If the interpreter left the IEP meeting before it was over, another staff member served as the interpreter and the interpretation was adequate.			
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.			
18.	If I needed a written translation of the IEP, translation services were offered.			
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.			
si	any of the answers to items 13–16 or 18–19 was No, please discuss your concern(s) with the te administrator or call the Division of Special Education at (213) 241-6701.			
	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.)			
	(if your answer to this question is '10', prease write concerns below.)			
		1	Addition	al Comments

	more you would like to ask us or tell us? v or call the Parent Resource Network at 1-800-933-8133.
Ple	ease fold along dotted lines with the address showing. Seal and mail. Postage is pre-paid. Again, Thank you!
	BUSINESS REPLY MAIL No Postage NECESSARY IF MAILED IN THE UNITED STATES
	POSTAGE WILL BE PAID BY ADDRESSEE
	ATTN PARENT RESOURCE NETWORK LOS ANGELES UNIFIED SCHOOL DISTRICT PO BOX 513307 LOS ANGELES CA 90099-4093
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os Angeles Unified School District		econvened eeting Date
Student PAZ ETHAN E MI	Date of Birth 03-SEP-2012	Meeting Date 22-SEP-2020
Section I	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	Danleddan
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
nterpreter		
Sign Language Interpreter		
Agency Representative	Justine Bautista, NPA/BID	
Agency Representative		
Agency Representative		
Other Advocate	Michelle Biggs	Mny-
Other		
Other		
Other		

				INDIVID	OUALIZED E	DUCATION PROC	GRAM (IEP)		Page 27 of 3
Los Angeles Student		ETH	HAN First	E MI		Date of Birth	03-SEP-2012	Meeting Date	22-SEP-2020
			LEAST	REST	RICTIVE	ENVIRONM	ENT ANALYSIS	S	
			То	Be Comp	leted By the I	EP Team at the IE	P Team Meeting		
					Student's Cur	rrent Placement Ty	rpe:		
O General	Education	Class/Gen	neral Educati	on Site		O Special	Day Program/General	Education Site	
O Special	Day Progra	am/Special	Education (Center		O Nonpub	lic School		
O Home/F	Hospital or	Residentia	l Care Facili	ty					
							egarding placement fro ates YES, it is also req		
restrictive s required sup there is a co	etting with oports, serv ompelling re the quality	the use of vices, accordance as on why of services supports, s	supplementa mmodations they cannot s that he or si	ary aids ar and modi be provid he needs.	nd services ca ifications is no ded. In selecti	nnot be achieved so to the sole justifica ng the LRE, consid	e student's disability is satisfactorily. The lack tion for placement in a deration is given to any student's IEP be made	of current avail more restrictive potential harm	ability of a student's e setting, unless ful effect on the
	O Yes	m/setting?				ral education class	sroom/setting is the app	propriate placem	nent. If the answer is
	No Yes	○ No	If not curr available i and/or mo	ently avai n a genera dification	ilable, can the	classroom/setting? vided within a rea	, services, accommoda If YES, all required su sonable timeline. If the	pports, services	
Step B.				ommodati	ions and/or m	odifications in the	student's IEP be made	available on a g	general education site
		cial day pro		ver is YES	S. then a spec	ial day program or	a general education s	ite is the approp	riate placement. If the
	O Yes	O No	answer is	NO, go to	the question	below.	_		
	O Yes	O No	available i	n a specia dations an	al day progran nd/or modifica	n on a general edu		required suppo	

Student			IAN	E	Date of	03-SEP-2012	Meeting	22-SEP-2020	
	Last	J	First	MI	Birth		Date		
	A	NNUAL			CTIVE ENVIRONM d By the IEP Team at the IE		(Continued)	
Step C.	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a special school setting?								
	O Yes	O No	If the and		nen a special school setting	is the appropriate place	ement. If the answ	wer is NO, go to the	
	O Yes	O No	available modifica	in a special sc	e, can the required supports, shool setting? If YES, all rec provided within a reasonable Step D.	quired supports, servic	es, accommodati	ons and/or	
Step D.	Can the	supports, s	ervices, ac	commodations	and/or modifications in the	student's IEP be made	e available in a h	ome/hospital setting	
	O Yes	○ No			nen a home/hospital setting to the question below.	is the appropriate place	ement.		
	O Yes	○ 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 facility?		ervices, ac	commodations	and/or modifications in the	student's IEP be made	e available in a re	sidential care	
	O Yes	O No		rrently available	le, articulate in the IEP wha etting.	t supports, accommoda	ations and/or mo	lifications are requi	

Unified Sch	ool District	INDIVIDUALIZEI	D EDUCATION PRO	GRAM (IEP)		
PAZ	ETHAN	E	Date of	03-SEP-2012	Meeting	22-SEP-2020
Last	First	MI	Birth		Date	
ANN	UAL LEAST	RESTRICTIV	E ENVIRONMI	ENT ANALYSIS	G (Continued))
	T	Be Completed By the	he IEP Team at the IE	EP Team Meeting		
				ement being considered	d by the IEP team	n, outweigh any
✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	Missed genera Rate at which Lack of oppor Lack of oppor Amount of so	Il education instruction student may earn creatunity for social inter- tunities for age-appro- cialization opportunit	on taught by highly que dits for graduation action opriate peer role mode ies with typical peers home community	els		
	ANN The student potential has	Last First ANNUAL LEAST To The student's needs as reflected potential harmful effects at the pot	ANNUAL LEAST RESTRICTIVE To Be Completed By the student's needs as reflected in the contents of the potential harmful effects at this time, including (check of the potential harmful effects at this time, including (check of the potential harmful effects at this time, including (check of the potential harmful effects at this time, including (check of the potential harmful effects at this time, including (check of the potential harmful effects at this time, including (check of the potential harmful effects at this time, including (check of the potential harmful effects at this time, including (check of the potential harmful effects at this time, including (check of the potential harmful effects at this time, including (check of the potential harmful effects at this time, including (check of the potential harmful effects at this time, including (check of the potential harmful effects at this time, including (check of the potential harmful effects at this time, including (check of the potential harmful effects at this time, including (check of the potential harmful effects at this time, including (check of the potential harmful effects at this time, including (check of the potential harmful effects at this time, including (check of the potential harmful effects at this time, including (check of the potential harmful effects).	ANNUAL LEAST RESTRICTIVE ENVIRONMI To Be Completed By the IEP Team at the IE The student's needs as reflected in the contents of this IEP, and the place 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 question Rate at which student may earn credits for graduation Lack of opportunity for social interaction Lack of opportunities for age-appropriate peer role model.	Last First MI Birth ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS To Be Completed By the IEP Team at the IEP Team Meeting The student's needs as reflected in the contents of this IEP, and the placement being considered 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	Last First MI Birth Date of O3-SEP-2012 Meeting Date ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued) To Be Completed By the IEP Team at the IEP Team Meeting The student's needs as reflected in the contents of this IEP, and the placement being considered by the IEP team 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

Student	PAZ	ETHAN	Date of Birth 03-SEP-	Meeting Date 22-SEP-2020
Student	Last	First	MI	
			Effective With this IED	Future Changes Deleted to this IED
		As of Date:	Effective With this IEP	Future Changes Related to this IEP
Fliaibilitus		As of Date.		
Eligibility: from Pago	e 4)		Eligible (AUT)	
(from Page 4)		Final IEP Reasor Final IEP Effectiv Date		
Curriculu	n		General Education	
Placement		Type of Schoo	District Non-Resident School	
		Name of Schoo	SERRANIA AVE CES	
Instruction	nal Setting	S.M.	General Education	
instruction	iai Setting	Setting		
		Progran		
		Special Day Minutes/Wl		
		Addresses Goal	(Adaptive	
Additional	Factors	Low Incident Suppor	None	
		Assistive Technolog Suppor		
		Transportation	None	
		Extended Schoo Year/Intersession	Yes No	
		Parent Counseling and Training (PCT	Yes No	
		ESY Transportation		
Accommodation, Modifications, Supports		Instructiona Accommodation	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	
		Instructiona Modification		
		Other Supports including Non Academic and Extra curricular Activitie		
Year Revie	n for Three w IEP (At	Do the Parent and the District (loca		

Review IEP Meeting, the team must discuss and document the decision to conduct or	educational agency) agree that a reassessment is unnecessary?			
not conduct a three- year comprehensive reassessment.)	If the Parent does not agree, specify the area(s) to be reassessed.			
		Comments, as ap	propriate	
Low Incidence Equipment				
Assistive Technology Equipment				
Participation in General Education				

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INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Ang	geles Unified S	School District		IEP FAPE Part 2 - Summa	ry of Services	
Student	PAZ	ETHAN	E	Date of Birth 03-SEP-2012	8	22-SEP-2020
	Last	First	MI		Date	

		Effective With This IEP	Future Changes Related To This IEP
Service 1	Start Date:	Effective on Signature Date	
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	
10	End Date:		
Language/Speech	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals:	Interval:	Weekly	
4(Language)	Minutes/Interval:	30	
11(Language 2)	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	
RSP	End Date:		
RSP	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the	Interval:	Weekly	
following goals:	intervar.	Weekly	
1(Reading)	Minutes/Interval:	60	
2(Writing)	Minutes/Interval (Pullout from Gen Ed):	60	
3(ELD)	Service Delivery Model:	RSP: Direct Instruction	
6(Behavioral Support)	Service Delivery Model:	Services*	
7(Behavioral Support 2)	RSP Area:	Literacy/	ELA/ELD
8(Behavioral Support 3)	Responsible Personnel:	Resource Specialist Teacher	
		General Education Teacher	
		Other Provider(s)	
Service 4	Start Date:	Effective on Signature Date	
32	End Date:		
Behavior Intervention Implementation (BII)	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the	Interval:	Weekly	
following goals:			
	Minutes/Interval:	1800	
following goals:	Minutes/Interval: Minutes/Interval (Pullout from Gen Ed):	1800	

	Service Delivery Model:	Collaborative Behavioral Services*	
	Responsible Personnel:	Other Provider(s)	
		General Education Teacher	
		Special Education Teacher	
	*		
Service 5	Start Date:	Effective on Signature Date	
16	End Date:		
Occupational Therapy	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the	Interval:	Weekly	
following goals:			
9(Fine/Visual Motor)	Minutes/Interval:	30	
10(Sensorimotor)	Minutes/Interval (Pullout from Gen Ed):	30	
	Service Delivery Model:	Direct Service (Collaborative)*	
	Responsible Personnel:	Licensed/Credentialed Provider	
		General Education Teacher	
	*		
Service 6	Start Date:	Effective on Signature Date	
33	End Date:		
Behavior Intervention Development (BID)	Service applies to:	Regular	
	Frequency:	1-10	
This service addresses the following goals:	Interval:	Monthly	

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	
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) 8(Behavioral Support 3)	Service Delivery Model:	RSP: Direct Instruction Services*	
	RSP Area:	M	ath
	Responsible Personnel:	Resource Specialist Teacher	
		General Education Teacher	
		Other Provider(s)	
*			

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	e of General Education	
	Effective With this IEP	Future Changes Related to this IEP
% of Time per Week outside of General Education	[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.

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INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Ang	geles Unified S	cnool District		IEP FAPE P	art 2 - Summa	ry of Services	
Student	PAZ	ETHAN	E	Date of Birth	03-SEP-2012	Meeting Date	22-SEP-2020
	Last	First	MI				

Progran	n:	GE			Settin	g:	General Education		
Eligibili	ty:	Eligible (AUT)			Curri	culum:	General Edu	cation	
Transpo	ortation:	None			Low I	ncident Support:	None		
	strict Received Signature:								
Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)	No Consent
09	Adapted PE	Effective on Signature Date	Regular	Weekly	1-5	~	30	Adaptive behaviors	
33	Behavior Intervention Development (BID)	Effective on Signature Date	Regular	Monthly	1-10	~	420	Behavioral Support, 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/Speec	h 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/ELI	60	Reading, Writing, ELD, Behavioral Support, Behavioral Support 2, Behavioral Support 3	

Mathematics,
Behavioral
Support,
Behavioral
Support 2,
Behavioral
Support 3

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 a	apply for student, de	pending on emergenc	y circumstanc	es):
	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	~	✓		~	✓	
Supplementary Aids and Services (provided in general education classes and other general ed environments)	✓	✓		~	✓	✓

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.

			Behavio	ZED EDUCATION or Intervention	Plan		Page 31 01 3
	.		wior Interfering with St	udent's Learning or th	ne Learning of Hi		T 4 4 DI 4 66
		ngeles Unified Scho					Intervention Plan, pg. 1 of 3
Student	PAZ	ETHAN	E	Date of I	Birth 03-SEP-	-2012 Mee	eting Date 22-SEP-2020
	Last The behavior is	First mpeding learning is:	MI	Describe what it	looks like:		
1	off task beha					einforcer, hand-flapp	ing look
			ack of work production			requires instruction	
2	•	U	egative interaction with p		1 stauchts	requires instruction	to stop
3		a Behavior Intervention	n Plan: early stage	e intervention me	oderate serie	ous extreme	
4		intensity or duration o	f behavior: Frequency (Intensity	Duration (min)	
	10	1		daily 🗸	medium 🗸	5	
	✓ Reported	by BID		and/or	observed by	BII	
DDEVE	NEION		DADT 1		ENTARONA	AENTAL FACTORS	AND NEGEGGA BY GHANGEG
PREVE	NTION		PART 1 ctors for the behavior? (AND NECESSARY CHANGES
Observat Analysis	Present in t		student Inte state Lac desirab Unc e: student using the proble culum that needs changi	ating arrangement ined for	Peer conal Room	environment/curriculum materials (age-approp	✓ Interactions (adult and/or
	Other	(Missing/Present):	Choices				
	Other		Choices	C NEFD TO I	ISE THE D	DODI EM DEI	HAVIOD
Intervent		REMO' What environmenta	Choices VE STUDENT'	d supports are needed	to remove the stu	_	HAVIOR s behavior? (Changes in
Intervent		REMO What environmenta Time/Space/Materia Time Changes:	Choices VE STUDENT's all changes, structure and als/Interactions to remo	d supports are needed ove the likelihood of b	to remove the stuehavior)	ndent's need to use this	s behavior? (Changes in Teach a closure system
intervent		REMO' What environmenta Time/Space/Materia	Choices VE STUDENT's all changes, structure and als/Interactions to remo	d supports are needed ove the likelihood of b live more time on task ignal transition	to remove the stuehavior) s	ndent's need to use this v completion in parts de a break	Teach a closure system Give less time on tasks
Íntervent		REMO What environmenta Time/Space/Materia Time Changes:	Choices VE STUDENT' al changes, structure and als/Interactions to remo	d supports are needed ove the likelihood of b ive more time on task ignal transition referred seating	to remove the stuehavior) S	v completion in parts de a break rent work areas	Teach a closure system Give less time on tasks Study carrels
Intervent		REMO What environmenta Time/Space/Materia Time Changes: Space Changes: Material Changes	Choices VE STUDENT' al changes, structure and als/Interactions to remo G Si Y Pr s: Pe	d supports are needed ove the likelihood of b live more time on task ignal transition	to remove the stuehavior) s	v completion in parts de a break rent work areas s-on learning	Teach a closure system Give less time on tasks Study carrels Tasks organized
Intervent		REMO' What environmenta Time/Space/Materia Time Changes: Space Changes:	Choices VE STUDENT' al changes, structure and als/Interactions to remo G Si Pr S: Pa	d supports are needed ove the likelihood of b ive more time on task ignal transition referred seating ersonal space	s Allow Provi	v completion in parts de a break rent work areas s-on learning book organizer he student	Teach a closure system Give less time on tasks Study carrels Tasks organized
Intervent		REMO What environmenta Time/Space/Materia Time Changes: Space Changes: Material Changes	Choices VE STUDENT' al changes, structure and als/Interactions to remo G Si Y Pr A V H U words V U	d supports are needed ove the likelihood of b ive more time on task ignal transition referred seating ersonal space ccommodated work igh interest materials se specific supportives erbally praise student se specific support	to remove the stuehavior) s	v completion in parts de a break rent work areas s-on learning book organizer he student e successes ralm, de-escalating	Teach a closure system Give less time on tasks Study carrels Tasks organized Enlarged print size books
ntervent		REMO What environmenta Time/Space/Materia Time Changes: Space Changes: Material Changes Interaction:	Choices VE STUDENT' al changes, structure and als/Interactions to remo G Si Y Pr A V H U words V U	d supports are needed ove the likelihood of b ive more time on task ignal transition referred seating ersonal space ccommodated work igh interest materials (se specific supportives erbally praise student	to remove the stuehavior) s	v completion in parts de a break rent work areas s-on learning book organizer he student e successes ralm, de-escalating	Teach a closure system Give less time on tasks Study carrels Tasks organized Enlarged print size books Model
Intervent	tion 7	REMO What environmenta Time/Space/Materia Time Changes: Space Changes: Material Changes Interaction:	Choices VE STUDENT's all changes, structure and als/Interactions to remo G Si Pr A V H U words V V U comm	d supports are needed ove the likelihood of b ive more time on task ignal transition referred seating ersonal space ccommodated work igh interest materials se specific supportives erbally praise student se specific support nunications	to remove the stuehavior) s	v completion in parts de a break rent work areas s-on learning book organizer the student e successes ralm, de-escalating	Teach a closure system Give less time on tasks Study carrels Tasks organized Enlarged print size books Model
Intervent		REMO What environmenta Time/Space/Materia Time Changes: Space Changes: Material Changes Interaction:	Choices VE STUDENT's all changes, structure and als/Interactions to remo G Si Pr A V H U words V V U comm	d supports are needed ove the likelihood of b ive more time on task ignal transition referred seating ersonal space ccommodated work igh interest materials se specific supportives erbally praise student se specific support	to remove the stuehavior) s	v completion in parts de a break rent work areas s-on learning book organizer he student e successes ralm, de-escalating	Teach a closure system Give less time on tasks Study carrels Tasks organized Enlarged print size books Model

			IDUALIZED EDUCATION PI Behavior Intervention Plar		Page 32 of 2
	I on A		ng with Student's Learning or the Lea	0 0	Intervention Dlan ng 2 of
Student		ngeles Unified School District ETHAN E	Date of Birth		Intervention Plan, pg. 2 of 3 ting Date 22-SEP-2020
Student	Last	First M		03-3E1-2012	22-3E1-2020
ALTER	NATIVE	PART II	FUNCTIONAL FACTORS A	AND NEW BEHAVIORS TO TE	ACH AND SUPPORT
		Team believes the behavior occu	rs because: (Function of behavior in t	erms of getting, protest or avoidir	ng something)
	8	To Get:	Sensory input	Attention (peer)	Attention (staff)
		To Avoid:	Tangible (desired item)	Tangible (desired activity)	Titelition (sum)
		10 / Wold.	Sensory input	Attention (peer)	Attention (staff)
		Describe:	Task (too difficult)	Task (too easy)	✓ Task (too long)
			should do INSTEAD of the problem l	hehavior? (How should the studer	nt escape/protest/avoid or get
Observat	tion 9	his/her need met in an acceptable	e way?)	behavior. (110% should the studen	it escapes protests a void or get
Analysis	Ed.	11: 1 1 1 1: 10		1.6 1 1 1 1 1 1	1
	Ethan wi	ii independently express infiisen de	sing functional communication to as	ik for a break of help during a ta	SA.
		What teaching Strategies/Necess	ary Curriculum/Materials are needed	?	
	10		•		
		Better communication	Anger management	Communication system	Self-management system
		skills	Learning new social skills	Learning how to negotiate	✓ Learning structured choi
		Following schedules & routines	Learning notebook	Learning to use conflict	Learning to request break
		Learning new scripts	organization	resolution	
		Other			
		Who will establish?	Who will monitor?	Frequency:	
		BID	BII	daily	
	. 11	What are reinforcement procedur	es to use for establishing, maintaining	g, and generalizing the replacemen	nt behavior(s)?
Intervent	tion 11	Physical:	High-fives	Smiles	Handshake
			Pat on the back		Peer recognition
		Verbal:	Use specific praises	Recognition of student's	Listen to music
		Contingent Access:	☐ Time on the computer ✓ Preferred activity	Free time	
			Positive phone calls or	Describe:	Other
		Tangibles	notes to home	Certificate sent home	Seating Location
		Tokens and Points:	☐ Tokens☐ Exempt assignment	Points	
		Privileges:	C Exempt assignment	Extra test points	
		Other ideas:			
		Selection of reinforcer based on:			
		reinforcer for using replacem		eral increase in positive behaviors	
		By whom?	Frequency daily		
		ыр	dany		
EFFECT	TIVE REACTION			REACTIVE STRAT	
12		lle the problem behavior if it occurs a	behavior occurs again. (1. Prompt stuggain, 3. Positive discussion with stud		
	Remind Etha	an of his option to take a break who	en needed,		
	Personnel?				
	Personnel? BII, teacher				

	Los Angeles Unified Scho	ior Interfering with Student's Learning ool District		Intervention Plan, pg. 3 of 3
Stude	nt PAZ ETHAN Last First	E Date MI Birt	e of 03-SEP-2012	Meeting Date 22-SEP-2020
OUTC	COMES	PART IV	BEHAVIORA	AL GOALS
13	Behavioral Goal: Goal #: 6			
		o academic tasks by attending to individual assured by data in 4/5 opportunities.	lual or small group assignment wi	thout engaging in off-task behavi
	ion and Analysis Conclusion	n behavior Develop new general	skills that remove student's need	to use the problem behavior
A	re curriculum accommodations or mo	odifications also necessary? Where des	scribed?	
	Yes No			
A	re environmental supports/changes n	ecessary?		
Is (ior alone enough? (no new teaching is	necessary)?	
		behavior AND reinforcement needed?	,	
	Yes No			
T	his BIP to be coordinated with other	agency's service plans? Agency?		
	Yes No			
P _é	Yes No erson responsible for contact betweer	n agencies		
	-10011 1-00p 011010 1 0 1 0 1 0 1 1 0 0 1 1 0 0 1 1 0 0 1 1 0 0 1 1 0	. ugenetes		
	MUNICATION	PART V	COMMUNIC	CATION PROVISIONS
COM	Manner and content of comm	unication:		
COM1 14	Phone calls	Email	☐ Written notes	3
	Daily reports	✓ Daily charting	✓ Behavioral lo	
	Weekly reports			
	Weekly lepolts)	
	Other			
	Other			
	Other Between?	Frequency?		
	Other	Frequency?		