

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

Table with 2 columns: Pertinent Dates, Type of Meeting. Includes fields for meeting dates and review types.

Location of Meeting and District Name fields.

Section B: Student Information

Form for student information including Date of Birth, Gender, Age, Grade, Ethnic Code, Home Address, and School of Attendance.

**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

**Los Angeles Unified School District**

Student     
 Last First MI

Date of Birth

Meeting Date

**Section C: Language Acquisition**

Language Classification:  Start Date:

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**

Goal for: (example - Reading)	Achieved		If No, explain the reason the goal/objective was not achieved
	Yes	No	
<b>1</b> <input type="text" value="Object control"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="text" value="needs more time"/>
<b>Category</b> <input type="text" value="Object Control Skills"/> ▼			
Objective 1 met	<input type="radio"/>	<input checked="" type="radio"/>	<input type="text"/>
Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	<input type="text"/>
<b>2</b> <input type="text" value="Language"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
<b>Category</b> <input type="text" value="Language – Expressive"/> ▼			
Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
<b>3</b> <input type="text" value="Language 2"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
<b>Category</b> <input type="text" value="Language – Expressive"/> ▼			
Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
<b>4</b> <input type="text" value="Reading"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
<b>Category</b> <input type="text" value="Reading"/> ▼			
Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
<b>5</b> <input type="text" value="English Language Development"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
<b>Category</b> <input type="text" value="English Language Developmen"/> ▼			
Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
<b>6</b> <input type="text" value="Behavior Support 1"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="text"/>
<b>Category</b> <input type="text" value="Behavior Intervention"/> ▼			
Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
<b>7</b> <input type="text" value="Behavior Support 2"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="text"/>
<b>Category</b> <input type="text" value="Behavior Intervention"/> ▼			
Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
<b>8</b> <input type="text" value="Behavior Support 3"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
<b>Category</b> <input type="text" value="Behavior Intervention"/> ▼			
Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
<b>9</b> <input type="text" value="Speaking/Listening"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
<b>Category</b> <input type="text" value="Listening and Spoken Languag"/> ▼			
Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
<b>10</b> <input type="text" value="Fine Motor"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
<b>Category</b> <input type="text" value="Fine Motor"/> ▼			
Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>



INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student PAZ ETHAN E Date of Birth 03-SEP-2012

MI Section C: Language Acquisition

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

Section D: Goal Achievement from Current IEP

Table with 4 columns: Goal for (example - Reading), Achieved (Yes/No), and If No, explain the reason the goal/objective was not achieved. Rows include numbered goals (1-10) and their categories (Sensorimotor, Objective 1 met, Objective 2 met).

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 E: Present Level of Performance

Performance Area: Adaptive Behaviors
Category:
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.
Areas of need: Ethan needs to improve his focus; he walks around the auditorium and doesn't always follow directions.
Impact of disability: Ethan's special education eligibility of Autism impacts his Adaptive Behavior skills.

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

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

[Empty text box for current performance/assessment summary]

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

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

Section E: Present Level of Performance

Performance Area: Reading
Category:
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:
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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Los Angeles Unified School District

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

Section E: Present Level of Performance

Performance Area: ELD
Category:
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:
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.

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 E: Present Level of Performance

Performance Area: Language
Category:
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 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

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

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



INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

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

Section E: Present Level of Performance

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

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

Strengths: 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):

[Empty text box for current performance/assessment summary]

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 E: Present Level of Performance

Performance Area: Fine Motor, visual motor and sensorimotor skills
Category:
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:
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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student PAZ ETHAN E
Last First MI

Date of Birth 03-SEP-2012

Meeting Date 22-SEP-2020

Section F: Eligibility

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

[Empty text box for disability discussion]

For Initial IEP, interventions attempted prior to determining eligibility:

[Empty text box for interventions]

Eligible as a student with the disability of:

Code: AUT Autism

[X] Not Applicable, [ ] Blind or [ ] Partially Sighted

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

Code: [ ] [ ]

[X] 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:

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

**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

**Los Angeles Unified School District**

Student     
 Last First MI

Date of Birth

Meeting Date

**Section G: Annual Goals and Objectives**

Performance Area:  Category:  Annual Goal #:

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

**Incremental objective #1 related to the goal:**

Ethan will participate in Adapted PE lessons' activities, staying with the group while listening to instructions and follow directions with verbal prompts, 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:   MO/YR

Date to be achieved:   MO/YR

**IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP**

**EXPLANATION OF MARKS**

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student PAZ ETHAN E Last First MI

Date of Birth 03-SEP-2012

Meeting Date 22-SEP-2020

Section G: Annual Goals and Objectives

Performance Area: Behavioral Support Category: 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 data collection

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: 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, 3 SUBSTANTIAL PROGRESS (50-99% of goal met), 2 PARTIAL PROGRESS (1-49% of goal met), 1 NO PROGRESS

Table with 5 columns: 1st Reporting Period, 2nd Reporting Period, 3rd Reporting Period, 4th Reporting Period (Secondary Only), Goal Achievement. Includes progress marks, goal achievement questions, and comment boxes.

**Los Angeles Unified School District**

**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

Student     
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Date of Birth

Meeting Date

**Section G: Annual Goals and Objectives**

Performance Area:  Category:  Annual Goal #:

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

**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:   MO/YR

Date to be achieved:   MO/YR

**IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP**

**EXPLANATION OF MARKS**

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

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

**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

**Los Angeles Unified School District**

Student     
 Last First MI

Date of Birth

Meeting Date

**Section G: Annual Goals and Objectives**

Performance Area:  Category:  Annual Goal #:

Ethan will write 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
- Observation
- Other
- Norm Referenced
- Portfolio
- 
- Criterion Referenced
- Work Samples
- Curriculum Based
- Informal

**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:   MO/YR

Date to be achieved:   MO/YR

**IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP**

**EXPLANATION OF MARKS**

4 GOAL MET OR EXCEEDED

3 SUBSTANTIAL PROGRESS (50-99% of goal met)

2 PARTIAL PROGRESS (1-49% of goal met)

1 NO PROGRESS

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

**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

**Los Angeles Unified School District**

Student     
 Last First MI

Date of Birth

Meeting Date

**Section G: Annual Goals and Objectives**

Performance Area:  Category:  Annual 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 4 out of 5 trials with 85% accuracy.

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

**Methods of Evaluation**

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

**Incremental objective #1 related to the goal:**

Ethan will recount/retell 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:   MO/YR

Date to be achieved:   MO/YR

**IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP**

**EXPLANATION OF MARKS**

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

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



**Los Angeles Unified School District**

**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

Student     
 Last First MI

Date of Birth

Meeting Date

**Section G: Annual Goals and Objectives**

Performance Area:  Category:  Annual Goal #:

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

**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:   MO/YR

Date to be achieved:   MO/YR

**IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP**

**EXPLANATION OF MARKS**

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student PAZ ETHAN E Last First MI

Date of Birth 03-SEP-2012

Meeting Date 22-SEP-2020

Section G: Annual Goals and Objectives

Performance Area: Mathematics Category: 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: 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, 3 SUBSTANTIAL PROGRESS (50-99% of goal met), 2 PARTIAL PROGRESS (1-49% of goal met), 1 NO PROGRESS

Table with 5 columns: 1st Reporting Period, 2nd Reporting Period, 3rd Reporting Period, 4th Reporting Period (Secondary Only), Goal Achievement. Includes progress marks, goal achievement questions, and comment boxes.

**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

**Los Angeles Unified School District**

Student     
 Last First MI

Date of Birth

Meeting Date

**Section G: Annual Goals and Objectives**

Performance Area:  Category:  Annual Goal #:

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

**Incremental objective #1 related to the goal:**

Ethan will independently follow rules for a minimum of 7 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:   MO/YR

Date to be achieved:   MO/YR

**IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP**

**EXPLANATION OF MARKS**

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

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

**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

Los Angeles Unified School District

Student     
 Last First MI

Date of Birth

Meeting Date

**Section G: Annual Goals and Objectives**

Performance Area:  Category:  Annual Goal #:

Ethan will independently follow instructions the first time given by a 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
- Observation
- Other
- Norm Referenced
- Portfolio
- 
- Criterion Referenced
- Work Samples
- Curriculum Based
- Informal

**Incremental objective #1 related to the goal:**

Ethan will independently follow instructions the first time given by a 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:   MO/YR

Date to be achieved:   MO/YR

**IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP**

**EXPLANATION OF MARKS**

4 GOAL MET OR EXCEEDED

3 SUBSTANTIAL PROGRESS (50-99% of goal met)

2 PARTIAL PROGRESS (1-49% of goal met)

1 NO PROGRESS

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

**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

**Los Angeles Unified School District**

Student     
 Last First MI

Date of Birth

Meeting Date

**Section G: Annual Goals and Objectives**

Performance Area:  Category:  Annual Goal #:

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

**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:   MO/YR

Date to be achieved:   MO/YR

**IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP**

**EXPLANATION OF MARKS**

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

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

**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

**Los Angeles Unified School District**

Student     
 Last First MI

Date of Birth

Meeting Date

**Section G: Annual Goals and Objectives**

Performance Area:  Category:  Annual Goal #:

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

**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:   MO/YR

Date to be achieved:   MO/YR

**IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP**

**EXPLANATION OF MARKS**

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

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

**Los Angeles Unified School District**

**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

Student     
 Last First MI

Date of Birth

Meeting Date

**Section G: Annual Goals and Objectives**

Performance Area:  Category:  Annual Goal #:

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

**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:   MO/YR

Date to be achieved:   MO/YR

**IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP**

**EXPLANATION OF MARKS**

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

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

**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

**Los Angeles Unified School District**

**Student** PAZ ETHAN E  
Last First MI

**Date of Birth** 03-SEP-2012

**Meeting Date** 22-SEP-2020

**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.

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



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 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 Last First MI

Date of Birth 03-SEP-2012

Meeting Date 22-SEP-2020

Section Q: Parent Participation and Consent

Parent Participation

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

Parent Notification

Table with 3 columns: Method, Whom, When. Row 1: Email, M.V., 21-AUG-2020. Row 2: 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 o all components of the proposed IEP WITH THE SPECIFIC EXCEPTION(S) stated below:
Assessment Specify
Eligibility Specify
Instructional SettingSpecify
Services Specify

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

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

Parent Concerns and Comments

Signature(s)

Signature(s)

Date

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

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

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

Signature(s)

Signature(s)

Date 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>B. Regarding your child's previous IEP (if relevant):</b>			
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.

Handwriting lines for providing feedback.

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

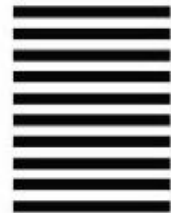


NO POSTAGE  
NECESSARY  
IF MAILED  
IN THE  
UNITED STATES

**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 Date

Student PAZ ETHAN E  
Last First 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	<i>David Salkin</i>
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	<i>JB</i>
Agency Representative		
Agency Representative		
Other Advocate	Michelle Biggs	<i>M Biggs</i>
Other		
Other		
Other		

**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

Los Angeles Unified School District

Student     
 Last First MI

Date of Birth

Meeting Date

**LEAST RESTRICTIVE ENVIRONMENT ANALYSIS**

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

Student's Current Placement Type:

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

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

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

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

<b>Step B.</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

<b>Step C.</b>	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.
<div style="border: 1px solid black; height: 80px;"></div>		

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

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

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

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



**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

Los Angeles Unified School District

**IEP FAPE Part 1 - Eligibility, Placements and Supports**

Student     
 Last First MI

Date of Birth  Meeting Date

		Effective With this IEP	Future Changes Related to this IEP
	As of Date:	<input type="text"/>	<input type="text"/>
Eligibility: (from Page 4)		<b>Eligible (AUT)</b>	
	Final IEP Reason Final IEP Effective Date:		
Curriculum		<input type="text" value="General Education"/>	<input type="text"/>
Placement	Type of School	<input type="text" value="District Non-Resident School"/>	<input type="text"/>
	Name of School	<input type="text" value="SERRANIA AVE CES"/> <input type="text"/>	<input type="text"/> <input type="text"/>
Instructional Setting	Setting	<input type="text" value="General Education"/>	<input type="text"/>
	Program	<input type="text" value="GE"/>	<input type="text"/>
	Special Day Minutes/Wk	<input type="text" value="0"/>	<input type="text"/>
	Addresses Goals	<input type="text" value="(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)"/>	<input type="text"/>
Additional Factors	Low Incident Support	<input type="text" value="None"/>	<input type="text"/>
	Assistive Technology Support	<input type="text" value="No"/>	<input type="text"/>
	Transportation	<input type="text" value="None"/>	<input type="text"/>
	Extended School Year/Intersession	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="text"/>
Parent Counseling and Training (PCT)	Parent Counseling and Training (PCT)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="text"/>
	ESY Transportation	<input type="text"/>	<input type="text"/>
Accommodation, Modifications, Supports	Instructional Accommodations	<input type="text" value="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"/>	<input type="text"/>
	Instructional Modifications	<input type="text"/>	<input type="text"/>
	Other Supports, including Non-Academic and Extra-curricular Activities	<input type="text"/>	<input type="text"/>
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	<input type="text"/>

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

**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

**Los Angeles Unified School District**

**IEP FAPE Part 2 - Summary of Services**

Student     
**Last First MI**

Date of Birth  Meeting Date

		<b>Effective With This IEP</b>	<b>Future Changes Related To This IEP</b>
<b>Service 1</b>	Start Date:	Effective on Signature Date	
<b>09</b>	End Date:		
<b>Adapted PE</b>	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following <b>goals:</b>	Interval:	Weekly	
<input type="text" value="(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	
*			
<b>Service 2</b>	Start Date:	Effective on Signature Date	
<b>10</b>	End Date:		
<b>Language/Speech</b>	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following <b>goals:</b>	Interval:	Weekly	
<input type="text" value="4(Language)"/> <input type="text" value="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	


\*

<b>Service 3</b>	Start Date:	Effective on Signature Date	
<b>RSP</b>	End Date:		
<b>RSP</b>	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following <b>goals:</b>	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)	

\*

<b>Service 4</b>	Start Date:	Effective on Signature Date	
<b>32</b>	End Date:		
<b>Behavior Intervention Implementation (BII)</b>	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following <b>goals:</b>	Interval:	Weekly	
6(Behavioral Support)	Minutes/Interval:	1800	
7(Behavioral Support 2)	Minutes/Interval (Pullout from Gen Ed):	0	
8(Behavioral Support 3)			

Service Delivery Model:	Collaborative Behavioral Services*	
Responsible Personnel:	Other Provider(s)	
	General Education Teacher	
	Special Education Teacher	
*		

<b>Service 5</b>	Start Date:	Effective on Signature Date	
<b>16</b>	End Date:		
<b>Occupational Therapy</b>	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals:	Interval:	Weekly	
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	
*			

<b>Service 6</b>	Start Date:	Effective on Signature Date	
<b>33</b>	End Date:		
<b>Behavior Intervention Development (BID)</b>	Service applies to:	Regular	
	Frequency:	1-10	
This service addresses the following goals:	Interval:	Monthly	
6(Behavioral Support)	Minutes/Interval:	420	

7(Behavioral Support 2) 8(Behavioral Support 3)	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	Direct Service (Collaborative)*	
	Responsible Personnel:	Licensed/Credentialed Provider	
		Other Provider(s)	

\*

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

\*

**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	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  
Last First MI

Date of Birth 03-SEP-2012 Meeting Date 22-SEP-2020

**FAPE Summary Grid**

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

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 Date of Birth 03-SEP-2012 Meeting Date 22-SEP-2020  
Last First MI

**1** The behavior impeding learning is: Describe what it looks like:  
off task behavior looking around, talking about reinforcer, hand-flapping, look

**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)  
10 daily medium 5  
 Reported by BID and/or  observed by BII

## PREVENTION PART 1 ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

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

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

## REMOVE STUDENT'S NEED TO USE THE PROBLEM BEHAVIOR

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

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

Who will establish? Who will monitor? Frequency  
 BID BII daily



### INDIVIDUALIZED EDUCATION PROGRAM Behavior Intervention Plan

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

Los Angeles Unified School District

(Behavior Intervention Plan, pg. 2 of 3)

Student PAZ ETHAN E  
Last First MI

Date of Birth 03-SEP-2012 Meeting Date 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 long)

Task (too difficult)  Task (too easy)

Describe: \_\_\_\_\_

**9** Observation 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

**11** Intervention

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

Physical:  High-fives  Smiles  Handshake

Verbal:  Use specific praises  Recognition of student's ...  Peer recognition

Contingent Access:  Time on the computer  Free time  Listen to music

Preferred activity  Describe: \_\_\_\_\_  Other \_\_\_\_\_

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

Tokens and Points:  Tokens  Points

Privileges:  Exempt assignment  Extra test points

Other ideas: \_\_\_\_\_

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

By whom? BID 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

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**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