

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Identification Number 090312M005

Eligible (AUT)

Student PAZ ETHAN E
Last First MI

Date of Birth 03-SEP-2012

Section A: Meeting Information

Table with columns: Pertinent Dates, Type of Meeting. Includes fields for meeting dates, types (Initial, Annual Review, etc.), and location (Serrania CES).

Section B: Student Information

Form containing student details: Date of Birth, Age, Grade, Gender, Ethnic Code, Location of Psych/Cum Folder, Home Language, Home Address, City, Telephone, School of Attendance/Residence, Parent/Guardian info, and placement details.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student PAZ ETHAN E Date of Birth 03-SEP-2012 Meeting Date 09-MAY-2018

Section C: Language Acquisition

Language Classification: Limited English Proficient Start Date: 13-NOV-2017 Reclassification Date:

Parent Waiver: Yes  No

Elementary English Language Development Level: 2 Start Date: 13-NOV-2017

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	
1. Writing (Goal #4)	<input type="radio"/>	<input checked="" type="radio"/>	Student has not achieved percentage.
Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	
Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	
2. Reading (Goal #2)	<input checked="" type="radio"/>	<input type="radio"/>	
Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	
Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	
3. Mathematics (Goal #5)	<input checked="" type="radio"/>	<input type="radio"/>	
Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	
Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	
4. Reading Comp. (Goal #3)	<input type="radio"/>	<input checked="" type="radio"/>	Unable to express thoughts/key details
Objective 1 met	<input type="radio"/>	<input checked="" type="radio"/>	Unable to retell familiar stories w/key details
Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	Unable to retell familiar stories w/key details
5. English Language Dev (Goal #1)	<input type="radio"/>	<input checked="" type="radio"/>	Doesn't participate in collaborative conversations
Objective 1 met	<input type="radio"/>	<input checked="" type="radio"/>	Doesn't participate in collaborative conversations
Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	Doesn't participate in collaborative conversation
6. Behavioral Support (Goal #6)	<input type="radio"/>	<input checked="" type="radio"/>	Unable to focus for ten-minute period of time
Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	Unable to focus for eight-minute period of time
7. language and Speech	<input type="radio"/>	<input checked="" type="radio"/>	Not intended to be met at this time
Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	Not intended to be met at this time
8.	<input type="radio"/>	<input type="radio"/>	
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	
9.	<input type="radio"/>	<input type="radio"/>	
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	
10.	<input type="radio"/>	<input type="radio"/>	
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student PAZ ETHAN E Date of Birth 03-SEP-2012 Meeting Date 09-MAY-2018

Section E: Present Level of Performance

Performance Area: APE/Perceptual Motor
Assessment/Monitoring Process Used: PreK Motor Assessment
State/District Assessment Results:

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

Strengths:

Ethan able to walk up and down stairs, alternating feet, without assistance. He walks down, 2 feet on a step. He is able to stand stand on tip toes 6-10 seconds. He is able to walk on tiptoes, 1-2 feet. Ethan is able to throw, using side-arm pattern, a 3?x3? beanbag 2-3 feet at intended target. Ethan is able to throw 8? ball overhand and underhand, with two hands, 2-3 feet. Ethan is able to able to kick a stationary and rolled ball at any direction. Ethan is able to stop a rolled ball with his hands. While kicking Ethan is able to kick a stationary ball at any and intended target. He is able to make contact and kick a rolled ball. Provided with demonstration and some physical prompting Ethan is able to walk forwards, backwards, and sideways with some physical assistance. He is able to jump down from one step, jump in place 3/3, and jump forward 3-5x consecutively before stopping.

Areas of Need:

Ethan?s most area of need is in perceptual motor skills, specifically his balance skills. He is able to stand on one foot briefly, 1-2 seconds, but he is unable to hop at this time.

Impact of student?s disability on academic and overall performance:

Ethan?s Special Education eligibility of Autism and gross motor delays impairs his ability to process and transfer information to physical response which impacts his involvement and progress in the general physical education curriculum. It is recommended that Adapted Physical Education continue to address Ethan?s areas of need.

Performance Area:
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 area for current performance/assessment summary]

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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Student PAZ ETHAN E Date of Birth 03-SEP-2012 Meeting Date 09-MAY-2018

Section E: Present Level of Performance

Performance Area: Social Emotional
Assessment/Monitoring Process Used: FBA
State/District Assessment Results:

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

The referral for this Functional Behavior Plan was initiated by a Due Process Agreement with a date of full execution on 9/28/2017.
According to the results of the data, in 72% of the occurrences when Ethan engaged in stereotypic behavior the consequence was automatic and in 28% the consequence was attention.
Recommendations:
Skill Acquisition
o Teach Ethan how to stop using stop protocol to improve impulsivity.
o Pre-teach any skills needed for circle time or whole group lessons to increase Ethan's participation.

Performance Area: Social Emotional con't
Assessment/Monitoring Process Used: FBA
State/District Assessment Results:

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

#### Antecedent Interventions

- o Provide a highly structured environment.
- o Utilize an individual visual schedule to decrease adult dependence for transitions.
- o Provide a tactile fidget item so Ethan can have something in his hands.
- o Gain attention prior to giving instructions. This may include giving high fives any other activity which will gain attention.
- o Provide instructions in simple 2-3 word phrases (e.g. Sit down. Or Wash hands.) Provide a clear discriminative stimulus in the form of a simple direction, allow wait time (5 seconds) to respond and then prompt avoiding verbal prompts if possible. This is to increase the likelihood he does not learn to ignore verbal instructions.
- o Use the Premack principle: pair highly preferred activities with non-preferred activities using first/then statements.
- o Provide non-contingent attention during any period of time Ethan is not engaged in inappropriate behaviors, on a variable time schedule, on average every 5 minutes.
- o Attention may be in the form of conversation, using high affect and exaggerated responses (for example: if you ask Ethan what his favorite food is, and he says spaghetti, respond with "That's great! I love spaghetti too!")
- o Encourage other adults and peers to engage with Ethan in a similar way, but only in the absence of inappropriate behaviors.
- o Use of a visual schedule.

#### Consequence Based Interventions

- o Reinforce non-preferred activities with higher value reinforcers at a higher rate.
- o Develop a DRO (Differential Reinforcement of Other Behavior) reinforcement system where Ethan will receive a reinforcer on a set schedule when the target behavior is not present for a designate time period.
- o Verbally and physically reinforce appropriate behaviors.

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Student PAZ ETHAN E Date of Birth 03-SEP-2012 Meeting Date 09-MAY-2018

## Section E: Present Level of Performance

Performance Area: Cognitive Ability

Assessment/Monitoring Process Used: Alternative Assessment Procedures

State/District Assessment Results: N/A

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

**Strengths:** Ethan's overall cognitive ability is estimated to be within the average range, based on alternative assessment procedures of measuring intellectual ability. Ethan appears to demonstrate average abilities in visual processing (the ability to process and understand visual information), sensory motor skills (The ability to combine input of sensory information with output of motor activity), auditory processing (the perception and use of auditory information including auditory discrimination, memory, sequencing, and integration), and association (the ability to memorize and learn by rote).


**Areas of Need:** Ethan appears to demonstrate below average ability in attention (The ability to select and to direct attention, to discriminate among, respond to, to sustain or to shift focus as necessary), expression (the process of ordering thought in a form that can be understood by others including the ability to effectively communicate ideas through language), and conceptualization (the ability to learn new concepts, draw conclusions, make inferences, summarize, classify, categorize, and generalize information).

**Impact of Disability:** Ethan's Autistic-like characteristics impact his ability to successfully access the general education curriculum with additional supports.

Performance Area: Social Emotional

Assessment/Monitoring Process Used: BASC-3, ASRS, Conners, observation

State/District Assessment Results: N/A

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

**Strengths:** Teacher reports Ethan is a kind and happy student. Mother reports Ethan's strengths are that he is smart, a quick learner, has a good memory, he is patient, and independent. Mother reports his favorite activities include karate, running, and watching movies. Mother reports Ethan will interact with adults.

**Areas of Need:** Teacher reports areas of concern include Ethan's lack of interaction with his peers, conversational skills, and difficulty working independently. Teacher also reports Ethan has difficulty staying on task, his rate of work completion is slow, and he has difficulty changing activities. Mother reports Ethan will interact with adults, but does not interact with other children. Mother's main concerns are Ethan's lack of social skills, he always needs to be in control, things need to happen just as expected and in his terms. Ethan is also restless and has a hard time sitting in class. Behavior rating scales completed by teacher and parent indicate elevated scores in withdrawal, peer socialization, social functioning, atypical behaviors.

**Impact of Disability:** Ethan's Autistic-like characteristics impact his ability to successfully access the general education curriculum with additional supports.

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**Section E: Present Level of Performance**

Performance Area: Fine/Gross Motor Skills

Assessment/Monitoring Process Used: DTKR-II, observation, reports

State/District Assessment Results: N/A

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

**Strengths:** Ethan is right-hand dominant. He performed average on a measure that assesses his visual-motor integration skills that includes a developmental sequence of geometric forms to be copied with paper and pencil, with increasing difficulty, suggesting adequate visual processing and/or fine motor skills, and with coordinating these two domains (visual and fine motor) for the purpose of written work. Ethan's gross motor skills appear to be adequate for the purposes of accessing the curriculum; teacher reports Ethan demonstrates adequate physical strength and coordination and review of current progress report indicates Ethan demonstrates adequate physical development.


**Areas of Need:** Review of current progress report indicates Ethan is at the 'exploring' stage in fine motor skills (such as in hand manipulation, writing, and cutting).

**Impact of Disability:** Ethan's autistic-like characteristics impact his ability to successfully access the general education without additional support.

Performance Area: Language (Psych)

Assessment/Monitoring Process Used: DTKR-II, WMLS-III, observation reports

State/District Assessment Results: N/A

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

**Strengths:** Teacher reports Ethan demonstrates adequate articulation skills and understands spoken language. Assessment results indicate Ethan demonstrates low average ability in picture vocabulary.

**Areas of Need:** Teacher reports Ethan has difficulty relating ideas, has a limited vocabulary, and he speaks in incomplete sentences. Assessment results indicate he appears to demonstrate below average abilities in analogies and oral comprehension. Assessment results indicate that Ethan's English basic oral language skills appear to be in the below average range.

**Impact of Disability:** Ethan's autistic-like characteristics impact his ability to successfully access the general education without additional support.

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**Section E: Present Level of Performance**

Performance Area: English Language Development  
 Assessment/Monitoring Process Used: Teacher's Comments, Informal, Observation  
 State/District Assessment Results: CELDT - 2017-2018 Edition - ELD Level 2 = Early Intermediate

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

Ethan received the following scores on his California English Language Development Test:  
 Overall: Scaled Score: 395 - Early Intermediate [ELD, Level 2]  
 Listening: Scaled Score: 418 - Intermediate  
 Speaking: Scaled Score: 406 - Intermediate  
 Reading: Scaled Score: 280 - Early Intermediate  
 Writing: Scaled Score: 220 - Beginning

**AREAS OF STRENGTH:** Based on his CELDT scores, Listening represents a relative area of strength for Ethan. The general education teacher reported that Ethan speaks mostly English in the classroom, with his peers, and with her. The teacher further reported that he is able to follow/understand 1-step directions when he prefers. Per the teacher, Ethan is able to grasp and retain concepts at times. The teacher reported that Ethan's speaking is improving. Ethan has academic strengths in letter/sound recognition, and he recognizes numbers. The teacher does not feel that Ethan's ability to speak/understand English is currently interfering with his academic progress.

**AREAS OF NEED:** Based on his CELDT scores, writing represents an area of need for Ethan. The general education teacher reported that Ethan's language expression is limited. He speaks clearly, but limited.

Performance Area: English Language Development Continued  
 Assessment/Monitoring Process Used: Teacher's Comments, Informal, Observation  
 State/District Assessment Results: CELDT - 2017-2018 Edition - ELD Level 2 = Early Intermediate

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

**IMPACT OF DISABILITY:** Ethan's eligibility of Autism impairs his ability to express himself for a sustained amount of time, to engage in reciprocal conversations with his peers, and to write, which impacts his involvement and progress in the general education English Language Development curriculum.



## INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student PAZ

ETHAN


E

Date of Birth 03-SEP-2012

Meeting Date 09-MAY-2018

## Section E: Present Level of Performance

Performance Area:	Reading
Assessment/Monitoring Process Used:	Woodcock-Johnson IV, Teacher's Comments, Informal, Observation
State/District Assessment Results:	Dibels Next Assessments: K - (BOY) = Unavailable; (MOY) = Intensive

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

Dibels Next Assessment scores for Transitional Kindergarten (TK) for Beginning of the Year (BOY) were unavailable since Ethan did not enter Serrania until October 30, 2017.

On his Dibels Next Assessment for Transitional Kindergarten (TK) for Middle of the Year (MOY), Ethan received the following scores:

Dibels Next Composite Score: Intensive

First Sound Fluency: 14 [Goal was 30] - Intensive

Letter Naming Fluency: 29 [Goal was N/A]


Phoneme Segmentation Fluency: 0 [Goal was 20] - Intensive

Nonsense Word Fluency (Correct Letter Sounds): 16 [Goal was 17] - Strategic

Nonsense Word Fluency (Whole Words Read): 0 [Goal was N/A]

AREAS OF STRENGTH: Based on his Dibels Next Assessment for MOY, Nonsense Word Fluency (Correct Letter Sounds) represents a relative area of strength for Ethan. The general education teacher reported that Ethan knows letters and sounds. The teacher further reported that Ethan is able to recite the alphabet, recognizes colors, recognizes uppercase and lowercase letters out of sequence, and recognizes common sight words. On the Letter-Word Identification Test of the W-J IV, Ethan was able to identify the following uppercase and lowercase letters presented in random order: L, A, S, W, k, y, R, F, p, and J. On the Passage Comprehension Test of the W-J IV, Ethan was able to point to the correct corresponding pictures when the words were read to him.

Performance Area:	Reading Continued
Assessment/Monitoring Process Used:	Woodcock-Johnson IV, Teacher's Comments, Informal, Observation
State/District Assessment Results:	Dibels Next Assessments: K - (BOY) = Unavailable; (MOY) = Intensive

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

AREAS OF NEED: Based on his Dibels Next Assessment for MOY, First Sound Fluency and Phoneme Segmentation Fluency represent areas of relative need. The general education teacher reported that Ethan is performing below grade level in reading. The teacher further reported that he has not mastered initial and final sounds when reading. Per the teacher, Ethan does not use phonetic skills to analyze words, does not read orally with accuracy, and does not understand what is read. On the Letter-Word Identification Test of the W-J IV, Ethan read one consonant-vowel-consonant (c-v-c) word, the word 'sun,' out of 8 sight words presented (13%). He did not appear to be able to, and did not attempt to sound out beginning sounds in words. On the Passage Comprehension Test of the W-J IV, when Ethan was instructed to read the words on the page independently, he was unable to decode the words, and was unable to point to the correct corresponding pictures. On the Sentence Reading Fluency Test of the W-J IV, Ethan was unable to read any of the items on the Practice Exercise, and therefore, the test was discontinued/not administered.

Overall, Ethan's Broad Reading standard score fell within the low average range in comparison to his same age peers.

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Student PAZ ETHAN E Date of Birth 03-SEP-2012 Meeting Date 09-MAY-2018

Section E: Present Level of Performance

Performance Area: Reading Continued
Assessment/Monitoring Process Used: Woodcock-Johnson IV, Teacher's Comments, Informal, Observation
State/District Assessment Results: Dibels Next Assessments: K - BOY = Unavailable; MOY = Intensive

Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):
IMPACT OF DISABILITY: Ethan's eligibility of Autism impairs his ability to master initial and final sounds in words, to use phonetic skills to analyze words, to read orally with accuracy, and to understand what he reads, which impacts his involvement and progress in the California Common Core State Standards and the general education reading curriculum.
Ethan received the following scores on the W-J IV in reading:
Cluster/Test Standard Score Classification Standard Score
BROAD READING Low Average 84
Letter-Word Identification Low Average 87
Passage Comprehension Average 90
Sentence Reading Fluency Low 79

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

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

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Student PAZ

ETHAN

E

Date of Birth 03-SEP-2012


Meeting Date 09-MAY-2018

Section E: Present Level of Performance

Performance Area: Writing

Assessment/Monitoring Process Used: Woodcock-Johnson IV, Teacher's Comments, Informal, Observation

State/District Assessment Results: N/A

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


**AREAS OF STRENGTH:** The general education teacher reported that in terms of oral language, Ethan has a good vocabulary, and can express his needs. On the Spelling Test of the W-J IV, Ethan was able to duplicate a horizontal line, a line around a triangle, and an uppercase H. He was able to print the following letters: A, T, P (printed backwards), W, L, and a lowercase i. On the Writing Samples Test of the W-J IV, Ethan was able to print his name. He was able to interpret pictures and name objects he saw in the pictures. On the Sentence Writing Fluency Test of the W-J IV, Ethan put forth good effort in trying to follow directions, and when attempting to write sentences on the Sample Items portion of the test.

**AREAS OF NEED:** The general education teacher reported that Ethan is performing below grade level in language arts. He speaks quietly, is not conversational, and does not speak in complete sentences. The teacher further reported that Ethan's writing needs improvement. He has difficulty writing his name, and difficulty printing letters of the alphabet. He has poor oral expression and poor written expression. He does not express his ideas verbally or in writing, does not use capital letters correctly, and does not use punctuation correctly. He has difficulty copying work accurately, difficulty with reversals, and difficulty using legible manuscript writing. On the Spelling Test of the W-J IV, Ethan was unable to spell any of the sight words. On the Writing Samples Test of the W-J IV, Ethan was unable to fill in missing words to complete sentences. On the Sentence Writing Fluency Test of the W-J IV, Ethan took a long time to print his letters, and to construct sentences on the Sample Items portion of the test. His printing showed difficulty with some letters; e.g., the 'b.' He had difficulty with correct directionality of print, and wrote some letters backwards; e.g., 'f.'

Performance Area: Writing Continued

Assessment/Monitoring Process Used: Woodcock-Johnson IV, Teacher's Comments, Informal, Observation

State/District Assessment Results: N/A

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

**AREAS OF NEED CONTINUED:** His writing showed reversals of 'b's' and 'p's.' He did not leave ample spacing between words, and his lettering was uneven in size. He also did not make good use of the lines when writing. He was easily distracted, and engaged in flapping his hand for self-stimulation.

Overall, Ethan's Broad Written Language standard score fell within the low average range in comparison to his same age peers.

**IMPACT OF DISABILITY:** Ethan's eligibility of Autism impairs his ability to print using correct directionality of print, to use correct capitalization and punctuation, to copy accurately, to write legibly, to leave ample spacing between words, and to make good use of the lines when writing, which impacts his involvement and progress in the California Common Core State Standards and the general education writing curriculum.

Ethan received the following score on the W-J IV in writing:

Cluster/Test	Standard Score Classification	Standard Score
BROAD WRITTEN LANGUAGE	Low Average	84
Spelling	Average	100
Writing Samples	Low Average	85
Sentence Writing Fluency	Low Average	80

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ETHAN

E

Date of Birth 03-SEP-2012


Meeting Date 09-MAY-2018

Section E: Present Level of Performance

Performance Area:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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


**AREAS OF STRENGTH:** The general education teacher reported that Ethan recognizes numbers, and he is able to count from 1-20. On the Applied Problems Test of the W-J IV, Ethan was able to hold up 1 finger and 2 hands. He was able to look at pictures and point to the correct number of objects. He was able to look at a picture that consisted of five children with three of them holding balloons, and tell how many children did not have balloons. On the Calculation Test of the W-J IV, he was able to write the numbers 1 and 3 on the Sample Items.

**AREAS OF NEED:** The general education teacher reported that Ethan is performing below grade level in mathematics. The teacher further reported that he has difficulty understanding story problems and solving them. He also has difficulty printing numbers. On the Applied Problems Test of the W-J IV, Ethan was unable to tell the number of birds that would be left if one bird flew away when looking at a picture of three birds on a park bench. He was unable to count accurately and point to a picture of five dots within a series of dots presented in random order. He was unable to subtract with the use of pictures. He did not seem to understand the concept of two more. On the Calculation Test of the W-J IV, Ethan was unable to solve any of the addition or subtraction single-digit combinations. On the Math Facts Fluency Test of the W-J IV, Ethan wrote his answers by copying the lower number for each addition and subtraction combination attempted. He attempted 13 problems and got all 13 incorrect.

Performance Area:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Overall, Ethan's Broad Math standard score fell within the low range in comparison to his same age peers.

**IMPACT OF DISABILITY:** Ethan's eligibility of Autism impairs his ability to understand and solve story problems, to print numbers, to count accurately, and to add and subtract single-digits, which impacts his involvement and progress in the California Common Core State Standards and the general education mathematics curriculum.

Ethan received the following scores on the W-J IV in mathematics:

Cluster/Test	Standard Score	Classification	Standard Score
BROAD MATHEMATICS	Low		75
Applied Problems	Low		74
Calculation	Low Average		86
Math Facts Fluency	Low		77

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Student PAZ

ETHAN


E

Date of Birth 03-SEP-2012

Meeting Date 09-MAY-2018

## Section E: Present Level of Performance


Performance Area:	Behavior
Assessment/Monitoring Process Used:	Teacher's Comments, Informal, Observation
State/District Assessment Results:	N/A

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

**AREAS OF STRENGTH:** The general education teacher reported that Ethan remains on task for preferred activities. Per the teacher, Ethan maintains previous learning from day to day. His strongest learning modality is visual. With regard to social behavior and work habits, the teacher reported that Ethan appears to have a positive self-image. He participates in small group activities. He also participates in large group activities at times, and does appropriate post task activities at times. At times, he relates positively to peers in the classroom and to adults. Ethan has physical strength and coordination, and is an enthusiastic student.

**AREAS OF NEED:** The general education teacher reported that Ethan needs constant support when doing class work. He has a very limited attention span. He is able to stay on task for a maximum of five minutes for non-preferred activities. The teacher further reported that Ethan has difficulty focusing during classroom discussions, difficulty focusing during independent writing assignments, and difficulty transitioning between activities. Per the teacher, he is over active (e.g., fidgets, moves from one idea to the next without completion, cannot sit still). The teacher reported that peer relationships are non-existent. Ethan's ability to communicate is limited. Ethan does not grasp new concepts, and does not transfer previous learning to new learning situations. The teacher reported that Ethan does not cope well with frustration, does not assume responsibility for his actions, and does not make acceptable or appropriate decisions independently. He does not work well in a noisy environment, and does not play appropriately on the schoolyard. He does not begin work on time, stay with a task until completion, or work independently. Per the teacher, a major area of concern is lack of independence.

Performance Area:	Behavior Continued
Assessment/Monitoring Process Used:	Teacher's Comments, Informal, Observation
State/District Assessment Results:	N/A

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

**AREAS OF NEED CONTINUED:** Per the teacher, Ethan has poor handwriting and reversals. He has difficulty comprehending directions/subject matter, and a slow rate of work completion. With respect to personal/social factors, Ethan has poor peer relations, and shows little empathy/concern for others. He has poor fine motor coordination, has difficulty relating ideas, has a limited vocabulary, writes incomplete sentences, and uses poor grammar. He heeds directions repeatedly. The teacher further reported that Ethan can be disrespectful toward adults and peers, can challenge authority, and is can be rebellious. Ethan needs constant adult supervision, needs to develop independence, and needs to respond to adults and peers with respect.

**IMPACT OF DISABILITY:** Ethan's eligibility of Autism impairs his ability to maintain focus, remain on task, transition, grasp new concepts, cope with frustration, interact appropriately with peers and adults, and to work independently, which impacts his involvement and progress in the general education classroom environment.

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Student PAZ

ETHAN


E

Date of Birth 03-SEP-2012

Meeting Date 09-MAY-2018

Section E: Present Level of Performance


Performance Area:	Behavior Support
Assessment/Monitoring Process Used:	BID /BII
State/District Assessment Results:	N/A

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

**AREAS OF STRENGTH:** Ethan has been observed staying in the classroom and participating in activities with NPA BII support. Ethan responds well to consistent reinforcement from BII. Ethan has shown compliance with BII when instructed to transition to a location, complete an academic task, or play appropriately with a toy, among other tasks throughout the day. Ethan is able to complete general work with BII prompts. Ethan is able to verbalize wants and needs throughout the day, as well as engage in general conversation with school staff or BII. When non-compliance has been observed in the form of saying 'no!' to a verbal demand, Ethan has responded consistently to redirection to appropriate behavior. Ethan adheres to the daily classroom routine and is able to follow classroom rules.

**WEAKNESSES:** While Ethan may engage in appropriate behavior throughout the day, he continues to require prompting to independently attend to teacher and classroom activities. Ethan has frequently been observed looking around the classroom or looking towards BII for social attention. Ethan relies on frequent reminders from NPA BII to face the teacher and/or attend to a task. Ethan also requires support to stay in line and follow class group activities. Ethan requires prompting to engage in appropriate social interaction such as responding to or initiating with peers. When provoked (either purposely or accidentally) by a peer, Ethan may engage in maladaptive social behaviors such as shoving or pushing a peers. Ethan prefers to play in isolation, either by running around or engaging in visual self-stimulation (in the form of making letters with objects). Ethan has been observed flapping his hands for self-stimulation, though it does not interfere with daily tasks.

Performance Area:	Behavior Support
Assessment/Monitoring Process Used:	BID/BII
State/District Assessment Results:	N/A

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

IMPACT OF DISABILITY:

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Section E: Present Level of Performance

Performance Area: Language
Assessment/Monitoring Process Used: CASL-2 and Language Sample
State/District Assessment Results:

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

Ethan is a five year seven month old boy who currently attends Serrania Charter and is in the general education Transitional Kindergarten Classroom. He currently receives LAS services once a week for thirty minutes. This assessment is being conducted as part of a due process agreement dated 9/28/17.
STRENGTHS: Ethan is able to greet familiar adults and peers. He is able to initiate interactions and hold them over several turns. Ethan is able to make his wants and needs known, answer concrete wh- questions, and he scored in the average range for sentence expression and sentence comprehension.
NEEDS: Ethan is not able to sequence a story, he has difficulty with pragmatic language, and does not use descriptive words consistently. He uses mostly simple sentences and he often will answer with ?I don?t know? and needs prompts in order to answer the question asked of him.
EDUCATIONAL IMPACT: Ethan?s expressive language delay affects his ability to access the general education curriculum.
Rachel Hochberg, M.S., CCC-SLP

Performance Area:
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 area 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 09-MAY-2018

**Section E: Present Level of Performance**

Performance Area: Fine Motor

Assessment/Monitoring Process Used: Standardized Assessment, Observation, Work Samples, Interview

State/District Assessment Results: N/A


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

**Student's Areas of Strength:**  
 Per Beery VMI results, Ethan exhibits average visual motor and motor coordination skills (low average). This scoring reveals that Ethan has typical ability in integrating his visual and motor skills and controlling movements guided by his vision. Ethan is appropriately able to navigate his school and playground environment, demonstrating functional balance skills and protective responses. He does not appear to have difficulty carrying school supplies/belongings in the school environment and is not reported to trip or stumble frequently. Ethan currently uses a functional quadrupod grasp during writing/drawing activities. He uses appropriate finger placement during scissors use with appropriate scissor orientation. He stabilizes his paper automatically during writing tasks using his non-dominant hand. He demonstrates intact finger strength bilaterally as needed to open/close a clothespin. He uses a functional pincer grasp bilaterally as well as demonstrates appropriate simple rotation skills (able to unscrew bottle caps). He colors within 1/2-1/4 inch of the boundary. He is able to write his first name. Ethan uses appropriate spacing between words. Ethan does not require assistance for hand washing or eating/drinking in the school environment. Teacher further reports that Ethan does not have challenges transporting food in the cafeteria. Ethan is able to successfully work in parallel with his peers at this time. He is able to initiate interactions with familiar peers.

Performance Area:

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:**  
 Ethan scored in the below average range for visual perceptual skills. His scores on the visual perceptual subtest should be interpreted with caution, as Ethan began selecting answers with increased speed as the assessment progressed, despite prompting to look over every answer choice as well as visual prompting used to clarify directions. He appears to have below average skills in perceiving visual stimuli per test results, although this scoring is inconclusive. Ethan moves/fidgets while seated at his desk as well as has difficulty maintaining a sitting position on the floor due to poor core strength. When cutting round shapes out (e.g. circle) he requires moderate verbal and visual cueing at this time to coordinate bilaterally to successfully rotate figure in sync with cutting. He further requires minimal-moderate verbal and visual prompting to more efficiently stabilize paper when cutting straight lines (improved hand placement). He is currently able to cut straight lines within 1/4-1/2 inch of the line and simple figures out within 1/2-1 inch of the line. Teacher reports that Ethan has difficulty cutting



**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

Los Angeles Unified School District


Student PAZ ETHAN E Date of Birth 03-SEP-2012 Meeting Date 09-MAY-2018

**Section E: Present Level of Performance**

Performance Area: Fine Motor II

Assessment/Monitoring Process Used: Standardized Assessment, Observation, Work Samples, Interview

State/District Assessment Results: N/A


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

Student's Areas of Need CONTINUED:  
 with scissors and he takes excessive amount of time/practice to learn new fine motor skills. He is able to perform palm to finger translation but does not currently demonstrate efficient use of the thumb. During name writing, he used a capital 'A' across 3 trials. In a near point model copying sample, Ethan demonstrated 37.5% accuracy for line regard, 69% accuracy for sizing (letters tended to be overly large), and 75% accuracy for letter formation. Ethan requires assistance for dressing including buttoning/unbuttoning. Per parent report, Ethan is not yet independent in toileting and needs adult assistance at school. He occasionally has accidents during the school day. He is able to feed himself although parent reports that he needs assistance with cutting food. He occasionally requires moderate-maximal verbal cueing to remain on task and follow directions especially during multi-step activities. He requires moderate prompting to engage in cooperative tasks with peers. He is noted to perform better in small group vs large group activities. Ethan has difficulty keeping his hands to himself especially when in line or when involved in group activities. Ethan occasionally is unable to sit still for an activity and occasionally seeks quantities of movement. Parent reports that Ethan covers his ears but notes that he does this in response to fear and not loud sounds. Teacher reports that Ethan is occasionally overly sensitive to loud noises, covers his ears, and has difficulty functioning if there is a lot of noise. Ethan currently requires moderate-maximal verbal and visual prompting to initiate and remain on task during adult led activities. He often exhibits impulsive behaviors. He frequently has difficulty attending to classroom activities, requiring multiple redirections.

Performance Area:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Impact of student's disability on academic and overall performance:  
 Ethan's fine motor skills coupled with his eligibility of autism inhibit his ability to fully access his curriculum at this time.

Supports:  
 Sensory breaks, visual cues to increase writing legibility (highlighting/bolding), visual cues to increase cutting accuracy, adaptive seating

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student PAZ

ETHAN

E

Date of Birth 03-SEP-2012

Meeting Date 09-MAY-2018

Section E: Present Level of Performance

Performance Area: Health

Assessment/Monitoring Process Used: Review of records, interview with mother, office visit

State/District Assessment Results:

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

Health Summary: LAUSD IEP Health Assessment for Ethan Paz was completed on 5-2-18 with information provided by review of health records by Melissa Neal R.N. School Nurse, interview with mother, and office visit by Ethan. Ethan is in Transitional Kindergarten at Serrania Charter Elementary. Per mother, he has a diagnosis of Autism Spectrum Disorder and Attention Deficit Hyperactivity Disorder (ADHD). He takes no regular medications at home. He has no significant history of serious/chronic illnesses, allergies, injuries, surgeries, hospitalizations, counseling or psychiatric care. Per mother, Ethan is in general good health. His last doctor visit was July of 2017.

Strengths: Ethan passed LAUSD hearing screening on 2-26-18, and passed LAUSD vision screen on 5-2-18. Ethan is in general good health, per mom. Ethan was happy and followed directions during his visit to the health office.

Area of Need: Physical health is not an area of need.

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

Accommodations/Modifications: None in the area of health.

Completed by:

Melissa Neal RN, BSN, School Nurse  
5-2-18

Performance Area:

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 area 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** 09-MAY-2018 [ ]

**Section F: Eligibility**

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

[ ]

For Initial IEP, interventions attempted prior to determining eligibility:

[ ]

Eligible as a student with the disability of:

Code: AUT [ ] Autism [ ]  
 Not Applicable,  Blind or  Partially Sighted

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

Code: [ ] [ ]  
 Not Applicable,  Blind or  Partially Sighted

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

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

No Longer Eligible (Effective Date): [ ]

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

Final IEP Reason: [ ]

Final IEP Effective Date: [ ]

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student PAZ ETHAN E Date of Birth 03-SEP-2012 Meeting Date 09-MAY-2018

Section G: Annual Goals and Objectives

Performance Area: APE/Perceptual Motor

Annual Goal # 1 GB

K - St. 1.6

Ethan will be able to stand on one foot for 6-8 seconds independently at 75% accuracy 3 out 5 trials.

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

Methods of Evaluation:

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

Incremental objective #1 related to the goal:

Ethan will be able to stand on one foot for 1-2 seconds independently at 50% accuracy 2 out 5 trials.

Incremental objective #2 related to the goal:

Ethan will be able to stand on one foot for 3-5 seconds independently at 60% accuracy 2 out 5 trials.

Date to be achieved September 2018 MO/YR

Date to be achieved January 2019 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) Date:	Goal Achievement
Date: _____	Date: _____	Date: _____	_____	
Progress Mark: _____	Progress Mark: _____	Progress Mark: _____	Progress Mark: _____	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No
If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other _____	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other _____	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other _____	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other _____	If "No" please explain: _____

**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

Los Angeles Unified School District

Student PAZ ETHAN E Date of Birth 03-SEP-2012 Meeting Date 09-MAY-2018

**Section G: Annual Goals and Objectives**

Performance Area: Behavioral Support

Annual Goal # 7 GB

Ethan will independently attend to tasks and maintain focus during both whole group and small group settings by facing teacher, attending to assignment, and/or responding to teacher instructions for a ten 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: Date Collection

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

Ethan will independently attend to tasks and maintain focus during both whole group and small group settings by facing teacher, attending to assignment, and/or responding to teacher instructions for a five minute period of time measured by data in 4/5 opportunities.

Date to be achieved September 2018 MO/YR

**Incremental objective #2 related to the goal:**

Ethan will independently attend to tasks and maintain focus during both whole group and small group settings by facing teacher, attending to assignment, and/or responding to teacher instructions for an eight minute period of time measured by data in 4/5 opportunities.

Date to be achieved January 2019 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) Date:	Goal Achievement
Date: _____	Date: _____	Date: _____	_____	
Progress Mark: _____	Progress Mark: _____	Progress Mark: _____	Progress Mark: _____	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No
If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other _____	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other _____	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other _____	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other _____	If "No" please explain: <div style="border: 1px solid black; height: 50px; width: 100%;"></div>

**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

Los Angeles Unified School District

Student PAZ ETHAN E Date of Birth 03-SEP-2012 Meeting Date 09-MAY-2018

**Section G: Annual Goals and Objectives**

Performance Area: English Language Dev

Annual Goal # 2 GB

CA Common Core State Standard W.K.6 - Interacting via written English  
 Ethan will collaborate with the teacher and peers on joint composing projects of short informational and literary texts that include minimal writing (labeling with a few words), with the use of a graphic organizer and minimal teacher modeling as measured by student work samples in 3/4 trials with 75% accuracy.

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

**Methods of Evaluation:**

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

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

CA Common Core State Standard W.K.6  
 Ethan will collaborate with the teacher and peers on joint composing projects of short informational texts that include minimal writing (labeling with a few words), with the use of a graphic organizer and substantial teacher modeling as measured by student work samples in 2/3 trials with 65% accuracy.

Date to be achieved September 2018 MO/YR

**Incremental objective #2 related to the goal:**

CA Common Core State Standard W.K.6 - Interacting via written English  
 Ethan will collaborate with the teacher and peers on joint composing projects of short literary texts that include minimal writing (labeling with a few words), with the use of a graphic organizer and moderate teacher modeling as measured by student work samples in 2/3 trials with 70% accuracy.

Date to be achieved January 2019 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) Date:	Goal Achievement
Date: _____	Date: _____	Date: _____	_____	
Progress Mark: _____	Progress Mark: _____	Progress Mark: _____	Progress Mark: _____	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No
If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other _____	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other _____	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other _____	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other _____	If "No" please explain: <div style="border: 1px solid black; height: 50px; width: 100%;"></div>

**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

Los Angeles Unified School District

Student PAZ ETHAN E Date of Birth 03-SEP-2012 Meeting Date 09-MAY-2018

**Section G: Annual Goals and Objectives**

Performance Area: Reading  
 Annual Goal # 3 GB

CA Common Core State Standard K.RF.2  
 Ethan will isolate and pronounce the initial, medial,vowel, and final sounds (phonemes) in 6 three-phoneme (C-V-C) words (not including CVCs ending with /l/, /r/, or /x/ with teacher prompting as measured by teacher observation in 3/4 trials with 75% accuracy.

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

**Methods of Evaluation:**

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

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

CA Common Core State Standard K.RF.2  
 Ethan will isolate and pronounce the initial, medial,vowel, and final sounds (phonemes) in 4 three-phoneme (C-V-C) words (not including CVCs ending with /l/, /r/, or /x/ with teacher prompting as measured by teacher observation in 2/3 trials with 65% accuracy.

Date to be achieved September 2018 MO/YR

**Incremental objective #2 related to the goal:**

CA Common Core State Standard K.RF.2  
 Ethan will isolate and pronounce the initial, medial,vowel, and final sounds (phonemes) in 5 three-phoneme (C-V-C) words (not including CVCs ending with /l/, /r/, or /x/ with teacher prompting as measured by teacher observation in 2/3 trials with 70% accuracy.

Date to be achieved January 2019 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	Goal Achievement
Date: _____	Date: _____	Date: _____	(Secondary Only) Date: _____	
Progress Mark: _____	Progress Mark: _____	Progress Mark: _____	Progress Mark: _____	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No
If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other _____	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other _____	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other _____	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other _____	If "No" please explain: <div style="border: 1px solid black; height: 50px;"></div>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student PAZ ETHAN E Date of Birth 03-SEP-2012 Meeting Date 09-MAY-2018

Section G: Annual Goals and Objectives

Performance Area: Reading Comp.  
Annual Goal # 4 GB

CA Common Core State Standard K.RF.4  
Ethan will read emergent-reader texts and demonstrate understanding of the text by using picture and text clues to describe what is happening in the text with prompting as measured by teacher observation in 3/4 trials with 75% accuracy.

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

Methods of Evaluation:

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

Incremental objective #1 related to the goal:

CA Common Core State Standard K.RF.4  
Ethan will read emergent-reader texts and demonstrate understanding of the text by using picture and text clues to describe what is happening in the text with prompting as measured by teacher observation in 2/3 trials with 65% accuracy.

Date to be achieved September 2018 MO/YR

Incremental objective #2 related to the goal:

CA Common Core State Standard K.RF.4  
Ethan will read emergent-reader texts and demonstrate understanding of the text by using picture and text clues to describe what is happening in the text with prompting as measured by teacher observation in 23 trials with 70% accuracy.

Date to be achieved January 2019 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) Date:	Goal Achievement
Date: _____	Date: _____	Date: _____	_____	
Progress Mark: _____	Progress Mark: _____	Progress Mark: _____	Progress Mark: _____	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No
If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other _____	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other _____	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other _____	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other _____	If "No" please explain: _____



**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

Los Angeles Unified School District

Student PAZ ETHAN E Date of Birth 03-SEP-2012 Meeting Date 09-MAY-2018

**Section G: Annual Goals and Objectives**

Performance Area: Writing  
 Annual Goal # 5 GB

CA Common Core State Standard K.L.2  
 Ethan will capitalize the first word in a sentence, the pronoun I, recognize and name end punctuation with teacher modeling as measured by student work samples in 3/4 trials with 75% accuracy.

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

**Methods of Evaluation:**

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

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

CA Common Core State Standard K.L.2  
 Ethan will capitalize the first word in a sentence, the pronoun I, recognize and name end punctuation with teacher modeling as measured by student work samples in 2/3 trials with 65% accuracy.

Date to be achieved September 2018 MO/YR

**Incremental objective #2 related to the goal:**

CA Common Core State Standard K.L.2  
 Ethan will capitalize the first word in a sentence, the pronoun I, recognize and name end punctuation with teacher modeling as measured by student work samples in 2/3 trials with 70% accuracy.

Date to be achieved January 2019 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) Date:	Goal Achievement
Date: _____	Date: _____	Date: _____	_____	
Progress Mark: _____	Progress Mark: _____	Progress Mark: _____	Progress Mark: _____	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No
If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other _____	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other _____	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other _____	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other _____	If "No" please explain: _____

**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

Los Angeles Unified School District

Student PAZ ETHAN E Date of Birth 03-SEP-2012 Meeting Date 09-MAY-2018

**Section G: Annual Goals and Objectives**

Performance Area: Mathematics

Annual Goal # 6 GB

CA Common Core State Standard K.CC.3  
 Ethan will write and represent a number of objects with a written numeral 0-20 with adult modeling as measured by analysis of student work samples in 3/4 trials with 75% accuracy.

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

**Methods of Evaluation:**

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

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

CA Common Core State Standard K.CC.3  
 Ethan will write and represent a number of objects with a written numeral 0-20 with adult modeling as measured by analysis of student work samples in 2/3 trials with 65% accuracy.

Date to be achieved September 2018 MO/YR

**Incremental objective #2 related to the goal:**

CA Common Core State Standard K.CC.3  
 Ethan will write and represent a number of objects with a written numeral 0-20 with adult modeling as measured by analysis of student work samples in 2/3 trials with 70% accuracy.

Date to be achieved January 2019 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) Date:	Goal Achievement
Date: _____	Date: _____	Date: _____	_____	
Progress Mark: _____	Progress Mark: _____	Progress Mark: _____	Progress Mark: _____	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No
If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other _____	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other _____	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other _____	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other _____	If "No" please explain: _____

**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

Los Angeles Unified School District

Student PAZ ETHAN E Date of Birth 03-SEP-2012 Meeting Date 09-MAY-2018

**Section G: Annual Goals and Objectives**

Performance Area: Behavior Support

Annual Goal # 8 GB

Ethan will independently engage in appropriate social interaction (responsive or initiative) with other children during social or un-structured time for 4/5 opportunities per day.

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

**Methods of Evaluation:**

- State Assessments
- Norm Referenced
- Criterion Referenced
- Curriculum Based
- Observation
- Portfolio
- Work Samples
- Informal
- Other: BID/BII Charted Data

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

Ethan will independently engage in appropriate social interaction (responsive or initiative) with other children during social or un-structured time for 2/5 opportunities per day.

Date to be achieved September 2018 MO/YR

**Incremental objective #2 related to the goal:**

Ethan will independently engage in appropriate social interaction (responsive or initiative) with other children during social or un-structured time for 3/5 opportunities per day.

Date to be achieved January 2019 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) Date:	Goal Achievement
Date: _____	Date: _____	Date: _____	_____	
Progress Mark: _____	Progress Mark: _____	Progress Mark: _____	Progress Mark: _____	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No
If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other _____	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other _____	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other _____	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other _____	If "No" please explain: _____

**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

Los Angeles Unified School District

Student PAZ ETHAN E Date of Birth 03-SEP-2012 Meeting Date 09-MAY-2018

**Section G: Annual Goals and Objectives**

Performance Area: Language

Annual Goal # 9 GB

Ethan will use descriptive words (big, little, red, black, etc.) to expand his language in simple sentences while describing either a picture or an object with 80% accuracy in 5 trials.

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

**Methods of Evaluation:**

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

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

Ethan will use descriptive words (big, little, red, black, etc.) to expand his language in simple sentences while describing either a picture or an object with 70% accuracy in 5 trials and no more than one prompt.

Date to be achieved September 2018 MO/YR

**Incremental objective #2 related to the goal:**

Ethan will use descriptive words (big, little, red, black, etc.) to expand his language in simple sentences while describing either a picture or an object with 80% accuracy in 5 trials and no more than one prompt.

Date to be achieved January 2019 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) Date:	Goal Achievement
Date: _____	Date: _____	Date: _____	_____	
Progress Mark: _____	Progress Mark: _____	Progress Mark: _____	Progress Mark: _____	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No
If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other _____	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other _____	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other _____	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other _____	If "No" please explain: _____

**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

Los Angeles Unified School District

Student PAZ ETHAN E Date of Birth 03-SEP-2012 Meeting Date 09-MAY-2018

**Section G: Annual Goals and Objectives**

Performance Area: Fine Motor

Annual Goal # GB

To address increased fine motor skills, Ethan will be able to cut 1 simple shape (circle, triangle, square) within 1/4 inch of the boundary using appropriate bilateral coordination skills with 85% accuracy and minimal verbal or visual cues in 3/4 trials.

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

**Methods of Evaluation:**

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

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

To address increased fine motor skills, Ethan will be able to cut 1 simple shape (circle, triangle, square) within 1/4 inch of the boundary using appropriate bilateral coordination skills with 75% accuracy and minimal verbal or visual cues in 3/4 trials.

Date to be achieved September 2018 MO/YR

**Incremental objective #2 related to the goal:**

To address increased fine motor skills, Ethan will be able to cut 1 simple shape (circle, triangle, square) within 1/4 inch of the boundary using appropriate bilateral coordination skills with 80% accuracy and minimal verbal or visual cues in 3/4 trials.

Date to be achieved January 2019 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	Goal Achievement
Date: _____	Date: _____	Date: _____	(Secondary Only) Date: _____	
Progress Mark: _____	Progress Mark: _____	Progress Mark: _____	Progress Mark: _____	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No
If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other _____	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other _____	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other _____	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other _____	If "No" please explain: <div style="border: 1px solid black; height: 50px;"></div>

**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

Los Angeles Unified School District

Student PAZ ETHAN E Date of Birth 03-SEP-2012 Meeting Date 09-MAY-2018

**Section G: Annual Goals and Objectives**

Performance Area: Fine/Visual Motor

Annual Goal # GB

To target fine and visual motor skills, Ethan will be able to use a near point model to copy 1 sentence (4-6 words in length) with 70% accuracy for line regard and letter sizing and 85% accuracy for letter formation given minimal verbal or visual cues in 3/4 opportunities.

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

**Methods of Evaluation:**

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

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

To target fine and visual motor skills, Ethan will be able to use a near point model to copy 1 sentence (4-6 words in length) with 60% accuracy for line regard and letter sizing and 75% accuracy for letter formation given minimal verbal or visual cues in 3/4 opportunities.

Date to be achieved September 2018 MO/YR

**Incremental objective #2 related to the goal:**

To target fine and visual motor skills, Ethan will be able to use a near point model to copy 1 sentence (4-6 words in length) with 65% accuracy for line regard and letter sizing and 80% accuracy for letter formation given minimal verbal or visual cues in 3/4 opportunities.

Date to be achieved January 2019 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) Date:	Goal Achievement
Date: _____	Date: _____	Date: _____	_____	
Progress Mark: _____	Progress Mark: _____	Progress Mark: _____	Progress Mark: _____	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No
If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other _____	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other _____	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other _____	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other _____	If "No" please explain: _____

**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

Los Angeles Unified School District

Student PAZ ETHAN E Date of Birth 03-SEP-2012 Meeting Date 09-MAY-2018

**Section G: Annual Goals and Objectives**

Performance Area: Behavior 3

Annual Goal # GB

Ethan will independently transition between school activities throughout the day for 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 transition between school activities throughout the day for 2/5 opportunities.

Date to be achieved September 2018 MO/YR

**Incremental objective #2 related to the goal:**

Ethan will independently transition between school activities throughout the day for 3/5 opportunities.

Date to be achieved January 2019 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) Date:	Goal Achievement
Date: _____	Date: _____	Date: _____	_____	
Progress Mark: _____	Progress Mark: _____	Progress Mark: _____	Progress Mark: _____	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No
If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other _____	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other _____	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other _____	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other _____	If "No" please explain: <div style="border: 1px solid black; height: 50px; width: 100%;"></div>

**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

Los Angeles Unified School District

**Student** PAZ ETHAN E **Date of Birth** 03-SEP-2012 **Meeting Date** 09-MAY-2018

**Section K: Participation in State and District-wide Assessments**

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

**Student will participate in Regular State and District Assessments.**

**ELPAC**

*(Designated Supports and/or Accommodations identified below are applicable)*

Designated Supports:

- Scheduling during most beneficial time of day
- Testing in a separate room

Accommodations:

- Supervised breaks within a section of the test
- Transfer of student responses marked in the test booklet to the answer document by a scribe who has signed an ELPAC Test Security Affidavit (listening, reading, and writing domains)



INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student	PAZ	ETHAN	E	Date of Birth	03-SEP-2012	Meeting Date	09-MAY-2018
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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.

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**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

Los Angeles Unified School District

Student PAZ ETHAN E Date of Birth 03-SEP-2012 Meeting Date 09-MAY-2018

**Section Q: Parent Participation and Consent**

Parent Participation	Parent Notification			
<input checked="" type="radio"/> Parent/Student (18-21) has participated in the IEP meeting. <input type="radio"/> Parent/Student (18-21) indicated before the meeting that they would not be able to attend. <input type="radio"/> 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.. <input type="radio"/> Parent/Student (18-21) did not attend and gave permission to proceed without them if they did not attend.	Method	Whom	When	
		Student	S. RODWIG	11-APR-2018
		Student	S. RODWIG	27-APR-2018

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

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

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

- Parent/Student (18-21) **AGREES** to all components of the IEP.
- Parent/Student (18-21) **AGREES** to all components of the proposed IEP **WITH THE SPECIFIC EXCEPTION(S)** stated below:
- Assessment Specify \_\_\_\_\_
  - Eligibility Specify \_\_\_\_\_
  - Instructional Setting Specify \_\_\_\_\_
  - Services Specify Ethan requires 30 min/wk LAS

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**

Please continue to provide 30 min/wk LAS on stay put.  
The BID support responsible personnel should be listed as 'other.'

Signature(s) \_\_\_\_\_ / \_\_\_\_\_ Date 10-MAY-2018

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

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

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

Signature(s) \_\_\_\_\_ / \_\_\_\_\_ Date 9-MAY-2018

### PARENT INPUT SURVEY

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

**ALL INFORMATION IS CONFIDENTIAL**

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

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

B. Regarding your child's previous IEP (if relevant):	Yes	No	Does Not Apply
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!

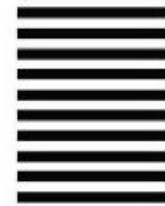


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LOS ANGELES UNIFIED SCHOOL DISTRICT  
PO BOX 613307  
LOS ANGELES CA 90099-4093



**PARENT INPUT SURVEY**  
**English**

**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

Los Angeles Unified School District

Reconvened Meeting Date

Student PAZ  ETHAN  E

Date of Birth 03-SEP-2012

Meeting Date 09-MAY-2018

**Section R: Names and Signatures (Signatures on File)**

Team Member	Print Name	Signature
Parent/Guardian	Valerie Paz <input type="text"/>	<input type="text"/>
Parent/Guardian	<input type="text"/>	<input type="text"/>
Student Age 18 - 21 years	<input type="text"/>	<input type="text"/>
Student Under Age 18 years	<input type="text"/>	<input type="text"/>
Surrogate Parent	<input type="text"/>	<input type="text"/>
Foster Parent	<input type="text"/>	<input type="text"/>
Family Foster Home Provider	<input type="text"/>	<input type="text"/>
Administrator	Maria Vallone <input type="text"/>	<input type="text"/>
Administrative Designee	<input type="text"/>	<input type="text"/>
Special Education Teacher	Barbara Friend <input type="text"/>	<input type="text"/>
General Education Teacher	Betsy Stane <input type="text"/>	<input type="text"/>
School Psychologist	Simonne Feiner <input type="text"/>	<input type="text"/>
School Nurse	Melissa Neal <input type="text"/>	<input type="text"/>
Related Service Staff LAS <input type="text"/>	Rachel Hochberg <input type="text"/>	<input type="text"/>
Related Service Staff BID <input type="text"/>	James Mueller <input type="text"/>	<input type="text"/>
Related Service Staff APE <input type="text"/>	Debbie Vasquez <input type="text"/>	<input type="text"/>
Interpreter	<input type="text"/>	<input type="text"/>
Sign Language Interpreter	<input type="text"/>	<input type="text"/>
Agency Representative	Justin Bautista <input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Other OT <input type="text"/>	Rachel Bittenson <input type="text"/>	<input type="text"/>
Other Advocate <input type="text"/>	Michelle Biggs <input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>

**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

Los Angeles Unified School District

Student PAZ ETHAN E

Date of Birth 03-SEP-2012

Meeting Date 09-MAY-2018

**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.

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.

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

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

Los Angeles Unified School District

Student PAZ

ETHAN

E

Date of Birth 03-SEP-2012

Meeting Date 09-MAY-2018

**ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)**  
To Be Completed By the IEP Team at the IEP Team Meeting

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

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

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

**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

Los Angeles Unified School District

IEP FAPE Part 1 - Eligibility, Placements and Supports

Student    Date of Birth  Meeting Date

		Effective With this IEP	Future Changes Related to this IEP
		As of Date: <input type="text" value="10-MAY-2018"/>	
		<b>Eligible (AUT)</b>	
Eligibility: (from Page 4)	Final IEP Reason Final IEP Effective Date:		//
Curriculum		General Education	
Placement	Type of School	Affiliated Charter	
	Name of School	SERRANIA AVE CES	
Instructional Setting	Setting	General Education	
	Program	GE	
	Special Day Minutes/Wk		
	Addresses Goals	1(APE/Perceptual Motor),5(Writing),6(Mathematics),4(Reading Comp.),2(English Language Dev),3(Reading),8(Behavior Support ),(Fine/Visual Motor),(Fine Motor),7(Behavioral Support),9(Language)	//
Additional Factors	Low Incident Support	None	
	Assistive Technology Support	No	
	Transportation	None	
	Extended School Year/Intersession	Yes <input type="radio"/> No <input checked="" type="radio"/>	
	Parent Counseling and Training (PCT)	Yes <input checked="" type="radio"/> No <input type="radio"/>	
	ESY Transportation		
Accommodation, Modifications, Supports	Instructional Accommodations		//



		Use of highlighters and/or highlighting tape, and use of a window for reading, hand over hand, varied print sizes, use of lined paper, whiteboards, markers, short pencils, a pencil grip, visuals, sentence starters, copying, and teacher modeling for writing, use of manipulatives, visuals, a number line, a 100s chart, and teacher modeling for math, extra time to complete assignments, provide breaks as needed, signal transitions, use tangibles and edibles to reinforce participation of non-preferred activities, provide , small group instructions, directions repeated, student repeats directions back to teacher, go over Ethan's daily schedule both verbally and visually, break tasks down into small manageable steps, teach Ethan how to request a break, offer verbal praise, and positive reinforcement, adaptive seating to address postural control/core strength, and provide communication log between parent and teacher.	
	<b>Instructional Modifications</b>	N/A	
	<b>Other Supports, including Non-Academic and Extra-curricular Activities</b>	Close supervision during recess, lunch, during assemblies, and while on fieldtrips. Ethan needs support with toileting.	
Preparation for Three Year Review IEP (At the second Annual Review IEP Meeting, the team must discuss and document the decision to conduct or not conduct a three-year comprehensive reassessment.)	Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary?	Yes <input type="radio"/> No <input type="radio"/>	
	If the Parent does not agree, specify the area(s) to be reassessed.		
<b>Comments, as appropriate</b>			
<b>Low Incidence Equipment</b>	N/A		
<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 PAZ ETHAN E Date of Birth 03-SEP-2012 Meeting Date 09-MAY-2018

**Effective With This IEP**

**Future Changes Related To This IEP**

Service 1

Start Date: Effective on Signature Date  
10-May-2018

**RSP**  
**RSP**

End Date:  
Service applies to: Regular  
Frequency: 1-5

This service addresses the following goals:

Interval: Weekly

- 2(English Language Dev)
- 3(Reading)
- 4(Reading Comp.)
- 5(Writing)

Minutes/Interval: 60  
Minutes/Interval (Pullout from Gen Ed): 0

Service Delivery Model: Direct Service (Collaborative)\*  
RSP Area: Literacy/ELA/ELD

Responsible Personnel: Resource Specialist Teacher  
General Education Teacher  
District Assigned Qualified Provider

\*

Service 2

Start Date: Effective on Signature Date  
10-May-2018

**RSP**  
**RSP**

End Date:  
Service applies to: Regular  
Frequency: 1-5

This service addresses the following goals:

Interval: Weekly

- 6(Mathematics)

Minutes/Interval: 60  
Minutes/Interval (Pullout from Gen Ed): 0

Service Delivery Model: Direct Service (Collaborative)\*  
RSP Area: Math

Responsible Personnel: Resource Specialist Teacher  
General Education Teacher  
District Assigned Qualified Provider

\*

Service 3

Start Date: Effective on Signature Date  
10-May-2018

**10**  
**Language/Speech**

End Date:  
Service applies to: Regular  
Frequency: 10-40

This service addresses the following goals:

Interval: Yearly

- 9(Language)

Minutes/Interval: 810

Minutes/Interval (Pullout from Gen Ed): 810  
 Service Delivery Model: Direct Service (Collaborative)\*  
 Area: School-Based  
 Responsible Personnel: Licensed/Credentialed Provider  
 General Education Teacher

\*

Service 4

Start Date: Effective on Signature Date  
 10-May-2018

**33**

End Date:

**Behavior Intervention Development (BID)**

Service applies to: Regular

Frequency: 1-10

This service addresses the following goals:

Interval: Monthly

8(Behavior Support )

Minutes/Interval: 420

Minutes/Interval (Pullout from Gen Ed): 0

Service Delivery Model: Direct Service (Collaborative)\*

Responsible Personnel: Licensed/Credentialed Provider

\*

Service 5

Start Date: Effective on Signature Date  
 10-May-2018

**16**

End Date:

**Occupational Therapy**

Service applies to: Compensatory

Frequency: 10-20

This service addresses the following goals:

Interval: Yearly

(Fine Motor)

Minutes/Interval: 480

(Fine/Visual Motor)

Minutes/Interval (Pullout from Gen Ed): 480

Service Delivery Model: Direct Service (Collaborative)\*

Responsible Personnel: Licensed/Credentialed Provider

\*

Service 6

Start Date: Effective on Signature Date  
 10-May-2018

**09**

End Date:

**Adapted PE**

Service applies to: Regular

This service addresses the following goals:

1(APE/Perceptual Motor)

Frequency: 1-5

Interval: Weekly

Minutes/Interval: 30

Minutes/Interval (Pullout from Gen Ed): 30

Service Delivery Model: Direct Service (By a Single Provider)\*

Responsible Personnel: Licensed/Credentialed Provider

\*

Service 7

32

**Behavior Intervention Implementation (BII)**

Start Date: Effective on Signature Date 10-May-2018

End Date:

Service applies to: Regular

Frequency: 1-5

This service addresses the following goals:

8(Behavior Support )

Interval: Weekly

Minutes/Interval: 1800

Minutes/Interval (Pullout from Gen Ed): 0

Service Delivery Model: Direct Service (By a Single Provider)\*

Responsible Personnel: Other Provider(s)

\*

Service 8

16

**Occupational Therapy**

Start Date: Effective on Signature Date 10-May-2018

End Date:

Service applies to: Regular

Frequency: 1-10

This service addresses the following goals:

(Fine Motor)

(Fine/Visual Motor)

Interval: Monthly

Minutes/Interval: 60

Minutes/Interval (Pullout from Gen Ed): 60

Service Delivery Model: Direct Service (Collaborative)\*

Responsible Personnel: Licensed/Credentialed Provider

\*

Notes:

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

**Part 3 - Percentage of Time Outside of General Education**

	Effective With this IEP	Future Changes Related to this IEP
<b>% of Time per Week outside of General Education</b>	4 %	

**Part 4 - Additional Discussion (This section is optional)**

Compensatory record opened for OT. 8 hours per due process agreement.

After Nurse reviewed the Health present level of performance, mother excused her from the meeting. After Adaptive P.E. reviewed the report, goal, and service, mother excused her from the meeting.

Parent Counseling Training worksheet was completed. The team agrees that PCT would help support Ethan. PCT invitation was handed to parent.

**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

Los Angeles Unified School District

**Student** PAZ  ETHAN  E  **Date of Birth** 03-SEP-2012  **Meeting Date** 09-MAY-2018

**FAPE Summary Grid**

**Program:** GE **Setting:** General Education  
**Eligibility:** Eligible (AUT) **Curriculum:** General Education  
**Transportation:** None **Low Incident Support:** None

Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)
09	Adapted PE	Effective on Signature Date	Regular	Weekly	1-5	~	30	APE/Perceptual Motor
33	Behavior Intervention Development (BID)	Effective on Signature Date	Regular	Monthly	1-10	~	420	Behavior Support
32	Behavior Intervention Implementation (BII)	Effective on Signature Date	Regular	Weekly	1-5	~	1800	Behavior Support
10	Language/Speech	Effective on Signature Date	Regular	Yearly	10-40	School-Based	810	Language
16	Occupational Therapy	Effective on Signature Date	Compensatory	Yearly	10-20	~	480	Fine Motor, Fine/Visual Motor
16	Occupational Therapy	Effective on Signature Date	Regular	Monthly	1-10	~	60	Fine Motor, Fine/Visual Motor
RSP	RSP	Effective on Signature Date	Regular	Weekly	1-5	RSP-Literacy/ELA/ELD	60	English Language Dev, Reading, Reading Comp., Writing
RSP	RSP	Effective on Signature Date	Regular	Weekly	1-5	RSP-Math	60	Mathematics

**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.

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM

Behavior Support Plan

(Behavior Support Plan, pg. 1 of 3)

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

Student PAZ ETHAN E Date of Birth 03-SEP-2012 Meeting Date 09-MAY-2018

- 1. The behavior impeding learning is: off task behavior Describe what it looks like: Looks around room, does not begin/complete work independently
It impedes learning because: lack of work production disrupts other students requires instruction to stop instructional time is lost
negative interaction with peers other Engages in hand flapping self-stimulation
The need for a Behavior Support Plan: early stage intervention moderate serious extreme
Frequency or intensity or duration of behavior: Frequency (x) 3-4 Period daily Intensity low Duration (min) 2-3
Reported by General Education Teacher and/or observed by Gen. Ed. & RSP Teachers/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.)
6. What supports the student using the problem behavior? (What is missing in the environment/curriculum or what is in the environment/curriculum that needs changing?)
Other (Missing/Present): Student need to acquire better communication skills

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: Preferred seating Different work areas Study carrels
Material Changes: Accommodated work Hands-on learning Tasks organized
Interaction: Use specific supportive words Cue the student Model
Other:
Who will establish? Gen. Ed. Teacher Who will monitor? Teacher/RST/BII Frequency Daily

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM

Behavior Support Plan

(Behavior Support Plan, pg. 2 of 3)

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

Student PAZ ETHAN E Date of Birth 03-SEP-2012 Meeting Date 09-MAY-2018

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)  
 Tangible (desired item)  Tangible (desired activity)

To Avoid:  Sensory input  Attention (peer)  Attention (staff)  
 Task (too difficult)  Task (too easy)  Task (too long)

Describe:

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

To get:   
To avoid:

10. What teaching Strategies/Necessary Curriculum/Materials are needed?

Better communication skills  Anger management  Communication system  Self-management systems  
 Following schedules & routines  Learning new social skills  Learning how to negotiate  Learning structured choice  
 Learning new scripts  Learning notebook organization  Learning to use conflict resolution  Learning to request breaks  
 Other

Who will establish?  Who will monitor?  Frequency

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

Physical:  High-fives  Smiles  Handshake  
 Pat on the back

Verbal:  Use specific praises  Recognition of student's strengths and talents  Peer recognition

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

Tangibles  Positive phone calls or notes to home  Certificate sent home  Other

Tokens and Points:  Tokens  Points

Privileges:  Exempt assignment  Extra test points  Seating Location

Other ideas:

Selection of reinforcer based on:

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

By whom?  Frequency

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)

Personnel?



Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM

Behavior Support Plan

(Behavior Support Plan, pg. 3 of 3)

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

Student PAZ ETHAN E Date of Birth 03-SEP-2012 Meeting Date 09-MAY-2018

OUTCOMES PART IV BEHAVIORAL GOALS

13. Behavioral Goal: Goal #: 7 GB X

Ethan will independently attend to tasks and maintain focus during both whole group and small group settings by facing teacher, attending to assignment, and/or responding to teacher instructions for a ten 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?

FAPE, Part 1

Yes No

Are environmental supports/changes necessary?

Yes No

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

Yes No

Are both teaching of new replacement behavior AND reinforcement needed?

Yes No

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

Mc Rory

Yes No

Person responsible for contact between agencies. Teacher / RST

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 Hold direct discussions with parents, as needed

Between? General Education Teacher and Parents Frequency?

Per teacher's discretion, as needed

**Los Angeles Unified School District**  
**INDIVIDUALIZED EDUCATION PROGRAM**  
**LANGUAGE AND SPEECH SERVICES CERTIFICATION (LAS CERTIFICATION)**

Attachment B

Student: Date of Birth: Meeting Date: 

This page is to be completed for students with Special Education eligibility other than SLI when determining the need for LAS services to support the provision of FAPE.

**Complete Step 1a or 1b****Step 1a. General Education Interventions - Check items as completed**

- Intervention strategies implemented, including English Language Instruction or RtI2 prevention support (including but not limited to school staff development regarding language standards in the curriculum and referral for Special Education, consultation between the classroom teacher and school speech therapist for appropriate classroom accommodations, consultation with the SSPT that includes an EL expert if student is identified as an English Learner).
- Intervention support monitored over several weeks, and modified interventions as necessary based on student response.
- Interventions were not successful, student referred for special education assessment.
- Screening by a speech therapist or a Student Success Team meeting (including a speech therapist) with the focus being speech and language concerns OR an approved screening instrument for non-LAUSD enrolled preschoolers.

**Step 1b. Interventions Not Applicable**

- Interventions not applicable for non-LAUSD enrolled preschoolers or when determined unnecessary by the speech therapist.

**Step 2. Review of Pre-referral Information - Check items as applicable**

- The speech or language delay does not appear to be due to unfamiliarity with English.
- The delay does not appear to be due to a lack of instruction in English, dialectical factors or limited language experience.
- The delay does not appear to be due to environmental factors.
- The delay does not appear to be due to economic factors.
- The delay does not appear to be due to social or cultural factors.

**Step 3. Assessment - Check either A or B, and complete the remaining items**

- A. Student has received an assessment by a school psychologist that gives an indication of where the student's general ability lies. (if a language impairment is suspected)
- OR
- B. A Psychological Assessment is not required if the suspected area of disability is voice, fluency or articulation.
  - Student has received a health assessment that rules out whether an inability to communicate effectively is a result of a health or sensory condition.
  - A credentialed or licensed speech therapist has conducted a comprehensive evaluation, including assessment in the student's primary language, that consists of multiple measures of assessment, including but not limited to standardized test instruments (or alternate forms of assessment if necessary), formal speech/language sample, parent interview or checklist, teacher interview or checklist, and observation in various communication settings.

**Step 4. Determination of the Need for LAS Service (for students with Special Education eligibility *other than SLI*):**

- The IEP team has determined that speech and language related services and support are necessary for the student to benefit from Special Education. Speech and Language Services are necessary due to the results of a formal assessment, which indicates that the student demonstrates difficulty understanding or using spoken language to such an extent that it adversely affects his/her educational performance and cannot be corrected without speech and language related services.
- The presenting need for LAS service is not due to: social maladjustment, health factors, poor school attendance, environmental, economic, or social disadvantage, or lack of instruction or the unfamiliarity with the English language.

If the above is so, identify the area(s) of difficulty:

- Language disorder
- Articulation disorder
- Fluency disorder
- Voice disorder

**If the student is eligible, the IEP Team must consider service delivery models based on the student's identified needs and appropriate placement in the least restrictive environment. The IEP team should also include teacher and parent participation in the implementation of goals and supports and accommodations to ensure achievement of goals and objectives in a time-efficient manner and carry-over to multiple communication contexts.**