

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. Rows include: Date of Initial IEP Team Meeting, Date of Present Meeting, Annual Review to be conducted by, Next Three Year Review will be conducted by, Three Year Review or Evaluation was conducted on, Transition to Kindergarten to be conducted by, Location of Meeting, District Name.

Section B: Student Information

Form containing student details: Date of Birth, Age, Grade, Gender, Limited English Proficient Student, Ethnic Code, Location of the Psych Folder, Location of the Cum Folder, Home Language, Student Language, Alternate Mode of Communication, Home Address of Student, City, CA, ZIP Code, Home Telephone, Daytime Telephone, Emergency Telephone, School of Attendance, Location Code, School of Residence, Location Code, Name of Parent/Guardian, Telephone, Address, City, CA, ZIP Code, Surrogate Parent, Telephone, Attends CURRENT SCHOOL as a result of one of the following, Is the student living in a Family Foster Home (FFH)?, Relationship, Licensed Children's Institution, LCI Name, LCI#, Out of home placement made by, Child's family living within LAUSD's boundaries?, If the student is 18 years old or older or is an emancipated minor, does he/she have educational decision-making rights?

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student PAZ ETHAN E Date of Birth 03-SEP-2012 Meeting Date 23-MAY-2017

Section C: Language Acquisition

Language Classification: _____ Start Date: _____ Reclassification Date: _____

Parent Waiver: Yes No

Elementary English Language Development Level: _____ Start Date: _____

Secondary English Language Development Level: _____ Start Date: _____

Communication Observation Matrix Level: _____ Start Date: _____

Section D: Goal Achievement from Current IEP

Goal for: (example - Reading)	Achieved		If No, explain the reason the goal/objective was not achieved
	Yes	No	
1. Social Emotional	<input type="radio"/>	<input checked="" type="radio"/>	Needs more time to learn how to interact with peers
Objective 1 met	<input type="radio"/>	<input checked="" type="radio"/>	
Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	
2. Coommunication	<input type="radio"/>	<input checked="" type="radio"/>	Rarely maintains more than 3 turns, needs more tim
Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	
Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	
3. school readiness	<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. Communication	<input type="radio"/>	<input checked="" type="radio"/>	needs more time
Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	
5. Language	<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"/>	
6. School Readiness	<input type="radio"/>	<input checked="" type="radio"/>	needs to focus more
Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	
7.	<input type="radio"/>	<input type="radio"/>	
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	
8.	<input type="radio"/>	<input type="radio"/>	
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 23-MAY-2017

Section E: Present Level of Performance

Performance Area: Language/Communication

Assessment/Monitoring Process Used: Observation, staff/parent interview, sections of PLS 4

State/District Assessment Results: n/a

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


Background: Ethan has had extensive intervention since he was a toddler in all areas of development through various agencies, which have continued to the present, including speech/language therapy. He was made eligible for special education through LAUSD as a student with autism at his initial IEP in August of 2015. Placement for the 2016-17 school year was in PAL class at Lockhurst, with embedded support from the LAS program weekly, where he has been attending through the present.

Strengths: Ethan shows general understanding of conversational speech at his age level. In testing, he showed consistent Auditory Comprehension skills through age 4 years, with scattered skills to the 5 year level, by performing a requested activity or pointing to one out of an array of pictures. He understood detail such as ?tail of the dog,? adjectives such as ?big? and ?wet.? Ethan followed simple 2-step commands without cues (i.e.? open the box and give me the bear?). He identified functions of items (i.e. ?what you use to drink water, ride in??) and detected negatives in sentences (?baby that is not crying?). He was able to make simple inferences (i.e. ??got his shoes wet, how did that happen??). He understood categories (animals, food, clothes) and completed simple analogies (?you sleep in a bed, you sit on a ?) He understood quantity concepts ?more/most,?. Ethan responded to expanded sentences (i.e. ?white kitten that is sleeping?), and knew colors, shapes and number quantities. Expressively, Ethan interacts mostly with adults. He uses phrases and sentences of 1-4 words, with occasional expansion, in order to respond, label, comment, request or inquire.

Performance Area: Language/Communication

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Needs: Ethan needs to establish relations with peers and engage in play. He needs to engage in structured activities for longer periods, and develop language for additional concepts of location, quantity, adjectives and pronouns.

Impact of disability on educational performance: Ethan?s difficulties with relating to peers may impact his ability to fully participate in his educational curriculum.

Accommodations and modifications: Facilitate peer engagement (throwing/rolling ball back and forth, building with blocks, playing tag?.) providing fading prompts from adults.

For further information, see LAS report dated 5/22/17

S. Jacobs, M.S., CCC-SLP, Language and Speech Therapist, Lockhurst

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student PAZ ETHAN E Date of Birth 03-SEP-2012 Meeting Date 23-MAY-2017

Section E: Present Level of Performance

Performance Area: Social Emotional

Assessment/Monitoring Process Used: DRDP, Teacher Observation

State/District Assessment Results:

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

Strengths:
 Ethan is a very smart little boy. He enjoys participating in circle time calendar activities. He is capable of following classroom routines, but still needs a lot of adult prompting. Ethan enjoys playing in all areas of the classroom, especially the dramatic area where he puts on all of the hats. Ethan does very well with routines and often will verbalize what the next activity will be. He is very verbal and enjoys talking to all adults in the class and will often mumble things to himself. Ethan is capable of communicating about what his peers are doing independently. He will speak in short 3-4 word sentences. Ethan can be sensitive to loud noises and will cover his ears with his hands.

Needs:
 When transitioning from one activity to the next, Ethan continues to need much adult verbal prompting. He needs to participate in cooperative play more, instead of standing next to a peer and observing. Ethan continues to need adult guidance on how to cooperate in group settings due to the fact that he will stand alone running in place, making a face and 'flapping his arms.' He does not show much interest in engaging with his peers. He will run up to a peer, point at them and say their name over and over but will not interact with them. Ethan needs to learn how to respect all adults that he comes into contact with. When being spoken to about his actions/behavior, Ethan will cover his ears with his hands and refuse to look adult in the eye and often says 'no'. Though Ethan is potty trained and goes to the bathroom regularly throughout the morning, he has 'accidents' often without notifying an adult until after the fact.

Impact of Disability:
 Ethan's autism is impacting his social/emotional development, which impacts his access to the general education curriculum.

Performance Area: Physical

Assessment/Monitoring Process Used: DRDP, Teacher Observation

State/District Assessment Results:

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

Strengths:
 Ethan has no difficulty maneuvering around the classroom and the outdoor structures. He is able to walk up and down stairs without difficulty. He enjoys running back and forth across the kindergarten play yard. He enjoys music and movement time and will sometimes get up and dance.

Needs:
 Ethan continues to need to work on his hand strength in order to successfully manipulate classroom tools.

Impact of Disability:
 Ethan's autism may impacts his ability to access, participate, and progress in the curriculum in the area of physical development.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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Student PAZ ETHAN E Date of Birth 03-SEP-2012 Meeting Date 23-MAY-2017

Section E: Present Level of Performance

Performance Area: Cognitive

Assessment/Monitoring Process Used: DRDP, Teacher Observaiton

State/District Assessment Results:

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

Strengths:

Ethan is able to grasp the concept of cause and effect. He shows some understanding that when he manipulates classroom items for cause he will witness a specific result. He has improved in using/playing with objects in functional and meaningful ways. Ethan tends to watch his peers from afar while playing by himself. He understands the routines of the classroom and will often reiterate what is going to happen. Through repetitive language, Ethan will communicate about songs/activities that are going to occur based on our schedule.

Needs:

Ethan has much difficulty maintaining focus during any type of activity for a period of time. He needs much adult prompting when working on a task, both preferred and non-preferred. Due to his inability to focus, Ethan makes many mistakes when working on a task. He will look around the room at the other students or the walls instead of paying attention to the task at hand. Ethan continues to hold a crayon with a Supinate grasp (four fingers and thumb wrapped around the instrument), but needs to learn how to use a correct pincer grasp. This will give him more control as well as assist him in applying more pressure when using a writing tool.

Impact of Disability:

Ethan's autism impacts his ability to access, participate, and progress in the curriculum in the area of cognitive development.

Performance Area: Literacy

Assessment/Monitoring Process Used: DRDP, Teacher Observation

State/District Assessment Results:

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

Strengths:

Ethan is capable of naming and recognizing all of letters of the alphabet, both uppercase and lowercase in and out of order. His attention has improved a bit when listening to stories being read. Ethan is able to identify simple characters in familiar stories read to him.

Needs:

Ethan shows little interest in looking through books on his own and tends to not go into the classroom library. When holding a crayon, marker or any writing tool, Ethan needs to learn to hold it with a correct pincer grasp and to make sure that his wrist is on the table/desk instead of holding it up in the air. Ethan continues to practice tracing lines and his name but struggles. He also needs more practice when cutting, he continues to struggle with opening/closing the scissors as well as having the ability to cut along lines.

Impact of Disability:

Ethan's autism affects his ability to access, participate, and progress in the general education curriculum.

Supports:

Visuals, tasks broken down in parts, hands-on lessons, tactile lessons, pre-teaching, re-teaching, simple directions, repeated directions, one-step directions, sentences frames, model to follow, redirecting, highlighting, repetition of skill.

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Student PAZ ETHAN E Date of Birth 03-SEP-2012 Meeting Date 23-MAY-2017

Section E: Present Level of Performance

Performance Area: Mathematics

Assessment/Monitoring Process Used: DRDP, Teacher Observation

State/District Assessment Results:

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

Strengths:

Ethan is able to identify all basic shapes (circle, square, rectangle, triangle, heart and star) and colors (red, orange, yellow, green, blue, purple, pink, brown, black and white.) He is able to rote count visually, and identify numbers 1-20.

Needs:

Ethan needs to be able understand numbers and their quantities. He needs to learn how to count, match and sort objects by 1 or more attributes. Ethan also needs to be able to add and subtract small numbers. He also needs to be able to recognize, reproduce & create simple patterns.

Impact of Disability:

Ethan's disability of autism may affects his ability to access, participate, and progress in the general education curriculum.

Supports:

Modeling, manipulatives, visuals, activity written in front of him, prompting, redirecting, pre-teaching, re-teaching, constant monitoring, reminder of class rules, adequate time to complete tasks, redirection, repeated directions.

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]

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Student PAZ ETHAN E **Date of Birth** 03-SEP-2012 **Meeting Date** 23-MAY-2017

Section F: Eligibility

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

[Empty text box for disability discussion]

For Initial IEP, interventions attempted prior to determining eligibility:

[Empty text box for interventions]

Eligible as a student with the disability of:

Code: AUT Autism

- Not Applicable, Blind or Partially Sighted

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

Code: [] []

- Not Applicable, Blind or Partially Sighted

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

or

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

No Longer Eligible (Effective Date): []

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

Final IEP Reason: []

Final IEP Effective Date: []

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

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

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Section G: Annual Goals and Objectives

Performance Area: Social-Emotional

Annual Goal # 1 GB

Ethan will play cooperatively with one other child for at least 10 minutes, on 4 occasions during a school week.

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

Methods of Evaluation:

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

Incremental objective #1 related to the goal:

With moderate adult assistance, Ethan will play alongside another child, with at least 3 interactions, for at least 5 minutes, on 4 occasions during a school week.

Date to be achieved September 2017 MO/YR

Incremental objective #2 related to the goal:

With some adult assistance, Ethan will play cooperatively with one other child for at least 5 minutes, on 4 occasions during a school week.

Date to be achieved January 2018 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary Only)	Goal Achievement
Date: _____	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: _____

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Student PAZ ETHAN E Date of Birth 03-SEP-2012 Meeting Date 23-MAY-2017

Section G: Annual Goals and Objectives

Performance Area: Reading

Annual Goal # 2 GB

In order to increase his reading readiness, Ethan will be able to identify both uppercase and lowercase letters and their corresponding sounds with 80% accuracy in 2/3 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:

In order to increase his reading readiness, Ethan will be able to identify 8 uppercase and lowercase letters and their corresponding sounds with 80% accuracy in 2/3 trials.

Date to be achieved September 2017 MO/YR

Incremental objective #2 related to the goal:

In order to increase his reading readiness, Ethan will be able to identify 16 uppercase and lowercase letters and their corresponding sounds with 80% accuracy in 2/3 trials.

Date to be achieved January 2018 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary Only)	Goal Achievement
Date: _____	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: _____

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Student PAZ ETHAN E Date of Birth 03-SEP-2012 Meeting Date 23-MAY-2017

Section G: Annual Goals and Objectives

Performance Area: Reading Comp.

Annual Goal # 3 GB

When listening to a grade-level text, Ethan will answer 4 'wh' questions in order to retell the story with key details, describing characters, settings and major events with 80% accuracy in 3 out of 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:

When listening to a grade-level text, Ethan will answer 2 'wh' questions in order to describe the characters and settings with 80% accuracy in 3 out of 4 trials.

Date to be achieved September 2017 MO/YR

Incremental objective #2 related to the goal:

When listening to a grade-level text, Ethan will answer 3 'wh' questions in order to retell the story with key details, describing characters, settings 80% accuracy in 3 out of 4 trials.

Date to be achieved January 2018 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary Only)	Goal Achievement
Date: _____	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: _____

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Section G: Annual Goals and Objectives

Performance Area: Writing

Annual Goal # 4 GB

When given a writing tool (i.e. a pencil, crayons, markers), Ethan will position the tool between the fingers and the thumb correctly with 80% accuracy in 8 out of 10 activities.

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:

When given a writing tool (i.e. a pencil, crayons, markers), Ethan will position the tool between the fingers and the thumb correctly with 40% accuracy in 2 out of 4 activities.

Date to be achieved September 2017 MO/YR

Incremental objective #2 related to the goal:

When given a writing tool (i.e. a pencil, crayons, markers), Ethan will position the tool between the fingers and the thumb correctly with 60% accuracy in 4 out of 6 activities.

Date to be achieved January 2018 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary Only)	Goal Achievement
Date: _____	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: _____

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Section G: Annual Goals and Objectives

Performance Area: Math

Annual Goal # 5 GB

When given up to 20 objects, Ethan will count, recognize, represent, name, order the number of objects with 80% accuracy in 4 of 5 trials, as measured by teacher-made tests/teacher-charted data.

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

Methods of Evaluation:

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

Incremental objective #1 related to the goal:

When given up to 6 objects Ethan will count, recognize, represent, name, order the number of these objects with 80% accuracy in 4 of 5 trials, as measured by teacher-made tests/teacher-charted data.

Date to be achieved September 2017 MO/YR

Incremental objective #2 related to the goal:

When given up to 12 objects, Ethan will count, recognize, represent, name, order the number of these objects with 80% accuracy in 4 of 5 trials, as measured by teacher-made tests/teacher-charted data.

Date to be achieved January 2018 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary Only)	Goal Achievement
Date: _____	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 23-MAY-2017

Section G: Annual Goals and Objectives

Performance Area: Behavior Support

Annual Goal # 6 GB

Ethan will attend (sit still, eyes on teacher, hands to self, quiet voice) to a task during large and small group instruction across settings for a 20 minute period with no more than 1 teacher prompt in 4 out of 5 trials as measured by teacher charted data.

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

Methods of Evaluation:

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

Incremental objective #1 related to the goal:

Ethan will attend (sit still, eyes on teacher, hands to self, quiet voice) to a task during large and small group instruction across settings for a 10 minute period with no more than 1 teacher prompt in 4 out of 5 trials as measured by teacher charted data.

Date to be achieved September 2017 MO/YR

Incremental objective #2 related to the goal:

Ethan will attend (sit still, eyes on teacher, hands to self, quiet voice) to a task during large and small group instruction across settings for a 15 minute period with no more than 1 teacher prompt in 4 out of 5 trials as measured by teacher charted data.

Date to be achieved January 2018 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary Only)	Goal Achievement
Date: _____	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** 23-MAY-2017

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.

CELDT - (Variations, Accommodations or Modifications identified below are applicable)

CELDT Subject
ELD

Variations:

- Test administration directions that are simplified or clarified (does not apply to test questions)
- Extra time on a test within a testing day
- Test individual student separately, provided that a test examiner directly supervises the student
- Noise buffers (e.g. individual carrel or study enclosure)

Accommodations:

- Test over more than one day for a test or test part to be administered in a single sitting
- Supervised breaks within a section of the test
- Administration of the test at the most beneficial time of day to the student
- Test questions read aloud to student or used audio CD presentation

DRDP-A - (Adaptations identified below are applicable)

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student	PAZ	ETHAN	E	Date of Birth	03-SEP-2012	Meeting Date	23-MAY-2017
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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: all

Special Requests:

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

THIS SPACE DELIBERATELY LEFT BLANK.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student PAZ ETHAN E Date of Birth 03-SEP-2012 Meeting Date 23-MAY-2017

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
	<input type="radio"/> Parent/Student (18-21) did not attend and gave permission to proceed without them if they did not attend.	Student	K. JENSEN
	Student	M. Dunner	23-MAY-2017

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:

<input type="checkbox"/> Assessment	Specify	<input type="text"/>
<input type="checkbox"/> Eligibility	Specify	<input type="text"/>
<input type="checkbox"/> Instructional Setting	Specify	<input type="text"/>
<input type="checkbox"/> Services	Specify	<input type="text"/>

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

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

Parent Concerns and Comments

Signature(s) _____ / _____ Date

- 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

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.

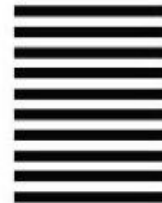
Please fold along dotted lines with the address showing. Seal and mail. Postage is pre-paid.
Again, Thank you!



NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES

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

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



PARENT INPUT SURVEY
English

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Reconvened Meeting Date

Student PAZ ETHAN E

Date of Birth 03-SEP-2012

Meeting Date 23-MAY-2017

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	Michele Dunner <input type="text"/>	<input type="text"/>
Administrative Designee	<input type="text"/>	<input type="text"/>
Special Education Teacher	Michele Feigelson <input type="text"/>	<input type="text"/>
General Education Teacher	Marne Langlois <input type="text"/>	<input type="text"/>
School Psychologist	<input type="text"/>	<input type="text"/>
School Nurse	<input type="text"/>	<input type="text"/>
Related Service Staff LAS <input type="text"/>	Sharon Jacobs <input type="text"/>	<input type="text"/>
Related Service Staff <input type="text"/>	<input type="text"/>	<input type="text"/>
Related Service Staff <input type="text"/>	<input type="text"/>	<input type="text"/>
Interpreter	<input type="text"/>	<input type="text"/>
Sign Language Interpreter	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Other 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"/>
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 23-MAY-2017

LEAST RESTRICTIVE ENVIRONMENT ANALYSIS
To Be Completed By the IEP Team at the IEP Team Meeting

Student's Current Placement Type:

<input type="radio"/> General Education Class/General Education Site	<input checked="" 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 type="radio"/> YES <input checked="" 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.
Ethan continues to need a small group setting in order to be successful in school.		

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 checked="" 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 23-MAY-2017

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 PAZ ETHAN E Date of Birth 03-SEP-2012 Meeting Date 23-MAY-2017

		Effective With this IEP	Future Changes Related to this IEP
As of Date:			01-AUG-2017
		Eligible (AUT)	
Eligibility: (from Page 4)	Final IEP Reason		
	Final IEP Effective Date:		
Curriculum		General Education	General Education
Placement	Type of School	District Non-Resident School	District Resident School
	Name of School	LOCKHURST DR CEL	EMELITA ACADEMY CHTR
Instructional Setting	Setting	Special Education	Special Education
	Program	PAL	AUT
	Special Day Minutes/Wk	1350	1440
	Addresses Goals	3(Reading Comp.),4(Writing),6(Behavior Support),5(Math),2(Reading),1(Social-Emotional)	3(Reading Comp.),4(Writing),6(Behavior Support),5(Math),2(Reading),1(Social-Emotional)
Additional Factors	Low Incident Support	None	None
	Assistive Technology Support	No	No
	Transportation	Home to School	None
	Extended School Year/Intersession	Yes <input checked="" type="radio"/> No <input type="radio"/>	
	Parent Counseling and Training (PCT)	Yes <input checked="" type="radio"/> No <input type="radio"/>	
	ESY Transportation	Home to School	
Accommodation, Modifications, Supports	Instructional Accommodations		

		<p>Use highly-motivating materials, visual, and concrete cues. Speak slowly and clearly, modeling sounds and sentences. Allow for a long response time. Use clear/concrete, simple grammatical utterances to facilitate comprehension. Present information and directions in manageable amounts. Give ample opportunity and encouragement for Ethan to use verbal expressions (e.g. greetings, sing-along activities, play activities/games, such as Simon Says, etc.). Pair oral/verbal instructions with non-verbal visual feedback/gestures/cues. Provide opportunities for Ethan to engage in adult-directed games and social interactions with peers.</p> <p>Adult /peer models of grammatical phrases/sentences, using clear speech with correct articulation of sounds.</p> <p>Allow for breaks as needed. Allow for choices of teacher-activities at which to participate. Signal transitions. Use tangible rewards to reinforce participation at non-preferred activities.</p> <p>Assistance with toileting.</p> <p>Teacher-Parent communication log.</p>	<p>Use highly-motivating materials, visual, and concrete cues. Speak slowly and clearly, modeling sounds and sentences. Allow for a long response time. Use clear/concrete, simple grammatical utterances to facilitate comprehension. Present information and directions in manageable amounts. Give ample opportunity and encouragement for Ethan to use verbal expressions (e.g. greetings, sing-along activities, play activities/games, such as Simon Says, etc.). Pair oral/verbal instructions with non-verbal visual feedback/gestures/cues. Provide opportunities for Ethan to engage in adult-directed games and social interactions with peers.</p> <p>Adult /peer models of grammatical phrases/sentences, using clear speech with correct articulation of sounds.</p> <p>Allow for breaks as needed. Allow for choices of teacher-activities at which to participate. Signal transitions. Use tangible rewards to reinforce participation at non-preferred activities.</p> <p>Assistance with toileting.</p> <p>Teacher-Parent communication log.</p>
	Instructional Modifications	na	na
	Other Supports, including Non-Academic and Extra-curricular Activities	na	na
Preparation for Three Year Review IEP (Complete at second annual review IEP Meeting)	Is formal assessment needed to re-establish eligibility?	Yes <input type="radio"/> No <input checked="" type="radio"/>	
	If yes, specify area(s) to be reassessed	na	
Comments, as appropriate			
Low Incidence Equipment	na		
Assistive Technology Equipment			
Participation in General Education	Ethan will participate in the general education for recess, lunch, assemblies, field trips, grade level activities and any other areas in which the teacher feels are appropriate for his success.		

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student Date of Birth Meeting Date

Effective With This IEP

Future Changes Related To This IEP

Service 1

Start Date: Effective with Future Changes

01-Aug-2017

10

End Date:

Language/Speech

Service applies to:

Regular

Frequency:

10-40

This service addresses the following goals:

Interval:

Yearly

6(Behavior Support)

Minutes/Interval:

960

Minutes/Interval (Pullout from Gen Ed):

0

Service Delivery Model:

Direct Service (Collaborative)**

Area:

School-Based

Responsible Personnel:

District Assigned Qualified Provider

**

Notes:

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

Part 3 - Percentage of Time Outside of General Education

	Effective With this IEP	Future Changes Related to this IEP
% of Time per Week outside of General Education	85 %	

Part 4 - Additional Discussion (This section is optional)

Parent Counseling and Training (PCT) was discussed, and parent was provided invitation packet during today's meeting.

The purpose of this meeting is to conduct a transition to kindergarten IEP. Based upon Ethan's current needs, the IEP team recommends a Preschool for All Learners classroom (PAL) for the remainder of the 2016/2017 school year. The PAL is an educationally-based special day program that operates 4 hours and 30 minutes, 5 days a week. The preschool curriculum is delivered through evidenced-based practices. Ethan's communication goals, included in the IEP, will be supported in an integrated fashion by a multidisciplinary on-site team comprised of a speech-language pathologist, early childhood special education teacher, and District special education assistants.

The range of least restrictive environments were discussed, including general education, general education with RSP support, and special day class. Parent raised concerns regarding his need for socialization, and support in this area. The team discussed the difference between an SLD program and an AUT-C program. Since socialization and pragmatics are key areas of need for Ethan, the school team agrees that an AUT-Core class is the most appropriate placement. Parent expressed concerns regarding this program. According to the current teacher, Ethan is not ready for general education, and the SLD program does not offer the same level of socialization that would be available in the AUT-C program. Ethan would benefit from the smaller student to teacher ratio in the AUT-C program. Beginning for the 2017/2018 school year, the team recommends a class for students with autism on the core curriculum (AUT-C) class at Emelita, Ethan's home school. He will receive push-in LAS service.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student PAZ ETHAN E Date of Birth 03-SEP-2012 Meeting Date 23-MAY-2017

FAPE Summary Grid

Program: PAL **Setting:** Special Education
Eligibility: Eligible (AUT) **Curriculum:** General Education
Transportation: Home to School **Low Incident Support:** None

Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)
10	Language/Speech	Effective with Future Changes 01-Aug-2017	Regular	Yearly	10-40	School-Based	960	Behavior Support

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 23-MAY-2017

- 1. The behavior impeding learning is: off task behavior Describe what it looks like: looking around, flapping
2. It impedes learning because: lack of work production, disrupts other students, requires instruction to stop, instructional time is lost
3. The need for a Behavior Support Plan: early stage intervention, moderate, serious, extreme
4. Frequency or intensity or duration of behavior: Frequency (x) 3-4, Period daily, Intensity low, Duration (min) 2-3
Reported by Teacher and/or observed by Teacher & Assistants

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?)

- 7. Remove student's need to use the problem behavior
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? Teacher Who will monitor? Teacher & Assistants Frequency daily

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Behavior Support Plan

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Student PAZ ETHAN E Date of Birth 03-SEP-2012 Meeting Date 23-MAY-2017

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: Tangible (desired item) Ethan will remain in his seat and focused on task presented to him.

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? Teacher Who will monitor? Teacher & Assistants Frequency daily

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: based on interests _____

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: students interests _____

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

By whom? Teacher & Assistants Frequency daily

EFFECTIVE REACTION PART III REACTIVE STRATEGIES

12. What strategies will be employed if the problem behavior occurs again. (1. Prompt student to switch to the replacement behavior, 2. Describe how staff should handle the problem behavior if it occurs again, 3. Positive discussion with student after behavior ends, 4. Any necessary further classroom or school consequences)

verbally prompt Ethan to look at task, remind about token economy system, use first/then strategy, praise through every step of the assignment until completed.

Personnel? Teacher & Assistants

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OUTCOMES PART IV BEHAVIORAL GOALS

13. Behavioral Goal: Goal #: 6 GB X

Ethan will play cooperatively with one other child for at least 10 minutes, on 4 occasions during a school week.

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

- [X] Reduce frequency of problem behavior [X] 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?

PLP's

[X] Yes [] No

Are environmental supports/changes necessary?

[] Yes [X] No

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

[] Yes [X] No

Are both teaching of new replacement behavior AND reinforcement needed?

[X] Yes [] No

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

[] Yes [X] No

Person responsible for contact between agencies.

COMMUNICATION PART V COMMUNICATION PROVISIONS

14. Manner and content of communication:

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

Between? Teacher & Parent Frequency? as needed