

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Identification Number 071605M005 SSID 8472468745

Eligible (SLD)

Student PEREZ GUY MI
Last First MI

Date of Birth: 16-JUL-2005

Section A: Meeting Information

Pertinent Dates	Type of Meeting
Date of Initial IEP Team Meeting: 24-JUL-2008	<input type="radio"/> Initial <input checked="" type="radio"/> Annual Review <input type="radio"/> Three Year Review <input type="radio"/> Other <input type="radio"/> Amendment of IEP dated <input type="radio"/> Early Start Transition <input type="radio"/> Expulsion Analysis <input type="radio"/> Individual Transition Plan
Date of Present Meeting: 26-FEB-2021	
Annual Review to be conducted by: 26-FEB-2022	
Next Three Year Review will be conducted by: 11-MAR-2023	
Three Year Review or Evaluation was conducted on: 11-MAR-2020	
Transition to Kindergarten to be conducted by:	
Location of Meeting: Taft Charter HS	District Name: Los Angeles Unified School Dis

Section B: Student Information

Date of Birth: 16-JUL-2005	Age: 15	Grade: 9
Gender: <input checked="" type="radio"/> Male <input type="radio"/> Female	Limited English Proficient Student: <input type="radio"/> Yes <input checked="" type="radio"/> No	Ethnic Code: White
Location of the Psych Folder: LOCAL DISTRICT N	Student has no Psych Folder: <input type="checkbox"/>	
Location of the Cum Folder: TAFT CHS	Student has no Cum Folder: <input type="checkbox"/>	
Home Language: English	Student Language: English	Alternate Mode of Communication:
Home Address of Student: 4484 GAYLE DR		
City: TARZANA CA	ZIP Code: 91356	
Home Telephone: (818) 406-5958	Daytime Telephone:	Emergency Telephone:
School of Attendance: Taft Chs	Location Code: 8880	
School of Residence: Taft Chs	Location Code: 8880	
Name of Parent/Guardian: ARIELA ZISMAN	Telephone:	
Address: 4484 GAYLE DR		
City: TARZANA CA	ZIP Code: 91356	
Surogate Parent:	Telephone: 818 406-5958	
Attends CURRENT SCHOOL as a result of one of the following	Attends School of Residence: <input type="checkbox"/> <input checked="" type="checkbox"/>	
Is the student living in a Family Foster Home (FFH)? <input checked="" type="radio"/> No <input type="radio"/> Yes	FFH#:	
Is FFH Provider related to student? <input type="radio"/> No <input type="radio"/> Yes	Relationship:	
Licensed Children's Institution: <input checked="" type="radio"/> No <input type="radio"/> Yes	LCI Name:	
	LCI#:	
Out of the home placement made by: <input type="radio"/> Regional Center <input type="radio"/> Superior Court	<input type="radio"/> Department of Mental Health <input type="radio"/> Department of Children's Services	
Child's family living within LAUSD's boundaries? <input type="radio"/> No <input checked="" type="radio"/> Yes	<input type="radio"/> Other:	
If the student is 18 years old or older or is an emancipated minor, does he/she have educational decision-making rights?	<input type="radio"/> No <input type="radio"/> Yes	

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Section C: Language Acquisition

Language Classification: English Only Start Date: 09-SEP-2009
 Withdrawal by Parent Request: Yes No Reclassification Date:
 ELPAC Performance Level and Performance Descriptor: Test Date:
 Alternate ELPAC Performance Level and Performance Descriptor: Test 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 Reading	<input type="radio"/>	<input checked="" type="radio"/>	many absences, lack of assignments turned in
Category			
Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	many absences, lack of assignments turned in
2 Written Language	<input type="radio"/>	<input checked="" type="radio"/>	many absences, lack of assignments turned in
Category			
Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	many absences, lack of assignments turned in
3 Mathematics	<input type="radio"/>	<input checked="" type="radio"/>	many absences, lack of assignments turned in
Category			
Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	many absences, lack of assignments turned in
4 Vocational Education	<input type="radio"/>	<input checked="" type="radio"/>	many absences, lack of assignments turned in
Category			
Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	many absences, lack of assignments turned in
5 Behavioral Support	<input type="radio"/>	<input checked="" type="radio"/>	many absences, lack of assignments turned in
Category			
Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	many absences, lack of assignments turned in
6 Social-Emotional	<input type="radio"/>	<input checked="" type="radio"/>	Guy refused to engage in counseling
Category			
Objective 1 met	<input type="radio"/>	<input checked="" type="radio"/>	
Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	
7	<input type="radio"/>	<input type="radio"/>	
Category			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	
8	<input type="radio"/>	<input type="radio"/>	
Category			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	
9	<input type="radio"/>	<input type="radio"/>	
Category			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	
10	<input type="radio"/>	<input type="radio"/>	
Category			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	

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26-FEB-2021

Section E: Present Level of Performance

Performance Area:

Reading

Category:

Assessment/Monitoring Process
Used:

review of records, teacher reports, observations,

State/District Assessment Results:

none available

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

Strengths: During remote learning, Guy has had many absences and has not complete assignments. Based on review of records Guy is able to identify and read most basic sight vocabulary. He has demonstrated a basic understanding of phonetics to aid himself in the decoding of unfamiliar vocabulary in text. Guy can determine literal meaning from given text but struggles with inferred meanings.

Need: While on remote learning, teachers have not been able to assess Guy's reading skills due to poor attendance and lack of work production. Reading based on previous formal testing was in the low average reading range. Guy needs to be able to use context clues to determine the meaning of a word or phrase and/or identify correctly used patterns of word changes that indicate different meanings to aid himself in the understanding of unfamiliar vocabulary in text. He continues to struggle with identifying setting, and analyzing events from given reading selections. He has difficulty identifying textual evidence that would support answers to given questions from text.

IMPACT STATEMENT: Guy's Specific Learning Disability impacts his ability to be able to use context clues to determine the meaning of a word or phrase and/or identify correctly used patterns of word changes that indicate different meanings which impacts his participation and involvement in the general education curriculum.

Performance Area:

Writing

Category:

Assessment/Monitoring Process
Used:

review of records, teacher reports, observations,

State/District Assessment Results:

none available

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

Strength: While on remote learning, Guy has not produce writing assignments. Based on previous IEP, Guy can write simple sentences utilizing basic sight vocabulary properly. Previous science teacher reported Guy can fill in writing organizational prompts with prompting.

Needs: During remote learning, Guy has had many absences and therefore he has not completed assignments. Based on review of records, his writing in the low average range based on last formal assessment administrated on 3/2020. Guy continues to need to be able to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Guy struggles with the proper use of writing mechanics. Much of Guys writing is not legible because of poor penmanship. His previous Science teacher reported when Guy is provided with writing organizational tools/resources he does not or refuses to write full written response to a writing prompt whether as a introduction sentence as well as supporting details with and without prompting. He has difficulty writing a complex topic sentence that could be supported by subsequent sentences to form a topical paragraph.

IMPACT STATEMENT: Guy's Specific Learning Disability impacts his ability to be able to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience which impacts his participation and involvement in the general education curriculum.

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Section E: Present Level of Performance

Performance Area:

Math

Category:



Assessment/Monitoring Process Used:

review of records, teacher reports, observations,

State/District Assessment Results:

not available

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

Strength: During remote learning, Guy has not attended his math class regularly. He has not complete most assignments Per pervious IEP, Guy understands basic exponents to the second or third power when prompted. He can solve single and some two-step variable equations with and without prompting. Guy. With prompting Guy has demonstrated the understanding of the distributive property to solve multiple step equations. With additional prompting, Guy can find the constant rate of change of a data set. He can identify the slope and a y-intercept of a linear equation in slope-intercept form. He is better when accommodated with the use of multiplication table or calculator.

Need: While remote learning, his math teacher reports many absences and many missing assignments. Based on previous formal assessment completed 3/2020, Guy's math skills were in the low average range. Teacher reports Guy struggles with following through with the process of solving math standards. He writes down answers and views it as adequate to the full mathematical process thus not retaining all steps required to solve various mathematical standards. Guy struggles with multiple step equations with distributive property and variables on both sides of an equation. Guy also struggled with the algebraic steps to solve intercepts in the use of the standard form of linear equations which require multiple steps and procedures in order to find solutions. Guys needs to improve his ability to solve linear equations and systems of linear equations to increase math ability and academic success.

IMPACT STATEMENT: Guy's Specific Learning Disability impacts his ability to solve linear equations and systems of equations which impacts his participation and involvement in the general education curriculum.

Performance Area:

Vocational Education

Category:



Assessment/Monitoring Process Used:

review of records, teacher reports, observations, parent interview

State/District Assessment Results:

N/A

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

Strengths: While on remote learning Guy has not attended school on a regular bases. He has only attended 5 full days this school year. Previous teachers report that when he does attend he does not participate or complete assignments. Mother reports that Guy's ADHD makes remote learning difficult for him. Parent is seeking outside support to help Guy with his ADHD. His current teachers report, he will not engage in discussions or respond to teacher or peer questions. His previous teacher reported that at times, Guy can participate and be on task in classroom activities and assignments. They also report Guy was more productive in 2019-2020 school year than in the past. Guy can sometimes work independently and on a few occasions work in a group.

Need: During remote learning Guy is not attending school or completing his assignments. In the 2020-2021 school year, Guy has attended school only 5 full days. All other days have had 1 or more absences. Previous teachers report that Guy is provided extra time in and outside of the class to improve his organization to complete homework tasks. Guy does not complete most homework assignments due to the need of independency to complete these tasks. He does not use his time wisely in class when provided with extra time by teachers. Guy struggles independent organization to complete homework assignments. He should work to improve his ability to independently complete teacher provided homework assignments to increase organization and academic success. needs to attend all his classes daily without reminders and prompting.

MPACT STATEMENT: Guy's Specific Learning Disability impacts his ability to demonstrate executive functioning and organization which impacts his participation and involvement in the general education curriculum.

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Section E: Present Level of Performance

Performance Area:

Behavior Support

Category:

Assessment/Monitoring Process
Used:

review of records, teacher reports, observations,

State/District Assessment Results:

N/A

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

Strengths: While on remote learning, Guy is not attending school regularly or completing assignments. According to previous teacher they report that last school year, Guy had shown improvement in his behaviors and on task ability than the past. At times, Guy could have appropriate social interactions with peers and teachers. Guy can participate in classroom lessons especially in math. Guy has demonstrated less task avoidance behaviors than in the past.

Need: During remote learning Guy is frequently absent. His previous teachers report Guy during middle continued to demonstrate avoidance behaviors with some class assignments but not to the level he exhibited in the past but still demonstrates those behaviors. Guy lacked impulse control and focus. He could not demonstrate impulse control to not use his phone in class even. At times he refused to put his device away as well as turning it in to the Dean or Office. Guy also demonstrated a lack of understanding of taking responsibility for his actions. He justified many of his off task behaviors as a result of others or not understanding the social value of his actions or lack thereof. Guy also struggled with negative attention seeking behaviors to peers and also does not take responsibility to his actions or does not understand his actions are not appropriate. He made negative comments or actions to peers wanting responses ultimately disrupting the class and receiving attention.

Performance Area:

Behavior Support cont.

Category:

Assessment/Monitoring Process
Used:

review of records, teacher reports, observations,

State/District Assessment Results:

n/a

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

Guy needs to improve his ability to demonstrate self-control by refraining from negative attention seeking behaviors and demonstrate positive social interactions with peers to increase social skills and academic success. He is easily discouraged and requires for most of his classwork to be broken down into smaller parts, and for directions to be repeated by an adult several times. He struggles to understand what is asked of him; may exhibit poor organizational skills; demonstrates difficulty understanding subject matter; and has poor attention span and impulse-control. He may use off-task behaviors to escape completing class assignments. During classroom situations, Guy will demonstrate self-control by participating in positive social interactions and on task focus with minimal prompting.

IMPACT STATEMENT: Guy's Specific Learning Disability impacts his ability to demonstrate impulse control and demonstrate positive social skills which impacts his participation and involvement in the general education curriculum.

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Section E: Present Level of Performance

Performance Area:

Social/Emotional

Category:

Assessment/Monitoring Process
Used:

Informal

State/District Assessment Results:

N/A

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

Guy is a 9th grade student who receives DIS counseling and guidance to address his goal: Guy will identify tools and strategies for time management and goal achievement in 4 out of 5 trials per week with minimal adult support as measured by observations and reports.

Strengths: Based on prior information, Guy is socially confident and appears to be well-liked by peers. He is able to engage in simple, friendly conversations in class, and is respectful of most adults. He is demonstrating his ability to participate in class and work independently when the subject matter is of interest to him. According to previous DIS provider, Guy arrived to the session on time and presented as a student with a calm demeanor. He was generally compliant and able to get along well with his peers during counseling session. It was reported that with prompting and guidance, Guy was able to engage in reciprocal conversations, as he does not generally initiate conversations on his own. He is able to listen attentively and express his wants and needs. He enjoys more 'hands-on' activities versus discussions. Based on mom's report, Guy does not have significant social emotional issues that require counseling sessions.

Areas of need: During remote learning, Guy was reluctant to engage in counseling sessions. Multiple attempts were made to encourage self-expression and counseling; however, Guy was highly reluctant to engage in counseling session. He hung up multiple times and refused to warm up to counseling discussions. When this behavior discussed with mom, she reported that Guy does not do well with remote counseling.

Performance Area:

Social/Emotional

Category:

Assessment/Monitoring Process
Used:

Informal

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: none based on parent report and prior DIS information. Mom's primary concern was his academic achievement as opposed to counseling services. Mom inquired about getting him tutoring to help improve his grades. Overall, mom agreed to exit him from counseling, as she did not see a need to continue with remote counseling sessions.

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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: SLD Specific Learning Disability

Not Applicable, Blind or Partially Sighted

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

Code: [Empty]

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): [Empty]

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

Final IEP Reason: [Empty] Final IEP Effective Date: [Empty]

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

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Section G: Annual Goals and Objectives

Performance Area: Reading Category: Reading Annual Goal #: 1

Guy will use context clues to determine the meaning of a word or phrase and/or identify correctly used patterns of word changes that indicate different meanings or parts of speech and continue to apply knowledge of Greek and Latin roots and affixes with prompting as measured by student work samples in 4 out of 5 trials with 90% accuracy.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

Guy will use context clues to determine the meaning of a word or phrase and/or identify correctly used patterns of word changes that indicate different meanings with prompting as measured by student work samples in 4 out of 5 trials with 75% accuracy.

Incremental objective #2 related to the goal:

Guy will use context clues to determine the meaning of a word or phrase and/or identify correctly used patterns of word changes that indicate different meanings or parts of speech and continue to apply knowledge of Greek and Latin roots and affixes with prompting as measured by student work samples in 4 out of 5 trials with 80% accuracy.

Date to be achieved: June 2021 MO/YR

Date to be achieved: October 2021 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR EXCEEDED

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

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

1 NO PROGRESS

1st Reporting Period Date: 18-JUN-2021	2nd Reporting Period Date: 15-OCT-2021	3rd Reporting Period Date: 17-DEC-2021	4th Reporting Period (Secondary Only) Date: 18-MAR-2022	Goal Achievement
Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No If "No" please explain: <input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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 Last First MI

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

During classroom situations, Guy will demonstrate self-control by participating in positive social interactions and on task focus with minimal prompting as by measured by behavioral and work samples in 4 out of 5 trials.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

During classroom situations, Guy will demonstrate self-control by participating in positive social interactions and on task focus with minimal prompting as by measured by behavioral and work samples in 3 out of 5 trials.

Incremental objective #2 related to the goal:

During classroom situations, Guy will demonstrate self-control by participating in positive social interactions and on task focus with minimal prompting as by measured by behavioral and work samples in 4 out of 5 trials.

Date to be achieved: MO/YR

Date to be achieved: MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR EXCEEDED

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

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

1 NO PROGRESS

1st Reporting Period Date: <input type="text" value="18-JUN-2021"/>	2nd Reporting Period Date: <input type="text" value="15-OCT-2021"/>	3rd Reporting Period Date: <input type="text" value="17-DEC-2021"/>	4th Reporting Period (Secondary Only) Date: <input type="text" value="18-MAR-2022"/>	Goal Achievement
Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No
If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please explain: <input type="text"/>

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Section G: Annual Goals and Objectives

Performance Area: Writing Category: Annual Goal #: 2

Guy will produce clear and coherent multiple paragraph essay in which the development, organization, and style are appropriate to task, purpose, and audience with prompting and modeling as measured by student work samples in 4 out of 5 trials with 90% accuracy.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

Guy will produce clear and coherent one paragraph essay in which the development, organization, and style are appropriate to task, purpose, and audience with prompting and modeling as measured by student work samples in 4 out of 5 trials with 70% accuracy.

Incremental objective #2 related to the goal:

Guy will produce clear and coherent multiple paragraph essay in which the development, organization, and style are appropriate to task, purpose, and audience with prompting and modeling as measured by student work samples in 4 out of 5 trials with 80% accuracy.

Date to be achieved: June 2021 MO/YR

Date to be achieved: October 2021 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

1st Reporting Period Date: 11-JUN-2021	2nd Reporting Period Date: 15-OCT-2021	3rd Reporting Period Date: 17-DEC-2021	4th Reporting Period (Secondary Only) Date: 18-MAR-2022	Goal Achievement
Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No
If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other	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: <input type="text"/>

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Section G: Annual Goals and Objectives

Performance Area: Math Category: Annual Goal #: 3

PEREZ GUY will solve systems of linear equations with minimal prompting as measured by work samples in 4 out of 5 trials with 90% accuracy.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

PEREZ GUY will solve systems of linear equations with minimal prompting as measured by work samples in 4 out of 5 trials with 80% accuracy.

Incremental objective #2 related to the goal:

PEREZ GUY will solve systems of linear equations with minimal prompting as measured by work samples in 4 out of 5 trials with 85% accuracy.

Date to be achieved: June 2021 MO/YR

Date to be achieved: October 2021 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

1st Reporting Period Date: 18-JUN-2021	2nd Reporting Period Date: 15-OCT-2021	3rd Reporting Period Date: 17-DEC-2021	4th Reporting Period (Secondary Only) Date: 18-MAR-2022	Goal Achievement
Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No
If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other	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: <input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student PEREZ GUY MI
Last First MI

Date of Birth 16-JUL-2005

Meeting Date 26-FEB-2021

Section G: Annual Goals and Objectives

Performance Area: Vocational Education Category: Annual Goal #: 4

Guy needs to attend all his classes daily in 5 out 5 trials with out reminders and prompting.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

Guy needs to attend all his classes daily in 5 out 5 trials with reminders and prompting.

Incremental objective #2 related to the goal:

Guy needs to attend all his classes daily in 5 out 5 trials with minimal reminders and prompting.

Date to be achieved: June 2021 MO/YR

Date to be achieved: December 2021 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

1st Reporting Period Date: 18-JUN-2021	2nd Reporting Period Date: 15-OCT-2021	3rd Reporting Period Date: 17-DEC-2021	4th Reporting Period (Secondary Only) Date: 11-MAR-2022	Goal Achievement
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 PEREZ GUY MI
Last First MI

Date of Birth 16-JUL-2005

Meeting Date 26-FEB-2021

Section K: Participation in State and District-wide Assessments

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

Student will participate in Regular State and District Assessments. <i>(Designated Supports and/or Accommodations identified below are applicable)</i>	CAST Subject Science
Designated Supports: - Test in a separate/smaller setting (non-embedded support)	

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student

PEREZ

Last

GUY

First

MI

Date of Birth

16-JUL-2005

Meeting Date

26-FEB-2021

Section N: Procedural Safeguards and Follow-up Actions

- A Parent's Guide to Special Education Services including Procedural Rights & Safeguards was provided to the parent in his/her primary language.
- The IEP Team Meeting Introductory Statements were read aloud at the beginning of the IEP Team meeting.
- The parent/guardian was informed of his/her right to a written translation of the IEP.

Is the parent/guardian requesting translation services? Yes No

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

Specify the Individual Pages to be translated:

Special Requests:

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

THIS SPACE DELIBERATELY LEFT BLANK.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student PEREZ GUY MI Last First MI

Date of Birth 16-JUL-2005

Meeting Date 26-FEB-2021

Section Q: Parent Participation and Consent

Parent Participation

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

Parent Notification

Table with 3 columns: Method, Whom, When. Row 1: Email, A. Favela, 09-FEB-2021

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

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

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

- Parent/Student (18-21) AGREES to all components of the IEP.
Parent/Student (18-21) AGREES o all components of the proposed IEP WITH THE SPECIFIC EXCEPTION(S) stated below:
Assessment Specify
Eligibility Specify
Instructional SettingSpecify
Services Specify

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

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

Parent Concerns and Comments

Signature(s) Date

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

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

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

Signature(s) Date 26-FEB-2021

PARENT INPUT SURVEY

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

ALL INFORMATION IS CONFIDENTIAL

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

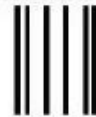
A. Regarding your child's current IEP:	Yes	No	Does Not Apply
1. I am satisfied with the IEP meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I feel that the IEP accurately reflects the decisions made at the IEP meeting.	<input type="checkbox"/>	<input type="checkbox"/>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

If any of the answers to items 13-16 or 18-19 was No, please discuss your concern(s) with the site administrator or call the Division of Special Education at (213) 241-6701.

B. Regarding your child's previous IEP (if relevant):			
20. I am satisfied that my child received the services described on the previous IEP. (If your answer to this question is "No", please write concerns below.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional Comments			

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

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

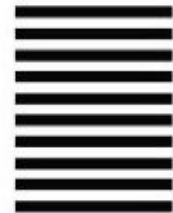


NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES

BUSINESS REPLY MAIL
FIRST-CLASS MAIL PERMIT NO. 33798 LOS ANGELES CA 90051

POSTAGE WILL BE PAID BY ADDRESSEE

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



PARENT INPUT SURVEY
English

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District


Reconvened Meeting Date

Student PEREZ GUY MI
Last First MI

Date of Birth 16-JUL-2005

Meeting Date 26-FEB-2021

Section R: Names and Signatures (Signatures on File)

Team Member	Print Name	Signature
Parent/Guardian	Ariela Zilman (by ipad)	<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	<input type="text"/>	<input type="text"/>
Administrative Designee	Janine Otis	Janine Otis
Special Education Teacher	Regina Reyes	Regina Reyes
General Education Teacher	B. Godsey	
School Psychologist	Marajan Yazdanniaz	Marjan Yazdanniaz
School Nurse	<input type="text"/>	<input type="text"/>
Related Service Staff	<input type="text"/>	<input type="text"/>
Related Service Staff	<input type="text"/>	<input type="text"/>
Related Service Staff	<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	<input type="text"/>	<input type="text"/>
Other	<input type="text"/>	<input type="text"/>
Other	<input type="text"/>	<input type="text"/>
Other	<input type="text"/>	<input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
 Last First MI

Date of Birth

Meeting Date

LEAST RESTRICTIVE ENVIRONMENT ANALYSIS

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

Student's Current Placement Type:

<input 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. After reaching the Step that indicates YES, it is also required to complete Step F.

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

Step A.	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a general education classroom/setting?	
	<input 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 checked="" 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 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.
Guy requires intensive instruction in small setting with frequent reminders to stay on task and reteach skills.		

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
Last

First

MI

Date of Birth

Meeting Date

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

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
Last

First

MI

Date of
Birth

Meeting
Date

ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 1 - Eligibility, Placements and Supports

Student PEREZ GUY MI
 Last First MI

Date of Birth 16-JUL-2005

Meeting Date 26-FEB-2021

		Effective With this IEP	Future Changes Related to this IEP
	As of Date:		
Eligibility: (from Page 4)		Eligible (SLD)	
	Final IEP Reason Final IEP Effective Date:		
Curriculum		General Education	
Placement	Type of School	Affiliated Charter	
	Name of School	TAFT CHS	
Instructional Setting	Setting	Special Education	
	Program	SLD	
	Special Day Minutes/Wk	1080	
	Addresses Goals	1(Reading),2(Writing),3(Math),4(Vocational Education),5(Behavioral Support)	
Additional Factors	Low Incident Support	None	
	Assistive Technology Support		
	Transportation	None	
	Extended School Year/Intersession	<input type="radio"/> Yes <input checked="" type="radio"/> No	
	Parent Counseling and Training (PCT)	<input type="radio"/> Yes <input checked="" type="radio"/> No	
	ESY Transportation		
Accommodation, Modifications, Supports	Instructional Accommodations	Preferential seating Classwork to be broken down into smaller parts, Directions to be repeated by an adult several times Small group instruction Extra time on tests and assignments as appropriate 150% Multi-modality instruction as needed Prompting on task Model tasks Checks for directional understanding Proximity to instructor/instruction Positive reinforcement	
	Instructional Modifications		
	Other Supports, including Non-Academic and Extra-curricular Activities		
Preparation for Three Year Review IEP (At the second Annual Review IEP Meeting, the team must discuss and document the decision to conduct or	Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary?	<input checked="" type="radio"/> Yes <input type="radio"/> No	

not conduct a three-year comprehensive reassessment.)

If the Parent does not agree, specify the area(s) to be reassessed.

--

--

Comments, as appropriate

Low Incidence Equipment

--

Assistive Technology Equipment

--

Participation in General Education

--

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student PEREZ
Last

GUY
First

MI
MI

Date of Birth 16-JUL-2005

Meeting Date 26-FEB-2021

		Effective With This IEP	Future Changes Related To This IEP
--	--	--------------------------------	---

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	57	

Part 4 - Additional Discussion (This section is optional)

LAUSD schools are closed at this time due to the COVID-19 national pandemic. Guy will receive educational services as described in the Distance Learning Plan (DLP) recommended by the IEP team.

Parent verbally requested a speech assessment. An assessment plan will be created when we are able to conduct in-person assessments on campus.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student PEREZ GUY MI
Last First MI

Date of Birth 16-JUL-2005 Meeting Date 26-FEB-2021

FAPE Summary Grid

Program:	SLD	Setting:	Special Education						
Eligibility:	Eligible (SLD)	Curriculum:	General Education						
Transportation:	None	Low Incident Support:	None						
Date District Received Parent Signature:									
Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)	No Consent

Alternative Remote/Distance Learning Services During Emergency Conditions

If instruction or services, or both, cannot be provided to the pupil either at the school or in person for more than 10 school days due to emergency conditions caused by fire, flood, impassable roads, epidemic, earthquake, imminent major safety hazard as determined by local law enforcement, a transportation services strike by nonschool entity, or other official order issued to meet a state of emergency or war, the IEP will be provided by one or more of the means stated below, to the greatest extent possible in light of the emergency circumstances and District policy.

Means of Delivery, to greatest extent possible ("x" all that could apply for student, depending on emergency circumstances):

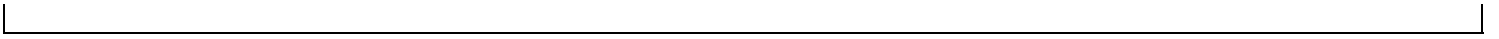
	Teacher-posted lessons, asynchronous (online or other media)	Virtual class meetings, synchronous	Personalized learning tools (virtual or paper packets, as available)	Scheduled teacher appointments (virtual or in-person, as available)	Scheduled email check-ins (parent or student)	Virtual office hours (drop-in; parent or student)
Specialized Academic Instruction and Related Services	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Transition Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Supplementary Aids and Services (provided in general education classes and other general ed environments)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

As soon as practicable following the determination that instruction or services, or both, cannot be provided either at the school or in person for more than 10 days due to a qualifying state of emergency, the parent will be notified as to the specific means by which the student's IEP will be provided, in light of the emergency circumstances present at that time. The IEP will be provided by alternative means as necessitated during the period of emergency conditions, only.

Comments above do not constitute a change to the District's offer of FAPE or IEP. Because the nature of any future emergency cannot be known in advance, the specific means by which the IEP shall be provided in a future emergency will be determined at the time, in light of the circumstances.

For IEP Team Information

By clicking this box the IEP team has reviewed the FAPE Summary Page to ensure that it reflects the IEP Team decisions.



INDIVIDUALIZED EDUCATION PROGRAM Behavior Intervention Plan

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

Los Angeles Unified School District

(Behavior Intervention Plan, pg. 1 of 3)

Student **PEREZ** **GUY** **MI** Date of Birth **16-JUL-2005** Meeting Date **26-FEB-2021**

1 The behavior impeding learning is: Describe what it looks like:

2 It impedes learning because: lack of work production disrupts other students requires instruction to stop
 instructional time is lost negative interaction with peers
 other

3 The need for a Behavior Intervention Plan: early stage intervention moderate serious extreme

4 Frequency or intensity or duration of behavior: Frequency (x) Period Intensity Duration (min)
 Reported by and/or observed by

PREVENTION

PART 1

ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

5 What are the predictors for the behavior? (Situations in which the behavior is likely to occur: people, time, place, subject, etc).

<input type="checkbox"/> Disruption in routines	<input checked="" type="checkbox"/> Work level higher than student's ability	<input type="checkbox"/> Verbal directives	<input type="checkbox"/> Lack of predictability
<input type="checkbox"/> Time of day	<input checked="" type="checkbox"/> Internal physical/emotional state	<input type="checkbox"/> Peer conflict	<input checked="" type="checkbox"/> Over stimulation
<input type="checkbox"/> Unstructured time	<input type="checkbox"/> Lack of freedom, choice, desirable activities, friends	<input type="checkbox"/> Room conditions	<input type="checkbox"/> Specific room arrangement
<input type="checkbox"/> Events from previous environments	<input type="checkbox"/> Under stimulation		

Other Describe:

Observation Analysis

6 What supports the student using the problem behavior? (What is missing in the environment/curriculum or what is in the environment/curriculum that needs changing?)

Present in the environment:	<input type="checkbox"/> Classroom seating arrangement	<input type="checkbox"/> Noise levels	<input checked="" type="checkbox"/> Interactions (adult and/or peers), size, etc.)
Missing in the environment:	<input type="checkbox"/> Peer status gained for misbehavior	<input type="checkbox"/> Inappropriate materials (age-appropriate)	<input type="checkbox"/> Conflict resolution skills
	<input type="checkbox"/> Transition skills	<input type="checkbox"/> Schedule	<input type="checkbox"/> Effective communication with parent
	<input checked="" type="checkbox"/> Re-teaching	<input type="checkbox"/> Task structuring	<input type="checkbox"/> Communications system
	<input type="checkbox"/> Social skills instruction	<input type="checkbox"/> Consequences not clear to student	
	<input type="checkbox"/> Choices		

Other (Missing/Present):

REMOVE STUDENT'S NEED TO USE THE PROBLEM BEHAVIOR

Intervention

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

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

Other

Who will establish? Who will monitor? Frequency

INDIVIDUALIZED EDUCATION PROGRAM Behavior Intervention Plan

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

Los Angeles Unified School District

(Behavior Intervention Plan, pg. 2 of 3)

Student **PEREZ** **GUY** **MI** Date of Birth **16-JUL-2005** Meeting Date **26-FEB-2021**

ALTERNATIVE PART II FUNCTIONAL FACTORS AND NEW BEHAVIORS TO TEACH AND SUPPORT

8

Team believes the behavior occurs because: (Function of behavior in terms of getting, protest or avoiding something)

- To Get: Sensory input Attention (peer) Attention (staff)
- To Avoid: Tangible (desired item) Tangible (desired activity)
- Sensory input Attention (peer) Attention (staff)
- Task (too difficult) Task (too easy) Task (too long)

Describe:

Observation 9
Analysis

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

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:

Intervention 11

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

- Physical: High-fives Smiles Handshake
- Verbal: Use specific praises Recognition of student's ... Peer recognition
- Contingent Access: Time on the computer Free time Listen to music
- Tangibles Preferred activity Describe: Other
- Tokens and Points: Positive phone calls or notes to home Certificate sent home Seating Location
- Privileges: Tokens Points Extra test points
- Exempt assignment

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?

INDIVIDUALIZED EDUCATION PROGRAM
Behavior Intervention Plan

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

Los Angeles Unified School District

(Behavior Intervention Plan, pg. 3 of 3)

Student PEREZ GUY
Last First MI

Date of Birth 16-JUL-2005

Meeting Date 26-FEB-2021

OUTCOMES

PART IV

BEHAVIORAL GOALS

13 Behavioral Goal: Goal #: 5

During classroom situations, Guy will demonstrate self-control by participating in positive social interactions and on task focus with minimal prompting as by measured by behavioral and work samples in 4 out of 5 trials.

The above behavioral goal is to: Increase use of replacement behavior and may also include:
 Reduce frequency of problem behavior Develop new general skills that remove student's need to use the problem behavior

Observation and Analysis Conclusion

Are curriculum accommodations or modifications also necessary? Where described?

Yes No

Are environmental supports/changes necessary?

Yes No

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

Yes No

Are both teaching of new replacement behavior AND reinforcement needed?

Yes No

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

Yes No

Person responsible for contact between agencies.

COMMUNICATION

PART V

COMMUNICATION PROVISIONS

14 Manner and content of communication:

- Phone calls Email Written notes
- Daily reports Daily charting Behavioral logs
- Weekly reports
- Other _____

Between? teachers, staff, and student Frequency? weekly

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

(ITP, pg. 1 of 3)

Student
 Last First MI

Date of Birth

Meeting Date

INDIVIDUAL TRANSITION PLAN (ITP)

- Student was invited to IEP meeting: Yes
- Student received mentoring:^{info} Yes No
- Student referred and placed in an outside agency:^{info} Yes No
- If yes, name of agency:
- Student participated in Work Experience Education:^{info} Yes No
- Student received college awareness preparation:^{info} Yes No
- Student received career awareness:^{info} Yes No

Achievement of Transition Activities from Current ITP (not if first ITP)

Area	Completed	If no, indicate reason
Education/Training Activity	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> First ITP	<input type="text" value="due to numerous absences; goal will be revised"/>
Employment Activity	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> First ITP	<input type="text" value="due to numerous absences; goal will be revised"/>
Independent Living Skills Activity (as needed)	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> N/A	<input type="text" value="due to numerous absences; goal will be revised"/>

Section 1: Education/Training

Assessment (at least one assessment must be completed in this area).	Date	Assessment Name and Results: Indicate interests/abilities and area(s) of need (if applicable)
<input type="text" value="Other - (textbox)"/> <input type="text" value="If other? interview"/>	<input type="text" value="25-FEB-2021"/>	<input type="text" value="Interview was attempted several times but due to many absences it was not completed."/>
<input type="text" value=""/> <input type="text" value="If other?"/>	<input type="text"/>	<input type="text"/>

Education/Training Postsecondary Goal

Upon completion of high school, the student will:

Education/Training Activity to Support Goal	Timeline	Person/Agency Responsible
<input type="text" value="develop a list of high school courses needed for college entrance and develop a schedule for completing them in the remaining years of high school"/> <input type="text" value="If other?"/>	<input type="text" value="11-FEB-2022"/>	<input type="text" value="Special Education Teacher"/> <input type="text" value="Student"/> <input type="text" value="Parent/Guardian/Family"/>

Student PEREZ
Last

GUY
First

MI
MI

Date of Birth 16-JUL-2005

Meeting Date 26-FEB-2021

INDIVIDUAL TRANSITION PLAN (ITP)

Section 2: Employment

Assessment (at least one assessment must be completed in this area).	Date	Assessment Name and Results: Indicate interests/abilities and area(s) of need (if applicable)
Transition Surveys, Checklists, or Informal Questionnaires ▼ If other?	25-FEB-2021	Interview was attempted several times but due to many absences it was not completed.
▼ If other?		

Employment Postsecondary Goal If other?
 Upon completion of high school, the student will:
 be competitively employed ▼

Employment Activity to Support Goal	Timeline	Person/Agency Responsible
attend a career fair and list jobs of interest If other?	18-FEB-2022	Student ▼ Parent/Guardian/Family ▼ Special Education Teacher ▼ ▼ ▼ ▼ ▼

Section 3: Independent Living (as needed)

Assessment (at least one assessment must be completed in this area).	Date	Assessment Name and Results: Indicate interests/abilities and area(s) of need (if applicable)
▼ If other?		
▼ If other?		

Independent Living Postsecondary Goal If other?
 Upon completion of high school, the student will:
 ▼

Independent Living Activity to Support Goal	Timeline	Person/Agency Responsible
If other?		▼ ▼ ▼ ▼ ▼ ▼



Student PEREZ
Last

GUY
First

MI

Date of Birth 16-JUL-2005

Meeting Date 26-FEB-2021

INDIVIDUAL TRANSITION PLAN (IEP)

Course of study: A multi-year description of student's coursework from current year to anticipated exit year, in order to enable the student to meet their postsecondary goal.

A course of study (or IGP) was reviewed with parent and student in relation to:

- Courses completed: Yes No
 Courses currently enrolled in: Yes No
 Courses still needed: Yes No

IGP or course of study was provided to the parent or student over age 18 as required: Yes

Student is working towards: Certificate of Completion Diploma

Additional courses/activities discussed that may support post secondary goals (e.g. SLC participation, electives or instruction related to postsecondary goals, community experiences, participation in other school clubs or organizations, etc.) NOTE: these are suggestions and contingent to availability:

Guy should to attend school clubs.

Future Agency Involvement:

Are there agencies currently or prospectively providing or paying for transition services? Yes No

Do you give permission to the District to invite these agencies to the next IEP in which transition services will be reviewed? Yes No

- Agency Name:
- Agency Name:
- Agency Name:

- | | |
|--|---|
| 1. Does the student's IEP include appropriate measurable postsecondary goals that cover education/training, employment and, as needed, independent living? <i>info</i> | 1. <input checked="" type="checkbox"/> Yes |
| 2. Are the postsecondary goals updated annually? <i>info</i> | 2. <input checked="" type="checkbox"/> Yes |
| 3. Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessment? <i>info</i> | 3. <input checked="" type="checkbox"/> Yes |
| 4. Are there transition services that will reasonably enable the student to meet their postsecondary goals? <i>info</i> | 4. <input checked="" type="checkbox"/> Yes |
| 5. Do the transition services include a course of study that is a multi-year description of coursework from the student's current year to anticipated exit year and that is designed to help the student achieve the identified postsecondary goals? <i>info</i> | 5. <input checked="" type="checkbox"/> Yes |
| 6. Is (are) there annual IEP goal(s) related to the student's transition services needs? <i>info</i> | 6. <input checked="" type="checkbox"/> Yes |
| 7. Is there evidence that the student was invited to the IEP team meeting where transition services were discussed? <i>info</i> | 7. <input checked="" type="checkbox"/> Yes |
| 8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student who has reached the age of majority? <i>info</i> | 8. <input type="radio"/> Yes <input checked="" type="radio"/> N/A |