Los Angeles Unified	School District		INDIVIDUALIZED ED	UCATION PROGRAM (IEP	•	
Student Identificati Number		00105X016	SSID 3	139988321	ı	Eligible (OHI)
Student ROSS	SHYL	LEE			Date of Birth:	17-OCT-2014
Last	F	irst	MI Section A. Me			
	Pertinen	nt Dates	Section A: IVIC	eeting Information	Type of Meeting	•
O CLUB TERM			2		-, p	•
Date of Initial IEP Team		01-MAR-202		<ul><li>Initial</li></ul>	Am	endment of IEP dated
Date of Present Meeting  Annual Review to be co		01-MAR-202 01-MAR-202				
Next Three Year Review		28-FEB-2026		Annual Review		ly Start Transition
onducted by	, will be	20-1 LB-2020		Other		ulsion Analysis vidual Transition Plan
Three Year Review or E vas conducted on	valuation	01-MAR-202	3	Other	Office	viduai Transition Fran
Transition to Kindergart	en to be					
onducted by						
Location of Meeting	(wo	OODLAKE E	CC	District Name	Los Angeles Unifi	ed School Distri
			Section B: Stu	ident Information		
Date of Birth	17-OCT-2014		Age	8	Grade	2
Gender	O Male O F	Female	Ethnic Code	White		
ocation of the Psych folder	SUPPORT UN	NIT NORT	Student has no Psych Folder			
ocation of the Cum folder	WOODLAKE	EECC	Student has no Cum Folder			
Iome Language	Hebrew		Student Language	Hebrew	Alternate Mode of Communication	
Iome Address of tudent	6615 FARRA	LONE AVE				
City	WOODLAND	O HILI CA	ZIP Code	91303		
Iome Telephone	(818) 331-294	10	Daytime Telephone		Emergency Telepho	ne
School of Attendance	Woodlake Ecc	:	Location Code	7877		
school of Residence	Hamlin Ca		Location Code	4349		
Name of Parent/Guardian	Shiran Ross		Telephone			
Address	6615 Farralon	e Avenue				
City	Woodland Hil	ls CA	ZIP Code	91303		
Surogate Parent			Telephone			
Attends CURRENT SC of the following	CHOOL as a resu	llt of one	Charter School Enrollme	nt 🗸		
is the student living in -	Family Faster	(a) NI	O Yes	FFH#		
s the student living in a lome (FFH)?			O Yes			
s FFH Provider related			Yes	Relationship		
icensed Children's Inst	itution	● N	o ∪ Yes	LCI Name LCI#		
Out of the home wheeler	ent mode by	○ Re	gional Center	Department of Mental H	ealth Dan	artment of Children's Service
Out of the home placem	em made by	_	gional Center perior Court	Other	сани Обера	arunent of Children's Service
Child's family living wit	thin LAUSD's		Yes	O omer		
			ated minor, does he/she have			○ No ○ Yes

	II	NDIVII	DUALIZED E	DUCATI	ION PROGRAM (IEP	)	Page 2
	<b>Unified School District</b>	(D1 ) 11					
Student		М		Γ	Date of Birth 17-OCT	2-2014	
	Last First	MI	Section C: L	anguage	e Acquisition		
inguage Cla	ssification:		Limited Eng	lish Profi	cient	Start Date:	08-MAR-2022
ithdrawal by	Parent Request:		O Yes O	No		Reclassification Date:	
LPAC Perfor	mance Level and Performance Descriptor:				~	Test Date:	
	AC Performance Level and Performance				<b>v</b>	Test Date:	
		Sect	tion D: Goal A	chieveme	ent from Current IEP		
			Achieved				
Goal for: (ex	ample - Reading)	Ye	es No	o If	f No, explain the reason	the goal/objective was not achi	eved
1			) (	) Ir	nitial IEP		
Category	<b>\</b>						
	Objective 1 met		) (	)			
	Objective 2 met						
2							
Category	<b>~</b>						
	Objective 1 met		) (	)			
	Objective 2 met						
3							
Category	<b>~</b>						
<b>g</b> - ,	Objective 1 met		) (				
	Objective 2 met						
4	Segretare 2 met						
Category	<b>~</b>						
cutegory	Objective 1 met		) (				
	Objective 2 met						
5	Objective 2 met						
Category	<b>~</b>						
Category	Objective 1 met		) (				
	Objective 2 met						
6	Objective 2 met						
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7	Objective 2 lifet						
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8	Objective 2 met						
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	Objective 1 met						
•	Objective 2 met						
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	Objective 1 met		) (				
	Objective 2 met		)	)			

Student ROSS SHYLEE Date of Birth 17-OCT-2014 Meeting Date 01-MAR-2023  **Rection E: Present Level of Performance**  Performance Area: Health  **Category: Health	Student ROSS SHYLEE Date of Birth 17-OCT-2014 Meeting Date 01-MAR-2023  **Rection E: Present Level of Performance**  Performance Area: Health  **Category: Health	os Angeles Unified School District		LIZED EDUCATION PROGRA	AM (IEP)	
Section E: Present Level of Performance Performance Area: Health Category: Health Assessment/Monitoring Process Used: Review of School Health Record, Parent Interview, assessment State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Summary: Shylee is an 8-year and 3-month-old student in 2nd grade. Shylee was born at full-term with no newborn complications. Developmental milestones were reported as within normal limits. Shylee does not take any routine or as needed medications. No known allergies. No overnight hospital stays. No injuries or accidents in the past three years.  Strengths: Shylee ambulates independently and communicates verbally to meet needs and wants. Shylee passed LAUSD's vision screening without correction on 02/09/2023 and passed LAUSD's audio screening on 01/27/2023. Shylee is in good health and receives regular medical care.  Area of Need: Health is not an area of need.  Impact of Disability: Health does not impact student's participation, performance, and access to the educational program.  Accommodations/Modifications: None for health.  Laura Duclos, BSN, RN  Credentialed School Nurse  February 9, 2023  Performance Area:  Category:  Assessment/Monitoring Process Used:  State/District Assessment Results:	Performance Area: Health  Category: Health  Assessment/Monitoring Process Used: Review of School Health Record, Parent Interview, assessment  State/District Assessment Results:  Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):  Summary: Shylee is an 8-year and 3-month-old student in 2nd grade. Shylee was born at full-term with no newborn complications. Developmental milestones were reported as within normal limits. Shylee does not take any routine or as needed medications. No known allergies. No overnight hospital stays. No injuries or accidents in the past three years. No surgeries in the past three years.  Strengths: Shylee ambulates independently and communicates verbally to meet needs and wants. Shylee passed LAUSD's vision screening without correction on 02/09/2023 and passed LAUSD's audio screening on 01/27/2023. Shylee is in good health and receives regular medical care.  Area of Need: Health is not an area of need.  Impact of Disability: Health does not impact student's participation, performance, and access to the educational program.  Accommodations/Modifications: None for health.  Laura Duclos, BSN, RN  Credentialed School Nurse  February 9, 2023  Performance Area:			Date of Birth	17-OCT-2014	Meeting Date 01-MAR-2023
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Credentialed School Nurse February 9, 2023  Performance Area: Category: Assessment/Monitoring Process Used: State/District Assessment Results:	Credentialed School Nurse February 9, 2023  Performance Area: Category: Assessment/Monitoring Process Used: State/District Assessment Results:	milestones were reported as within norm stays. No injuries or accidents in the passes Strengths: Shylee ambulates independe correction on 02/09/2023 and passed LA Area of Need: Health is not an area of a Impact of Disability: Health does not in	mal limits. Shylee does not tal st three years. No surgeries in ently and communicates verba AUSD's audio screening on 0 need. mpact student's participation,	ke any routine or as needed medica the past three years. ally to meet needs and wants. Shyle 1/27/2023. Shylee is in good health	ations. No known allers ee passed LAUSD's vis h and receives regular i	gies. No overnight hospital
Category:  Assessment/Monitoring Process Used: State/District Assessment Results:	Category:  Assessment/Monitoring Process Used: State/District Assessment Results:	Credentialed School Nurse February 9, 2023				
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Eurrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):	current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):			. 1 . 1 1: 61: 1		
		urrent Performance/Assessment Summa	ary (include student strengths	, student needs and impact of disab	bility on student perfor	mance):

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#### INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Student ROSS SHYLEE Date of Birth 17-OCT-2014 Meeting Date 01-MAR-2023 First MI Last **Section E: Present Level of Performance** Performance Area: Social Functioning Category: Social Functioning Data Collection/Observations, HCSBS/SSBS2 Rating forms, Parent/Teacher Interview Assessment/Monitoring Process Used: State/District Assessment Results: NA Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Student's area of strength- Shylee willingly engaged in all aspects of the Recreation Therapy Assessment. She was friendly, polite and rapport was easily established. Shylee demonstrated the ability to easily navigate the classroom and the playground. In relation to levels of interaction, Shylee engaged in Cooperative levels of interaction 100% of recorded intervals. In comparison, Shylee's peers in her immediate area were also engaged in Cooperative levels of interaction evidenced by their engagement in Social Chat for 100% of recorded intervals. Shylee is right in par with her peers with regards to levels of

interaction. Data collection suggests that Shylee demonstrated positive group interactions at similar levels as her peers 75%-80% of recorded intervals. In comparison, at least 80% of Shylee's peers utilized the same skills in the same activities 75%-100% of recorded intervals. Shylee was part of the 80% and utilized the social engagement skills along with her class. Some of the social engagement skills that were observed were following group oral directions. waiting in line, taking turns, imitating, reading along with teacher, responding to clarification check ins, raising hand and waiting to be called on and answering clarification questions. During informal measures, Shylee was able to demonstrate the use of reciprocal interactions of taking multiple turns, sharing, trading and imitating. She demonstrated ease in following directions with multiple steps as well as ease with joint attention evidenced by her focus and completing the activity without getting distracted. Shylee demonstrated positive coping skills when her turn was skipped a few times and continued the activity without getting upset. She was able to win and lose the activity appropriately by demonstrating good sportsmanship when she gave a fist bump and stated good game to assessor. Shylee was able to accurately identify expected and unexpected behaviors from real life photos in five out of five trials.

Performance Area:	Social Functioning continued
Category:	Social Functioning
Assessment/Monitoring Process Used:	Data Collection/Observations, HCSBS/SSBS2 Rating forms, Parent/Teacher Interview
State/District Assessment Results:	NA

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

Areas of Strength continued... She demonstrated an emerging awareness of perspective taking skills evidenced by her ability to identify feelings of some of the people in the photos (Friends are happy because they are smiling, boys are mad because they are fighting, girls look happy because they probably won the game) suggesting that Shylee's perspective taking skills are developing and emerging. Shylee was also able to identify expected and unexpected behaviors within herself. She identified an expected behavior she does is 'Do her work' and an unexpected behavior she does was 'Fighting with her friends'. Shylee gave an appropriate response to how she deals with the situation of fighting with her friends by indicating she, 'Walks away and takes a breath, then the next day when she is not mad anymore she talks to her friend and apologizes'. Rating scales completed by mom revealed that Shylee is presenting in the Average range in all categories in the Social Competence Scale. Rating scales completed by classroom teacher, Ms. Dupuis, indicate that Shylee presents in the Average range for Peer relations. Shylee possesses the underlying joint attention, reciprocal interactions, initiation skills and perspective taking skills required to engage in cooperative learning lessons/activities and leisure activities.

East  Section E: Present Level of Performance  Performance Area:  Social Functioning continued  Sakesoment/Monitoring Process Used:  Data Collection/Observations, HCSBNSSSS2 Rating forms, Parent/Teacher Interview  NA  Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):  Student's area of needs. Pating scales completed by both mom and classroom teacher indicate that Shylee presents in the High Rick range in the Antioccial Delator of Scale Higher Antioscale Indenovary society indicate greater levels of behavior problems. While mon model Shylee in the Average range for all features of the student of the problems of the students of the problems of		ROSS	SHYLEI	3			Date of Birth	17-OCT-2014	Meetin	g Date 01-MAF	१-2023
Performance Area:  Social Functioning continued  Social Functioning   Data Collection/Observations, HCSBS/SSBS2 Rating forms, Parent/Teacher Interview  State/District Assessment Results:  NA  Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):  Student's area of needs- Rating scales completed by both mom and classroom teacher indicate that Shylee presents in the High Risk range in the Antisocial Behavior Scale. Higher Antisocial Behavior scores indicate greater levels of behavior problems. While mom rated Shylee in the Average range for all categories in the Social Competence Scale, classroom teacher rated Shylee in the Average range for Pere Relations but At-Risk in the categories of Self-Management/Compliance, Academic Behavior and Social Competence Total. Due to ratings in the At-Risk range rated by teacher, individual items were evaluated to determine a pattern to skill difficulty. The sub scales of Academic Behavior had the highest frequency of items (7/8) receiving a rating of 1 or 2  Never or Rarely. Thus indicating that Shylee has the most difficulty with Academic Behavior will at school.  Although concerns in relation to the way Shylee interacts with her peers, she did not show any areas of concern in relation to her ability to engage in social interactions that prevent her from accessing her school curriculum at this time. Shylee should continue to be supported in learning appropriate social skills by embedding them into her academic and unstructured opportunities during the school day. At this time there is no need for the expertise of a Recreation Therapist.  Impact of Disability- Shylee's disability does not impact her involvement and progress in the general education curriculum for this performance area.  Report prepared and presented by: Larry Fontanilla RTC/CTRS, School Recreation Therapist 3/1/23  Performance Area:  Category:  State/District Assessment Results:		Last	Firs	t		on F. Present Le	val of Parform	anca			
Assessment/Monitoring Process Used:  Data Collection/Observations, HCSBS/SSBS2 Rating forms, Parent/Teacher Interview  State/District Assessment Results:  NA  Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):  Student's area of needs- Rating scales completed by both mom and classroom teacher indicate that Shylee presents in the High Risk range in the Antisocial Behavior Scale. Higher Antisocial Behavior scores indicate greater levels of behavior problems. While mom rated Shylee in the Average range for all categories in the Social Competence Scale, classroom teacher rated Shylee in the Average range for Peer Relations but At-Risk in the categories of Self-Management/Compliance, Academic Behavior and Social Competence Total. Due to ratings in the At-Risk range rated by teacher, individual items were evaluated to determine a pattern to skill difficulty. The sub scales of Academic Behavior had the highest frequency of items (7/8) receiving a rating of 1 or 2 Never or Rarely. Thus indicating that Shylee has the most difficulty with Academic Behavior while at school.  Although concerns in relation to the way Shylee interacts with her peers, she did not show any areas of concern in relation to the rability to engage in social interactions that prevent her from accessing her school curriculum at this time. Shylee should continue to be supported in learning appropriate social skills by embedding them into her academic and unstructured opportunities during the school day. At this time there is no need for the expertise of a Recreation Therapist.  Impact of Disability- Shylee's disability does not impact her involvement and progress in the general education curriculum for this performance area.  Report prepared and presented by: Larry Fontanilla RTC/CTRS, School Recreation Therapist 3/1/23  Performance Area:  Category:  Assessment/Monitoring Process Used:  State/District Assessment Results:	Performance	Area:		Social Fur			ver or r er for in	ance			
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Performance Area:  Category:  Assessment/Monitoring Process Used:  State/District Assessment Results:	Behavior Scategories in Managemer evaluated to Never or Ra Although c interactions by embeddi Therapist.  Impact of I	cale. Higher Antis n the Social Com nt/Compliance, A o determine a patt arely. Thus indica concerns in relatio that prevent her ing them into her Disability- Shylee	ocial Behavio petence Scale cademic Beha ern to skill di- ting that Shyl n to the way 's from accessin academic and	or scores inc, classroom vior and Sofficulty. The ee has the r Shylee interg her school unstructure oes not imp	dicate greate teacher rate- ocial Compet e sub scales o most difficult racts with her ol curriculum ed opportuni	r levels of behavior d Shylee in the Ave tence Total. Due to of Academic Behav ty with Academic E r peers, she did not at this time. Shyleeties during the school when the time that the short end to the time that the short end to the time that the short end to the time.	problems. While rage range for Poratings in the At- ior had the highe hehavior while at show any areas of e should continue of day. At this tir	e mom rated Shylee er Relations but At- Risk range rated by st frequency of item school. of concern in relation to be supported in the there is no need to	in the Average ra- Risk in the categ teacher, individu as (7/8) receiving in to her ability to learning appropri for the expertise of	ange for all ories of Self- ial items were a rating of 1 or 2 engage in social ate social skills of a Recreation	
Category:  Assessment/Monitoring Process Used:  State/District Assessment Results:		1	ed by. Larry I	·Ontamina r	ric/cirs, a	School Recleation	Therapist 3/1/23				
Assessment/Monitoring Process Used:  State/District Assessment Results:		Area:	l								
State/District Assessment Results:			. (								
		•									
Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):			,							J	

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## INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Student ROSS SHYLEE Date of Birth 17-OCT-2014 Meeting Date 01-MAR-2023 First MI Last **Section E: Present Level of Performance** Performance Area: Articulation Category: Articulation/Phonological Processes Assessment/Monitoring Process Used: Arizona-4, Connected Speech Samples, Observations, Teacher & Parent reports State/District Assessment Results: N/A Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Background: This is an initial IEP for Shylee. She is currently enrolled in a general education 2nd grade classroom at Woodlake Elementary. This speech and language assessment is part of a comprehensive psycho-educational evaluation requested by Shylee's parents. Shylee lives in a bilingual household with exposure to both English and Hebrew. At school she is classified as an English Learner (ELD Level 3-Mod-Dev). Parent did not report speech and language concerns to this assessor. Strengths: The areas of articulation, voice and speech fluency are within appropriate limits for accessing the curriculum at this time. Shylee performed within the average range on the formal articulation test, making no speech sound errors, and her spontaneous speech is judged to be 100% intelligible by both speech-language pathologist and parent. Teacher reports no concerns in these areas as well. Needs: None at this time. Impact of Disability: Shylee's suspected disability does not impact her involvement and progress in the general education curriculum for these performance Lara Johnson, M.S. CCC-SLP Speech-Language Pathologist February 23, 2023 Performance Area: Language Category: Language EOWPVT-4, OWLS-II, CASL-2, language samples, observation, teacher/parent report Assessment/Monitoring Process Used: State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: Shylee's oral language abilities in the areas of receptive, expressive, and pragmatic, fall in the average range on multiple standardized assessments. This includes her ability to both understand and use age-appropriate vocabulary, syntax/grammatical skills and sentence length, as well as demonstrate higher level language (e.g., nonliteral- inferential, verbal reasoning) appropriate for accessing the curriculum. Her performance also suggests that she has the underlying knowledge and skill to use language effectively in social situations (pragmatic language). Multiple informal language samples and observations reveal these strengths as well. Furthermore, both her classroom teacher and parent reported no concerns in language function. Shylee is receiving a grade of '3' in the area of Speaking and Listening at this time. Needs: None at this time. Impact of Disability: Shylee's suspected disability does not impact her involvement and progress in the general education curriculum for this performance Lara Johnson, M.S. CCC-SLP Speech-Language Pathologist February 23, 2023

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# INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Student ROSS SHYLEE Date of Birth 17-OCT-2014 Meeting Date 01-MAR-2023 Last First MI **Section E: Present Level of Performance** Performance Area: General Ability Category: General Ability Assessment/Monitoring Process Used: Standardized Assessment, Observations State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Results of the current assessment indicate Shylee is functioning within the Low Average to Below Average range of cognitive ability based upon alternative assessment procedures; however, inattentive behaviors during assessment may have negatively impacted performance. Strengths: Shylee demonstrated personal strength and Average skills in visual processing tasks when asked to complete tasks such as visual discrimination, visual memory, spatial relations, visual figure ground, form constancy, and visual closure. She demonstrated adequate, Low Average skills on visual motor integration tasks when asked to copy increasingly complex figures at near point. She demonstrated Low Average Successive Processing abilities when asked to process information presented in a specific order; however, this overall score should be interpreted with caution due to variability in performance across tasks. Shylee demonstrated Average abilities when asked to answer questions after listening to a nonsense sentence, as well as when asked to remember and repeat sequences of numbers that she saw. Needs: Within the area of Successive Processing, Shylee demonstrated Below Average skills when asked to remember and repeat sequences of words. Shylee earned scores in the lower end of the Low Average range in Attention Processing tasks, which required her to sustain attention and ignore distractions while under timed conditions. She demonstrated skills in the lower end of the Low Average range on Planning tasks which required her to create, use, and modify a plan as needed under timed conditions; however, this overall estimate of Planning abilities should be interpreted with caution due to variability in performance across subtests. Performance Area: General Ability (cont.) General Ability Category: Assessment/Monitoring Process Used: Standardized Assessment, Observations State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Needs (cont.): Shylee demonstrated High Average skills on a number matching task. She worked quickly on this task; however, her work was generally inaccurate. She demonstrated Low Average abilities on the Planned Codes task, and she demonstrated Well Below Average skills on the Planned Connections subtest. Shylee earned Below Average scores on Simultaneous Processing tasks, which required her to relate pieces of information to a whole. She demonstrated Well Below Average Phonological Processing skills, indicating significant difficulty when asked to manipulate sounds; remember and repeat verbally presented information; and efficiently retrieve phonological information stored in long-term memory. Measures of auditory memory, listening comprehension, and phonological processing indicate Auditory Processing skills in the Low Average to Below Average range overall. Impact of Disability: Shylee's disability of Other Health Impairment (OHI) related to characteristics of ADHD and challenges with sustaining attention and ignoring distractions; creating, using, and modifying a plan as needed; processing pieces of information and relating it to a whole; manipulating sounds; remembering and repeating verbally presented information; and efficiently retrieving phonological information stored in long-term memory adversely impacts her progress and involvement in the general education curriculum.

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Los Angele	s Unified Schoo	ol District								
Student		SHYLE				Date of Birth	17-OCT-2014	Meetin	g Date	01-MAR-2023
	Last	Firs	τ	MI Section	E: Present Lo	evel of Perform	ance			
Performance	Area:		Language							
Category:			Languag	e Function	•	<b>v</b>				
Assessment/	Monitoring Proce	ss Used:	Standardi	zed Assessment	, Observation, P	arent/Teacher Inp	ut			
State/District	t Assessment Res	ults:								
Current Perfe	ormance/Assessm	ent Summary	(include s	tudent strengths	s, student needs a	and impact of disa	bility on student pe	erformance):		
conducted by acquisition  Needs: The	y Mor Saghezi, N	M.S., Hebrew	Bilingual	School Psychol	ogist, any deficit		guage skills. Accords assessment are no			
erformance	Area:		Motor Ab	ilities						
Category:			Motor Al	oilities		<b>~</b>				
Assessment/	Monitoring Proce	ss Used:	Standardi	zed Assessment	, Observations, l	Records, Parent/To	eacher Input			
State/District	t Assessment Resi	ults:								
Current Perfe	ormance/Assessm	ent Summary	(include s	tudent strengths	s, student needs a	and impact of disa	bility on student pe	erformance):		
cutting, etc.	) without difficul at at times, she can and walk based	ty. Results of n have difficu on informal o ty. Records re	the standar lty copying bservation flect that S	rdized visual-me g from the board s, teacher repor	otor integration of d and forming le ts and school nu- ved passing grad	tasks indicate Lov tters and numbers rse's informal asse	s able to complete for Average sensory research of AS essment. She is able ucation. Parent and	notor skills. Shyle SESSMENT Shyle to navigate the e	ee's teac ee is ab	her le to run, nal

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## INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Student ROSS SHYLEE Date of Birth 17-OCT-2014 Meeting Date 01-MAR-2023 First MI Last **Section E: Present Level of Performance** Performance Area: Social Emotional Social Emotional Category: Parent/Teacher/Self Input, Rating Scales, Observations, Records Assessment/Monitoring Process Used: State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: According to Shylee's mother, some of Shylee's strengths are that she has a big heart, notices others' feelings, and acts responsibly and maturely at home. She has good relationships with her family members, and she gets along with peers outside of school. At school, Shylee's teacher shared that she can be kind and helpful, and she works well with adults one-on-one. Shylee reported that she enjoys drawing, reading chapter books, playing with her dogs, and doing karate. Needs: Shylee's mother reported that struggles to do homework, and she has challenges in making and maintaining friendships at school. Her teacher noted that Shylee struggles to get along with peers as well. When completing a broad social emotional rating scale (BASC-3), raters were generally consistent in their responses reflecting that Shylee experiences Clinically Significant challenges with Conduct Problems, as well as At-Risk to Clinically Significant challenges with Aggression and Depression in the home and school environments. Shylee's parent and teacher also noted At-Risk challenges with Withdrawal. At school, her teacher reported Clinically Significant challenges with Learning Problems, Adaptability, Social Skills, and Functional Communication. She also noted At-Risk challenges with Hyperactivity, Attention Problems, Leadership, and Study Skills. When completing the BASC-3 self-report, Shylee reported Clinically Significant challenges with Atypicality, Locus of Control, Social Stress, Anxiety, Depression, Sense of Inadequacy, Hyperactivity, and Interpersonal Relations. She indicated At-Risk challenges with her Attitude to Teachers, as well as Attention Problems. Performance Area: Social Emotional (cont.) Social Emotional Category: Parent/Teacher/Self Input, Rating Scales, Observations, Records 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 (cont.) On a rating scale that measures characteristics of ADHD (Conners-3), raters were generally consistent in their responses reflecting that Shylee exhibits many behavioral characteristics associated with ADHD. Shylee's parent and teacher reported Very Elevated challenges with Inattention, Learning Problems, Executive Functioning, Defiance/Aggression, and Peer Relations in the home and school environment. Further, Shylee's teacher reported Very Elevated challenges with Hyperactivity/Impulsivity at school, while her parent reported Elevated challenges in this area at home. To further assess characteristics of depression, Shylee, her teacher, and her parent completed the CDI-2. On this measure, raters were generally consistent in their responses reflecting that Shylee does exhibit behaviors consistent with depression (e.g. sadness, loneliness, irritability, withdrawal, etc.). Shylee reported Very Elevated Emotional and Functional Problems, while her teacher and parent reported Elevated to Very Elevated challenges with Functional Problems. On an anxiety-specific rating scale, Shylee's self-ratings reflect Extremely Problematic challenges with Physiological Anxiety and Total Anxiety. She indicated Moderately Problematic challenges with Worry and Social Anxiety. Impact of Disability: Shylee's disability of Other Health Impairment (OHI) related to characteristics of ADHD impacts her ability to interact appropriately with peers, sustain attention, resist impulsive behaviors, and regulate emotions. These challenges adversely impact her progress and involvement in the general education curriculum.

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	Page INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Los Angeles Unified School District	
Student ROSS SHYLI  Last Fin	
Last	Section E: Present Level of Performance
Performance Area:	Reading
Category:	Reading
Assessment/Monitoring Process Used:	Progress report, Work Samples, Teacher Questionnaire, Observation, Informal
tate/District Assessment Results:	WJ IV, DIBELS
Current Performance/Assessment Summar	ry (include student strengths, student needs and impact of disability on student performance):
Grade Beginning of the Year Middle of the TK Well Below Benchmark N/A N/A K Above Benchmark Benchmark Benchmark Well Below Benchmark Benchmark Well Below Benchmark Bench	mark elow Benchmark denchmark descore (SS) Standard Score Classification
Sentence Reading Fluency 68 (62-75) V	Low
Shylee was administered a set of tests fr below. Based on a comparison of others about 6 percent of eight-year-old children Broad Reading is a comprehensive meas	om the Woodcock-Johnson IV Test of Achievement Form A and extended. Her performance in each area is shown of her age, Shylee's BROAD ACHIEVEMENT national percentile rank of 6 means that she scored higher than an nationally.  Sure of Shylee's reading achievement, including letter identification, passage comprehension, and reading fluency. The level multisyllabic words. Overall, Shylee's Broad Reading is in the low range with a SS of 74.
Shylee was administered a set of tests fr below. Based on a comparison of others about 6 percent of eight-year-old children Broad Reading is a comprehensive meas Shylee can decode sight words and grade	om the Woodcock-Johnson IV Test of Achievement Form A and extended. Her performance in each area is shown of her age, Shylee's BROAD ACHIEVEMENT national percentile rank of 6 means that she scored higher than a nationally.  Sure of Shylee's reading achievement, including letter identification, passage comprehension, and reading fluency.
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Shylee was administered a set of tests fr below. Based on a comparison of others about 6 percent of eight-year-old children. Broad Reading is a comprehensive meas Shylee can decode sight words and grade Performance Area:  Category:  Assessment/Monitoring Process Used: State/District Assessment Results: Current Performance/Assessment Summan Strengths: Shylee can identify and recogn CVCC single syllable words. Shylee can reading comprehension skills. Given a liselement questions (who, what, where, who weds: Shylee's fluency scores in the DI vowel words with blends automatically constraints.	om the Woodcock-Johnson IV Test of Achievement Form A and extended. Her performance in each area is shown of her age, Shylee's BROAD ACHIEVEMENT national percentile rank of 6 means that she scored higher than an nationally.  Sure of Shylee's reading achievement, including letter identification, passage comprehension, and reading fluency. The level multisyllabic words. Overall, Shylee's Broad Reading is in the low range with a SS of 74.  Reading Continues  Reading  Progress report, Work Samples, Teacher Questionnaire, Observation, Informal  WJ IV, DIBELS  ry (include student strengths, student needs and impact of disability on student performance):  nize upper and lower case letters of the alphabet and their corresponding sounds. She can sound out CVC and read simple two-three word phrases, and sentences to herself and then supply a missing word to demonstrate stening comprehension task, she can retell three to four events from a narrative passage. She can answer story
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Los Angeles Unified School District	INDIVIDUALIZED EDUCATION PROGRAM (IEP)	ige
Student ROSS SHYL		23
Performance Area:	Written Language	
Category:	Writing	
Assessment/Monitoring Process Used:	Progress report, Work Samples, Teacher Questionnaire, Observation, Sm group	
State/District Assessment Results:	WJ-IV	
Current Performance/Assessment Summa	ary (include student strengths, student needs and impact of disability on student performance):	
of writing. Overall, Shylee's Broad Write Strengths: Shylee can write letters and one- to two-digit numerals. Shylee can oproduce a sentence and write it on her pher paper. When prompted, she uses the Needs: Shylee has difficulty spelling mneeds support in spelling words with twand to write two or more sentences in separagraph.  Impact of the Disability: Shylee's eligib		
Performance Area:	ELD	
Category:	English Language Development	
Assessment/Monitoring Process Used:	Progress report, Work Samples, Teacher Questionnaire, Observation, Informal	
State/District Assessment Results:	ELPAC	
Current Performance/Assessment Summa	ary (include student strengths, student needs and impact of disability on student performance):	
is on the 'Moderate Developed' perform for the Reading and Writing portion of t Shylee's Oral Language overall score is	English Language Proficiency for California (ELPAC) summative assessment, Shylee's overall score is 1502, which ance level. Shylee's Listening and Speaking skills are 'Well Developed.' She scored in the 'Somewhat/Moderately' the ELPAC. Shylee is to access and engage with and achieve grade level standards as a first language learner.  s 1555, which is on the 'Well Developed' performance level. She can effectively interact and collaborate with her e her needs clearly and demonstrated knowledge of content taught through collaborative conversations and oral	
	ng coherent sentences in which the development and organization are appropriate to the writing task. She has iting. She scored at the 'Somewhat, Moderately' stage on the writing portion of the ELPAC.	

Impact of Disability: Shylee's eligibility of Other Health Impairment (OHI) impairs her ability to generate a sentence, which impacts her ability to be involved and progress in the English Language Development curriculum.

# Page 12 of 37 INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Student ROSS SHYLEE Date of Birth 17-OCT-2014 Meeting Date 01-MAR-2023 First MI **Section E: Present Level of Performance** Performance Area: Math Category: Math Assessment/Monitoring Process Used: Math Progress report, Work Samples, Teacher Questionnaire, Observation, Sm group State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Cluster/Test Standard Score (SS) Standard Score Classification BROAD MATH 73 (70-76) Low Applied Problems 76 (70-81) Low Calculation 80 (77-84) Low Average Math Facts Fluency 69 (63-75) Very Low Broad Mathematics is a comprehensive measure of Shylee's math achievement, including math calculation skills, problem solving, and the ability to solve simple addition and subtraction quickly. Shylee demonstrated low to very low range abilities in areas of math calculation and applied math concepts. She has difficulties in working quickly and efficiently with her given testing time. Overall, Shylee's Broad Math is in the low range with a SS of 73. Strengths: Shylee can read, write and order numbers to the hundreds. Shylee can add numbers to 20 without regrouping. She can use a ruler to determine the length of an object to the nearest inch. She uses her fingers when adding or subtracting numbers. Needs: Shylee shows reversals when writing the digits 9. Shylee is not yet able to add numbers up to 20 or subtract from 20 with fluency and automaticity. She struggles when given calculation tasks involving addition of two to three two-digit numbers with regrouping. She has difficulty applying addition and subtraction skills on word problems that involve joining, separating or comparing and the start, the change or the result of the word problem is unknown. Impact of the Disability: Shylee's eligibility of Other Health Impairment (OHI) impairs her ability to solve calculation and word problems, which affect her involvement and progress in the general education math curriculum. Performance Area: V Category: Assessment/Monitoring Process Used: State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):

Student	es Unified Scho							
Student	ROSS	SHYLE			Date of Birth	17-OCT-2014	Meeting Date	01-MAR-202
	Last	Firs			t Level of Perforn	nance		
erformance	e Area:		Behavior Support	Plan				
ategory:			Behavior Interven	ntion	~			
ssessment/	Monitoring Proce	ess Used:	Review of Cumm	Records, Teacher ar	nd Parent Questionna	nire, Observations		
ate/Distric	t Assessment Res	sults:	FBA					
arrent Perf	Formance/Assessn	nent Summary	(include student st	rengths, student nee	eds and impact of dis	ability on student perforn	nance):	
her languag	ge. She can comm	nunicate her n	eeds clearly.			ocializing. She is extreme	•	
difficulty w	vith holding a frie	ndship at scho	ool. Shylee has exce	ellent language abili	vities. She shared that ty. She is good at ex er dog. She is an arti	t Shylee is good at being pressing her emotions esp stic student.'	a friend, however, secially during an in	is having neident
home are ta	antrums. Shylee s	creams when	she doesn't like to d	lo what she is asked	to do such as home	chaviors which might affe work. Ms. Ross reported i lity to access the curriculu	ncidents of when S	
					hylee's parent due to ession and verbal pro	concerns in the area of en	notional behavior.	The
shoving) w	hen it is not part	of an instructi	on or school activit		is defined as any occ	n's body with an open or ourrence of saying 'no', 'I d		
school days	s. However, it is o	observed that	Shylee struggled wi	th staying seated, fo		nducted by 3 independent -control and Argue with I scial aggression.		
erformance	e Area:		Behavior Support	Plan Continues				
ategory:			Behavior Interver	ntion	•			
cceccment/	Monitoring Proce	ess Used:	Review of Cumm	D 1 T 1	nd Dorant Quactionne	ina Obsamiations		
SSCSSIIICIIU.	t Assessment Res	sults:		Records, Teacher at	id i arciit Questioiilia	iire, Observations		
			FBA	Records, Teacher ar	id i arciii Questioniia	iire, Observations		
state/Distric	formance/Assessn	nent Summary		·		ability on student perforn	nance):	
tate/Distric furrent Performance Based on di likely to en	lirect assessment and agage in peer conf	A-B-C analysi flict (100%) d	(include student st is, during Shylee's c uring a whole group	rengths, student nee observations, Shylee o instruction (33%),	eds and impact of dis would engage in Ar independent work ti	ability on student perform gue with Peer Behaviors me, and/or in unstructure	throughout the day. d time (33%).	
tate/Distric urrent Perfo Based on d likely to en Across the engages in (100%). Sh	lirect assessment a gage in peer conf e 10-hour observa peer conflict at a	A-B-C analysiflict (100%) dition period, the average rate	y (include student st is, during Shylee's curing a whole group are were a total of 3 of .30 times per ho	rengths, student nee observations, Shylee o instruction (33%), occurrences of Arg ur. Consequently, w	eds and impact of dis would engage in Ar independent work ti gue with Peers behav hen engaging in non	ability on student perforn	throughout the day. d time (33%). ging from 0-1 times lee received adult a	s. She
tate/Distric urrent Performance Based on dilikely to en Across the engages in (100%). Sh with adult. Based on t	lirect assessment agage in peer conflict at an appear conflict at an appear was least like	A-B-C analys: flict (100%) di tion period, th n average rate tely to engage	(include student st is, during Shylee's ouring a whole group are were a total of 3 of .30 times per ho in argue with peer	rengths, student nee observations, Shylee o instruction (33%), 3 occurrences of Arg ur. Consequently, w when she is engaged	eds and impact of dis would engage in Ar independent work ti gue with Peers behav then engaging in non d in a preferred activ	ability on student perform gue with Peer Behaviors me, and/or in unstructured ior observed session, rang- compliant behavior, Shy	throughout the day.d time (33%). ging from 0-1 times lee received adult a tivities and during	s. She attention 1-1 time
ate/Distric urrent Performance Based on dikely to en Across the engages in (100%). Sh with adult. Based on to were engage The anteces	lirect assessment agage in peer confict at an appear conflict at an appear was least like the Planned Actived during 87% or edent that may triged during the pear that may triged the pear that may be pear that may be pear to pear the pear that may be pear	A-B-C analysiflict (100%) dition period, the naverage rate tely to engage ity Check (PLf intervals.	(include student st is, during Shylee's curing a whole group are were a total of 3 of .30 times per ho in argue with peer	rengths, student nee observations, Shylee o instruction (33%), 3 occurrences of Arg ur. Consequently, w when she is engaged ow that Shylee's per	eds and impact of dis would engage in Ar independent work ti gue with Peers behav hen engaging in non d in a preferred activ	ability on student perform gue with Peer Behaviors me, and/or in unstructured ior observed session, rang- compliant behavior, Shy ity, drawing, P.E., 'fun' ac	throughout the day, d time (33%). ging from 0-1 time: lee received adult a tivities and during	s. She attention 1-1 time
tate/Distric urrent Performance Based on delikely to en Across the engages in (100%). Sh with adult. Based on to were engage The anteces attention (1	irect assessment agage in peer conflict at an applee was least like the Planned Actived during 87% of eachert that may trig 100%).	A-B-C analysiflict (100%) dition period, the naverage rate tely to engage ity Check (PL f intervals.	(include student st is, during Shylee's curing a whole group are were a total of 3 of .30 times per ho in argue with peer	rengths, student nee observations, Shylee o instruction (33%), 3 occurrences of Arg ur. Consequently, w when she is engaged ow that Shylee's per	eds and impact of dis would engage in Ar independent work ti gue with Peers behav hen engaging in non d in a preferred activ	ability on student perform gue with Peer Behaviors me, and/or in unstructured ior observed session, rang- compliant behavior, Shy ity, drawing, P.E., 'fun' ac ngagement averaged 83%	throughout the day, d time (33%). ging from 0-1 time: lee received adult a tivities and during	s. She attention 1-1 time

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Page	14	ot	37

## INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Student ROSS SHYLEE Date of Birth 17-OCT-2014 Meeting Date 01-MAR-2023 First MI **Section E: Present Level of Performance** Performance Area: Sensorimotor skills Category: Sensorimotor Assessment/Monitoring Process Used: Observation, interview, standardized assessment, work samples State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Student's areas of strengths: Shylee is an active and energetic eight-year-old 2nd grade student at Woodlake ECC. She enjoys playing and caring for her siblings, drawing and being active. She reports liking P.E. and free play time. Shylee demonstrates many strengths that allow her to access the general education curriculum. She demonstrates the neuromuscular foundation and physical skills necessary to access her environment and classroom, as she is able to transition from sit to stand and pick up items from the floor without assistance. She is accessing all school areas without assistance. Her range of motion is functional to access classroom shelves and desk space. Shylee demonstrates functional visual skills in order to differentiate between shapes, letters, numbers, colors, and symbols. She is able to track objects in space allowing her to play playground games. As well as scan from one target to another with smooth movements. She is able to look through her environment to find needed or wanted items. When attending she is able to track form the black board to her paper and back for copying. Shylee demonstrates functional fine motor and manipulation skills to access classroom materials and items. On the BOT-2 she had a fine manual control composite standard score of 47 (38th percentile) which falls in the average range. She is able to hold her pencil with a functional righthanded lateral tripod grasp which allows her sufficient movement for making smooth accurate marks. She is able to manipulate scissors open her own notebooks and manipulate small items. Shylee demonstrates the sensory motor skills for writing accurately with her using appropriate legible formation and her writing having age appropriate spacing, sizing and horizontal alignment. In the area of sensory motor coordination, Shylee on the BOT-2 manual coordination composite had a standard score of 46 (35th percentile) which falls in the average range. (areas of strength continued on next page) Performance Area: Sensorimotor skills Category: Sensorimotor Assessment/Monitoring Process Used: Observation, interview, standardized assessments, work samples State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Area of strengths continued: Shylee has sufficient motor coordination for her to participate in playground game as she is able to follow multiple step motor tasks with typical prompting and directions as peers and able to create new and original tasks as well. Shylee while having a high level of energy does not demonstrate difficulties modulation in arousal and maintains an appropriate arousal throughout the day for learning. Shylee does not show deficits in proprioceptive discrimination, nor does she show deficits in vestibular or tactile discrimination or modulation at this time.

Student's areas of needs: Shylee demonstrates some difficulties in the areas of spelling and writing with her reported to have letter reversals and misspellings while independently writing or copying from the board. Based on this assessment Shylee has the tracking skills for copying. In the classroom she misspelled when copying from the board when she read the sentence and then wrote it down without tracking back again. This indicates that she relied on her phonetic knowledge to spell the word rather than tracking or copying skills. In the OT assessment she tracked back and forth several times with her being motivated to complete the task to move on to outdoor 'play' with the OT. This difference in performance when combined with visual processing scores on DTVPS given by the school psychologist (Visual Discrimination (scale score of 9), Form constancy (scale score of 12), and Visual closure (scales score of 9); in the average range) and her performance in visual skills with the OT indicate that attention to task and the speed at which task was completed impacted her accuracy and spelling more so than visual tracking skills or visual processing skills. This appears true for her reversal of the b and d which was observed reversed when copying in the classroom and not in the OT assessment. An accommodation that may help with her attention to copying from near point or far point is to either block or remind Shylee to focus on single lines and to slow down. (Areas of needs continued on Next page )

	individualiz t	ZED EDUCATION PROGRAM (IEP)	
s Angeles Unified School District Student ROSS SHYI		Date of Birth 17-OCT-2014	Meeting Date 01-MAR-2023
Last F	First MI	D. A. L. C. C.	
C .		Present Level of Performance	
rformance Area:	Sensorimotor skills Part2		
tegory:	Sensorimotor	<u> </u>	
sessment/Monitoring Process Used:	Observation, interview, stand	lardized assessment, work samples	
nte/District Assessment Results:			
rrent Performance/Assessment Summ	ary (include student strengths, stu	udent needs and impact of disability on student perform	nance):
nderlying cause. Shylee was observed nese tasks in smaller parts with stretch istractive fidget during longer required tool, cushion or allowed to stand at he impact of disability on academic and of	to fidget more when the task was , movement and wiggle breaks in d listening or work periods, as we r desk as long as she is on task. overall performance:	y processing skills and sensory arousal and modulation is more difficult or she was less interested. Shylee may accorporated into the assignment time. She may also benell as flexible seating during assignments, which may in the general education curriculum for this performance a	benefit from being given efit from the use of a non- iclude use of stool, wiggle
formance Area:			
tegory:		<b>v</b> )	
sessment/Monitoring Process Used:			
nte/District Assessment Results:			
urrant Darformonca/Assassment Summ	norry (include ctudent etrenothe et	udent needs and impact of disability on student perforn	nonce):

	Unified School Distri			UALIZED EDUCATION P				
c 1: 11		YLEE		Date o	f Birth	17-OCT-2014	Meeting Date	e 01-MAR-2023
c 1: 11	Last	First	MI	Section F: Eligibilit	v			
applicable, a	areas discussed related to	o disability or su	spected disab	=	•			
Specific Learn	ning Disability (SLD) in	cluding but not	limited to dys	slexia, Other Health Impairm	nent (OF	II) due to characterist	ics of ADHD, rule ou	ıt
Emotional Dis	sturbance (ED) due to el	evated concerns	s with depress	sion and anxiety				
SSPT, small g monitored thre	ree times a day and sent to be of hundreds chart and	on since October between home a	r 2022 for 30 and school; us	ity: minute sessions 3 times a w se of apps such as Amplify a to help with homework; pai	nd Zearn	; preferential seating;	small group work; or	ne-on-one
Eligible as a st	tudent with the disability	of:						
Code:	OHI	Other Hea	ılth Impairme	ent				
(	ONot Applicable,	OBlind or	ŗ	OPartially Sighted				
	w Incidence Eligibility (	only for VI, DB	L, DEA, HOI	• •				
Code:								
(	ONot Applicable,	OBlind or		OPartially Sighted				
No Longer	Eligible (Effective							
Date):	inal IEP, the student rem	ains eligible for	Special Educ	cation Services until the Effe				
No Longer Date):  This is a Firmal IEP Reason	inal IEP, the student remson:	-		Final II	EP Effec	tive Date:		
No Longer Date):  This is a Firmal IEP Reason	inal IEP, the student remson:  n has considered and ag	-	ducational n	Final II	EP Effec primari	tive Date:		
No Longer Date):  This is a Find IEP Reason Social M	inal IEP, the student remson:	-	ducational n	Final II	EP Effec primari	tive Date:  ily due to:	ck of instruction in re	C

Los Angeles Unified Sch	ool District	INDIVIDUALIZED EDUC	EATION PROGRAM (IEP)	Page 17
Student ROSS	SHYLEE		Date of Birth 17-OCT-2014	Meeting Date 01-MAR-2023
Last	First	MI		
	·	Section G: Annual G		
		<u> </u>	Annual G n teacher prompts as measured with a word	
assessment in 2 out of 3 tria	is with 90% accuracy.			
Progress on annual goals to provided at either Progress I	be reported to parents by co Report or Report Card perio	ds.	Progress and Achievement from Current IE	P" form(s) which will be
		Methods of	Evaluation	
State Assessments Observation Other	Norm Portfo	Referenced lio	<ul><li>✓ Criterion Referenced</li><li>✓ Work Samples</li></ul>	Curriculum Based Informal
ncremental objective #1 r	elated to the goal:		Incremental objective #2 related to the	ne goal:
Shylee will decode 3 to 5 n	nultisyllabic words in isolati measured with a word list of		Shylee will decode 5 to 7 multisyllabic minimum teacher prompts as measured assessment in 2 out of 3 trials with 90%	words in isolation and/or in text with with a word list or a reading fluency
Date to be achieved:	July 2023		Date to be achieved: November ACHIEVEMENT FROM CURRENT IE	
		FYPI ANATI	ON OF MARKS	
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROC	GRESS (50-99% of goal	2 PARTIAL PROGRESS (1-49% of go	pal met) 1 NO PROGRESS
1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary	Goal Achievement
Date:	Date:	Date:	Only) Date:	
Duo amasa Maulsi	Duo ouooo Mouly	Duo ono o Montre	Duo curaca Mantra	Objective 1 Met:
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	O Yes O No
Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Objective 2 Met:  Yes No
O Yes O No	O Yes O No	O Yes O No	O Yes O No	If "No" please explain:
	If "No" please comment:	If "No" please comment:	If "No" please comment:	
If "No" please comment:		Needs More Time	Needs More Time	

aa Amaal TT- *# 1 0 1		INDIVIDUALIZED EDUC	ATION PROGRAM (IEP)	Page 18
Los Angeles Unified Scl Student ROSS	SHYLEE		Date of Birth 17-OCT-2014	Meeting Date 01-MAR-2023
Last	First	MI	Date of Birtii 17-0C1-2014	Wieeting Date 01-MAR-2025
24.50	111,00	Section G: Annual G	oals and Objectives	
ormance Area:	Behavior Support #1	Category: Bel	navior Intervention   Annual C	Goal #: 2
			strategies (e.g., deep breathing, counting, so tive weeks as measured by teacher data col	
	be reported to parents by cor Report or Report Card period	s.	rogress and Achievement from Current II	EP" form(s) which will be
$\neg$		Methods of		
State Assessments		Referenced	Criterion Referenced	Curriculum Based
Observation	Portfol	io	Work Samples	✓ Informal
Other     oremental objective #1 :			Incremental objective #2 related to t	
than raising her voice, pro	deep breathing, counting, squ testing, by using in 4 out of 5 sured by teacher data collection	opportunities per day for 2	raising her voice, protesting, by using consecutive weeks as measured by teach	in 4 out of 5 opportunities per day for 2 cher data collection.
Date to be achieved:	July <b>2</b> 023	₩O/YR	Date to be achieved: Novemb	er <b>∨</b> 2023 <b>∨</b> MO/YR
Date to be achieved:		RT OF PROGRESS AND A	CHIEVEMENT FROM CURRENT IE	
Date to be achieved:  4 GOAL MET OR EXCEPDED	IEP REPOI	RT OF PROGRESS AND A		EP
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROG	RT OF PROGRESS AND A  EXPLANATION  ERESS (50-99% of goal	CHIEVEMENT FROM CURRENT IE ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g	EP
4 GOAL MET OR EXCEEDED 1st Reporting Period	IEP REPOI	RT OF PROGRESS AND A	CHIEVEMENT FROM CURRENT IE ON OF MARKS	EP oal met) I NO PROGRESS
4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROGmet) 2nd Reporting Period	RT OF PROGRESS AND A  EXPLANATION  EXECUTE: EXPLANATION  EXECUTE: EXPLANATION  EXECUTE: EXPLANATION  EXPLANAT	CHIEVEMENT FROM CURRENT IE ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g  4th Reporting Period (Secondary	EP oal met) I NO PROGRESS
4 GOAL MET OR EXCEEDED  1st Reporting Period  Date:	3 SUBSTANTIAL PROG met)  2nd Reporting Period Date:	RT OF PROGRESS AND A  EXPLANATION  RESS (50-99% of goal)  3rd Reporting Period  Date:	CHIEVEMENT FROM CURRENT IE ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g  4th Reporting Period (Secondary Only) Date:	EP oal met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED  1st Reporting Period  Date:	3 SUBSTANTIAL PROGmet) 2nd Reporting Period	RT OF PROGRESS AND A  EXPLANATION  EXECUTE: EXPLANATION  EXECUTE: EXPLANATION  EXECUTE: EXPLANATION  EXPLANAT	CHIEVEMENT FROM CURRENT IE ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g  4th Reporting Period (Secondary Only)	coal met)  I NO PROGRESS  Goal Achievement  Objective 1 Met:
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4 GOAL MET OR EXCEEDED  1st Reporting Period  Date:  Progress Mark:	3 SUBSTANTIAL PROG met)  2nd Reporting Period Date:	RT OF PROGRESS AND A  EXPLANATION  RESS (50-99% of goal)  3rd Reporting Period  Date:	CHIEVEMENT FROM CURRENT IE ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g  4th Reporting Period (Secondary Only) Date:	CP  Oal met)  1 NO PROGRESS  Goal Achievement  Objective 1 Met:
4 GOAL MET OR EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?	3 SUBSTANTIAL PROGmet) 2nd Reporting Period Date:  Progress Mark: Is progress sufficient to	RT OF PROGRESS AND A  EXPLANATION  RESS (50-99% of goal  3rd Reporting Period  Date:  Progress Mark:  Is progress sufficient to	CHIEVEMENT FROM CURRENT IE ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g  4th Reporting Period (Secondary Only) Date:  Progress Mark:  Is progress sufficient to meet annual	CP  Oal met)  I NO PROGRESS  Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:
4 GOAL MET OR EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No	3 SUBSTANTIAL PROGmet)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?	RT OF PROGRESS AND A  EXPLANATION  RESS (50-99% of goal)  3rd Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?	CHIEVEMENT FROM CURRENT IE ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g  4th Reporting Period (Secondary Only) Date:  Progress Mark:  Is progress sufficient to meet annual goal?	CP  Oal met)  I NO PROGRESS  Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No
4 GOAL MET OR EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:	JEP REPORT  3 SUBSTANTIAL PROGRAM met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:	RT OF PROGRESS AND A  EXPLANATION  RESS (50-99% of goal  3rd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:	CHIEVEMENT FROM CURRENT IE ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g  4th Reporting Period (Secondary Only) Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:	CP  Oal met)  I NO PROGRESS  Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No
4 GOAL MET OR EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess	JEP REPORT  3 SUBSTANTIAL PROGRAM met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess	RT OF PROGRESS AND A  EXPLANATION  RESS (50-99% of goal)  3rd Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time  Excess	CHIEVEMENT FROM CURRENT IE ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g  4th Reporting Period (Secondary Only) Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No	CP  Oal met)  I NO PROGRESS  Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No
4 GOAL MET OR EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy	JEP REPORT  3 SUBSTANTIAL PROGRAM met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy	RT OF PROGRESS AND A  EXPLANATION  RESS (50-99% of goal)  3rd Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time  Excess  Absence/Tardy	CHIEVEMENT FROM CURRENT IE  ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g  4th Reporting Period (Secondary Only) Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed	CP  Oal met)  I NO PROGRESS  Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No
4 GOAL MET OR EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not	JEP REPORT  3 SUBSTANTIAL PROGRAM met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not	RT OF PROGRESS AND A  EXPLANATION  RESS (50-99% of goal)  3rd Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time  Excess  Absence/Tardy  Assignments Not	CHIEVEMENT FROM CURRENT IE  ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g  4th Reporting Period (Secondary Only) Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	CP  Oal met)  I NO PROGRESS  Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No
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Los Angeles Unified Sch	ool District	I	NDIVIDUAL	IZED EDUCA	ATION PROGRA	AM (IEP)			-
Student ROSS	SHYLEE				Date of Birth	17-OCT-201	4	Meeting Date	01-MAR-2023
Last	First		MI					8	
					oals and Object				
formance Area:  With guidance and support f	ELD-Writing		ategory:		lish Language De		Annual Goal		
with minimum adult prompt  Progress on annual goals to						,	Current IEP" f	orm(s) which wi	II be
provided at either Progress I			S.	Methods of 1		venient from v		orm(s) which wi	00
State Assessments		Norm F	Referenced	Mictious of		Referenced		Curriculu	m Rased
Observation Other		Portfoli			Work Sam			✓ Informal	III Based
Incremental objective #1 r	elated to the goal:				Incremental of	ojective #2 re	lated to the g	oal:	
With guidance and support which the development/ org with minimum adult promp 2 out of 3 trials with 90% a	ganization are appropriate as measured with	priate to t	the task and/ or	purpose	which the deve	lopment/ orga t prompt as me	nization are ap asured with a	propriate to the ta	4 coherent sentences is ask and/ or purpose with writing rubric in 2 c
Date to be achieved:	July	2023	<b>▼</b> N	MO/YR	Date to be achie	eved:	November	2023	<b>₩</b> MO/YR
	IE	P REPOF	RT OF PROGI	RESS AND A	CHIEVEMENT	FROM CUR	RENT IEP		
	IE	P REPOF			CHIEVEMENT ON OF MARKS	FROM CUR	RENT IEP		
4 GOAL MET OR EXCEEDED	3 SUBSTANTL met)		E	EXPLANATIO				net)	1 NO PROGRESS
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Los Angeles Unified Sch	ool District	I	NDIVIDUA	LIZED EDUC	CATION PROGR	AM (IEP)				-
Student ROSS	SHYLEE				Date of Birth	17-OCT-2	014	Mee	ting Date 01-MA	R-2023
Last	First		MI	C. A	S11 Obi					
S	Math #1			G: Annual C	Goals and Object	ves	Annual Goa	1 <i>4</i> 1.	4	
When given 3-5 word problem			ategory:							$\exists$
the correct answer with min  Progress on annual goals to provided at either Progress I	be reported to paren	ts by com	npleting the "							
provided at citier 1 rogress 1	report of Report Cur	u perious	3.	Methods of	Evaluation					
State Assessments		Norm R	Referenced		Criterion 1	Referenced			Curriculum Based	
Observation		Portfoli	io		✓ Work San	ples		<b>✓</b>	Informal	
Other										
Incremental objective #1 r When given 1-2 word prob		tion up to	20 Shylas :	vill usa	Incremental o	•		0	tion from up to 20,	Shulae will
counters, tally marks or pla	•					_	_		e at the correct answ	
minimal teacher prompts in									6 accuracy, as meas	
teacher observation and stu			<i>J</i> ,	,	observation an				•	,
Date to be achieved:	July 🗸	2023	~	MO/YR	Date to be achi	eved:	November	~	2023	MO/YR
Date to be achieved:	July	2023	~		Date to be achi		November	~	2023	MO/YR
Date to be achieved:				GRESS AND A	CHIEVEMENT			<b>v</b>	2023	MO/YR
Date to be achieved:  4 GOAL MET OR		PREPOR	RT OF PROC	GRESS AND A	CHIEVEMENT ON OF MARKS	FROM CU				MO/YR
4 GOAL MET OR EXCEEDED	3 SUBSTANTIA met)	P REPOR	RT OF PROO	GRESS AND A EXPLANATI % of goal	CHIEVEMENT ON OF MARKS 2 PARTIAL P	FROM CU	TRRENT IEP	met)	1 NO PR	
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Los Angeles Unified Sch		INDIVIDUALIZED EDUC	CATION PROGRAM (IEP)	•
Student ROSS	SHYLEE		Date of Birth 17-OCT-2014	Meeting Date 01-MAR-2023
Last	First	MI		
	N 11 P 2 1	Section G: Annual C		1.11
		8,	cial Emotional Annual Go nizing different opinions, making encouragin	
	be reported to parents by cor Report or Report Card period	ls.	Progress and Achievement from Current IEF	" form(s) which will be
<b>7</b>	<u> </u>		Evaluation	
✓ State Assessments ✓ Observation	Norm D	Referenced	Criterion Referenced Work Samples	<ul><li>✓ Curriculum Based</li><li>✓ Informal</li></ul>
Other	Teacher Ing		work samples	momai
Incremental objective #1 r			Incremental objective #2 related to the	a moal:
making encouraging comminterest for others) in 2 out	chaviors that promote positive ments, inviting others into a gr of 4 trials per counseling ses ing, visuals) as measured by	roup, identifying areas of sion with moderate adult	Shylee will demonstrate behaviors that p recognizing different opinions, making e group, identifying areas of interest for ot session with moderate adult support (mo counselor observation.	ncouraging comments, inviting others i hers) in 3 out of 4 trials per counseling
Date to be achieved:	July <b>2</b> 023	<b>▼</b> MO/YR	Date to be achieved:	2023 • MO/YF
Date to be achieved:	, , ,	RT OF PROGRESS AND A	ACHIEVEMENT FROM CURRENT IEF	2023
4 GOAL MET OR	IEP REPOI	RT OF PROGRESS AND A		
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Los Angeles Unified Sch	nool Distric	t	1	INDIVIDU	ALIZED EDUC	CATION PROGR	AM (IEP)					
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Last		First		MI			.•					
	N. F. d. 1/10					Goals and Objec		. 10	1 11			
ormance Area:  When given 7-10 problems,	Math #2			ategory:	Ma		~	Annual G		6		$\overline{}$
measured by informal asses					"IEP Report of	Progress and Achie	evement from	n Current IF	P" form	(s) which wil	l he	
rovided at either Progress					_	Evaluation	vement noi	ii Current IL	1 101111	(3) WINCH WI	100	
State Assessments			Norm I	Referenced			Referenced			Curriculur	n Based	
Observation			Portfol			Work San			<b>✓</b>	Informal		
Other												
ncremental objective #1 r When given 3-5 problems, subtraction within 20 using measured by informal asse	Shylee will g the Touch N	demonst Math Stra	ategies w	ith 90% ac		When given 5 subtraction wi measured by in	7 problems, thin 20 using	Shylee will og the Touch N	lemonst Iath Stra	tegies with 9		
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Los Angeles Unified Sch		INDIVIDUALIZED EDUC	ATION PROGRAM (IEP)	-
Student ROSS	SHYLEE		Date of Birth 17-OCT-2014	Meeting Date 01-MAR-2023
Last	First	MI Section Co Annual C	Scale and Objectives	
Formance Area:	Writing	Section G: Annual G Category: Wr.	iting Annual C	Goal #: 7
		- · ·	rds using double vowel sounds 19 out of 20	
-	sroom papers and will demons ured by student work samples		i, ie, ea, etc. inclusive of all double vowel c	ombinations) in 3 out 5 trials
Progress on annual goals to provided at either Progress !	be reported to parents by cor Report or Report Card period	npleting the "IEP Report of F ls.  Methods of	Progress and Achievement from Current IE	EP" form(s) which will be
State Assessments	Norm	Referenced	Criterion Referenced	Curriculum Based
Observation	Portfo		Work Samples	✓ Informal
Other				
words using double vowel written, classroom papers a etc. inclusive of all double	related to the goal: wel combination visuals, Shy sounds 7 out of 10 times in u and will demonstrate ability i vowel combinations) in 3 ou tudent work samples and teach	nedited, spontaneously n all settings. (oa, ie, ea, t 5 trials with 80%	using double vowel sounds 12 out of 1: classroom papers and will demonstrate	ation visuals, Shylee will correctly spell w 5 times in unedited, spontaneously written ability in all settings. (oa, ie, ea, etc. incl out 5 trials with 80% accuracy as measur
		J		
Date to be achieved:	July 2023		Date to be achieved: Novemb	
Date to be achieved:		RT OF PROGRESS AND A	CHIEVEMENT FROM CURRENT IE	2025
Date to be achieved:  4 GOAL MET OR EXCEEDED		RT OF PROGRESS AND A EXPLANATI		PP
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### A GOAL MET OR EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess	JEP REPORT SUBSTANTIAL PROOF met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess	RT OF PROGRESS AND A  EXPLANATI  FRESS (50-99% of goal  3rd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess	ACHIEVEMENT FROM CURRENT IE  ON OF MARKS  2 PARTIAL PROGRESS (1-49% of go  4th Reporting Period (Secondary Only) Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Objective 1 Met:  Yes No Objective 2 Met:  Yes No
### AGOAL MET OR EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	IEP REPORMET  3 SUBSTANTIAL PROCEMENT  2nd Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	RT OF PROGRESS AND A  EXPLANATI  GRESS (50-99% of goal  3rd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	ACHIEVEMENT FROM CURRENT IE  ON OF MARKS  2 PARTIAL PROGRESS (1-49% of go  4th Reporting Period (Secondary Only) Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed	Objective 1 Met:  Yes No Objective 2 Met:  Yes No
### AGOAL MET OR EXCEEDED  Ist Reporting Period  Date:  Progress Mark:	JEP REPORT SUBSTANTIAL PROOF met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed	RT OF PROGRESS AND A  EXPLANATI  GRESS (50-99% of goal  3rd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed	ACHIEVEMENT FROM CURRENT IE  ON OF MARKS  2 PARTIAL PROGRESS (1-49% of go  4th Reporting Period (Secondary Only) Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Objective 1 Met:  Yes No Objective 2 Met:  Yes No

	ool District	INDIVIDUAL	ZED EDUCATIO	N PROGRAM (IEP)			
Student ROSS	SHYLEE		Dat	e of Birth 17-OCT-2	2014	Meeting Date	01-MAR-2023
Last	First	MI	S. A	1 Ob. : t'			
	1		G: Annual Goals a		. 10		
Shylee will independently pra	ehavior Support #2	Category:		Intervention V	Annual Goal		
measured by teacher data col		y completing the "TE	D Paport of Program	s and Ashiavament fro	om Current IED"	form(s) which will	lba
provided at either Progress R	eport or Report Card pe	eriods.	Methods of Evalu		in current illi	iorin(s) which whi	
State Assessments	□ No	orm Referenced		Criterion Referenced		Curriculum	n Based
Observation Other		ortfolio	<u> </u>	Work Samples		Informal	. Buseu
Men provided with verbal are solution strategies (e.g., m per day for 2 consecutive we	and modeling prompts, naking a deal, walking a	way) in 2 out of 5 op	conflict Wistr	remental objective #2 nen provided with a ver ategies (e.g., making a nsecutive weeks as mea	bal reminder, Sh deal, walking aw	cylee will practice coray) in 3 out of 5 op	
Date to be achieved:		EPORT OF PROGE		e to be achieved: VEMENT FROM CU	Tievellieer	2023	<b>▼</b> MO/YR
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PI			PARTIAL PROGRESS	(1-49% of goal	met) I	NO PROGRESS
1st Reporting Period	2nd Reporting Period	d 3rd Reportin	ng Period 4th	Reporting Period (Se	condary	Goal Achievemen	nt
Date:	Date:	Date:	Onl	<i>i</i> )			
			Date	::			
Progress Mark:	Progress Mark:	Progress Mar	k: Pro	gress Mark:		Objective 1 Me	t:
						O yes O N	lo
						Objective 2 Me	t·
Is progress sufficient to meet annual goal?	Is progress sufficient t meet annual goal?	to Is progress su meet annual		rogress sufficient to me?	eet annual	O Yes O N	
O Yes O No	O Yes O No	O Yes O	-	Yes O No			
						If "No" please e	explain:
If "No" please comment:	If "No" please comme	ent: If "No" pleas	e comment: If "I	No" please comment:			
Needs More Time	Needs More Time		Iore Time	Needs More Time			
☐ Excess	Excess Absence/Tardy	L Excess Absence/Tard	ly	Excess Absence/Tardy Assignments Not Com			
Absence/Tardy	Assignments Not	☐ Assignm	•	Need to review/revise	-		
Assignments Not		Completed					
Assignments Not Completed	Completed			Other			
Assignments Not		Need to review/revise	Goal	Other			

Los Angeles Unified Sch	ool District	IN	NDIVIDUAI	LIZED EDUCA	ATION PROGRA	AM (IEP)			Page 25
Student ROSS	SHYLEE				Date of Birth	17-OCT-20	4	Meeting Date	01-MAR-2023
Last	First		MI					8	
					oals and Object				
When presented with a chall	Behavior/Voc		tegory:		avior Intervention		Annual Goal		
of engaging in off task beha		,			,			orm(s) which wi	II be
provided at either Progress I				Methods of 1	-			(-)	
State Assessments		Norm R	eferenced	Wicthous of		Referenced		Curricului	m Based
Observation  Other		Portfolio			Work Sam			✓ Informal	III Based
Incremental objective #1 r	elated to the goal:				Incremental ol	piective #2 r	elated to the g	oal:	
When presented with a cha (e.g., ask for help, ask teach engaging in off task behavi as measured by teacher data	her for clarification of opportunity in 80% of opportunity in the second	or rephrase	e directions)	instead of	(e.g., ask for he	elp, ask teach task behavio	er for clarificati rs in 80% of op	on or rephrase di	ctional communicati rections) instead of wo consecutive week
Date to be achieved:	July	2023	•	MO/YR	Date to be achie	eved:	November	2023	₩O/YR
	IEI	P REPOR	T OF PROG	RESS AND A	CHIEVEMENT	FROM CUF	RENT IEP		
				EXPLANATI(	ON OF MARKS				
	3 SUBSTANTIA	L PROGR	ESS (50-99%)	6 of goal	2 PARTIAL P.	DOCDECC (1	-49% of goal n	net)	I NO PROGRESS
4 GOAL MET OR EXCEEDED	met)			C	2 IMMINE I	KOGKESS (1	is you or gourn		
	met)  2nd Reporting P	eriod	3rd Report		4th Reporting	`	-	Goal Achieveme	ent
EXCEEDED	,	eriod	3rd Report Date:			`	-	Goal Achieveme	ent
EXCEEDED  1st Reporting Period	2nd Reporting P	eriod		ing Period	4th Reporting Only)	`	-	Objective 1 Mo	et:
EXCEEDED  1st Reporting Period  Date:	2nd Reporting P	eriod	Date:	ing Period	4th Reporting Only) Date:	`	-		et:
Ist Reporting Period Date:  Progress Mark:	2nd Reporting P. Date:  Progress Mark:		Date:	ing Period	4th Reporting Only) Date:  Progress Mark:	Period (Seco	ndary	Objective 1 Mo	et: No
EXCEEDED  1st Reporting Period  Date:	2nd Reporting P	ient to	Date:	ing Period  ark:	4th Reporting Only) Date:	Period (Seco	ndary	Objective 1 Mo	et: No et:
EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to	2nd Reporting P Date:  Progress Mark:  Is progress suffici	ient to ?	Date:  Progress Ma	ing Period  ark:  sufficient to goal?	4th Reporting Only) Date:  Progress Mark:  Is progress suffi	Period (Seco	ndary	Objective 1 Mo	et: No et: No
EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?	2nd Reporting P. Date:  Progress Mark:  Is progress suffici meet annual goal?	ient to ?	Progress Males Is progress meet annual	ing Period  ark:  sufficient to goal?	4th Reporting Only) Date:  Progress Mark:  Is progress suffigoal?	Period (Seco	ndary	Objective 1 Mo Objective 2 Mo Objective 2 Mo Oyes	et: No et: No
EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No	2nd Reporting P Date:  Progress Mark:  Is progress suffici meet annual goal?  Yes No	ient to ?	Progress Males Is progress meet annual  Yes  If "No" plea	ing Period  ark:  sufficient to goal?  No	4th Reporting I Only) Date:  Progress Mark:  Is progress suffi goal?  Yes N	Period (Seco	ndary	Objective 1 Mo Objective 2 Mo Objective 2 Mo Oyes	et: No et: No
EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess	Progress Mark:  Is progress sufficiment annual goal?  Yes No If "No" please con  Needs More?  Excess	ient to ?	Progress Ma  Is progress meet annual  Yes  If "No" plea  Needs  Excess	ark: sufficient to goal? No use comment: More Time	4th Reporting Donly) Date:  Progress Mark:  Is progress suffi goal?  Yes N  If "No" please c  Needs More Excess Abs	Period (Seco	annual	Objective 1 Mo Objective 2 Mo Objective 2 Mo Oyes	et: No et: No
Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy	Progress Mark:  Is progress sufficiment annual goal?  Yes No If "No" please con  Needs More?  Excess Absence/Tardy	ient to ?	Progress Ma  Is progress meet annual  Yes  If "No" plea  Needs  Excess Absence/Ta	ark: sufficient to goal? No use comment: More Time	4th Reporting Donly) Date:  Progress Mark:  Is progress suffi goal?  Yes N  If "No" please c  Needs More Excess Abs Assignment	Period (Seco	annual	Objective 1 Mo Objective 2 Mo Objective 2 Mo Oyes	et: No et: No
EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed	Progress Mark:  Is progress sufficiment annual goal?  Yes No If "No" please con  Needs More?  Excess Absence/Tardy  Assignments Completed	ient to ?	Progress Male Pr	ing Period  ark:  sufficient to goal?  No ase comment:  More Time  rdy ments Not	4th Reporting Donly) Date:  Progress Mark:  Is progress suffi goal?  Yes N  If "No" please c  Needs More Excess Abs Assignment Need to rev	Period (Seco	annual	Objective 1 Mo Objective 2 Mo Objective 2 Mo Oyes	et: No et: No
EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	Progress Mark:  Is progress suffici meet annual goal?  Yes No  If "No" please con  Excess Absence/Tardy  Assignments Completed  Need to	ient to? mment: Time	Progress Males Is progress Males Is progress Males Is progress meet annual Yes If "No" pleas Is Excess Absence/Ta Assignt Completed Need to	ing Period  ark:  sufficient to goal?  No asse comment:  More Time  rdy ments Not	4th Reporting Donly) Date:  Progress Mark:  Is progress suffi goal?  Yes N  If "No" please c  Needs More Excess Abs Assignment	Period (Seco	annual	Objective 1 Mo Objective 2 Mo Objective 2 Mo Oyes	et: No et: No
EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed	Progress Mark:  Is progress sufficiment annual goal?  Yes No If "No" please con  Needs More?  Excess Absence/Tardy  Assignments Completed	ient to? mment: Time	Progress Male Pr	ing Period  ark:  sufficient to goal?  No asse comment:  More Time  rdy ments Not	4th Reporting Donly) Date:  Progress Mark:  Is progress suffi goal?  Yes N  If "No" please c  Needs More Excess Abs Assignment Need to rev	Period (Seco	annual	Objective 1 Mo Objective 2 Mo Objective 2 Mo Oyes	et: No et: No

		INDIVIDITAT 17	ED EDUCATION PROGR	AM (IFP)	Page 26
Los Angeles Unific	ed School District	INDIVIDUALIZI	ED EDUCATION FROGR	AM (IEF)	
Student ROSS	SHYLEE		Date of Birth	17-OCT-2014	Meeting Date 01-MAR-2023
L	ast First	MI			
ssessments adminis	tered will conform to tho	•	on in State and District-wor each grade by the Californ District.		cation and/or the Los Angeles Unified Sch
		te and District Assessmen			CAASPP Subject
		ations identified below are	applicable)		ELA and Math
Designated Suppor	ts:				
- Noise Buffers	1 1 1 1 1 1		. 1		
•	•	ions (non-embedded design	nated support)		
•	rate/smaller setting		1.		
	software enabled (for	r math items and ELA items	s except for reading passag	ges)	
Accommodations:		TT			
- Text-to-Speec	h software enabled for	ELA reading passages (em	bedded accommodation).		
Student will parti	cipate in Regular Sta	te and District Assessmen	ts.		ELPAC Subject
		ations identified below are			Writing
Designated Suppor	ts:				
- Noise buffers					
- Simplified or	paraphrased test directi	ions (non-embedded design	nated support)		
		te and District Assessmen	ts.		ELPAC Subject
-		ations identified below are			Listening
Designated Suppor	ts:				·
- Noise buffers					
- Simplified or	paraphrased test directi	ions (non-embedded design	nated support)		
- Pause or repla	y the audio during the	administration of test quest	tions (listening domain on	ly)	
Student will narti	cinate in Regular Sta	te and District Assessmen	ts.		ELPAC Subject
_	-	ations identified below are			Reading
Designated Suppor	ts:				<u> </u>
- Noise buffers					
	1 1 1 1 1		nated support)		
- Simplified or	paraphrased test directi	ions (non-embedded design	iated support)		
-	•	ions (non-embedded design			ELPAC Subject

- Noise buffers
- Simplified or paraphrased test directions (non-embedded designated support)
- Pause or replay the audio during the administration of test questions (speaking domain only—summarize an academic presentation only)

		INDIVIDIJALIZI	ED EDUCATION	N PROGRAM (IEP)		Page 27 of 37
Los Angeles Unified School D	istrict	INDIVIDUALIZI	ED EDUCATIO	(TROOKEN (IEI)		
Student ROSS	SHYLEE	MI	Dat	e of Birth 17-OCT-2014	Meeting	01-MAR-2023
Last	First	MI			Date	
			_	and Follow-up Actions		
_		_	_	& Safeguards was provided to the	he parent in his/l	ner primary language.
✓ The IEP Team Meeting Intro						
✓ The parent/guardian was inf	=				$\neg$	
Is the parent/guardian requesting				Preferred Language:	<u>^</u>	
Is the parent/guardian requesting	ng official translation	n? O Yes	No Select P	referred Language: Hebrew		~
Specify the Individual Pages	s to be translated:					
entire IEP						
Special Requests:						
For students who are 17 year student at 18 years of age, u				n informed that the educational d	lecision-making	rights will transfer to the
	Pandemic Learnin	<u>ıg Loss Consider</u>	ration of Compe	nsatory and/or Recoupment Se	<u>ervices</u>	
Compensatory Education Co		_	·	oupment Services Consideration		
The IEP team has reviewed education is required due to determined:			eam has	The IEP team has reviewed and cand considered factors that may be the school facility closures as a r	have impacted st	udent's learning during
<ul> <li>Student received all of the services required by their</li> </ul>			and	IEP team has determined: ) Student has made expected pro	amaga tayyand IE	D mools and/on
required.	TEF. Compensatory	education is not		progress is in alignment with e		
Student did not receive al				achievement. No recoupment s		
and services required by t details are documented in			ffer (	<ul> <li>Student experienced learning le closures caused by the COVID</li> </ul>		
O Student did not receive al	l of the special educ	ation and related		services are necessary. The IEI	P team discussed	recoupment services
and services required by teducation was warranted				to address past learning loss. R included in FAPE Part 2, Part 4		
team in FAPE Part 2 Part		,		service grid, as necessary).		
<ul><li>Compensatory education</li></ul>	consideration was d	ocumented on IEI	P dated	Recoupment services considers 01-MAR-2023 (Active) Initial		ented on IEP dated
01-MAR-2023 (Active) In	nitial 🗸					
O Preschool Only Consideration	on (Transition IEP)					
○ 30-Day IEP Consideration (	(Out-of-District)					
<ul> <li>Student attends private scho</li> </ul>	ool within district bo	oundaries and resid	ides outside of di	strict boundaries (Eligibility Dete	ermination Only	)
	ТН	IIS SPACE DE	ELIBER ATE	LY LEFT BLANK.		
	11)		CLIDDIN II D.	ZI DDI I DDI II III.		

INDIVIDUALIZED EDU	Page 28 of 37 CATION PROGRAM (IEP)
Los Angeles Unified School District	
Student ROSS SHYLEE	Date of Birth 17-OCT-2014 Meeting Date 01-MAR-2023
Last First MI	
	ticipation and Consent
Parent Participation	Parent Notification
Parent/Student (18-21) has participated in the IEP meeting. Parent/Student (18-21) indicated before the meeting that they would not be able	MethodWhomWhenPhoneJulie Ljubicic03-FEB-2023
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.	
O Parent/Student (18-21) did not attend and gave permission to proceed without them if they did not attend.	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 projimplement those portions of the IEP to which the parent/student (18-21) agree	
Parent/Student (18-21) <b>AGREES</b> to all components of the IEP.	
Parent/Student (18-21) AGREES to all components of the proposed IEP WITH	THE SPECIFIC EXCEPTION(S) stated below:
Assessment Specify requesting IEE for FBA assessment	
Eligibility Specify	
☐ Instructional Setting Specify	
Services Specify Requesting additional Counseling and	d RSP: requesting BIC services
The Parent/Student (18-21) <b>DOES NOT AGREE</b> with any of the components of	
A Parent/Student (18-21) is not required to initiate any form of dispute resolute a parent/student (18-21) does wish to initiate a form of dispute resolution as to dispute resolution processes in the District's publication, <i>A Parent's Guide to State of the Control of the Con</i>	
Parent Concern	s and Comments
We are requesting BIC services. We are requesting additional DIS counseling. We are to VT assessment to be conducted.	requesting additional RSP services and additional academic support. We are requesting a
Signature(s)	Date 29-MAR-2023
Parent Guardian Student age 18-21 years age 18-21	O Surrogate Parent
, , , , , , , , , , , , , , , , , , , ,	and results for your child? Yes No No No Response 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 23-MAR-2023



# Parent IEP Experience Survey Encuesta sobre la experiencia de los padres en el IEP.

Please take a moment to complete the survey below by scanning the QR code with your smart phone camera. You can also take the survey at this link:

Por favor tómese un momento para completar la siguiente encuesta escaneando el código QR con la cámara de su teléfono inteligente. También puede realizar la encuesta en este enlace:

# http://lausd.PARENT-IEP-EXPERIENCE.alchemer.com/s3/

Please ask your school staff if in need of assistance. *En caso que necesite asistencia, por favor solicitesela al personal de la escuela.* 



IN os Angeles Unified School District	DIVIDUALIZED EDUCATION PROGRAM (IEP)	Page 2
os Angeles office serior District		Reconvened Meeting Date
Student ROSS SHYLEE	Date of Birth 17-OCT-	2014 <b>Meeting Date</b> 01-MAR-2023
Last First	MI	<u>,                                      </u>
Team Member	Section R: Names and Signatures (Signatures on File  Print Name	Signature
Parent/Guardian	Shiran Ross (attended via Zoom)	
Parent/Guardian		
Student Age 18 - 21 years		
Student Under Age 18 years		
Surrogate Parent		
Foster Parent		
Family Foster Home Provider		
Administrator	Julie Ljubicic, APEIS	Shiphi
Administrative Designee		
Special Education Teacher	Kelle Husk, Resource Specialist	40
General Education Teacher	Lori Dupuis	La Dupus
School Psychologist	Rachel Boyd	Rachel Boyd
School Nurse	Laura Duclos	Jawa Juda
Related Service Staff LAS	Lara Johnson	Lara Johnson
Related Service Staff OT	Richard Moore	Richard Moore
Related Service Staff RT	Larry Fontanilla	Larry Fontanilla
Interpreter		
Sign Language Interpreter		
Agency Representative		
Agency Representative		

Luciana Ganach (attended via Zoom)

Agency Representative

Other

Other

Other

Other

advocate

INI	DIVIDUALIZED EDUCATION PROGRAM	I (IEP)		Page
os Angeles Unified School District			ened Meeting	
Student ROSS SHYLEE	Date of Birth 17	7-OCT-2014	Meeting Date	01-MAR-2023
Last First	MI			
s	ection R: Names and Signatures (Signatures	on File)		
Team Member	Print Name		Signatu	ıre
Parent/Guardian	Shiran Ross (attended via Zoom)			
Parent/Guardian				
Student Age 18 - 21 years				
Student Under Age 18 years				
Surrogate Parent				
Foster Parent				
Family Foster Home Provider				
Administrator	Julie Ljubicic, APEIS		Julie Ljubicic	
Administrative Designee				
Special Education Teacher	Kelle Husk, Resource Specialist		Øw-	
General Education Teacher	Lori Dupuis		Lee Depus	
School Psychologist	Rachel Boyd		Rachel Boyd	
School Nurse				
Related Service Staff OT	Richard Moore		Cichad Mago	
Related Service Staff RT	Larry Fontanilla		Larry Fontanilla	
Related Service Staff				
Interpreter				
Sign Language Interpreter				
Agency Representative				
Agency Representative				
Agency Representative				

Luciana Chemeleniker (attended via Zo

advocate

Other

Other

Other

Other

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1 420	21	$OI \supset I$

			INDIVIDUALIZ	ZED EDUCATION PROGRAM (IEP)	Page 31
_		chool District	t		
Student		SHYI		Date of Birth 17-OCT-2014	Meeting 01-MAR-2023
	Last	F	irst MI		Date
			To Be Completed B	TIVE ENVIRONMENT ANALYSIS  By the IEP Team at the IEP Team Meeting  Int's Current Placement Type:	
<b>a</b> C 1	F1 4	G1 /G			21 0'.
_			1 Education Site	Special Day Program/General I	Education Site
_		m/Special Ed Residential Ca	ucation Center	O Nonpublic School	
	_		·		
RECTION				the Step that indicates YES, it is also required to	
se of suppl ccommoda	ementary a tions and m	ids and service and ifications is	ses cannot be achieved satisfaction for the sole justification for	erity of the student's disability is such that placemetorily. The lack of current availability of a stude placement in a more restrictive setting, unless the any potential harmful effect on the child or on the	nt's required supports, services, here is a compelling reason why they
Step A.		m/setting?		modifications in the student's IEP be made avail	
	O Yes	O No	the question below.	general education classroom/setting is the approp	
	O Yes	○ No	in a general education classro	n the required supports, services, accommodation com/setting? If YES, all required supports, service asonable timeline. If the answer is NO, please are	ces, accommodations and/or modification
Step B.		supports, serv	vices, accommodations and/or	modifications in the student's IEP be made avail	lable on a general education site in a
	O Yes	○ No	is NO, go to the question belo		
	O Yes	○ No	in a special day program on a	n the required supports, services, accommodation a general education site? If YES, all required sup ded within a reasonable timeline. If the answer is	ports, services, accommodations and/or

os Angolos	Unified Co	ahaal Distuis	lat	INDIVI	DUALIZED	EDUC	ATION PR	OGRAM (	(IEP)				
Student		chool Distri	YLEE	MI			Date of	Birth 17-	OCT-2014		Meeting	01-MAR-2	2023
	Last		First								Date		
		ANNU								SIS (C	ontinued)		
				To Be Comp	pleted By th	ne IEP T	eam at the	IEP Team	Meeting				
Step C.	Can the	supports, se									e in a special		
	O Yes	O No	below.		_		_				If the answer i	_	_
	O Yes	○ No	in a speci	al school set	tting? If YE	S, all re	quired supp	ports, serv	ices, acco	mmodatio	nd/or modifications and/or mo	difications mu	ist be
Step D.	Can the	supports, se									e in a home/h	ospital setting	?
	O Yes	O No	If the ans	wer is YES, wer is NO, g	go to the que	estion be	elow.				1/ 1:0	. 1 1	"1 1 1
	O Yes	○ No	in a home	hospital set	tting? If YE	S, all re	quired supp	ports, serv	ices, acco	mmodati	nd/or modifications and/or mover in the box be	difications mu	ıst be
Step E.	Can the	supports, se	ervices, acco	mmodations	s and/or mod	dificatio	ons in the st	tudent's IE	EP be made	e availabl	e in a resident	ial care facilit	y?
	O Yes	○ No		rently availa this setting.		ate in the	e IEP what	supports,	accommo	dations a	nd/or modifica	ntions are requ	ired for t

Angeles	Unified Schoo	al District	INDIVIDUALIZE	D EDUCATION PROGRA	AM (IEP)		
Student		SHYLEE		Date of Birth	17-OCT-2014	Meeting	01-MAR-2023
	Last	First	MI			Date	
	A	NNUAL LEAS	T RESTRICTIV	'E ENVIRONMEN'	T ANALYSIS (	(Continued)	
			To Be Completed By	the IEP Team at the IEP Te	eam Meeting		
Step F.			in the contents of this uding (check all that a	IEP, and the placement be pply):	ing considered by th	he IEP team, outw	eigh any potential
		Missed general Rate at which st Lack of opportu Lack of opportu Amount of soci Limited access	rudent may earn credit unity for social interact unities for age-appropr alization opportunities to peers in student's ho	taught by highly qualified s for graduation tion iate peer role models s with typical peers	staff		

Page	32	of	3′	7

INDIVIDUALIZED EDUCATION PROGRAM (IEP) **Los Angeles Unified School District** IEP FAPE Part 1 - Eligibility, Placements and Supports Student ROSS Meeting Date 01-MAR-2023 SHYLEE Date of Birth 17-OCT-2014 First MI Effective With this IEP Future Changes Related to this IEP As of Date: 29-MAR-2023 Eligibility: Eligible (OHI) (from Page 4) Final IEP Reason Final IEP Effective Date: Curriculum **General Education** Placement Affiliated Charter Type of School Name of School WOODLAKE ECC **Instructional Setting** General Education Setting GE **Program** Special Day Minutes/Wk **Addresses Goals** 1(Reading),3(ELD-Writing),4(Math #1),5(Social Emotional),6(Math #2),7(Writing),2(Behavior Support #1),8(Behavior Support #2),9(Behavior/Voc) **Additional Factors** Low Incident Support None No **Assistive Technology** Support Transportation None **Extended School** O Yes O No Year/Intersession Parent Counseling and Yes O No Training (PCT) **ESY Transportation** Accommodation, Instructional Small group support, Behavior Implementation Modifications, Supports Accommodations Plan, use of a note card, pair visual with instructions, movement breaks, extended time on classwork, reports and tests as needed, reduce homework load, extra time on homework, positive reinforcement, verbal praise, chuck assignments in parts, extended time to amount of time of half, shortened homework, reduce the number of test questions, untimed and small group setting on assessments, prompts to stay on task, prompt

# student to check work for accuracy before submitting, provide multiple choice instead of short answers assessments, repeat/rephrase/clarify directions/instructions, offer story starters to promote writing, allow student to dictate sentences for essay, provide a sample of what the finished paper/project should look like, breaks as needed, graphic organizer, flexible seating, use of non-distracting fidgets as needed. Instructional Modifications Other Supports, The Resource Specialist Teacher and/or Resource including Non-Academic Aide will assist the general education teacher in the and Extra-curricular use of supplementary instructional materials and Activities strategies. Do the Parent and the Yes **Preparation for Three** O No Year Review IEP (At the District (local educational second Annual Review agency) agree that a IEP Meeting, the team reassessment is must discuss and unnecessary? document the decision to

conduct or 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 Distr	rict	IEP FAPE Part 2 - Summary of Services			
Student ROSS SHYL		Date of Birth 17-OCT-2014	Meeting Date 01-MAR-2023		
Last Fi	irst MI				
		Effective With This IEP	Future Changes Related To This IEP		
Service 1	Start Date:	Effective on Signature Date 29-MAR-2023			
RSP	End Date:				
RSP	Service applies to:	Regular			
	Frequency:	1-5			
This service addresses the following <b>goals:</b>	Interval:	Weekly			
1(Reading)	Minutes/Interval:	120			
3(ELD-Writing)	Minutes/Interval (Pullout from Gen Ed):	120			
7(Writing) 2(Behavior Support #1)	Service Delivery Model:	RSP: Collaborative Teaching and Planning*			
2(Behavior Support #1)	RSP Area:	Literacy/ELA/ELD			
	Responsible Personnel:	Resource Specialist Teacher			
		General Education Teacher			
Service 2	Start Date:	Effective on Signature Date 29-MAR-2023			
RSP	End Date:				
RSP	Service applies to:	Regular			
	Frequency:	1-5			
This service addresses the following <b>goals:</b>	Interval:	Weekly			

	- I		
4(Math #1)	Minutes/Interval:	90	
6(Math #2)	Minutes/Interval (Pullout from Gen Ed):	90	
8(Behavior Support #2)  9(Behavior/Voc)	Service Delivery Model:	RSP: Collaborative Teaching and Planning*	
9(Beliaviol/ voc)	Dan .		
	RSP Area:		ath
	Responsible Personnel:	Resource Specialist Teacher	
		General Education Teacher	
*			
Service 3	Start Date:	Effective on Signature Date 29-MAR-2023	
04	End Date:		
Counseling and Guidance	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following <b>goals:</b>	Interval:	Monthly	
5(Social Emotional)	Minutes/Interval:	60	
	Minutes/Interval (Pullout from Gen Ed):	60	
	Service Delivery Model:	Direct Service (By a Single Provider)*	
	Responsible Personnel:	Licensed/Credentialed Provider	
	*		

Notes:

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

Part 3 - Percentage of Time Outside of General Education	
Effective With this IEP	Future Changes Related to this IEP

70 of Time per week outside of ocheral Education	% of Time per Week outside of General Education 14
--	--

# Part 4 - Compensatory Education/Recoupment Services Discussion

The IEP team agrees that compensatory education is not required as this is an initial IEP. The IEP team agrees that recoupment services are not required as this is an Initial IEP.

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

Parent submitted a privately funded neurocognitive evaluation report during the IEP meeting.

Parent requested an assessment for Vision Therapy (VT) services on October 24, 2022. An assessment plan including VT was generated, signed by parent, and received on January 12, 2023. District policy requires students who are assessed for VT services to have a signed, active IEP. Therefore, Vision Therapy was not assessed during this Initial IEP assessment period. When the District receives the signed consent for this IEP, a new assessment plan for Vision Therapy will be generated and sent to parent. This meeting began at 8:15 am. The school team and assessors were made available until noon. The meeting recessed at 11:10 due to parent and advocate request due to advocate not being able to continue. Parent and advocate agreed that the speech therapist and nurse are not required to be present at the reconvene. 3/24/23 The meeting reconvened. Eligibility, goals, FAPE, section N, behavior intervention plan, and services were discussed. Parent requested an IEE FBA. When observed, Shylee does change her behavior as reported by teacher. Parent and advocate feel that the FBA did not target off-task behavior which is a main concern for them. Per teacher. Shylee presents with off-task behavior such as talking to peers and getting out of seat. School team referred to original request for FBA where advocate wrote

observed, Shylee does change her behavior as reported by teacher. Parent and advocate feel that the FBA did not target off-task behavior which is a main concern for them. Per teacher, Shylee presents with off-task behavior such as talking to peers and getting out of seat. School team referred to original request for FBA where advocate wrote that an FBA is requested because Shylee will protest when she gets upset and will throw things, hit, and get upset fast. See email in attached documents. Parent concerns expressed during the interview as part of the FBA include tantrums at home and difficulties with peers. Teacher also reported that Shylee's completed work is often mostly incorrect; she turns in work just to show she is finished as opposed to doing work that is correct. Advocate and mom expressed that due to Shylee being well-below benchmark that RSP service offer minutes is not sufficient in order to close the gap. Parent and advocate discussed concerns regarding third grade academics. School team discussed that the RSP minutes offered are appropriate at this time given the data presented in the assessment reports.

Los Ang	eles Unified Scho	ol District	INDIV	IDUALIZI	ED EDUC	CATION PROG IEP FAPE Pa	,	,	Services	1 age .
Student	ROSS	SHYLEE				Date of Birth	17-OCT-	2014	Meeting Date	01-MAR-2023
	Last	First	N	/II						
				F	APE Sum	mary Grid				
Progra	m:	GE				Setting:		Gener	al Education	
Eligibil	lity:	Eligible (O	HI)			Curriculum:		Gener	al Education	
Transp	ortation:	None				Low Incident S	Support:	None		
Duce D	istrict Received Signature:		29-Mar	-2023						
Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequen	ncy Are	a	Total Minutes	Addresses Goal(s)	No Consent
04	Counseling and Guidance	Effective on Signature Date		Monthly	1-5	~		60	Social Emotiona	ıl
RSP	RSP	Effective on Signature Date		Weekly	1-5	RSP-M	ſath	90	Math #1, Math # Behavior Support Behavior/Voc	´

# Alternative Remote/Distance Learning Services During Emergency Conditions

RSP-

Literacy/ELA/ELD

120

Reading, ELD-

Writing, Writing,

Behavior Support #1

1-5

Weekly

RSP

RSP

Effective on

Signature

Date

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 grea	itest extent possible (	"x" all that could a	pply for student, deper	nding on emergency circu	ımstances):	
	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	<b>✓</b>		<b>✓</b>			<b>✓</b>
Supplementary Aids and Services (provided in general education classes and other general ed environments)	<b>✓</b>		<b>~</b>	<b>✓</b>	<b>✓</b>	<b>~</b>

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

							Page 35 of 37
			INDIVIDUALIZED EI		OGRAM		
			Behavior Inter				
	T on A		avior Interfering with Student's Le	earning or the Leari	0 0	(Daharian Intana	ontion Dlan na 1 of 2)
Gr. J		angeles Unified Schoo	District	D.4. (CD) 41			ention Plan, pg. 1 of 3)
Student	ROSS Last	SHYLEE	MI	Date of Birth	17-OCT-2014	Meeting Date	01-MAR-2023
		npeding learning is:		ribe what it looks li	ke:		
1	other	1 8 8	Υ	ue with peers			
_	It impedes lear	rning because: lack of	of work production 🗸 disru	pts other students	requires instruction	on to stop 🗸	
2	instructional ti	me is lost 🗸 negati	ve interaction with peers 🗸		•		
	other		•				
		D.1					
3	The need for a	Behavior Intervention Pl	an: early stage intervention	o moderate	serious extreme		
J	Frequency or	intensity or duration of be	havior: Frequency (x) Period	Intensity	Duration (min)		
4		intensity of duration of be					
	.03 Reported b	NV.	hourly	low od/or observed	<b>♦</b> 3-5		
	Reported b	Teacher, RSP, FBA	all all	id/or observed	Teacher, RSP		
PREVENT	ΓΙΟΝ		PART 1	E	NVIRONMENTAL FAC	TORS AND NECES	SSARY CHANGES
		What are the predictor	s for the behavior? (Situations in				
	5						. ,
		Disruption in routi	nes	gher than	Verbal directives		ck of predictability
		Time of day	Internal physic	cal/emotional	Peer conflict		er stimulation
		Unstructured time	state	car emotional	Room conditions	□ Spe	ecific room arrangement
		Events from previous environments	Lack of freedo	om, choice,			
			desirable activities	,			
		Other Describe:	Under stimula	tion			
			dent using the problem behavior?	(What is missing it	n the environment/curricu	ilim or what is in the	environment/curriculum
Observation	on 6	that needs changing?)		(What is illissing ii	ii the environmendeuriet	arum or what is in the	e chynonneni eur ieurum
Analysis							
1 111111 ) 515	Present in the	ne environment:	Classroom seating arrang		ise levels		tions (adult and/or peers)
	Missing in t	he environment:	Peer status gained for misbehavior		ppropriate materials (age		
			Transition skills		nedule	☐ Effective parent	ve communication with
			Re-teaching		sk structuring		unications system
			Social skills instruction	∪ Coı	nsequences not clear to s	tudent	ameations system
			Choices				
	Other (	(Missing/Present):					
		REMO	OVE STUDENT'S NEI	ED TO USE T	THE PROBLEM	I BEHAVIOR	
		What environmental c	hanges, structure and supports are	needed to remove	the student's need to use	this behavior? (Chan	ges in
Intervention	on 7	Time/Space/Materials	Interactions to remove the likelih	ood of behavior)			
		Time Changes:	∩ a: .:	. 1	<b>✓</b> •11 1 .: :		1 1
		C	Give more ti		Allow completion i		ach a closure system
		Space Changes:	Signal transi  Preferred sea		Provide a break Different work area		ve less time on tasks
		Material Changes:	☐ Preferred sea ✓ Personal spa		Hands-on learning		ıdy carrels sks organized
		· ·	Accommoda		Notebook organizer		sks organized larged print size books
		Interaction:	High interest		Cue the student	Mo	
			✓ Use specific		Praise successes		er Models
			words	выррогиче	Use calm, de-escala		C1 1/10GC15
			Verbally prai	se student	language	B	
			Use specific				
		Other	communications				
	3371 '11		XX71 11 1-	2			
	Who will es		Who will monito	or?	Freque	•	
	Teacher, R	ЮГ	Teacher, RSP		Daily		

Page 36 of 37
ention Plan, pg. 2 of 3) 01-MAR-2023
PPORT
ention (staff)
ention (staff)
void or get his/her need
).
f-management systems rning structured choice rning to request breaks
ndshake
er recognition ten to music
ting Location

# INDIVIDUALIZED EDUCATION PROGRAM

			Behavior Intervention Plan	l	
		-	ing with Student's Learning or the Lear		
,		Angeles Unified School District			ehavior Intervention Plan, pg. 2 of 3
Student	ROSS	SHYLEE	Date of Birth	17-OCT-2014	Meeting Date 01-MAR-2023
	Last	First MI		NEW DEVI A WORK TO THE	TO LOW LAND OF THE OWN
ALTERNA	TIVE	PART II	FUNCTIONAL FACTORS A		
	8	leam believes the behavior occurs t	because: (Function of behavior in terms	s of getting, protest or avoiding	ig something)
	Ū	To Get:	Sensory input	Attention (peer)	Attention (staff)
		To Avoid:	Tangible (desired item)	Tangible (desired activity	y)
			Sensory input	✓ Attention (peer)	Attention (staff)
		Describe:	Task (too difficult)	Task (too easy)	☐ Task (too long)
Observatio	n 9	what team believes the student sho met in an acceptable way?)	ould do INSTEAD of the problem beha	ivior? (How should the studen	t escape/protest/avoid or get his/her need
Analysis	·II -	1 2 /			
Allalysis	To avoi	d conflict with peers, Shylee will learn h	ow to make a deal, walk away.		
	To avoi	d verbal outburst, Shylee will use self-re	gulation strategies (e.g., deep breath	ing technique, counting, squ	eezing stress ball) .
					,
		What teaching Strategies/Necessary	Curriculum/Materials are needed?		
	10				
		<b>₩</b> p			<b>7</b> g 16
		Better communication skills	<ul><li>✓ Anger management</li><li>✓ Learning new social skills</li></ul>	Communication system	
		Following schedules & routines		Learning how to negoti	
		✓ Learning new scripts	Learning notebook organization	resolution	t Learning to request breaks
		Other			
		Who will establish?	Who will monitor?	Frequency:	
		Teacher, RSP	Teacher	Daily	
		What are reinforcement procedures t	to use for establishing, maintaining, an	d generalizing the replacemen	nt behavior(s)?
	11	Physical:		✓ Smiles	O
nterventio	n	1 Hysicui.	High-fives Pat on the back	Smiles	☐ Handshake
		W 1 1	✓ Use specific praises		Peer recognition
		Verbal:	Time on the computer	Recognition of student's str	r Listen to music
		Contingent Access:	✓ Preferred activity	Free time	
			Positive phone calls or notes	Describe:	Other
		Tangibles	to home	Certificate sent home	Seating Location
		Tokens and Points:	Tokens	Points	-
		Privileges:	Exempt assignment	Extra test points	
		_		•	
		Other ideas:	1 + 61 :		
		Selection of reinforcer based on: Stu reinforcer for using replacement		ncrease in positive behaviors	
		By whom?	Frequency	nerease in positive behaviors	
		Teacher, RSP	Daily		
			Louity		
		reacher, KSI			
		reactici, Koi			
EFFCTN	E DEACTIO	,	111	DEACTIVE OT	PATEGIES
EFFECTIV	E REACTION	ON PART		REACTIVE ST	
	What strate	DN PART egies will be employed if the problem beh	avior occurs again. (1. Prompt student	to switch to the replacement b	behavior, 2. Describe how staff should
EFFECTIV	What strate	DN PART egies will be employed if the problem beh	avior occurs again. (1. Prompt student	to switch to the replacement b	pehavior, 2. Describe how staff should
12	What strate handle the	DN PART egies will be employed if the problem beh	avior occurs again. (1. Prompt student sitive discussion with student after beh	to switch to the replacement bavior ends, 4. Any necessary	pehavior, 2. Describe how staff should further classroom or school consequences
12	What strate handle the	PART egies will be employed if the problem behavior if it occurs again, 3. Pos	avior occurs again. (1. Prompt student sitive discussion with student after beh he can receive attention from engagi	to switch to the replacement bavior ends, 4. Any necessary ng in expected behaviors (e.,	pehavior, 2. Describe how staff should further classroom or school consequences g., teacher helper, supplies monitor).
12	What strate handle the Provide lea	PART egies will be employed if the problem beh problem behavior if it occurs again, 3. Podership opportunities to Shylee so that s	avior occurs again. (1. Prompt student sitive discussion with student after beh the can receive attention from engagi ation with Shylee on a regular basis (	to switch to the replacement bavior ends, 4. Any necessary ng in expected behaviors (e.,	pehavior, 2. Describe how staff should further classroom or school consequences g., teacher helper, supplies monitor).
12	What strate handle the Provide lea	DN PART egies will be employed if the problem beh problem behavior if it occurs again, 3. Po dership opportunities to Shylee so that s Review social stories on conflict resolu	avior occurs again. (1. Prompt student sitive discussion with student after beh the can receive attention from engagi ation with Shylee on a regular basis (	to switch to the replacement bavior ends, 4. Any necessary ng in expected behaviors (e.,	pehavior, 2. Describe how staff should further classroom or school consequences g., teacher helper, supplies monitor).

# INDIVIDUALIZED EDUCATION PROGRAM

Behavior Intervention Plan

	Los Ang	geles Unified Sch	ool District		(Beh:	avior Intervention Plan, pg. 3 of 3
Student	ROSS	SHYLEE		Date of Birth	17-OCT-2014	Meeting Date 01-MAR-2023
	Last	First	MI			
OUTCO	MES		PART IV		BEHAVIO	RAL GOALS
13	Behavioral G	oal: Goal #: 2				
	_					eathing, counting, squeezing stress ball) as measured by teacher data collection.
		navioral goal is to:	✓ Increase use of replac	ement behavior and may a		ise the problem behavior
	and Analysis Co					
	curriculum accon PE 1	nmodations or mod	ifications also necessary?	Where described?		
<b>O</b> ,						
		pports/changes nec	essary?			
<b>O</b> ,	Yes O No					
Is re	inforcement of re	placement behavio	r alone enough? (no new to	eaching is necessary)?		
$\circ$	Yes 🔘 No					
Are	both teaching of	new replacement be	ehavior AND reinforcemer	it needed?		
<b>O</b> ,	Yes O No					
		nated with other ag	ency's service plans? Ager	ev?		
			,,	, .		
0.	Yes O No					
	_	r contact between a				
reis	on responsible to	i contact between a	igencies.			
CO) 11 II	DUCATION		DA DE M		COLUMN	HCATION PROMISIONS
	JNICATION		PART V		COMMUN	IICATION PROVISIONS
11	Manner and	content of commun	nication:			
14		alls	Email		Written no	tes
14	☐ Phone ca			antin o	Behavioral	
14		ports	✓ Daily ch	11 111112		logs
14	Daily rep		✓ Daily cha	atting	□ Benaviorai	logs
14	Daily rep		✓ Daily ch	arting	□ Benaviorai	logs
14	Daily rep		✓ Daily ch	atting	□ Benaviorai	logs
14	Daily rep	reports		atting	□ Benaviorai	logs
14	☐ Daily rep ✓ Weekly i ☐ Other	reports	Frequency?  Weekly	atting	□ Benaviorai	logs