

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Identification Number SSID

Student MI

Eligible (OHI)

Date of Birth:

Section A: Meeting Information

Pertinent Dates	Type of Meeting
Date of Initial IEP Team Meeting <input type="text" value="01-MAR-2023"/>	<input checked="" type="radio"/> Initial <input type="radio"/> Amendment of IEP dated <input type="text"/>
Date of Present Meeting <input type="text" value="01-MAR-2023"/>	<input type="radio"/> Annual Review <input type="radio"/> Early Start Transition
Annual Review to be conducted by <input type="text" value="01-MAR-2024"/>	<input type="radio"/> Three Year Review <input type="radio"/> Expulsion Analysis
Next Three Year Review will be conducted by <input type="text" value="28-FEB-2026"/>	<input type="radio"/> Other <input type="radio"/> Individual Transition Plan
Three Year Review or Evaluation was conducted on <input type="text" value="01-MAR-2023"/>	<input type="text"/>
Transition to Kindergarten to be conducted by <input type="text"/>	
Location of Meeting <input type="text" value="WOODLAKE ECC"/>	District Name <input type="text" value="Los Angeles Unified School Distri"/>

Section B: Student Information

Date of Birth Age Grade

Gender Male Female Ethnic Code

Location of the Psych Folder Student has no Psych Folder

Location of the Cum Folder Student has no Cum Folder

Home Language Student Language Alternate Mode of Communication

Home Address of Student

City CA ZIP Code

Home Telephone Daytime Telephone Emergency Telephone

School of Attendance Location Code

School of Residence Location Code

Name of Parent/Guardian Telephone

Address

City CA ZIP Code

Surogate Parent Telephone

Attends **CURRENT SCHOOL** as a result of one of the following ▼

Is the student living in a Family Foster Home (FFH)? No Yes FFH#

Is FFH Provider related to student? No Yes Relationship

Licensed Children's Institution No Yes LCI Name

LCI#

Out of the home placement made by Regional Center Department of Mental Health Department of Children's Services

Superior Court Other

Child's family living within LAUSD's boundaries? No Yes

If the student is 18 years old or older or is an emancipated minor, does he/she have educational decision-making rights? No Yes

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Date of Birth
 Last First MI

Section C: Language Acquisition

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

Section D: Goal Achievement from Current IEP

Goal for: (example - Reading)	Achieved		If No, explain the reason the goal/objective was not achieved
	Yes	No	
1 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	Initial IEP
Category <input type="text" value=""/>			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
2 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category <input type="text" value=""/>			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
3 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category <input type="text" value=""/>			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
4 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category <input type="text" value=""/>			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
5 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category <input type="text" value=""/>			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
6 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category <input type="text" value=""/>			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
7 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category <input type="text" value=""/>			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
8 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category <input type="text" value=""/>			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
9 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category <input type="text" value=""/>			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
10 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	
Category <input type="text" value=""/>			
Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>

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:

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:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Last First MIDate of Birth Meeting Date

Section E: Present Level of Performance

Performance Area:

Category: ▼

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

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:

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):

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.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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Student ROSS SHYLEE MI

Last First MI

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Meeting Date 01-MAR-2023

Section E: Present Level of Performance

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):

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 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:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

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Section E: Present Level of Performance

Performance Area:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

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 areas.

Lara Johnson, M.S. CCC-SLP
Speech-Language Pathologist
February 23, 2023

Performance Area:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

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 area.

Lara Johnson, M.S. CCC-SLP
Speech-Language Pathologist
February 23, 2023

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student ROSS
Last

SHYLEE
First

MI
MI

Date of Birth 17-OCT-2014

Meeting Date 01-MAR-2023

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.)

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):

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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Section E: Present Level of Performance

Performance Area:

Category: ▼

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Strengths: Shylee is classified an LEP-3 (Moderately Developed English language skills) student who speaks Hebrew and English. Results of the current assessment indicate that Shylee demonstrates Low Average Broad Oral Language overall, with Low Average Listening abilities. Shylee demonstrated Below Average Speaking Abilities and struggled specifically on the Picture Vocabulary subtest, which required her to verbally identify items using academic vocabulary; however, she was often able to explain what the item was and its purpose. According to LAS assessment, Shylee demonstrated age-appropriate articulation, voice, and speech fluency, as well as expressive, receptive, and pragmatic language skills. According to bilingual consultation conducted by Mor Saghezi, M.S., Hebrew Bilingual School Psychologist, any deficits identified in this assessment are not primarily due to second language acquisition issues.

Needs: There are no needs identified at this time.

Impact of Disability: There is no impact of disability identified at this time.

Performance Area:

Category: ▼

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Strengths: At this time, evaluation of writing samples indicate that Shylee's writing is legible and she is able to complete fine motor tasks (writing, typing, cutting, etc.) without difficulty. Results of the standardized visual-motor integration tasks indicate Low Average sensory motor skills. Shylee's teacher reported that at times, she can have difficulty copying from the board and forming letters and numbers accurately. OT ASSESSMENT Shylee is able to run, jump, throw and walk based on informal observations, teacher reports and school nurse's informal assessment. She is able to navigate the educational environment without difficulty. Records reflect that Shylee has received passing grades in Physical Education. Parent and teachers do not report concerns.

Needs: There are no needs identified in the area of motor abilities at this time.

Impact of Disability: There is no impact of disability identified in the area of motor abilities at this time.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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Student Last ROSS

SHYLEE

MI

Date of Birth 17-OCT-2014

Meeting Date 01-MAR-2023

Section E: Present Level of Performance

Performance Area:

Category: ▼

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

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:

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):

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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SHYLEE
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Section E: Present Level of Performance

Performance Area:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Grade Beginning of the Year Middle of the Year End of Year
 TK Well Below Benchmark N/A N/A
 K Above Benchmark Benchmark Benchmark
 1 Benchmark Well Below Benchmark Below Benchmark
 2 Well Below Benchmark Well Below Benchmark

WJ Reading Scores Cluster/Test Standard Score (SS) Standard Score Classification
 BROAD READING 74 (71-77) Low
 Letter-Word ID 88 (85-90) Low Average
 Passage Comprehension 70 (66-73) Low
 Sentence Reading Fluency 68 (62-75) Very Low

Shylee was administered a set of tests from the Woodcock-Johnson IV Test of Achievement Form A and extended. Her performance in each area is shown below. Based on a comparison of others of her age, Shylee's BROAD ACHIEVEMENT national percentile rank of 6 means that she scored higher than about 6 percent of eight-year-old children nationally.

Broad Reading is a comprehensive measure of Shylee's reading achievement, including letter identification, passage comprehension, and reading fluency. Shylee can decode sight words and grade level multisyllabic words. Overall, Shylee's Broad Reading is in the low range with a SS of 74.

Performance Area:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Strengths: Shylee can identify and recognize upper and lower case letters of the alphabet and their corresponding sounds. She can sound out CVC and CVCC single syllable words. Shylee can read simple two-three word phrases, and sentences to herself and then supply a missing word to demonstrate reading comprehension skills. Given a listening comprehension task, she can retell three to four events from a narrative passage. She can answer story element questions (who, what, where, when).

Needs: Shylee's fluency scores in the DIBELS assessments fall in the way below benchmark range. She cannot decode CVC words and one-syllable short vowel words with blends automatically or fluently. Her cache of sight words is limited. These contribute to her inability to read simple passages independently. Her weak reading skills prevent her from working on decoding and comprehension tasks.

Impact of the Disability: Shylee's eligibility of Other Health Impairment (OHI) impairs her ability to decode words in isolation and in sequence which affects her involvement in the general education reading curriculum.

Accommodation: Allow access to audio version of a passage when available. Allow extended time to complete reading tasks. Break down tasks in chunks.

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Section E: Present Level of Performance

Performance Area:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Written Language Standard Score (SS) Standard Score Classification
 BROAD WRITTEN LANGUAGE 94 (92-97) Average
 Spelling 76 (72-81) Low
 Writing Samples 118 (111-125) High Average
 Sentence Writing Fluency 94 (89-99) Average

Broad Written Language is a broad-based measure of Shylee's written language achievement, including spelling, the quality of written sentences, and speed of writing. Overall, Shylee's Broad Written Language was 94, which is in the average range.

Strengths: Shylee can write letters and number digits on demand. She has neat, clear and beautiful handwriting. She can spell some sight words and write one- to two-digit numerals. Shylee can copy numbers, letters, words, phrases and sentences from one surface onto her paper. With support, she can verbally produce a sentence and write it on her paper. Shylee can follow a teacher-directed writing task, transferring information the teacher writes on the board onto her paper. When prompted, she uses the beginning capital and ends a sentence with a punctuation mark. She can recognize a period and a question mark.

Needs: Shylee has difficulty spelling many words on her own. She struggles spelling words with consonant blends, consonant clusters and digraphs. She needs support in spelling words with two or more syllables, as well as grade level sight words. She needs support in organizing her ideas to form a sentence and to write two or more sentences in sequence. She cannot independently compose two to three connected sentences to form a narrative or expository paragraph.

Impact of the Disability: Shylee's eligibility of Other Health Impairment (OHI) impairs her ability to compose correctly written sentences to form a paragraph, which affect her involvement and progress in the general education classroom.

Performance Area:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Strengths: According to the 2022-2023 English Language Proficiency for California (ELPAC) summative assessment, Shylee's overall score is 1502, which is on the 'Moderate Developed' performance level. Shylee's Listening and Speaking skills are 'Well Developed.' She scored in the 'Somewhat/Moderately' for the Reading and Writing portion of the ELPAC. Shylee is to access and engage with and achieve grade level standards as a first language learner.

Shylee's Oral Language overall score is 1555, which is on the 'Well Developed' performance level. She can effectively interact and collaborate with her teacher and peers. She can communicate her needs clearly and demonstrated knowledge of content taught through collaborative conversations and oral contributions.

Needs: Shylee has difficulty with writing coherent sentences in which the development and organization are appropriate to the writing task. She has difficulty expressing her thoughts in writing. 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.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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Last

SHYLEE
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Date of Birth 17-OCT-2014

Meeting Date 01-MAR-2023

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: WJ IV

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:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Date of Birth Meeting Date

Last First MI

Section E: Present Level of Performance

Performance Area:

Category: ▼

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Strengths: Shylee is reported to enjoy reading, drawing, time with adults, iPad, music, dancing, and socializing. She is extremely verbal and expressive with her language. She can communicate her needs clearly.

According to the parent interview, 'Shylee enjoys art and any non-academic activities. She shared that Shylee is good at being a friend, however, is having difficulty with holding a friendship at school. Shylee has excellent language ability. She is good at expressing her emotions especially during an incident because she is experiencing it. She enjoys gymnastics, karate, and playing with her dog. She is an artistic student.'

Needs: Parents noted concerns with Shylee's social emotions and self-regulation. They shared that Behaviors which might affect Shylee's ability to learn at home are tantrums. Shylee screams when she doesn't like to do what she is asked to do such as homework. Ms. Ross reported incidents of when Shylee had difficulties with her peers however was not able to pinpoint a specific behavior which hinders her ability to access the curriculum at school.'

Based on the Functional Behavior Assessment (FBA) which was requested by Shylee's parent due to concerns in the area of emotional behavior. The challenging behaviors, as reported by parent, teacher, and staff, are physical aggression and verbal protest.

Physical Aggression: is defined as any occurrence of making contact with any part of another's person's body with an open or closed hand (e.g., pushing, shoving) when it is not part of an instruction or school activities. Verbal Protest: is defined as any occurrence of saying 'no', 'I don't want to', 'I won't do it' or 'not now' or any other statements that convey refusal to any academic or non-academic request.

There were no occurrences of Physical Aggression and Verbal Protest during FBA data collection conducted by 3 independent examiners on 7 different school days. However, it is observed that Shylee struggled with staying seated, focusing on tasks, self-control and Argue with Peers: is defined as exchanging verbal altercation with peers on the yard and /or in the classroom without engaging in physical aggression.

Performance Area:

Category: ▼

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Based on direct assessment A-B-C analysis, during Shylee's observations, Shylee would engage in Argue with Peer Behaviors throughout the day. Shylee is likely to engage in peer conflict (100%) during a whole group instruction (33%), independent work time, and/or in unstructured time (33%).

Across the 10-hour observation period, there were a total of 3 occurrences of Argue with Peers behavior observed session, ranging from 0-1 times. She engages in peer conflict at an average rate of .30 times per hour. Consequently, when engaging in non-compliant behavior, Shylee received adult attention (100%). Shylee was least likely to engage in argue with peer when she is engaged in a preferred activity, drawing, P.E., 'fun' activities and during 1-1 time with adult.

Based on the Planned Activity Check (PLACHECK) data show that Shylee's percentage of on-task engagement averaged 83% of intervals, while her peers were engaged during 87% of intervals.

The antecedent that may trigger Argue with Peers behavior was peer conflict (100%) and the consequences that may maintain Argue with Peers was adult attention (100%).

The hypothesized function of Argue with Peers is likely to get adult attention.

Impact of the Disability: Shylee's eligibility of Other Health Impairment (OHI) impairs her ability to self regulate, which affects her involvement and progress in the general education curriculum.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Last ROSS

SHYLEE

MI

Date of Birth 17-OCT-2014

Meeting Date 01-MAR-2023

Section E: Present Level of Performance

Performance Area:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

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 from 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 right-handed 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:

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):

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)

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
Last First MI

Date of Birth

Meeting Date

Section E: Present Level of Performance

Performance Area:

Category: ▼

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

(Areas of need continued):
Shylee is also noted to be fidgety easily distracted; however, her sensory processing skills and sensory arousal and modulation skills do not appear to be an underlying cause. Shylee was observed to fidget more when the task was more difficult or she was less interested. Shylee may benefit from being given these tasks in smaller parts with stretch, movement and wiggle breaks incorporated into the assignment time. She may also benefit from the use of a non-distractive fidget during longer required listening or work periods, as well as flexible seating during assignments, which may include use of stool, wiggle stool, cushion or allowed to stand at her desk as long as she is on task.

Impact of disability on academic and overall performance:
Student's disability does not impact their involvement and progress in the general education curriculum for this performance area.

Performance Area:

Category: ▼

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Last: ROSS, First: SHYLEE, MI: []

Date of Birth: 17-OCT-2014

Meeting Date: 01-MAR-2023

Section F: Eligibility

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

Specific Learning Disability (SLD) including but not limited to dyslexia, Other Health Impairment (OHI) due to characteristics of ADHD, rule out Emotional Disturbance (ED) due to elevated concerns with depression and anxiety

For Initial IEP, interventions attempted prior to determining eligibility:

SSPT, small group reading intervention since October 2022 for 30 minute sessions 3 times a week, PSW sessions, behavior plan with point system monitored three times a day and sent between home and school; use of apps such as Amplify and Zearn; preferential seating; small group work; one-on-one assistance; use of hundreds chart and base ten manipulatives; tutor to help with homework; pairing with academically high performing peers when working with table teams.

Eligible as a student with the disability of:

Code: OHI, Other Health Impairment, Not Applicable, Blind or Partially Sighted

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

Code: Not Applicable, Blind or Partially Sighted

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

or

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

No Longer Eligible (Effective Date): []

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

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

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
 Last First MI

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

Shylee will decode 7 to 10 multisyllabic words in isolation and/or in text with minimum teacher prompts as measured with a word list or a reading fluency assessment in 2 out of 3 trials with 90% accuracy.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

Shylee will decode 3 to 5 multisyllabic words in isolation and/or in text with reduced teacher prompts as measured with a word list or a reading fluency assessment in 2 out of 3 trials with 90% accuracy.

Incremental objective #2 related to the goal:

Shylee will decode 5 to 7 multisyllabic words in isolation and/or in text with minimum teacher prompts as measured with a word list or a reading fluency assessment in 2 out of 3 trials with 90% accuracy.

Date to be achieved: MO/YR

Date to be achieved: MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
 Last First MI

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

When provided with a verbal reminder, Shylee will use calm voice and self-regulation strategies (e.g., deep breathing, counting, squeezing stress ball) rather than raising her voice, protesting, by using in 4 out of 5 opportunities per day for 2 consecutive weeks as measured by teacher data collection.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

When provided with 3 verbal reminders, Shylee will use calm voice and self-regulation strategies (e.g., deep breathing, counting, squeezing stress ball) rather than raising her voice, protesting, by using in 4 out of 5 opportunities per day for 2 consecutive weeks as measured by teacher data collection.

Incremental objective #2 related to the goal:

When provided with 2 verbal reminders, Shylee will use calm voice and self-regulation strategies (e.g., deep breathing, counting, squeezing stress ball) rather than raising her voice, protesting, by using in 4 out of 5 opportunities per day for 2 consecutive weeks as measured by teacher data collection.

Date to be achieved: MO/YR

Date to be achieved: MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

EXPLANATION OF MARKS				Goal Achievement
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROGRESS (50-99% of goal met)	2 PARTIAL PROGRESS (1-49% of goal met)	1 NO PROGRESS	
1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary Only)	
Date: <input type="text"/>	Date: <input type="text"/>	Date: <input type="text"/>	Date: <input type="text"/>	
Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No If "No" please explain: <input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
 Last First MI

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

With guidance and support from adults, Shylee will write 5 coherent sentences in which the development/ organization are appropriate to the task and/ or purpose with minimum adult prompt as measured with a teacher-generated writing rubric in 2 out of 3 trials with 90% accuracy.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

With guidance and support from adults, Shylee will write 1-2 coherent sentences in which the development/ organization are appropriate to the task and/ or purpose with minimum adult prompt as measured with a teacher-generated writing rubric in 2 out of 3 trials with 90% accuracy.

Incremental objective #2 related to the goal:

With guidance and support from adults, Shylee will write 3-4 coherent sentences in which the development/ organization are appropriate to the task and/ or purpose with minimum adult prompt as measured with a teacher-generated writing rubric in 2 out of 3 trials with 90% accuracy.

Date to be achieved: MO/YR

Date to be achieved: MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR EXCEEDED				3 SUBSTANTIAL PROGRESS (50-99% of goal met)				2 PARTIAL PROGRESS (1-49% of goal met)				1 NO PROGRESS			
1st Reporting Period		2nd Reporting Period		3rd Reporting Period		4th Reporting Period (Secondary Only)		Goal Achievement							
Date: <input type="text"/>		Date: <input type="text"/>		Date: <input type="text"/>		Date: <input type="text"/>									
Progress Mark: <input type="text"/>		Progress Mark: <input type="text"/>		Progress Mark: <input type="text"/>		Progress Mark: <input type="text"/>		Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No							
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No		Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No		Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No		Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No		Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No							
If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>		If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>		If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>		If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>		If "No" please explain: <input type="text"/>							

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
 Last First MI

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

When given 3-5 word problems involving addition up to 20 and subtraction from up to 20, Shylee will use counters, tally marks or place value charts to arrive at the correct answer with minimal teacher prompts in 3 out 5 trials with 80% accuracy, as measured by teacher observation and student work samples.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

When given 1-2 word problems involving addition up to 20, Shylee will use counters, tally marks or place value charts to arrive at the correct answer with minimal teacher prompts in 3 out 5 trials with 80% accuracy, as measured by teacher observation and student work samples.

Incremental objective #2 related to the goal:

When given 3-4 word problems involving subtraction from up to 20, Shylee will use counters, tally marks or place value charts to arrive at the correct answer with minimal teacher prompts in 3 out 5 trials with 80% accuracy, as measured by teacher observation and student work samples.

Date to be achieved: MO/YR

Date to be achieved: MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

EXPLANATION OF MARKS				Goal Achievement
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROGRESS (50-99% of goal met)	2 PARTIAL PROGRESS (1-49% of goal met)	1 NO PROGRESS	
1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary Only)	
Date: <input type="text"/>	Date: <input type="text"/>	Date: <input type="text"/>	Date: <input type="text"/>	
Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No If "No" please explain: <input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
 Last First MI

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

Shylee will demonstrate behaviors that promote positive social interactions (e.g., recognizing different opinions, making encouraging comments, inviting others into a group, identifying areas of interest for others) in 3 out of 4 trials per counseling session with minimal adult support as measured by counselor observation.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

Shylee will demonstrate behaviors that promote positive social interactions (e.g., making encouraging comments, inviting others into a group, identifying areas of interest for others) in 2 out of 4 trials per counseling session with moderate adult support (modeling, prompting, visuals) as measured by counselor observation.

Incremental objective #2 related to the goal:

Shylee will demonstrate behaviors that promote positive social interactions (e.g., recognizing different opinions, making encouraging comments, inviting others into a group, identifying areas of interest for others) in 3 out of 4 trials per counseling session with moderate adult support (modeling, prompting, visuals) as measured by counselor observation.

Date to be achieved: MO/YR

Date to be achieved: MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR EXCEEDED				3 SUBSTANTIAL PROGRESS (50-99% of goal met)				2 PARTIAL PROGRESS (1-49% of goal met)				1 NO PROGRESS			
1st Reporting Period		2nd Reporting Period		3rd Reporting Period		4th Reporting Period (Secondary Only)		Goal Achievement							
Date: <input type="text"/>		Date: <input type="text"/>		Date: <input type="text"/>		Date: <input type="text"/>									
Progress Mark: <input type="text"/>		Progress Mark: <input type="text"/>		Progress Mark: <input type="text"/>		Progress Mark: <input type="text"/>		Objective 1 Met:				Objective 2 Met:			
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No		Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No		Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No		Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No		<input type="radio"/> Yes <input type="radio"/> No				<input type="radio"/> Yes <input type="radio"/> No			
If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>		If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>		If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>		If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>		If "No" please explain: <input type="text"/>							

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
 Last First MI

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

When given 7-10 problems, Shylee will demonstrate fluency for addition and subtraction within 20 using the Touch Math Strategies with 90% accuracy as measured by informal assessment and student work samples.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

When given 3-5 problems, Shylee will demonstrate fluency for addition and subtraction within 20 using the Touch Math Strategies with 90% accuracy as measured by informal assessment and student work samples.

Incremental objective #2 related to the goal:

When given 5-7 problems, Shylee will demonstrate fluency for addition and subtraction within 20 using the Touch Math Strategies with 90% accuracy as measured by informal assessment and student work samples.

Date to be achieved: MO/YR

Date to be achieved: MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
 Last First MI

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

With mild prompts (1-2) and vowel combination visuals, Shylee will correctly spell words using double vowel sounds 19 out of 20 times in unedited, spontaneously written, classroom papers and will demonstrate ability in all settings. (oa, ie, ea, etc. inclusive of all double vowel combinations) in 3 out 5 trials with 80% accuracy as measured by student work samples and teacher observation.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

With prompts (4-5) and vowel combination visuals, Shylee will correctly spell words using double vowel sounds 7 out of 10 times in unedited, spontaneously written, classroom papers and will demonstrate ability in all settings. (oa, ie, ea, etc. inclusive of all double vowel combinations) in 3 out 5 trials with 80% accuracy as measured by student work samples and teacher observation.

Incremental objective #2 related to the goal:

With prompts (3-4) and vowel combination visuals, Shylee will correctly spell words using double vowel sounds 12 out of 15 times in unedited, spontaneously written, classroom papers and will demonstrate ability in all settings. (oa, ie, ea, etc. inclusive of all double vowel combinations) in 3 out 5 trials with 80% accuracy as measured by student work samples and teacher observation.

Date to be achieved: MO/YR

Date to be achieved: MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

EXPLANATION OF MARKS				
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROGRESS (50-99% of goal met)	2 PARTIAL PROGRESS (1-49% of goal met)	1 NO PROGRESS	
1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary Only)	Goal Achievement
Date: <input type="text"/>	Date: <input type="text"/>	Date: <input type="text"/>	Date: <input type="text"/>	
Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No If "No" please explain: <input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
 Last First MI

Date of Birth

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Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

Shylee will independently practice conflict resolution strategies (e.g., making a deal, walking away) in 4 out of 5 opportunities per day for 2 consecutive weeks as measured by teacher data collection.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

When provided with verbal and modeling prompts, Shylee will practice conflict resolution strategies (e.g., making a deal, walking away) in 2 out of 5 opportunities per day for 2 consecutive weeks as measured by teacher data collection.

Incremental objective #2 related to the goal:

When provided with a verbal reminder, Shylee will practice conflict resolution strategies (e.g., making a deal, walking away) in 3 out of 5 opportunities per day for 2 consecutive weeks as measured by teacher data collection.

Date to be achieved: MO/YR

Date to be achieved: MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR EXCEEDED				3 SUBSTANTIAL PROGRESS (50-99% of goal met)				2 PARTIAL PROGRESS (1-49% of goal met)				1 NO PROGRESS			
1st Reporting Period		2nd Reporting Period		3rd Reporting Period		4th Reporting Period (Secondary Only)		Goal Achievement							
Date: <input type="text"/>		Date: <input type="text"/>		Date: <input type="text"/>		Date: <input type="text"/>									
Progress Mark: <input type="text"/>		Progress Mark: <input type="text"/>		Progress Mark: <input type="text"/>		Progress Mark: <input type="text"/>		Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No							
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No		Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No		Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No		Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No		Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No							
If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other		If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other		If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other		If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other		If "No" please explain: <input type="text"/>							

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

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Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

When presented with a challenging task, Shylee will use functional communication (e.g., ask for help, ask teacher for clarification or rephrase directions) instead of engaging in off task behaviors in 80% of opportunities, for three consecutive weeks as measured by teacher data collection.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

When presented with a challenging task, Shylee will use functional communication (e.g., ask for help, ask teacher for clarification or rephrase directions) instead of engaging in off task behaviors in 80% of opportunities, for one consecutive week as measured by teacher data collection.

Incremental objective #2 related to the goal:

When presented with a challenging task, Shylee will use functional communication (e.g., ask for help, ask teacher for clarification or rephrase directions) instead of engaging in off task behaviors in 80% of opportunities, for two consecutive weeks as measured by teacher data collection.

Date to be achieved: MO/YR

Date to be achieved: MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR EXCEEDED				3 SUBSTANTIAL PROGRESS (50-99% of goal met)				2 PARTIAL PROGRESS (1-49% of goal met)				1 NO PROGRESS			
1st Reporting Period		2nd Reporting Period		3rd Reporting Period		4th Reporting Period (Secondary Only)		Goal Achievement							
Date: <input type="text"/>		Date: <input type="text"/>		Date: <input type="text"/>		Date: <input type="text"/>									
Progress Mark: <input type="text"/>		Progress Mark: <input type="text"/>		Progress Mark: <input type="text"/>		Progress Mark: <input type="text"/>		Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No							
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No		Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No		Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No		Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No		Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No							
If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other		If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other		If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other		If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other		If "No" please explain: <input type="text"/>							

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
 Last First MI

Date of Birth

Meeting Date

Section K: Participation in State and District-wide Assessments

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

<p>Student will participate in Regular State and District Assessments. <i>(Designated Supports and/or Accommodations identified below are applicable)</i></p>	<p>CAASPP Subject ELA and Math</p>
<p>Designated Supports:</p> <ul style="list-style-type: none"> - Noise Buffers - Simplified or paraphrased test directions (non-embedded designated support) - Test in a separate/smaller setting - Text-to-speech software enabled (for math items and ELA items except for reading passages) 	
<p>Accommodations:</p> <ul style="list-style-type: none"> - Text-to-Speech software enabled for ELA reading passages (embedded accommodation). 	
<p>Student will participate in Regular State and District Assessments. <i>(Designated Supports and/or Accommodations identified below are applicable)</i></p>	<p>ELPAC Subject Writing</p>
<p>Designated Supports:</p> <ul style="list-style-type: none"> - Noise buffers - Simplified or paraphrased test directions (non-embedded designated support) 	
<p>Student will participate in Regular State and District Assessments. <i>(Designated Supports and/or Accommodations identified below are applicable)</i></p>	<p>ELPAC Subject Listening</p>
<p>Designated Supports:</p> <ul style="list-style-type: none"> - Noise buffers - Simplified or paraphrased test directions (non-embedded designated support) - Pause or replay the audio during the administration of test questions (listening domain only) 	
<p>Student will participate in Regular State and District Assessments. <i>(Designated Supports and/or Accommodations identified below are applicable)</i></p>	<p>ELPAC Subject Reading</p>
<p>Designated Supports:</p> <ul style="list-style-type: none"> - Noise buffers - Simplified or paraphrased test directions (non-embedded designated support) 	
<p>Student will participate in Regular State and District Assessments. <i>(Designated Supports and/or Accommodations identified below are applicable)</i></p>	<p>ELPAC Subject Speaking</p>
<p>Designated Supports:</p> <ul style="list-style-type: none"> - 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) 	

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student ROSS SHYLEE MI Last First MI

Date of Birth 17-OCT-2014

Meeting Date 01-MAR-2023

Section N: Procedural Safeguards and Follow-up Actions

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

Is the parent/guardian requesting informal translation? Yes No Select Preferred Language:

Is the parent/guardian requesting official translation? Yes No Select Preferred Language: Hebrew

Specify the Individual Pages to be translated: entire IEP

Special Requests:

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

Pandemic Learning Loss Consideration of Compensatory and/or Recoupment Services

Compensatory Education Consideration:

- The IEP team has reviewed and discussed whether compensatory education is required due to the COVID-19 pandemic. The IEP team has determined:
Student received all of their special education and related aids and services required by their IEP. Compensatory education is not required.
Student did not receive all of their special education and related aids and services required by their IEP. Compensatory education offer details are documented in FAPE 2- Summary of Services.
Student did not receive all of the special education and related aids and services required by their IEP. However, no compensatory education was warranted for the reasons documented by the IEP team in FAPE Part 2 Part 4.
Compensatory education consideration was documented on IEP dated

01-MAR-2023 (Active) Initial

Recoupment Services Consideration:

- The IEP team has reviewed and discussed student's progress/achievement and considered factors that may have impacted student's learning during the school facility closures as a result of the COVID-19 pandemic. The IEP team has determined:
Student has made expected progress toward IEP goals and/or progress is in alignment with expectations of progress/goal achievement. No recoupment services are recommended.
Student experienced learning loss as a result of the school facility closures caused by the COVID-19 pandemic and recoupment services are necessary. The IEP team discussed recoupment services to address past learning loss. Recoupment services offer details are included in FAPE Part 2, Part 4 of the IEP (including completion of a service grid, as necessary).
Recoupment services consideration was documented on IEP dated

01-MAR-2023 (Active) Initial

- Preschool Only Consideration (Transition IEP)
30-Day IEP Consideration (Out-of-District)
Student attends private school within district boundaries and resides outside of district boundaries (Eligibility Determination Only)

THIS SPACE DELIBERATELY LEFT BLANK.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student ROSS SHYLEE MI
Last First MI

Date of Birth 17-OCT-2014

Meeting Date 01-MAR-2023

Section Q: Parent Participation and Consent

Parent Participation

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

Parent Notification

Method	Whom	When
Phone	Julie Ljubicic	03-FEB-2023

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

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

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

- Parent/Student (18-21) AGREES to all components of the IEP.
- Parent/Student (18-21) AGREES to all components of the proposed IEP WITH THE SPECIFIC EXCEPTION(S) stated below:
 - Assessment Specify requesting IEE for FBA assessment
 - Eligibility Specify
 - Instructional Setting Specify
 - Services Specify Requesting additional Counseling and RSP; requesting BIC services

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

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

Parent Concerns and Comments

Per the IEP we requested a voc-ed goal that was not shared with us and was not added. Shylee does not request help when needed. We are requesting IEE for FBA assessment. We are requesting BIC services. We are requesting additional DIS counseling. We are requesting additional RSP services and additional academic support. We are requesting a VT assessment to be conducted.

Signature(s) [] [] Date 29-MAR-2023

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

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

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

Signature(s) [] [] Date 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.



INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Reconvened Meeting Date

Student
 Last First MI

Date of Birth

Meeting Date

Section R: Names and Signatures (Signatures on File)

Team Member	Print Name	Signature
Parent/Guardian	<input type="text" value="Shiran Ross (attended via Zoom)"/>	<input type="text"/>
Parent/Guardian	<input type="text"/>	<input type="text"/>
Student Age 18 - 21 years	<input type="text"/>	<input type="text"/>
Student Under Age 18 years	<input type="text"/>	<input type="text"/>
Surrogate Parent	<input type="text"/>	<input type="text"/>
Foster Parent	<input type="text"/>	<input type="text"/>
Family Foster Home Provider	<input type="text"/>	<input type="text"/>
Administrator	<input type="text" value="Julie Ljubicic, APEIS"/>	<input type="text" value="Julie Ljubicic"/>
Administrative Designee	<input type="text"/>	<input type="text"/>
Special Education Teacher	<input type="text" value="Kelle Husk, Resource Specialist"/>	<input type="text" value="Kelle Husk"/>
General Education Teacher	<input type="text" value="Lori Dupuis"/>	<input type="text" value="Lori Dupuis"/>
School Psychologist	<input type="text" value="Rachel Boyd"/>	<input type="text" value="Rachel Boyd"/>
School Nurse	<input type="text" value="Laura Duclos"/>	<input type="text" value="Laura Duclos"/>
Related Service Staff <input type="text" value="LAS"/>	<input type="text" value="Lara Johnson"/>	<input type="text" value="Lara Johnson"/>
Related Service Staff <input type="text" value="OT"/>	<input type="text" value="Richard Moore"/>	<input type="text" value="Richard Moore"/>
Related Service Staff <input type="text" value="RT"/>	<input type="text" value="Larry Fontanilla"/>	<input type="text" value="Larry Fontanilla"/>
Interpreter	<input type="text"/>	<input type="text"/>
Sign Language Interpreter	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Other <input type="text" value="advocate"/>	<input type="text" value="Luciana Ganach (attended via Zoom)"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Reconvened Meeting Date

Student
 Last First MI

Date of Birth

Meeting Date

Section R: Names and Signatures (Signatures on File)

Team Member	Print Name	Signature
Parent/Guardian	<input type="text" value="Shiran Ross (attended via Zoom)"/>	<input type="text"/>
Parent/Guardian	<input type="text"/>	<input type="text"/>
Student Age 18 - 21 years	<input type="text"/>	<input type="text"/>
Student Under Age 18 years	<input type="text"/>	<input type="text"/>
Surrogate Parent	<input type="text"/>	<input type="text"/>
Foster Parent	<input type="text"/>	<input type="text"/>
Family Foster Home Provider	<input type="text"/>	<input type="text"/>
Administrator	<input type="text" value="Julie Ljubicic, APEIS"/>	<input type="text" value="Julie Ljubicic"/>
Administrative Designee	<input type="text"/>	<input type="text"/>
Special Education Teacher	<input type="text" value="Kelle Husk, Resource Specialist"/>	<input type="text" value="Kelle Husk"/>
General Education Teacher	<input type="text" value="Lori Dupuis"/>	<input type="text" value="Lori Dupuis"/>
School Psychologist	<input type="text" value="Rachel Boyd"/>	<input type="text" value="Rachel Boyd"/>
School Nurse	<input type="text"/>	<input type="text"/>
Related Service Staff <input type="text" value="OT"/>	<input type="text" value="Richard Moore"/>	<input type="text" value="Richard Moore"/>
Related Service Staff <input type="text" value="RT"/>	<input type="text" value="Larry Fontanilla"/>	<input type="text" value="Larry Fontanilla"/>
Related Service Staff <input type="text"/>	<input type="text"/>	<input type="text"/>
Interpreter	<input type="text"/>	<input type="text"/>
Sign Language Interpreter	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Other <input type="text" value="advocate"/>	<input type="text" value="Luciana Chemeleniker (attended via Zc)"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student ROSS SHYLEE MI Last First MI

Date of Birth 17-OCT-2014

Meeting Date 01-MAR-2023

LEAST RESTRICTIVE ENVIRONMENT ANALYSIS

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

Student's Current Placement Type:

Form with radio buttons for placement types: General Education Class, Special Day Program, Home/Hospital, etc.

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

The Individuals with Disabilities Education Act (IDEA) requires that students with disabilities be educated in the least restrictive environment. Placement in a more restrictive setting should only occur if the nature or severity of the student's disability is such that placement in a less restrictive setting with the use of supplementary aids and services cannot be achieved satisfactorily.

Step A. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a general education classroom/setting? Includes Yes/No options and explanatory text.

Step B. Can the supports, services, accommodations and/or modifications in the student's IEP be made available on a general education site in a special day program? Includes Yes/No options and explanatory text.

Student
 Last First MI

Date of Birth

Meeting
 Date

ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)

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

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

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

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

Student
Last First MI

Date of Birth

Meeting
Date

ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)

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

Step F.	The student's needs as reflected in the contents of this IEP, and the placement being considered by the IEP team, outweigh any potential harmful effects at this time, including (check all that apply):	
	<input type="checkbox"/>	Diminished access to the full range of the curriculum
	<input type="checkbox"/>	Missed general education instruction taught by highly qualified staff
	<input type="checkbox"/>	Rate at which student may earn credits for graduation
	<input type="checkbox"/>	Lack of opportunity for social interaction
	<input type="checkbox"/>	Lack of opportunities for age-appropriate peer role models
	<input type="checkbox"/>	Amount of socialization opportunities with typical peers
	<input type="checkbox"/>	Limited access to peers in student's home community
	<input type="checkbox"/>	Lack of exposure to appropriate behavioral models from peers
	<input checked="" type="checkbox"/>	Other: <input type="text" value="none"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 1 - Eligibility, Placements and Supports

Student
 Last First MI

Date of Birth

Meeting Date

	Effective With this IEP	Future Changes Related to this IEP
	As of Date: <input type="text" value="29-MAR-2023"/>	<input type="text"/>
Eligibility: (from Page 4)	Eligible (OHI)	
	<i>Final IEP Reason</i> <i>Final IEP Effective Date:</i>	
Curriculum	<input type="text" value="General Education"/>	<input type="text"/>
Placement	Type of School <input type="text" value="Affiliated Charter"/>	<input type="text"/>
	Name of School <input type="text" value="WOODLAKE ECC"/>	<input type="text"/>
Instructional Setting	Setting <input type="text" value="General Education"/>	<input type="text"/>
	Program <input type="text" value="GE"/>	<input type="text"/>
	Special Day Minutes/Wk <input type="text"/>	<input type="text"/>
	Addresses Goals <input type="text" value="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)"/>	<input type="text"/>
Additional Factors	Low Incident Support <input type="text" value="None"/>	<input type="text"/>
	Assistive Technology Support <input type="text" value="No"/>	<input type="text"/>
	Transportation <input type="text" value="None"/>	<input type="text"/>
	Extended School Year/Intersession <input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="text"/>
Parent Counseling and Training (PCT)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="text"/>
	ESY Transportation <input type="text"/>	<input type="text"/>
Accommodation, Modifications, Supports	Instructional Accommodations <input type="text" value="Small group support, Behavior Implementation 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, chunk 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."/>	<input type="text"/>
	Instructional Modifications <input type="text"/>	<input type="text"/>
	Other Supports, including Non-Academic and Extra-curricular Activities <input type="text" value="The Resource Specialist Teacher and/or Resource Aide will assist the general education teacher in the use of supplementary instructional materials and strategies."/>	<input type="text"/>
Preparation for Three Year Review IEP (At the second Annual Review IEP Meeting, the team must discuss and document the decision to	Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary? <input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="text"/>

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 District

IEP FAPE Part 2 - Summary of Services

Student

Last First MI

Date of Birth Meeting Date

		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 goals :	Interval:	Weekly	
	1(Reading)	Minutes/Interval:	120
	3(ELD-Writing)	Minutes/Interval (Pullout from Gen Ed):	120
	7(Writing)	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 goals :	Interval:	Weekly	

4(Math #1)	Minutes/Interval:	90	
6(Math #2)	Minutes/Interval (Pullout from Gen Ed):	90	
8(Behavior Support #2)	Service Delivery Model:	RSP: Collaborative Teaching and Planning*	
9(Behavior/Voc)	RSP Area:	Math	
	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 goals:	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

% 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 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.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student
 Last First MI

Date of Birth Meeting Date

FAPE Summary Grid

Program:		GE			Setting:		General Education		
Eligibility:		Eligible (OHI)			Curriculum:		General Education		
Transportation:		None			Low Incident Support:		None		
Date District Received		29-Mar-2023							
Parent Signature:									
Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)	No Consent
04	Counseling and Guidance	Effective on Signature Date		Monthly	1-5	~	60	Social Emotional	--
RSP	RSP	Effective on Signature Date		Weekly	1-5	RSP-Math	90	Math #1, Math #2, Behavior Support #2, Behavior/Voc	--
RSP	RSP	Effective on Signature Date		Weekly	1-5	RSP-Literacy/ELA/ELD	120	Reading, ELD-Writing, Writing, Behavior Support #1	--

Alternative Remote/Distance Learning Services During Emergency Conditions

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

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

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

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

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

For IEP Team Information

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

INDIVIDUALIZED EDUCATION PROGRAM Behavior Intervention Plan

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

Los Angeles Unified School District

(Behavior Intervention Plan, pg. 1 of 3)

Student **ROSS** **SHYLEE** **MI** Date of Birth **17-OCT-2014** Meeting Date **01-MAR-2023**

The behavior impeding learning is: Describe what it looks like:
1 other Argue with peers

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

other _____

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

4 Frequency or intensity or duration of behavior: Frequency (x) Period Intensity Duration (min)

.03 hourly low 3-5

Reported by **Teacher, RSP, FBA** and/or observed by **Teacher, RSP**

PREVENTION

PART 1

ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

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

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

Other Describe: _____

Observation Analysis

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

Present in the environment:

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

Missing in the environment:

Other (Missing/Present): _____

REMOVE STUDENT'S NEED TO USE THE PROBLEM BEHAVIOR

Intervention 7

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

Time Changes: Give more time on tasks Allow completion in parts Teach a closure system

Space Changes: Signal transition Provide a break Give less time on tasks

Material Changes: Preferred seating Different work areas Study carrels

Interaction: Personal space Hands-on learning Tasks organized

Accommodated work Notebook organizer Enlarged print size books

High interest materials Cue the student Model

Use specific supportive words Praise successes Peer Models

Verbally praise student Use calm, de-escalating language

Use specific support communications

Other _____

Who will establish? **Teacher, RSP** Who will monitor? **Teacher, RSP** Frequency **Daily**

INDIVIDUALIZED EDUCATION PROGRAM Behavior Intervention Plan

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

Los Angeles Unified School District

(Behavior Intervention Plan, pg. 2 of 3)

Student Date of Birth Meeting Date

Last First MI

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

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

To Get: Sensory input Attention (peer) Attention (staff)

To Avoid: Tangible (desired item) Tangible (desired activity)

Sensory input Attention (peer) Attention (staff)

Task (too difficult) Task (too easy) Task (too long)

Describe:

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

To avoid conflict with peers, Shylee will learn how to make a deal, walk away.

To avoid verbal outburst, Shylee will use self-regulation strategies (e.g., deep breathing technique, counting, squeezing stress ball).

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

Better communication skills Anger management Communication system Self-management systems

Following schedules & routines Learning new social skills Learning how to negotiate Learning structured choice

Learning new scripts Learning notebook organization Learning to use conflict resolution Learning to request breaks

Other

Who will establish? Who will monitor? Frequency:

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

Physical: High-fives Smiles Handshake

Verbal: Pat on the back Recognition of student's str... Peer recognition

Contingent Access: Use specific praises Listen to music

Time on the computer Free time

Describe:

Preferred activity Other

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

Tokens and Points: Tokens Points

Privileges: Exempt assignment Extra test points

Other ideas:

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

By whom? Frequency

EFFECTIVE REACTION PART III REACTIVE STRATEGIES

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

Provide leadership opportunities to Shylee so that she can receive attention from engaging in expected behaviors (e.g., teacher helper, supplies monitor). Review social stories on conflict resolution with Shylee on a regular basis (e.g., every morning). The reviews can gradually be faded out as Shylee becomes more fluent with using conflict resolution strategies.

Personnel?

INDIVIDUALIZED EDUCATION PROGRAM
Behavior Intervention Plan

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

Los Angeles Unified School District

(Behavior Intervention Plan, pg. 3 of 3)

Student
Last First MI

Date of Birth

Meeting Date

OUTCOMES

PART IV

BEHAVIORAL GOALS

13 Behavioral Goal: Goal #:

When provided with a verbal reminder, Shylee will use calm voice and self-regulation strategies (e.g., deep breathing, counting, squeezing stress ball) rather than raising her voice, protesting, by using in 4 out of 5 opportunities per day for 2 consecutive weeks as measured by teacher data collection.

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

Observation and Analysis Conclusion

Are curriculum accommodations or modifications also necessary? Where described?

Yes No

Are environmental supports/changes necessary?

Yes No

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

Yes No

Are both teaching of new replacement behavior AND reinforcement needed?

Yes No

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

Yes No

Person responsible for contact between agencies.

COMMUNICATION

PART V

COMMUNICATION PROVISIONS

14 Manner and content of communication:

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

Between?

Frequency?