Student Identificati	on	200105X016]	SSID	3139988321		Eligi	ble (OHI)
Number Student ROSS	SH	YLEE				Date of Birth:	_	DCT-2014
Last		First	MI			Date of Dirtin.	17-	501-2014
				Section A: 1	Meeting Information			
	Pertir	ient Dates				Type of Mo	eeting	
ate of Initial IEP Team	Meeting	01-MAR-202	3		◯ Initial		Amendme	ent of IEP dated
ate of Present Meeting	ç	31-AUG-2023	3				01-MAR-20	23
nnual Review to be co	•	01-MAR-202	4		Annual Review)Early Star	t Transition
ext Three Year Reviev onducted by	will be	28-FEB-2026			O Three Year Review		Expulsion	
hree Year Review or E as conducted on	valuation	01-MAR-202	3		Other) Individual	Transition Plan
ransition to Kindergart onducted by	en to be							
ocation of Meeting	v	VOODLAKE EO	CC		District Name	Los Angeles	Unified Sch	ool Distri
				Section B:	Student Information			
ate of Birth	17-OCT-20	14	Age		8	Grade		3
ender	🔿 Male 🧿	Female	Ethnic	Code	White)		
ocation of the Psych	SPED SVC	CTR-NORT	Studer Folder	nt has no Psycł				
ocation of the Cum older	WOODLA	KE ECC	Studer Folder	nt has no Cum				
ome Language	Hebrew		Studer	nt Language	Hebrew	Alternate Mod Communicatio		
ome Address of udent	6615 FARR	RALONE AVE				J		
ity	WOODLA	ND HILI CA	ZIP Co	ode	91303)		
ome Telephone	(818) 331-2	2940	Daytir	ne Telephone		Emergency Te	elephone	
chool of Attendance	Woodlake I	Ecc	Locati	on Code	7877)		
hool of Residence	Hamlin Ca		Locati	on Code	4349)		
ame of arent/Guardian	Shiran Ross	5	Teleph	none)		
ddress	same as stu	dent)		
ty		CA	ZIP Co	ode)		
rogate Parent			Teleph	ione)		
ttends CURRENT SC the following	CHOOL as a re	esult of one	Charter	School Enrolli	ment V)		
the stadent la '	Eam 21-1 E - 1	<u> </u>	Yes		DELL			
the student living in a ome (FFH)?	raminy Poster				FFH#			
FFH Provider related	to student?		O_{Yes}		Relationship			
censed Children's Inst	itution	🔘 No	$O_{\rm Yes}$		LCI Name			
					LCI#			
ut of the home placem	ent made by	-	gional Cen		O Department of Menta	l Health	Departmen	t of Children's Services
nild's family living wi	thin LAUSD's		perior Cou O O Yes	rt	O Other			
oundaries?								\bigcirc No \bigcirc Yes

os Angolo	unified Schoo	District	INDIVIDU	ALIZED EDUC	CATION PROGRAM (IEP)		Page 2 of 4
Student		SHYLEE			Date of Birth 17-OCT-	2014	
	Last	First	MI Se	 ction C: Lang	uage Acquisition		
Language Cla	assification:			Limited English		Start Date:	08-MAR-2022
	y Parent Request		_	Yes O No		Reclassification Date:	
		d Performance Descripto		\sim res \bigcirc No	~	Test Date:	
		e Level and Performance	_			Test Date:	
Descriptor:	FAC Feriorinalice	e Level and Ferformance				Test Date.	
			Section	D: Goal Achie	vement from Current IEP		
			A	chieved			
Goal for: (e	xample - Reading	<u>(</u>)	Yes	No	If No, explain the reason	the goal/objective was not achi	eved
1				0	Initial IEP		
Category		~	•				
	Objective 1 m	net	0	0			
	Objective 2 m	net	0	0			
2				0			
Category		~					
	Objective 1 m		0	\bigcirc			
	Objective 2 m	net	0	\bigcirc			
3				0			
Category		~	•				
	Objective 1 m	net	0	0			
	Objective 2 m	net	0	\bigcirc			
4				\bigcirc			
Category		~	•				
	Objective 1 m		0	0			
	Objective 2 m	net	0	0			
5				0			
Category		~	•				
	Objective 1 m		0	0			
	Objective 2 m	net	0	0			
6				0			
Category		~		-			
	Objective 1 m		0	0			
_	Objective 2 m	net	0	0			
7				\bigcirc			
Category		∼		~			
	Objective 1 m		0	0			
0	Objective 2 m	net	0	0			
8				0			
Category		~		\sim			
	Objective 1 m		0	0			
9	Objective 2 m	iet	0	0			
9 Category		•		0			
Category	Ohianti 1	► Not		\frown			
	Objective 1 m		0	0			
10	Objective 2 m	iei	0	0			
		•		0			
Category	Objective 1 m	► Not		\frown			
	Objective 1 m Objective 2 m		0	0			
	Objective 2 m	ICI	0	0			

Los Angeles	s Unified Scho	ol District		INDIVIDUALIZED EDUCATION PROGRAM (IEP)	
Student		SHYLE	E	Date of Birth 17-OCT-2014 Meeting Date 31-AU	JG-2023
	Last	Fir	st	MI Section E: Present Level of Performance	
rformance	Area:		Health	Section E. I resent Level of l'erformance	
ategory:			Health	✓	
	Monitoring Proc	ess Used:	_	School Health Record, Parent Interview, assessment	
	Assessment Res				
			v (include s	tudent strengths, student needs and impact of disability on student performance):	
Summary: S nilestones v	Shylee is an 8-ye were reported as	ar and 3-mon within norma	th-old stud l limits. Sh	ent in 2nd grade. Shylee was born at full-term with no newborn complications. Developmental ylee does not take any routine or as needed medications. No known allergies. No overnight hospital No surgeries in the past three years.	
correction o	n 02/09/2023 an	id passed LAU	JSD's audio	municates verbally to meet needs and wants. Shylee passed LAUSD's vision screening without screening on 01/27/2023. Shylee is in good health and receives regular medical care.	
	ed: Health is not				
Impact of I	Disability: Health	h does not imj	pact studen	's participation, performance, and access to the educational program.	
Accommod	lations/Modifica	tions: None fo	or health.		
Laura Ducl	os, BSN, RN				
Credentiale	d School Nurse				
February 9	2023				
-					
erformance	Area:				
ategory:				▼	
	Monitoring Proc				
	Assessment Res				
urrent Perfo	ormance/Assessr	nent Summar	y (include s	tudent strengths, student needs and impact of disability on student performance):	

Los Angeles Unified School District Student ROSS SHYLE Date of Birth 17-OCT-2014 Meeting Date 31-AUC Last First MI Section E: Present Level of Performance Performance Area: Social Functioning Category: Social Functioning Assessment/Monitoring Process Used: Data Collection/Observations, HCSBS/SSBS2 Rating forms, Parent/Teacher Interview Stude/District Assessment Results: NA Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Student's area of strength- Shylee willingly engaged in all aspects of the Recreation Therapy Assessment. She was friendly, polite and rapport was easily established. Shylee demonstrated the ability to easily navigate the classroom and the playground. In relation to levels of interaction, Shylee engaged in Cooperative levels of interaction 100% of recorded intervals. In comparison, Shylee's peers in her immediate area were also engaged in Cooperative levels of interaction exidenced by their engagement in Social Chat for 100% of recorded intervals. Shylee was part of the 80% and utilized the social engagement skills 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 demonstrated positive group skills when her turn was skipped a few times and continue the activity without getting distrated. Shylee demonstrated positive group skills when her turn was skipped a few times and continue the activity without getting d
Section E: Present Level of Performance Performance Area: Social Functioning 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 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 pers in her immediate area were also engaged in Cooperative levels of interaction. Shylee's pers utilized the same skills in the same activities 75%-100% of recorded intervals. Shylee was part of the 80% and utilized the social engagement is Sild along with the class. Some of the social engagement skills along with teacher, responding to alrification 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 intervals of taking unus, initating, reading along with teacher, responding to administrate the use of sportal interactions of taking multiple turns, sharing, trading and initiating. She demonstrated eas in following directions with multiple steps as well as ease with joint attention evidenced by her focus and completing the activity without getting distrated. Shylee demonstrated positive coping skills when her turn was skipp
Performance Area: Social Functioning 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 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. Data collection's upgests 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 activities 75%-100% of recorded intervals. Shyle was part of the 80% and utilized the social engagement skills in the same activities rof%-100% of recorded intervals. Shyle evas part of the 80% and utilized the social engagement skills in the same activities rof%-100% of recorded intervals. In comparison, at least 80% of Shyle's peers utilized the same sable to demonstrate the use of reciprocal interactions, 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. Shylee was able to win and lose the activity appropriately by demonstrate the use of reciprocal interactions, diaking multiple turns, sharing, tradin
Category: Social Functioning Foce Social Functioning Social Functioning Foce Social Functioning Function Function Foce Function Foce Functioning Foce Social Functioning Functioning Foce Social Functioning Function Function Function Foce Functioning Foce Social Functioning Functioning Foce Social Functioning Functioning Functioning Functioning Functioning Function Functioning Functioning Functioning Functioning Functioning Functioning Functioning Functioning Funce Functioning Functioning Functio
Assessment/Monitoring Process Used: Data Collection/Observations, HCSBS/SSBS2 Rating forms, Parent/Teacher Interview Assessment/Monitoring Process Used: NA Current Performance/Assessment Results: NA Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Student's area of strength- Shylee willingly engaged in all aspects of the Recreation Therapy Assessment. She was friendly, polite and rapport was easily established. Shylee demonstrated the ability to easily navigate the classroom and the playground. In relation to levels of interaction, Shylee engaged in Cooperative levels of interaction 100% of recorded intervals. In comparison, Shylee's peers in her immediate area were also engaged in Cooperative levels of interaction evidenced by their engagement in Social Chaf to 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 ther class. Some of the social engagement skills multiped the cale demonstrated ease in following directions with multipel steps as well as ease with joint attention evidenced by her focus and completing the activity without getting distarcted. Shylee demonstrated positive coping skills when her turn was skipped a few times and confinued the activity without getting upset. She was able to accurately identify expected and unexpected behaviors from real life photos in five out of five trials. Performance Area: Social Functioning continued Social Functioning continued Social Functioning 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 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, Shyle's peers in her immediate area were also engaged in Cooperative levels of interaction 100% of recorded intervals. In comparison, Shyle's peers in her immediate area were also engaged in Cooperative 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 Shyle's peers utilized the same skills in 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 doemonstrate 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. Shyle was able to accurately identify expected and unexpected behaviors from real life photos in five out of five trials. Performance Area: Social Functioning continued Category: Social Functioning continued Assessment/Monitoring Process Used: Data C
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 accurately identify expected and unexpected behaviors from real life photos in five out of five trials. Performance Area: Category: Assessment/Monitor
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 accurately identify expected and unexpected behaviors from real life photos in five out of five trials. Performance Area: Category: Assessment/Monitoring Process Used: Data Collection/Observations, HCSBS/SSBS2 Rating forms, Parent/Teacher Interview
Category: Social Functioning Social Functioning Data Collection/Observations, HCSBS/SSBS2 Rating forms, Parent/Teacher Interview
Category: Social Functioning Social Functioning Data Collection/Observations, HCSBS/SSBS2 Rating forms, Parent/Teacher Interview
Assessment/Monitoring Process Used: Data Collection/Observations, HCSBS/SSBS2 Rating forms, Parent/Teacher Interview
Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):
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.

Los Angeles Unified School Student ROSS	SHYLEE						Date of	Dinth	17.00	F 2014		Maat	ng Dat	0 21 AT	IC 202
Student ROSS Last	First			MI			Date of	ភាព	17-00	1-2014		wieeti	ng Dat	e 31-AU	JG-202
	_					sent Lev	vel of Pe	rforma	ince						
Performance Area:				ing contin	nued										
Category:		Social I		U		~							_		
Assessment/Monitoring Proces			llectior	/Observat	tions, HC	SBS/SSI	3S2 Ratin	ig forms	, Parent	Teacher	Interviev	N			
State/District Assessment Resu	C	NA													
Current Performance/Assessme							-		-		-				
Student's area of needs- Ratin Behavior Scale. Higher Antiss categories in the Social Comp Management/Compliance, Ac evaluated to determine a patte Never or Rarely. Thus indicat Although concerns in relatior interactions that prevent her fi by embedding them into her a Therapist.	ocial Behavio etence Scale, ademic Behav rn to skill diffing that Shyle to the way S rom accessing	r scores classroo vior and ficulty. T ee has the shylee int g her sch	indicat om teac Social The sub e most teracts ool cur	e greater l her rated Competer scales of difficulty with her p riculum a	evels of t Shylee in nce Total. Academi with Aca beers, she t this time	behavior the Aver Due to r c Behavi demic Bo did not s c. Shylee	problems rage range ratings in or had the ehavior w show any should co	. While e for Pee the At-F e highes hile at s areas of ontinue	mom ra er Relati Risk rang t freque chool. f concern to be su	ted Shyld ons but A ge rated l ncy of ito n in relat oported i	ee in the At-Risk is by teached ems (7/8) ion to he n learnin	Average r n the cate r, individ receiving r ability to g appropri	ange fo gories o ual iten g a ratir o engag riate soo	or all of Self- ns were ng of 1 or ge in socia cial skills	2 11
Impact of Disability- Shylee's	s disability do	es not in	npact h	er involve	ement and	l progres	s in the g	eneral e	ducatior	curricul	um for t	nis perfor	mance	area.	
Report prepared and presente	d by: Larry F	ontanilla	a RTC/	CTRS, Sc	hool Rec	eation T	herapist 3	8/1/23							
Performance Area:	ſ														
Category:	ſ														
• •						~	•								
Assessment/Monitoring Proces	s Used:					~	·								
State/District Assessment Resu	lts:	(include	studen	t strength	s, student			of disat	oility on	student j	performa	nce):			
Assessment/Monitoring Proces State/District Assessment Resu Current Performance/Assessme	lts:	(include	studen	t strength	s, student			of disat	pility on	student	performa	nce):			
State/District Assessment Resu	lts:	(include	studen	t strength:	s, student			of disat	pility on	student	performa	nce):			
State/District Assessment Resu	lts:	(include	studen	t strength:	s, student			of disat	oility on	student	performa	nce):			
State/District Assessment Resu	lts:	(include	studen	t strength:	s, student			of disat	pility on	student j	performa	nce):			
State/District Assessment Resu	lts:	(include	studen	t strength:	s, student			of disat	pility on	student	performa	nce):			
State/District Assessment Resu	lts:	(include	studen	t strength:	s, student			of disat	bility on	student	performa	nce):			
State/District Assessment Resu	lts:	(include	studen	t strength:	s, student			of disat	pility on	student	performa	nce):			
State/District Assessment Resu	lts:	(include	studen	t strength:	s, student			of disat	bility on	student	performa	nce):			
State/District Assessment Resu	lts:	(include	studen	t strength:	s, student			of disat	pility on	student	performa	nce):			
State/District Assessment Resu	lts:	(include	studen	t strength:	s, student			of disat	bility on	student	performa	nce):			
State/District Assessment Resu	lts:	(include	studen	t strength:	s, student			of disat	pility on	student	performa	nce):			
State/District Assessment Resu	lts:	(include	studen	t strength:	s, student			of disat	bility on	student	performa	nce):			
State/District Assessment Resu	lts:	(include	studen	t strength:	s, student			of disat	pility on	student	performa	nce):			
State/District Assessment Resu	lts:	(include	studen	t strength:	s, student			of disat	pility on	student	performa	nce):			
State/District Assessment Resu	lts:	(include	studen	t strength:	s, student			of disat	pility on	student	performa	nce):			
State/District Assessment Resu	lts:	(include	studen	t strength:	s, student			of disat	pility on	student	performa	nce):			
State/District Assessment Resu	lts:	(include	studen	t strength:	s, student			of disat	pility on	student	performa	nce):			

	ROSS	SHYLE	E			Date of Birth	17-OCT-2014) Me	eeting Date	31-AUG-202
	Last	Fir	st	MI	E: Present Lev	al of Doufourn	amaa			
Performance	Area:		Articulatio		L. I lesent Lev		ance			
Category:				tion/Phonological	Processes V					
	Monitoring Proces	ss Used:		l, Connected Spee		servations, Teac	her & Parent rep	orts		
	Assessment Resu		N/A							
Current Perfo	ormance/Assessm	ent Summar	y (include s	tudent strengths,	student needs an	d impact of disa	bility on student	performance):		
and languag exposure to concerns to Strengths: 1 within the a both speech Needs: Nor Impact of E areas.	I: This is an initial ge assessment is p both English and this assessor. The areas of artice verage range on t -language patholo ne at this time. Disability: Shylee' on, M.S. CCC-SL	art of a comp Hebrew. At Ilation, voice he formal ar ogist and par s suspected of	prehensive p school she i e and speech ticulation te rent. Teacher	psycho-education is classified as an th fluency are with est, making no spe- er reports no conce	al evaluation req h English Learner hin appropriate li eech sound errors erns in these area	uested by Shyle (ELD Level 3- mits for accessi s, and her spont is as well.	ee's parents. Shyl Mod-Dev). Paren ing the curriculur aneous speech is	ee lives in a bili at did not report n at this time. S judged to be 10	ngual house speech and hylee perfor 0% intelligi	hold with language med ble by
Speech-Lan February 23	nguage Pathologis 3, 2023									
erformance	Area:		Language	:)				
Category:		TT 1	Language		✓	J				
	Monitoring Proces			Г-4, OWLS-II, CA	ASL-2, language	samples, observ	ation, teacher/pa	rent report		
	Assessment Resu prmance/Assessm		N/A							
assessments demonstrate that she has and observa receiving a § Needs: Nor	Shylee's oral langu Shylee's oral langu Shi Shi Shi Shi Shi Shi Shi Shi Shi Shi	er ability to b guage (e.g., r nowledge an strengths as area of Spea	both underst nonliteral- in id skill to us s well. Furth aking and Li	tand and use age- nferential, verbal se language effect rermore, both her istening at this tir	appropriate voca reasoning) appro- ively in social si classroom teach ne.	bulary, syntax/g ppriate for acces tuations (pragm er and parent re	grammatical skills sing the curricult atic language). M ported no concer	s and sentence l um. Her perform fultiple informa ns in language f	ength, as we nance also su l language s function. Sh	uggests amples ylee is

	INDIVIDUALIZED EDUCATION PROGRAM (IEP)	Page 7 of
Los Angeles Unified School District Student ROSS SHYLEI	Date of Birth 17-OCT-2014 Meeting Date 31-AUG-202	22
Last Firs		23
	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):	
	Shylee is functioning within the Low Average to Below Average range of cognitive ability based upon alternative ve behaviors during assessment may have negatively impacted performance.	
visual memory, spatial relations, visual fig integration tasks when asked to copy incre asked to process information presented in across tasks. Shylee demonstrated Average remember and repeat sequences of number Needs: Within the area of Successive Pro Shylee earned scores in the lower end of the distractions while under timed conditions.	essing, Shylee demonstrated Below Average skills when asked to remember and repeat sequences of words. The Low Average range in Attention Processing tasks, which required her to sustain attention and ignore She demonstrated skills in the lower end of the Low Average range on Planning tasks which required her to	
to variability in performance across subtes		
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):	
inaccurate. She demonstrated Low Averag Connections subtest. Shylee earned Below She demonstrated Well Below Average Ph repeat verbally presented information; and	Average skills on a number matching task. She worked quickly on this task; however, her work was generally e abilities on the Planned Codes task, and she demonstrated Well Below Average skills on the Planned Average scores on Simultaneous Processing tasks, which required her to relate pieces of information to a whole. onological Processing skills, indicating significant difficulty when asked to manipulate sounds; remember and efficiently retrieve phonological information stored in long-term memory. Measures of auditory memory, l processing indicate Auditory Processing skills in the Low Average to Below Average range overall.	
ignoring distractions; creating, using, and	f Other Health Impairment (OHI) related to characteristics of ADHD and challenges with sustaining attention and modifying a plan as needed; processing pieces of information and relating it to a whole; manipulating sounds; need information; and efficiently retrieving phonological information stored in long-term memory adversely a general education curriculum.	

Los Angeles	Unified Scho	ol District		INDIVIDUALIZ	ED EDUCATIO	ON PROGR	AM (IEP)			Page 8 of
Student		SHYLE	E		Da	te of Birth	17-OCT-2014	Meetin	g Date 31-AUC	6-2023
	Last	Fir	st	MI Section Fr					-	
Performance	A rea.		Language	e Function	Present Level	of Perform	ance)	
Category:	Alca.			ge Function	~				J	
•••	Aonitoring Proc	ess Used:		ized Assessment, Ob		Teacher Inn	nt			
	Assessment Res		Stalidard	ized Assessment, Ob	servation, 1 arent	Teacher Inp	ut			
			u (include a	student strengths, stu	dent needs and ir	nnact of disa	bility on student perf	formance):		
assessment i Below Avera academic vc appropriate conducted b acquisition i Needs: The	ndicate that Shy age Speaking Al cabulary; howe articulation, voi y Mor Saghezi, ssues. re are no needs	ylee demonstr bilities and str ver, she was o ce, and speec M.S., Hebrev identified at t	ates Low A ruggled spe often able to h fluency, a v Bilingual his time.	verage Broad Oral L cifically on the Pictu o explain what the ite as well as expressive,	Language overall, tre Vocabulary su em was and its pu receptive, and p t, any deficits iden	with Low A btest, which rpose. Accor ragmatic lang	speaks Hebrew and I verage Listening abil required her to verba rding to LAS assessn guage skills. Accordi s assessment are not p	ities. Shylee der ally identify item nent, Shylee den ng to bilingual c	nonstrated is using nonstrated age- onsultation	
erformance.	Area:		Motor Ab	bilities]	
Category:			Motor A	bilities	~					
•••	Aonitoring Proc	ess Used:	Standardi	ized Assessment, Ob	servations, Recor	ds, Parent/To	eacher Input			
tate/District	Assessment Res	sults:								
urrent Perfo	rmance/Assessr	nent Summar	y (include	student strengths, stu	dent needs and ir	npact of disa	bility on student perf	formance):		
reported that jump, throw environment	t at times, she ca and walk based t without difficu	an have diffic l on informal llty. Records 1	ulty copyin observation reflect that	ng from the board and ns, teacher reports an	d forming letters d school nurse's i passing grades in	and numbers nformal asse	v Average sensory mo accurately. OT ASS essment. She is able t ucation. Parent and to	ESSMENT Shyl o navigate the eq	ee is able to run, lucational	
Impact of D	isability: There	is no impact	of disabilit	y identified in the are	ea of motor abilit	ies at this tin	ne.			

Los Angeles Unified School District	Page 9 of 41 INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student ROSS SHYL	EE Date of Birth 17-OCT-2014 Meeting Date 31-AUG-2023
	rst MI
Performance Area:	Social Emotional
Category:	Social Emotional
Assessment/Monitoring Process Used:	Parent/Teacher/Self Input, Rating Scales, Observations, Records
State/District Assessment Results:	
Current Performance/Assessment Summa	ry (include student strengths, student needs and impact of disability on student performance):
at home. She has good relationships with can be kind and helpful, and she works v and doing karate.	some of Shylee's strengths are that she has a big heart, notices others' feelings, and acts responsibly and maturely her family members, and she gets along with peers outside of school. At school, Shylee's teacher shared that she vell with adults one-on-one. Shylee reported that she enjoys drawing, reading chapter books, playing with her dogs, uggles to do homework, and she has challenges in making and maintaining friendships at school. Her teacher noted
their responses reflecting that Shylee exp challenges with Aggression and Depress Withdrawal. At school, her teacher repor Communication. She also noted At-Risk self-report, Shylee reported Clinically Si	ters as well. When completing a broad social emotional rating scale (BASC-3), raters were generally consistent in beriences Clinically Significant challenges with Conduct Problems, as well as At-Risk to Clinically Significant ion in the home and school environments. Shylee's parent and teacher also noted At-Risk challenges with ted Clinically Significant challenges with Learning Problems, Adaptability, Social Skills, and Functional challenges with Hyperactivity, Attention Problems, Leadership, and Study Skills. When completing the BASC-3 gnificant challenges with Atypicality, Locus of Control, Social Stress, Anxiety, Depression, Sense of Inadequacy, is. She indicated At-Risk challenges with her Attitude to Teachers, as well as Attention Problems.
Performance Area:	Social Emotional (cont.)
Category:	Social Emotional
Assessment/Monitoring Process Used:	Parent/Teacher/Self Input, Rating Scales, Observations, Records
State/District Assessment Results:	
Current Performance/Assessment Summa	ry (include student strengths, student needs and impact of disability on student performance):
exhibits many behavioral characteristics Problems, Executive Functioning, Defiat Elevated challenges with Hyperactivity/I characteristics of depression, Shylee, her reflecting that Shylee does exhibit behav Elevated Emotional and Functional Prob anxiety-specific rating scale, Shylee's sel Moderately Problematic challenges with Impact of Disability: Shylee's disability	sures characteristics of ADHD (Conners-3), raters were generally consistent in their responses reflecting that Shylee associated with ADHD. Shylee's parent and teacher reported Very Elevated challenges with Inattention, Learning nec/Aggression, and Peer Relations in the home and school environment. Further, Shylee's teacher reported Very mpulsivity at school, while her parent reported Elevated challenges in this area at home. To further assess teacher, and her parent completed the CDI-2. On this measure, raters were generally consistent in their responses iors consistent with depression (e.g. sadness, loneliness, irritability, withdrawal, etc.). Shylee reported Very lems, while her teacher and parent reported Elevated to Very Elevated challenges with Functional Problems. On an f-ratings reflect Extremely Problematic challenges with Physiological Anxiety and Total Anxiety. She indicated Worry and Social Anxiety.

os Angele	s Unified Schoo	l District		INDIVIDUALIZE	D EDUCATION PROGR	AM (ILP)			
Student		SHYLE			Date of Birth	17-OCT-2014	Meeting Date	31-AUG-2	2023
	Last	Fir	st	MI Section E: Pi	resent Level of Perform	ance			
rformance	Area:		Reading						
ategory:			Reading		~				
ssessment/]	Monitoring Proces	ss Used:	Progress	report, Work Samples,	Teacher Questionnaire, Ob	servation, Informal			
ate/District	Assessment Resu	ılts:	WJ IV, D	IBELS					
urrent Perfo	ormance/Assessme	ent Summar	y (include	student strengths, stude	nt needs and impact of disa	bility on student perform	mance):		
TK Well B K Above B 1 Benchma 2 Well Belo WJ Readin BROAD R Letter-Wor Passage Cc Sentence R	EADING 74 (71- d ID 88 (85-90) L omprehension 70 (leading Fluency 68	N/A N/A nark Benchr enchmark Be ell Below Bo Fest Standard 77) Low ow Average 66-73) Low 8 (62-75) Ve	nark elow Bench enchmark d Score (SS ery Low	umark 5) Standard Score Class	sification t of Achievement Form A a	nd extended. Her perfor	mance in each area	is shown	
below. Base bout 6 pero Broad Read	ed on a comparison cent of eight-year- ding is a comprehe	n of others o old children	of her age, s nationally ure of Shyl	Shylee's BROAD ACH ee's reading achieveme	IEVEMENT national perce ont, including letter identific l, Shylee's Broad Reading i	ntile rank of 6 means th ration, passage compreh	at she scored higher ension, and reading	r than	
erformance	Area:		Reading	Continues					
ategory:			Reading		~				
ssessment/]	Monitoring Proces	ss Used:	Progress	report, Work Samples,	Teacher Questionnaire, Ob	servation, Informal			
ate/District	Assessment Resu	ılts:	WJ IV, D	IBELS					
urrent Perfo	ormance/Assessme	ent Summar	y (include	student strengths, stude	nt needs and impact of disa	bility on student perform	mance):		
CVCC sing eading con element que Needs: Shy vowel word	le syllable words. hprehension skills. estions (who, what vlee's fluency score ls with blends auto	Shylee can Given a lis t, where, wh es in the DII omatically or	read simple tening com en). BELS asses r fluently. I	e two-three word phras prehension task, she ca ssments fall in the way Her cache of sight word	f the alphabet and their corn es, and sentences to herself in retell three to four events below benchmark range. Si Is is limited. These contribu	and then supply a missi from a narrative passage he cannot decode CVC tte to her inability to rea	ng word to demons ge. She can answer s words and one-sylla	trate	
	2	0 1		C	ing and comprehension tasl				
Impact of t	he Disability: Shy nvolvement in the	lee's eligibil general edu	ity of Othe acation read	r Health Impairment (O ling curriculum.	OHI) impairs her ability to o	lecode words in isolatio	n and in sequence v	vhich	
		0		8	le. Allow extended time to	complete reading tasks	Break down tasks i	n chunks	

	ROSS	SHYLE	E			Date of Birth	17-OCT-2014	Meeti	ng Date 31-AUG
	Last	Fir		MI	n :*				5
erformance	Area.		Written La		: Present Lev	el of Perform	ance		
ategory:	Alca.		Writing	iguage	~				
• •	Monitoring Proce	ess Used:		oort Work Samp)	servation, Sm group		
	t Assessment Res		WJ-IV	port, work Samp	ies, reacher Qu	lestionnaire, 00	servation, Sin group		\leq
				dont strongths a	hudant naada an	d impost of disc	bility on student pe	rformanaa);	
Vritten La BROAD V Spelling 7 Writing Sa Sentence V Broad Wri	nguage Standard S VRITTEN LANG 6 (72-81) Low umples 118 (111-1 Writing Fluency 9	Score (SS) St UAGE 94 (9 25) High Avo 4 (89-99) Avo a broad-based	andard Score 2-97) Averag erage erage d measure of	Classification e Shylee's written	language achie	vement, includir	g spelling, the qual		ntences, and speed
one- to two produce a s her paper. V Needs: Sh needs supp and to write paragraph. Impact of	b-digit numerals. S sentence and write When prompted, s ylee has difficulty ort in spelling wo e two or more sen	Shylee can co e it on her pap she uses the b v spelling man rds with two ttences in seq ylee's eligibil	by numbers, ber. Shylee ca beginning cap ny words on or more sylla uence. She ca lity of Other	letters, words, pl in follow a teach- ital and ends a se her own. She stru- bles, as well as g annot independer Health Impairme	trases and sente er-directed writ entence with a p uggles spelling grade level sigh ttly compose tw nt (OHI) impain	ences from one s ing task, transfe punctuation mark words with cons t words. She nee wo to three conn rs her ability to o	adwriting. She can s urface onto her pap rring information th c. She can recognize onant blends, conse eds support in organ ected sentences to fe	er. With support e teacher writes e a period and a nant clusters and izing her ideas t orm a narrative o	t, she can verbally on the board onto question mark. d digraphs. She to form a sentence or expository
erformance			ELD	8					
ategory:			English La	nguage Develop	ment 🗸				
						J estionnaire, Ob	servation, Informal		
ssessment/	Monitoring Proce	ess Used:	Progress re	oort, Work Samp			,		
	Monitoring Proce			port, Work Samp	ies, reacher Qu				
tate/Distric	t Assessment Res	ults:	ELPAC			d impact of disa	bility on student pe	rformance):	
State/Distric Current Perf Strengths: A is on the 'W for the Rea Shylee's O	t Assessment Res formance/Assessm According to the 2 foderate Develop ding and Writing Pral Language over t peers. She can co	ults: nent Summar 2022-2023 En ed' performar portion of the erall score is 1	ELPAC y (include stunglish Langunce level. Shy e ELPAC. Sh	ident strengths, s age Proficiency f 'lee's Listening a ylee is to access s on the 'Well De	tudent needs an or California (I nd Speaking sk and engage wit eveloped' perfor	ELPAC) summa ills are 'Well De h and achieve gr mance level. Sh	bility on student pe ive assessment, Shy veloped.' She score ade level standards e can effectively in ght through collabo	vlee's overall sco d in the 'Somewl as a first langua	hat/Moderately' ge learner. oorate with her
tate/Distric Current Perf Strengths: <i>i</i> is on the 'M for the Rea Shylee's O teacher and contributio Needs: Sh	t Assessment Res formance/Assessm According to the 2 foderate Develop ding and Writing vral Language over l peers. She can cons. ylee has difficulty	ults: nent Summar 2022-2023 En ed' performar portion of the rall score is 1 ommunicate 1 v with writing	ELPAC y (include stunglish Langunce level. Shy e ELPAC. Shi 1.555, which i her needs cle	ident strengths, s age Proficiency f lee's Listening a ylee is to access s on the 'Well De arly and demonst itences in which	tudent needs an or California (I nd Speaking sk and engage wit veloped' perfor rated knowledg the developmen	ELPAC) summa ills are 'Well De h and achieve g mance level. Sh ge of content tau nt and organizat	ive assessment, Shy veloped.' She score ade level standards e can effectively in	vlee's overall sccc d in the 'Somewl as a first langua eract and collab rative conversat o the writing tas	hat/Moderately' age learner. porate with her ions and oral

erformance A ategory: ssessment/M	ROSS Last Area:	SHYLE		MI		Date of Birth	17-OCT-2014	Meeting Date	31-AUG-2023
utegory: ssessment/M		Firs	st	MI					
tegory: sessment/M	Area:				E: Present Lev	vel of Perform	ance		
sessment/M			Math						
			Math		~	•			
ate/District A	Ionitoring Proces	s Used:	Math Prog	gress report, Work	k Samples, Teac	her Questionnair	e, Observation, Sm grou	ıp	
	Assessment Resu	lts:	WJ IV						
rrent Perfor	mance/Assessme	ent Summary	y (include s	tudent strengths,	student needs a	nd impact of disa	bility on student perform	mance):	
BROAD MA Applied Prol Calculation 1 Math Facts I Broad Math imple additi as difficultion Strengths: S he length of Needs: Shyl-	on and subtraction es in working qui hylee can read, w an object to the r ee shows reversa s when given calo	Low Average 5) Very Low prehensive n on quickly. S ickly and eff vrite and ord nearest inch. Is when writ zulation task	7 measure of S Shylee demo ficiently with er numbers She uses h ting the dig s involving	Shylee's math ach onstrated low to v th her given testin to the hundreds. er fingers when a its 9. Shylee is no addition of two t	rery low range a ng time. Overall Shylee can add dding or subtrac ot yet able to add o three two-dig	bilities in areas of Shylee's Broad numbers to 20 we eting numbers. I numbers up to 2 it numbers with r	ation skills, problem sol of math calculation and a Math is in the low range rithout regrouping. She 20 or subtract from 20 v regrouping. She has diff inge or the result of the	applied math concer e with a SS of 73. can use a ruler to de vith fluency and auto iculty applying addi	termine pmaticity. tion and
mpact of the	e Disability: Shy and progress in t	lee's eligibil	ity of Other	r Health Impairme			solve calculation and we	*	
rformance A	Area:								
tegory:		T T 1			~				
	Ionitoring Proces								
	Assessment Resu		<i>с</i>			1	bility on student perform		

Last	IYLEE Date of Birth 17-OCT-2014 Meeting Date 31-AUG-2023
	First MI
Performance Area:	Section E: Present Level of Performance Behavior Support Plan
Category:	Behavior Intervention
Assessment/Monitoring Process Used:	
State/District Assessment Results:	FBA
Current Performance/Assessment Sum	nmary (include student strengths, student needs and impact of disability on student performance):
Strengths: Shylee is reported to enjoy her language. She can communicate l	y reading, drawing, time with adults, iPad, music, dancing, and socializing. She is extremely verbal and expressive with her needs clearly.
difficulty with holding a friendship at	Shylee enjoys art and any non-academic activities. She shared that Shylee is good at being a friend, however, is having at school. Shylee has excellent language ability. She is good at expressing her emotions especially during an incident njoys gymnastics, karate, and playing with her dog. She is an artistic student.'
home are tantrums. Shylee screams w	Shylee's social emotions and self-regulation. They shared that Behaviors which might affect Shylee's ability to learn at when she doesn't like to do what she is asked to do such as homework. Ms. Ross reported incidents of when Shylee had vas not able to pinpoint a specific behavior which hinders her ability to access the curriculum at school.'
challenging behaviors, as reported by	Assessment (FBA) which was requested by Shylee's parent due to concerns in the area of emotional behavior. The y parent, teacher, and staff, are physical aggression and verbal protest.
shoving) when it is not part of an inst	iny occurrence of making contact with any part of another's person's body with an open or closed hand (e.g., pushing, struction or school activities. Verbal Protest: is defined as any occurrence of saying 'no', 'I don't want to', 'I won't do it' or it convey refusal to any academic or non-academic request.
school days. However, it is observed	ical Aggression and Verbal Protest during FBA data collection conducted by 3 independent examiners on 7 different I that Shylee struggled with staying seated, focusing on tasks, self-control and Argue with Peers: is defined as beers on the yard and /or in the classroom without engaging in physical aggression.
Performance Area:	Behavior Support Plan Continues
Category:	Behavior Intervention \checkmark
Assessment/Monitoring Process Used:	Review of Cumm Records, Teacher and Parent Questionnaire, Observations
tate/District Assessment Results:	FBA
Current Performance/Assessment Sum	nmary (include student strengths, student needs and impact of disability on student performance):
	nalysis, during Shylee's observations, Shylee would engage in Argue with Peer Behaviors throughout the day. Shylee is 0%) during a whole group instruction (33%), independent work time, and/or in unstructured time (33%).
	iod, there were a total of 3 occurrences of Argue with Peers behavior observed session, ranging from 0-1 times. She re rate of .30 times per hour. Consequently, when engaging in non-compliant behavior, Shylee received adult attention
engages in peer conflict at an average (100%). Shylee was least likely to en	ngage in argue with peer when she is engaged in a preferred activity, drawing, P.E., 'fun' activities and during 1-1 time
engages in peer conflict at an average (100%). Shylee was least likely to en with adult. Based on the Planned Activity Check	ngage in argue with peer when she is engaged in a preferred activity, drawing, P.E., 'fun' activities and during 1-1 time ok (PLACHECK) data show that Shylee's percentage of on-task engagement averaged 83% of intervals, while her peers
engages in peer conflict at an average (100%). Shylee was least likely to en with adult. Based on the Planned Activity Check were engaged during 87% of interval	ngage in argue with peer when she is engaged in a preferred activity, drawing, P.E., 'fun' activities and during 1-1 time ok (PLACHECK) data show that Shylee's percentage of on-task engagement averaged 83% of intervals, while her peers
engages in peer conflict at an average (100%). Shylee was least likely to en with adult. Based on the Planned Activity Check were engaged during 87% of interval The antecedent that may trigger Argu attention (100%).	ngage in argue with peer when she is engaged in a preferred activity, drawing, P.E., 'fun' activities and during 1-1 time ok (PLACHECK) data show that Shylee's percentage of on-task engagement averaged 83% of intervals, while her peers ls.

Student	s Unified Schoo ROSS	SHYLE	Date of Birth 17-OCT-2014	Meeting Date 31-AUG
Student	Last	Firs	MI	Streeting Date (ST HOS
erformance	A		Section E: Present Level of Performance	
	Area:		Sensorimotor skills	
ategory:	Monitoring Proce	as Used	Observation, interview, standardized assessment, work samples	
	Monitoring Proce t Assessment Res		Observation, interview, standardized assessment, work samples	
			(include student strengths, student needs and impact of disability on student performa	nce):
Shylee is a active. She lemonstrate tand and pulsasroom s aymbols. She is able for copying manual con anaded late: totebooks a mer writing	reports liking P.E es the neuromusc ick up items from shelves and desk s ic is able to track to look through h . Shylee demonst trol composite st ral tripod grasp w and manipulate sr having age appro-	and free play ular foundation the floor with space. Shylee cobjects in spa- ter environment trates function andard score of which allows h nall items. Sh ppriate spacing	ar-old 2nd grade student at Woodlake ECC. She enjoys playing and caring for her sibli- time. Shylee demonstrates many strengths that allow her to access the general educat and physical skills necessary to access her environment and classroom, as she is able out assistance. She is accessing all school areas without assistance. Her range of moti- demonstrates functional visual skills in order to differentiate between shapes, letters, n ce allowing her to play playground games. As well as scan from one target to another t to find needed or wanted items. When attending she is able to track form the black b al fine motor and manipulation skills to access classroom materials and items. On the I f 47 (38th percentile) which falls in the average range. She is able to hold her pencil w re sufficient movement for making smooth accurate marks. She is able to manipulate s the demonstrates the sensory motor skills for writing accurately with her using approp , sizing and horizontal alignment. In the area of sensory motor coordination, Shylee or re of 46 (35th percentile) which falls in the average range. (areas of strength continued	ion curriculum. She to transition from sit to on is functional to access umbers, colors, and with smooth movements. oard to her paper and back 30T-2 she had a fine ith a functional right- cissors open her own vriate legible formation and the BOT-2 manual
Performance	Area:		Sensorimotor skills	
Category:			Sensorimotor 🗸	
Assessment/I	Monitoring Proce	ess Used:	Observation, interview, standardized assessments, work samples	
	t Assessment Res			
Jurrent Perfo	ormance/Assessm	nent Summary	(include student strengths, student needs and impact of disability on student performa	nce):
Shylee has and direction modulation nor does shu Student's au misspelling she misspel on her phon being motiv scores on D score of 9); impacted he was observed	ons as peers and a in arousal and m e show deficits ir reas of needs: Sh s while independ led when copying netic knowledge t vated to complete try S given by t in the average ra er accuracy and s ed reversed when	coordination f ble to create r aintains an ap a vestibular or ylee demonstr ently writing o g from the box o spell the wo the task to m he school psy nge) and her p pelling more s a copying in th	or her to participate in playground game as she is able to follow multiple step motor ta ev and original tasks as well. Shylee while having a high level of energy does not den propriate arousal throughout the day for learning. Shylee does not show deficits in pro- tactile discrimination or modulation at this time. Attes some difficulties in the areas of spelling and writing with her reported to have letter r copying from the board. Based on this assessment Shylee has the tracking skills for ed when she read the sentence and then wrote it down without tracking back again. The d rather than tracking or copying skills. In the OT assessment she tracked back and fo ve on to outdoor 'play' with the OT. This difference in performance when combined w hologist (Visual Discrimination (scale score of 9), Form constancy (scale score of 12) erformance in visual skills with the OT indicate that attention to task and the speed at to than visual tracking skills or visual processing skills. This appears true for her reverse e classroom and not in the OT assessment. An accommodation that may help with her remind Shylee to focus on single lines and to slow down. (Areas of needs continued on the speed score of the slow down. (Areas of needs continued of	nonstrate difficulties prioceptive discrimination, er reversals and copying. In the classroom is indicates that she relied rth several times with her ith visual processing , and Visual closure (scales which task was completed al of the b and d which attention to copying from

9/8

23, 6:34 PM	Individualized Education Program (IEP)	
	INDIVIDUALIZED EDUCATION PROGRAM (IEP)	ige 15
os Angeles Unified School Distri		
	YLEE Date of Birth 17-OCT-2014 Meeting Date 31-AUG-202 First MI	23
2	Section E: Present Level of Performance	
rformance Area:	Sensorimotor skills Part2	
tegory:	Sensorimotor	
sessment/Monitoring Process Used:	Observation, interview, standardized assessment, work samples	
te/District Assessment Results:		
rrent Performance/Assessment Sumr	mary (include student strengths, student needs and impact of disability on student performance):	
nderlying cause. Shylee was observe hese tasks in smaller parts with stretc listractive fidget during longer require tool, cushion or allowed to stand at h Impact of disability on academic and		
formance Area:	then involvement and progress in the general education currentum for tins performance area.	
sessment/Monitoring Process Used:		
-		
ate/District Assessment Results:	imary (include student strengths, student needs and impact of disability on student performance):	

Lus Angele	s Unified Scho	ol District		INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student		SHYLI	EE	Date of Birth 17-OCT-2014 Meeting Date 31-AUG-2023
	Last	Fi	rst	MI Section E: Present Level of Performance
erformance	Area:		Health	Section E. Tresent Level of reflormance
Category:			Health	✓
ssessment/l	Monitoring Proc	ess Used:	Record R	Review, Health Assessment Questionnaire, Parent interview, Medical Report
tate/District	Assessment Re	sults:		
Current Perfo	ormance/Assess	ment Summai	ry (include s	student strengths, student needs and impact of disability on student performance):
				udent in 3rd grade. Shylee does not take any routine or as needed medications. In the past three years llnesses, no overnight hospital stays, and no injuries, surgeries, or accidents.
2023, with r Report that	no correction. S Shylee has a lov	hylee was see v-grade Conv	n by Lawre ergence Ins	mmunicates verbally to meet needs and wants. Shylee passed LAUSD's vision screen on February 9, ence G. Simons, O.D with Developmental Optometry on August 24, 2023, and it is stated on the Vision sufficiency and minimal nearsightedness and astigmatism. Shylee passed LAUSD's audio screening on egular medical care.
Area of Ne	ed: Health is no	t an area of ne	eed.	
Impact of I	Disability: Healt	h does not im	pact studen	nt's participation, performance, and access to the educational program.
	lations/Modifica			
Recommen	idations per opto	ometry report	include 1). -Assessmer	. No prescription glasses at this time. 2). Vision Therapy, 20 office visits, supported with daily home ent after 20 visits have been completed. 4) Annual eye examinations with vision care provider.
page, to avo		sion. 3) Increa		port include 1) Allow the use of a line marker or finger to help keep place. 2) Less print presented on a g for writing, e.g. if expected to write single-spaced, change to double-spaced, and if expected to write
Laura Ducl	los, BSN, RN			
Credentiale	ed School Nurse			
August 28,	2023			
erformance	Area:			
ategory:				<
ssessment/N	Monitoring Proc	ess Used:		
tate/District	Assessment Re	sults:		
urrent Perfo	ormance/Assess	ment Summar	ry (include s	student strengths, student needs and impact of disability on student performance):

				Individualized Educati			
			INDIVIDU	ALIZED EDUCATION PROG	RAM (IEP)		Page 17
Los Angeles	s Unified School I	District			(
Student	ROSS	SHYLEE		Date of Birth	17-OCT-2014	Meeting Date	31-AUG-2023
	Last	First	MI	Section F: Eligibility			
familicable	areas discussed rela	ated to disability o	r suspected disabil				
			-	exia, Other Health Impairment (O	OHI) due to characteristic	s of ADHD, rule out	
Emotional D	Disturbance (ED) due	e to elevated conce	erns with depression	on and anxiety			
For Initial IF	P, interventions atter	mpted prior to dete	ermining eligibilit	v			
				ninute sessions 3 times a week, P	SW sessions, behavior pla	an with point system	
monitored th	aree times a day and use of hundreds char	sent between hom	ne and school; use	of apps such as Amplify and Zea o help with homework; pairing w	rn; preferential seating; s	mall group work; one	
Eligible as a s	student with the disa	ability of:					
Code:	OHI	Other	Health Impairmen	t			
ditional	Not Applicable, w Incidence Eligib			OPartially Sighted			
Code:			DBL, DEA, HOH	, or severe OI):			
	ONot Applicable,	\bigcirc Bline	d or	OPartially Sighted			
Does not ?	meet eligibility crite	ria for Special Ed	ucation Services (Initial IEP).			
Date):	r Eligible (Effective Final IEP, the studen		for Special Educa	tion Services until the Effective I	_		
		(Final IEP Eff	ective Date:		
inal IEP Rea	ason:	and agrees that th	e educational ne	eds of the student are not prima	rily due to:		
Final IEP Rea	ason: m has considered a	and agrees that th		-	·	c of instruction in read	ding
inal IEP Rea T he IEP Tea r Social	ason: m has considered a Maladjustment	-	Z Tem	porary Physical Disability		c of instruction in read	•
Final IEP Rea F he IEP Tea r Social	ason: m has considered a	-	Z Tem	-		c of instruction in read ironmental, Cultural c	•
Final IEP Rea F he IEP Tea r Social	ason: m has considered a Maladjustment	-	Z Tem	porary Physical Disability			•
inal IEP Rea T he IEP Tea r Social	ason: m has considered a Maladjustment	-	Z Tem	porary Physical Disability			•
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	SHYLEE		Date of Birth 17-OCT-2014	Meeting Date 31-AUG-2023
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		Section G: Annual G		1 //
		e ,	avior Intervention 🖌 Annual Ge	
-		-	trategies (e.g., deep breathing, counting, squ ive weeks as measured by teacher data colle	-
	be reported to parents by cor Report or Report Card period	ls.	rogress and Achievement from Current IE	P" form(s) which will be
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 State Assessments Observation Other 	Norm Portfol	Referenced lio	Criterion Referenced Work Samples	Curriculum Based Informal
regulation strategies (e.g., than raising her voice, prot	rbal reminders, Shylee will us deep breathing, counting, squ testing, by using in 4 out of 5 sured by teacher data collection	ueezing stress ball) rather 5 opportunities per day for 2	When provided with 2 verbal reminders regulation strategies (e.g., deep breathin raising her voice, protesting, by using in consecutive weeks as measured by teach	g, counting, squeezing stress ball) rathe n 4 out of 5 opportunities per day for 2
ate to be achieved:	July v 2023	✓ MO/YR	Date to be achieved: Novembe	r ♥] [2023 ♥] MO/Y
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Student ROSS	SHYLEE		Date of Birth 17-OCT-2014	Meeting Date 31-AUG-2023
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C		Section G: Annual G		
			ding Annual G	
ssessment in 2 out of 3 tria	•		a teacher prompts as measured with a word	
	be reported to parents by cor Report or Report Card period	ls.	rogress and Achievement from Current IE	P" form(s) which will be
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State Assessments Observation Other	Norm Portfol	Referenced lio	Criterion ReferencedWork Samples	Curriculum BasedInformal
ssessment in 2 out of 3 tri	als with 90% accuracy.		assessment in 2 out of 3 trials with 90%	o accuracy.
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ate to be achieved:	July V 2023		Date to be achieved: Novembe	
ate to be achieved:		RT OF PROGRESS AND A	CHIEVEMENT FROM CURRENT IE	
ate to be achieved: 4 GOAL MET OR EXCEEDED		RT OF PROGRESS AND A EXPLANATION		P
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Student ROSS	SHYLEE		Date of Birth 17-	OCT-2014	Meeting Date 31-AUG	-2023
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		8,	lish Language Deve		ioal #: 3	
		generated writing rubric in 2 ou				
	be reported to parents by cor Report or Report Card period	npleting the "IEP Report of P ls. Methods of J	-	ent from Current IE	EP" form(s) which will be	
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 State Assessments Observation Other 	Norm Portfol	Referenced lio	Criterion RefeWork Samples		Curriculum BasedInformal	
which the development/ or	t from adults, Shylee will wri ganization are appropriate to pt as measured with a teacher accuracy.	the task and/ or purpose	which the developm	nent/ organization and mpt as measured wi	, Shylee will write 3-4 coherent re appropriate to the task and/ or th a teacher-generated writing r	r purpose
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Student ROSS	SHYLEE		Date of Birth 17-OCT-2014	Meeting Date 31-AUG-2023
Last	First	MI Soction C: Annual C	oals and Objectives	
	Math #1	Section G: Annual G		aa1 <i>#</i> .
		Category: Mat	h Annual G 20, Shylee will use counters, tally marks or	
•			measured by teacher observation and stude	•
	be reported to parents by cor Report or Report Card period	ls.	rogress and Achievement from Current IE	P" form(s) which will be
		Methods of	\square	
 State Assessments Observation Other 	Norm 1 Portfol	Referenced lio	Criterion ReferencedWork Samples	└ Curriculum Based✓ Informal
counters, tally marks or pla	blems involving addition up to ace value charts to arrive at th n 3 out 5 trials with 80% accu	ne correct answer with	Incremental objective #2 related to the When given 3-4 word problems involvin counters, tally marks or place value cha minimal teacher prompts in 3 out 5 trial observation and student work samples.	ng subtraction from up to 20, Shylee wi rts to arrive at the correct answer with
ate to be achieved:	July v 2023	✓ MO/YR	Date to be achieved: November	er V 2023 V MO/Y
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	DSS	SHYLEE)	Date of Birth 17-OCT-2014	Meeting Date 31-AUG-2023
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rmance Area:	S	ocial Emotional C	Category: Soc	cial Emotional V Annual G	Goal #: 5
•				nizing different opinions, making encouragi ession with minimal adult support as measu	
		be reported to parents by cor Report or Report Card period	s.	Progress and Achievement from Current IE	EP" form(s) which will be
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making encourag	ging commo rs) in 2 out o	naviors that promote positive ents, inviting others into a gr of 4 trials per counseling ses ng, visuals) as measured by	oup, identifying areas of sion with moderate adult	recognizing different opinions, making group, identifying areas of interest for	promote positive social interactions (e.g encouraging comments, inviting others i others) in 3 out of 4 trials per counseling nodeling, prompting, visuals) as measured
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mance Area:		Category: Mat	th Annual G on within 20 using the Touch Math Strategie	
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ubtraction within 20 usin	s, Shylee will demonstrate flue ng the Touch Math Strategies essment and student work san	with 90% accuracy as	Incremental objective #2 related to the When given 5-7 problems, Shylee will a subtraction within 20 using the Touch M measured by informal assessment and s	demonstrate fluency for addition and Aath Strategies with 90% accuracy as
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Student ROSS	SHYLEE		Date of Birth 17-OCT-2014	Meeting Date 31-AUG-2023
Last	First	MI		
_		Section G: Annual G	oals and Objectives	
ormance Area:	Behavior Support #2	Category: Beh	avior Intervention 🖌 Annual G	ioal #: 8
Shylee will independently p measured by teacher data cc		ategies (e.g., making a deal, wa	lking away) in 4 out of 5 opportunities per	day for 2 consecutive weeks as
	be reported to parents by con Report or Report Card perioc		rogress and Achievement from Current IE	P" form(s) which will be
State Assessments	Norm	Referenced	Criterion Referenced	Curriculum Based
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	making a deal, walking away veeks as measured by teacher		consecutive weeks as measured by teac	away) in 3 out of 5 opportunities per day for her data collection.
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Student ROSS	SHYLEE		Date of Birth 17-OCT-2014	Me	eeting Date 31-AUG-2023
Last	First	MI Section C: Annual C	ask and Objectives		
rmance Area:	Behavior/Voc	Section G: Annual G		.nnual Goal #:	9
		÷ .	avior Intervention A ., ask for help, ask teacher for clari		
			s measured by teacher data collecti		
	be reported to parents by co Report or Report Card perio	ds.	rogress and Achievement from Cu	irrent IEP" form	(s) which will be
		Methods of I	\square		
State Assessments Observation Other	Norm Portfc	Referenced	Criterion ReferencedWork Samples		Curriculum Based Informal
(e.g., ask for help, ask tead	ther for clarification or rephricity of opportunities,		When presented with a challeng (e.g., ask for help, ask teacher f engaging in off task behaviors i measured by teacher data colled	for clarification o in 80% of opport	r rephrase directions) instead of
ate to be achieved:	July V 2023	3 V MO/YR	Date to be achieved:	November 🗸	2023 V MO/Y
4 GOAL MET OR	IEP REPO	DRT OF PROGRESS AND A	Date to be achieved: N CHIEVEMENT FROM CURRI ON OF MARKS 2 PARTIAL PROGRESS (1-49	ENT IEP	2023 ♥ MO/Y
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4 GOAL MET OR EXCEEDED Ist Reporting Period Date: Progress Mark:	IEP REPO	ORT OF PROGRESS AND A EXPLANATIO GRESS (50-99% of goal 3rd Reporting Period Date:	CHIEVEMENT FROM CURRI ON OF MARKS 2 PARTIAL PROGRESS (1-49 4th Reporting Period (Seconda Only) Date:	ENT IEP O% of goal met) ary Goal OF OF OF OF OF	<i>I NO PROGRESS</i> I Achievement
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		INDIVIDUALIZED EDUC	ATION PROGRAM (IEP)	
Los Angeles Unified Sch Student ROSS	ool District		Date of Birth 17-OCT-2014	Meeting Date 31-AUG-2023
Last	First	MI		
C		Section G: Annual G		
			ding Annual G	
snyree win read at ner inder	renden reading level for for	innutes without use of her ring	er for tracking with 80% accuracy in 2/3 tri	lais.
	be reported to parents by cor Report or Report Card period	ls.	rogress and Achievement from Current IE	EP" form(s) which will be
		Methods of		
State Assessments Observation Other	Norm Portfol	Referenced lio	Criterion Referenced Work Samples	Curriculum Based
ncremental objective #1 r Shylee will read at her inde finger for tracking with 609	pendent reading level for 5 r	ninutes with use of her	Incremental objective #2 related to the Shylee will read at her independent read finger for tracking with 70% tracking in	ding level for 7 minutes without use of her
Date to be achieved:	3 SUBSTANTIAL PROG	RT OF PROGRESS AND A EXPLANATION	Date to be achieved: April CHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of ge	
4 GOAL MET OR EXCEEDED	IEP REPO 3 SUBSTANTIAL PROG met)	RT OF PROGRESS AND A EXPLANATIO	CHIEVEMENT FROM CURRENT IE DN OF MARKS 2 PARTIAL PROGRESS (1-49% of ge	P pal met) <i>I NO PROGRESS</i>
4 GOAL MET OR EXCEEDED 1st Reporting Period	IEP REPO 3 SUBSTANTIAL PROG met) 2nd Reporting Period	RT OF PROGRESS AND A EXPLANATIO FRESS (50-99% of goal 3rd Reporting Period	CHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of ge 4th Reporting Period (Secondary	P
4 GOAL MET OR EXCEEDED 1st Reporting Period	IEP REPO 3 SUBSTANTIAL PROG met)	RT OF PROGRESS AND A EXPLANATIO	CHIEVEMENT FROM CURRENT IE DN OF MARKS 2 PARTIAL PROGRESS (1-49% of ge	P pal met) <i>I NO PROGRESS</i>
4 GOAL MET OR EXCEEDED 1st Reporting Period Date:	IEP REPORT 3 SUBSTANTIAL PROG met) 2nd Reporting Period Date:	RT OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date:	CHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date:	Operation 1 NO PROGRESS Goal Achievement
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A GOAL MET OR EXCEEDED Ist Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes O No	IEP REPORT 3 SUBSTANTIAL PROG met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No	RT OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes O No	CHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes O No	Objective 1 Met: Objective 2 Met:
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Student ROSS	SHYLEE		Date of Birth 17-OCT-2014	Meeting Date 31-AUG-2023
Last	First	MI		
C)	Section G: Annual G		
mance Area:	Writing (tracking)	Category: Wri	ting Annual G	ioal #: 11
	be reported to parents by cor Report or Report Card period	s.	rogress and Achievement from Current IE	P" form(s) which will be
		Methods of	\square	
State Assessments Observation Other	Norm Portfol	Referenced	Criterion Referenced Work Samples	Curriculum Based Informal
hylee will write a five sen ouble spacing with 80% a	tence paragraph with the use ccuracy in 2/3 trials.	of a line marker and	Shylee will write a five sentence paragr accuracy in 2/3 trials.	aph with the use of a line marker with 70
te to be achieved:	December 💙 2023	✓ MO/YR	Date to be achieved: April	 ✓ 2023 ✓ MO/YR
ate to be achieved: 4 GOAL MET OR		RT OF PROGRESS AND A EXPLANATION	Date to be achieved: April CHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of gc	P
4 GOAL MET OR EXCEEDED	IEP REPOI	RT OF PROGRESS AND A EXPLANATIO RESS (50-99% of goal	CHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go	P Dal met) I NO PROGRESS
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4 GOAL MET OR EXCEEDED st Reporting Period	IEP REPOI	RT OF PROGRESS AND A EXPLANATIO RESS (50-99% of goal	CHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only)	P Dal met) I NO PROGRESS
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		INDIVIDUALIZED	EDUCATION PROGRAM (IEP)		Page 29 of
Los Angeles Unified Schoo					MCD	
Student ROSS Last	SHYLEE First	MI	Date of Birth 17-0	0C1-2014	Meeting Dat	ae 31-AUG-2023
			in State and District-wide A	ssessments		
Assessments administered will			each grade by the California Dep		tion and/or the Los	Angeles Unified School
			District.			
Student will participate in (Designated Supports and/o						CAASPP Subject ELA and Math
Designated Supports:	W Accommodations	identified below are ap	plicable)			ELA and Math
- Noise Buffers						
- Simplified or paraphras	sed test directions (n	on-embedded designat	ed support)			
- Test in a separate/small		U	,			
-	-	items and ELA items e	xcept for reading passages)			
Accommodations:						
- Text-to-Speech softwar	re enabled for ELA r	eading passages (embe	dded accommodation).			
<u></u>	Demolour State and					
Student will participate in (Designated Supports and/o	-					ELPAC Subject Writing
Designated Supports:		<i>J</i> 1	,			5
- Noise buffers						
- Simplified or paraphras	sed test directions (n	on-embedded designat	ed support)			
Studont will nortioinoto in	Dogular State and	District Assessments				EL DAC Subject
Student will participate in (Designated Supports and/o						ELPAC Subject Listening
Designated Supports:			. ,			
- Noise buffers						
- Simplified or paraphras	sed test directions (n	on-embedded designat	ed support)			
- Pause or replay the aud	lio during the admin	istration of test questio	ns (listening domain only)			
Student will participate in						ELPAC Subject
(Designated Supports and/o	or Accommodations	identified below are ap	plicable)			Reading
Designated Supports:						
- Noise buffers	sad tast directions (r	on omboddod dosignat	ad support)			
- Simplified or paraphras	sed test directions (in	on-embedded designat	ed support)			
Student will participate in	Regular State and	District Assessments				ELPAC Subject
(Designated Supports and/o	or Accommodations	identified below are ap	plicable)			Speaking
Designated Supports:						
- Noise buffers			1			
- Simplified or paraphras			ed support) ns (speaking domain only—s		domio procontati	on only)
- rause of replay the aud		istration of test questio	ns (speaking domain only—s	summarize an aca	denne presentati	on only)

INDIVIDUALIZED EDUC.	ATION PROGRAM (IFP) Page 30 of 41
Los Angeles Unified School District	
Student ROSS SHYLEE Last First MI	Date of Birth 17-OCT-2014 Meeting 31-AUG-2023 Date
Section N: Procedural Safegu	-
A Parent's Guide to Special Education Services including Procedural R	
The IEP Team Meeting Introductory Statements were read aloud at the begi	
The parent/guardian was informed of his/her right to a written translation of	
	Select Preferred Language:
Is the parent/guardian requesting official translation?	elect 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) has student at 18 years of age, unless the court has determined otherwise.	ve been informed that the educational decision-making rights will transfer to the
Pandemic Learning Loss Consideration of C	Compensatory and/or Recoupment Services
<u>Compensatory Education Consideration:</u>	Recoupment Services 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 	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:
 services required by their IEP. Compensatory education is not required. Student did not receive all of their special education and related aids 	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.
and services required by their IEP. Compensatory education offer details are documented in FAPE 2- Summary of Services.	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
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.	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).
Compensatory education consideration was documented on IEP dated 01-MAR-2023 (Active) Initial	 Recoupment services consideration was documented on IEP dated 01-MAR-2023 (Active) Initial
01-MAR-2023 (Active) Initial V	
O Preschool Only Consideration (Transition IEP)	
○ 30-Day IEP Consideration (Out-of-District)	
○ Student attends private school within district boundaries and resides outside	e of district boundaries (Eligibility Determination Only)
THIS SPACE DELIBER	ATELY LEFT BLANK.

o attend. Parent/Student (18-2 Parent/Student (18-21) d neeting was held withou Parent/Student (18-2 hem if they did not atten A Parent/Student (18-2 implement those porti- Parent/Student (18-2 Parent/Student (18-2 Parent/Student (18-2 Parent/Student (18-2 Eligibil Ligibil Service	SHYLEE First Parent Partic Parent Partic 1) has participated in 1) indicated before th 1) was notified 3 tim d not respond to any the Parent/Student (1) did not attend and d. Par 1) may agree to all ons of the IEP to wi 1) AGREES to all co in AGREES to all co in AGREES to all co in Specific ional Setting Specific s Specific 18-21) DOES NOT 1) is not required to) does wish to initi	MI Section (ipation the IEP meeting. he meeting that they we es of the meeting time of the meeting notifica 18-21) present gave permission to pro- ent/Student (18-21) or some of the comp nich the parent/studer pomponents of the IEP. omponents of the IEP. omponents of the prop y y y	Q: Parent Par ould not be able and place. ations and the occeed without 1) Agreement conents of a pro nt (18-21) agree		Parent Notification Whom Julie Ljubicic Julie Ljubicic at the IEP meeting was reschent initials here ONLY if the IEP Proposed IEP Ing instruction and services	PARENT requested that the
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				s and Comments	(Incluaing Procedural Kig	nis ana sajeguaras).
Signature(s)					Date	
● Parent ○ Gua	У	Student age 18-21		O Surrogate Parent	Emancipated Minor	O Foster Parent
				and results for your child?		
I certify that I hav in be done at anytime		-	rvey regarding f	he IEP process. I understar	id that my completion of the	ne form is voluntary ar
Signature(s)					Date 3	1-AUG-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.



_	School District	Reconvened Meeting Date					
Student ROSS Last	SHYLEE First	Date of Birth 17-OCT-2014	Meeting Date 31-AUG-2023				
	S	ection R: Names and Signatures (Signatures on File)					
	Team Member	Print Name	Signature				
arent/Guardian		Shiran Ross (attended via Zoom)					
arent/Guardian							
tudent Age 18 - 21 ye	ears						
tudent Under Age 18	years						
urrogate Parent							
oster Parent							
amily Foster Home F	Provider						
dministrator		Julie Ljubicie, APEIS	Julie				
Administrative Design	lee						
pecial Education Tea		Kelle Husk, Resource Specialist	HC				
eneral Education Tea		Lori Dupuis	Lon Dupue				
chool Psychologist		Rachel Boyd	Rachel Boyd				
chool Nurse		Laura Duclos	Pare Juds				
elated Service Staff	LAS	Lara Johnson	Lara Johnson				
elated Service Staff	ОТ	Richard Moore	Richard Moore				
	RT	Larry Fontanilla	Larry Fontanilla				
nterpreter			·				
ign Language Interpr	eter						
gency Representativ							
gency Representativ							
gency Representativ							
	advocate	Luciana Ganach (attended via Zoom)					
ther							
ther							
ther							
Other							

Student ROSS SHYLEE	Reconvened Meeting Date					
	Date of Birth 17-OCT-2014	Meeting Date 31-AUG-2023				
Sec	tion R: Names and Signatures (Signatures on File)					
Team Member	Print Name	Signature				
rent/Guardian	Shiran Ross (attended via Zoom)					
rent/Guardian						
ıdent Age 18 - 21 years						
ıdent Under Age 18 years						
rrogate Parent						
ster Parent						
mily Foster Home Provider						
lministrator	Julie Ljubicic, APEIS	Julie Ljubicic				
lministrative Designee						
ecial Education Teacher	Kelle Husk, Resource Specialist	ØKO-				
neral Education Teacher	Lori Dupuis	Love Dequis				
hool Psychologist	Rachel Boyd	Rachel Boyd				
hool Nurse						
lated Service Staff OT	Richard Moore	Richard Mago				
lated Service Staff RT	Larry Fontanilla	Larry Fontanilla				
lated Service Staff						
erpreter						
gn Language Interpreter						
ency Representative						
ency Representative						
ency Representative						
her advocate	Luciana Chemeleniker (attended via Zc)					
her						
her						
her						

5	School District	Reconvened Meeting Date					
Student ROSS Last	t First	Date of Birth 17-OCT-2014	Meeting Date 31-AUG-2023				
	S	Section R: Names and Signatures (Signatures on File)					
	Team Member	Print Name	Signature				
Parent/Guardian		Shiran Ross (via Zoom)					
Parent/Guardian							
Student Age 18 - 21 y	ears						
Student Under Age 18	years						
Surrogate Parent							
Foster Parent							
Family Foster Home F	Provider						
Administrator		Julie Ljubicie	Julie Ljubicic				
Administrative Design	nee						
Special Education Tea		Kelle Husk	Killellyd				
General Education Tea		Jamie Green	Calul				
School Psychologist		Rachel Boyd	Rachel Boyd				
School Nurse							
Related Service Staff							
Related Service Staff							
Related Service Staff							
nterpreter							
Sign Language Interp							
Agency Representativ							
Agency Representativ							
Agency Representativ							
Dther	VT assessor	Dr. Lawrence Simons (via telephone)					
Other	advocate	Luciana Chemelniker (via Zoom)					
Other							
Other							

Las de Studiet Studiet School Divide: Neering 31-A3G-2023 Studiet No.8 SiftyTE MI Date of Rinch P-OCT-2014 Neering 31-A3G-2023 Last First MI Date of Rinch P-OCT-2014 Date Meeting 31-A3G-2023 Last First MI Date of Rinch P-OCT-2014 Date Meeting 31-A3G-2023 Cast First MI Date Completed Information Content P-OCT-2014 Date Date Date Cancerol Falseation ClassGeneral Education Site Special Day Program/Special Education Center Nonpublic School Date Date<	Los Angolos	Unified S	ahaal Distri	at	INDIVID	UALIZED EDU	JCATION PROGRAM	M (IEP)		Page 35 of 4
Last First MI Date LEAST RESTRICTIVE ENVIRONMENT ANALYSIS Student's Current Placement Type: © General Education Class/General Education Site Special Day Program/General Education Site Special Day Program/General Education Site Option/Hospital or Residential Care Facility Nonpublic School Nonpublic School Other Hospital or Residential Care Facility Nonpublic School DIRECTIONS: Complete the information below as part of the IEP care discussion regarding placement from the beginning at Step A until the team reache 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 disability is such that placement in a more restrictive setting whole only cocer if the nature or severity of the student's disability is such that placement is a lost restrictive setting whole use of supplementary aids and services cannot be achieved satisfactority. The lack of current availability of a student's regioned supports, services, accommodations and/or modifications is not the sole justification for placement in a more restrictive setting. With the use of supplementary aids and services cannot be achieved satisfactority. The lack of current availability or supports, services, accommodations and/or modifications in the student's IEP be made available in a general education in the student's IEP be made available in a general education in the student's IEP be made available in a general education site in a special day program? § Yes No If the answer is YES, then a special day program on a gene	-						Date of Birth	17-OCT-2014	Meeting	31-AUG-2023
Step A. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a general education site in a general education classrom/setting? If YES, all required supports, services, accommodations and/or modifications in the student's IEP be made available in a general education site in a special day trong multiple supports, services, accommodations and/or modifications in the student's IEP be made available in a general education site in a special day trong multiple supports, services, accommodations and/or modifications in the student's IEP be made available in a general education site in a special day program. 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. Yes No If he may were is YES, then a special day program on a general education site is the appropriate placement. If the answer is ND, place available in the supports, services, accommodations and/or modifications in the student's IEP be made available in a general education elastrom/setting? If yes No If he answer is YES, then a special day program on a general education classroom/setting is the appropriate placement in a more services, accommodations and/or modifications in the student's IEP be made available on a general education site is a special day program. Image: No If the answer is YES, then a special day program on a general education shower is NO, place articulate why in the box below. Then go step B.				First	MI				Date	
Sudent's Current Placement Type:				LEAS	ST RESTR	RICTIVE E	NVIRONMEN'	T ANALYSIS		
Sudent's Current Placement Type:										
Special Day Program/Special Education Center ○ Nonpublic School ○ Home/Hospital or Residential Care Facility ○ DIRECTIONS: Complete the information below as part of the IEP team discussion regarding placement from the beginning at Step A until the team reacht 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 setting with the use of supplementary aids and services cannot be achieved satisfactorily. The lack of current availability of a student's required supports, services, accommodations and modifications is not the sole justification for placement in a more restrictive setting unless there is a compelling reason why they cannot be provided. In selecting the LRE, consideration is given to any potential harmful effect on the child or on the quality of services that he or she needs. Step A. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a general education elassroom/setting? If not currently available, can the required supports, services, accommodations and/or modifications be made available in a general education below. If not currently available, can the required supports, services, accommodations and/or modifications in the student's IEP be made available on a general education site in a special day program. Ves No If the answer is YES, then a special day program on a general education site is the appropriate placement. If the answer is NO, go to the question below. Ves					-	-				
Special Day Program/Special Education Center ○ Nonpublic School ○ Home/Hospital or Residential Care Facility ○ DIRECTIONS: Complete the information below as part of the IEP team discussion regarding placement from the beginning at Step A until the team reacht 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 setting with the use of supplementary aids and services cannot be achieved satisfactorily. The lack of current availability of a student's required supports, services, accommodations and modifications is not the sole justification for placement in a more restrictive setting unless there is a compelling reason why they cannot be provided. In selecting the LRE, consideration is given to any potential harmful effect on the child or on the quality of services that he or she needs. Step A. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a general education elassroom/setting? If not currently available, can the required supports, services, accommodations and/or modifications be made available in a general education below. If not currently available, can the required supports, services, accommodations and/or modifications in the student's IEP be made available on a general education site in a special day program. Ves No If the answer is YES, then a special day program on a general education site is the appropriate placement. If the answer is NO, go to the question below. Ves	General	Education	Class/Gener	al Education	Site		Special Day	Program/General Ed	ucation Site	
O Home/Hospital or Residential Care Facility DIRECTIONS: Complete the information below as part of the IEP team discussion regarding placement from the beginning at Step A until the team reacht 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 stiting should only occur if the nature or severity of the student's disability is such that placement in a less restrictive setting with the use of supplementary aids and services cannot be achieved satisfactorily. The lack of current availability of a student's negatived supports, services, accommodation and modifications is not the sole justification for placement in a more restrictive setting, unless there is a compelling reason with they cannot be provided. In selecting the LRE, consideration is given to any potential harmful effect on the child or on the quality of services that he or she needs. Step A. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a general education classroom/setting? @ Yes No If the answer is YES, then a general education classroom/setting is the appropriate placement. If the answer is NO, get the question below. 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 general education classroom/setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go Step B.	-							_		
DIRECTIONS: Complete the information below as part of the IEP team discussion regarding placement from the beginning at Step A until the team reach the Step that indicates YES. After reaching the Step that indicates YES, it is also required to complete Step F. The Individuals with Disabilities Education Act (IDEA) requires that students with disabilities be educated in the least restrictive environment. Placement in a more restrictive setting should only occur if the nature or severity of the student's disability is such that placement in a less restrictive setting with the use of supplementary aids and services cannot be achieved satisfactorily. The lack of current availability of a student's required supports, services, accommodations and modifications is not the sole justification for placement in a more restrictive setting, unless there is a compelling reason why they cannot be provided. In selecting the LRE, consideration is given to any potential harmful effect on the child or on the quality of services that he or she needs. Step A. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a general education classroom/setting? \bigcirc Yes No If the answer is YES, then a general education classroom/setting? If YES, all required supports, services, accommodations and/or modification im a special day program? \bigcirc Yes No If the answer is YES, then a special day program on a general education site is the appropriate placement. If the answer is the provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go the special day program? \bigcirc Yes No If the answer is YES, then a special day program on a general education site i			-							
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in a more restrictive setting should only occur if the nature or severity of the student's disability of a student's required supports, services, accommodations and modifications in the sole justification for placement in a more restrictive setting, unless there is a compelling reason why they cannot be provided. In selecting the LRE, consideration is given to any potential harmful effect on the child or on the quality of services that he or she needs. Step A. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a general education classroom/setting? Yes No If the answer is YES, then a general education classroom/setting is the appropriate placement. If the answer is NO, get in a general education classroom/setting? If YES, all required supports, services, accommodations and/or modifications us the by rowided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Step B. Can the supports, services, accommodations and/or modifications in the student's IEP be made available on a general education services accommodations and/or modification must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go Is the provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. The go Is the provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. The go Is the provided within a reasonable timeline. If the answer is the appropriate placement. If the answer is YES, then a special day program on a general education site is the appropriate placement. If the answer is NO, please articulate why in the box below. The go Is the special day program? No If the answer is YES, then a special day program on a general education site is the appropriate placement. If the answer is NO, go to the question below. No Yes No If the currently available, can the required supports, services, accommodations and/or modificat	DIRECTIO									A until the team reaches
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Step B. Can the supports, services, accommodations and/or modifications and/or modificati	Step A.			rvices, accor	nmodations a	nd/or modifica	ations in the student's	IEP be made availa	ble in a general o	education
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? Yes No If the answer is YES, then a special day program on a general education site? If YES, all required supports, services, accommodations and/or modifications and/or modifications and/or modification site in a special day program? Yes No If the answer is YES, then a special day program on a general education site is the appropriate placement. If the answer is NO, go to the question below. Yes No If not currently available, can the required supports, services, accommodations and/or modifications site? If YES, all required supports, services, accommodations and/or modifications and/or modifi		O Yes	🔿 No	the questic	on below.				-	
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? Yes		⊖ Yes	○ No	in a genera must be pr	al education c	lassroom/settir	ng? If YES, all requir	red supports, service	s, accommodatio	ons and/or modifications
special day program? Yes No If the answer is YES, then a special day program on a general education site is the appropriate placement. If the answer is NO, go to the question below. Yes No If not currently available, can the required supports, services, accommodations and/or modifications be made available in a special day program on a general education site? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box	Stop B	Can the	supports, se	rvices accor	nmodations a	nd/or modifica	itions in the student's	IEP be made availa	ble on a general	education site in a
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in a special day program on a general education site? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box		○ Yes	🔿 No	is NO, go	to the questio	on below.				
		○ Yes	() No	in a specia modificati	l day program ons must be p	n on a general o provided within	education site? If YE	ES, all required supp	orts, services, ac	commodations and/or

Student	ROSS	hool Distri	YLEE		Date of Birth 17-OCT-2014	Meeting	31-AUG-2023		
	Last		First	MI		Date			
		ANNU			VE ENVIRONMENT ANALYSIS the IEP Team at the IEP Team Meeting	(Continued)			
Step C.	Can the	supports, se			nodifications in the student's IEP be made ava	ilable in a special s	chool setting?		
-	() Yes	() No	If the answ below.	ver is YES, then a sp	ecial school setting is the appropriate placeme	ent. If the answer is	NO, go to the quest		
	() Yes	○ No	in a special	l school setting? If Y	he required supports, services, accommodation (ES, all required supports, services, accommon meline. If the answer is NO, please articulate	dations and/or mod	lifications must be		
Step D.	Can the	supports, se	ervices, accon	nmodations and/or m	nodifications in the student's IEP be made ava	ilable in a home/ho	spital setting?		
	\bigcirc Yes \bigcirc 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.								
	Yes 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								
			provided w		intenne. If the answer is NO, prease articulate	with the box bei	ow. Then go to Step		
	Cartha								
Step E.			ervices, accon	nmodations and/or m	nodifications in the student's IEP be made ava	ilable in a residenti	al care facility?		
Step E.	Can the s	supports, se	ervices, accon If not curre	nmodations and/or m		ilable in a residenti	al care facility?		
Step E.			ervices, accon If not curre	nmodations and/or mently available, articu	nodifications in the student's IEP be made ava	ilable in a residenti	al care facility?		
Step E.			ervices, accon If not curre	nmodations and/or mently available, articu	nodifications in the student's IEP be made ava	ilable in a residenti	al care facility?		
Step E.			ervices, accon If not curre	nmodations and/or mently available, articu	nodifications in the student's IEP be made ava	ilable in a residenti	al care facility?		
Step E.			ervices, accon If not curre	nmodations and/or mently available, articu	nodifications in the student's IEP be made ava	ilable in a residenti	al care facility?		
Step E.			ervices, accon If not curre	nmodations and/or mently available, articu	nodifications in the student's IEP be made ava	ilable in a residenti	al care facility?		
Step E.			ervices, accon If not curre	nmodations and/or mently available, articu	nodifications in the student's IEP be made ava	ilable in a residenti	al care facility?		

				Individualized Education Program (IEP)				
			INDIVIDUALIZI	ED EDUCATION PROGRAM (IEP)				
	Unified Schoo	l District						
Student	ROSS	SHYLEE		Date of Birth 17-OCT-2014	Meeting	31-AUG-2023		
	Last	First	MI		Date			
	A	NUALLEAST	RESTRICTIV	VE ENVIRONMENT ANALYSIS (Continued)			
	111			the IEP Team at the IEP Team Meeting	continu cu)			
		1	o be completed by	the IEI Team at the IEI Team Weeting				
Store E	The student's	needs as reflected in	the contents of this	s IEP, and the placement being considered by the	e IFP team outw	eigh any potential		
Step F.		ets at this time, include			e iEi tealli, outw	eigh any potential		
			-	o the full range of the curriculum				
		Missed general ed	lucation instruction	taught by highly qualified staff				
		Rate at which stu	dent may earn credi	its for graduation				
		Lack of opportun	ity for social interac	etion				
		Lack of opportun	ities for age-approp	riate peer role models				
				s with typical peers				
				51 1				
			peers in student's h	nome community				
		Limited access to	peers in student's h	-				
		Limited access to	-	nome community avioral models from peers				

Student ROSS	SHYLEE	Date of Birth 17-OC	T 2014 Masting Date 21 ATTC 2022
Last	First	MI	T-2014 Meeting Date 31-AUG-2023
East	11150		
		Effective With this IEP	Future Changes Related to this IEP
	As of Date:		
Eligibility: from Page 4)		Eligible (OHI)	
110m 1 age 4)	Final IEP Reason Final IEP Effective Date:		
Curriculum		General Education	
Placement	Type of School	Affiliated Charter	
	Name of School	WOODLAKE ECC	
Instructional Setting	Setting	General Education	
	Program	GE	
	Special Day Minutes/Wk		
	Addresses Goals	1(Reading),3(ELD-Writing),4(Math #1),5(Social Emotional),6(Math #2),7(Writing),2(Behavior Support #1),8(Behavior Support #2),9(Behavior/Voc)	
Additional Factors	Low Incident Support	None	
	Assistive Technology Support	No	
	Transportation	None	
	Extended School	O Yes O No	
	Year/Intersession Parent Counseling and	• Yes O No	
	Training (PCT) ESY Transportation		
	EST Transportation		
Accommodation, Modifications, Supports	Instructional Accommodations	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, chuck assignments in parts, extended time to amount of time of half, shortened homework, reduce the number of test questions, untimed and small group setting on assessments, prompts to stay on task, prompt student to check work for accuracy before submitting, provide multiple choice instead of short answers assessments, repeat/rephrase/clarify directions/instructions, offer story starters to promote writing, allow student to dictate sentences for essay, provide a sample of what the finished paper/project should look like, breaks as needed, graphic organizer, flexible seating, use of non-distracting fidgets as needed. Allow use of a line marker or finger to help keep place. Less print presented on a page to avoid visual confusion. Increase space for writing (e.g. if expected to write single-spaced, change to double- spaced, and if expected to write double-spaced, change to triple-spaced).	
	Instructional Modifications		
	Other Supports, including Non-Academic and Extra-curricular Activities		

Preparation for Three Year Review IEP (At the second Annual Review IEP Meeting, the team	Do the Parent and the District (local educational agency) agree that a reassessment is	The Resource Specialist Teacher and/or Resource Aide will assist the general education teacher in the use of supplementary instructional materials and strategies. Recommendations per optometry report include 1). No prescription glasses at this time. 2). Vision Therapy, 20 office visits, supported with daily home visual procedures. 3). Vision Therapy Re- Assessment after 20 visits have been completed. 4) Annual eye examinations with vision care provider. Recommended accommodations per optometry report include 1) Allow the use of a line marker or finger to help keep place. 2) Less print presented on a page, to avoid visual confusion. 3) Increase spacing for writing, e.g. if expected to write single- spaced, change to double-spaced, and if expected to write double-spaced, change to triple-spaced.	
must discuss and document the decision to conduct or not conduct a three-year			
comprehensive reassessment.)	to be reassessed.		
		Comments, as appropriate	
Low Incidence Equipment			
Assistive Technology Equipment			
Participation in General Education			

Los Angeles Unified School Dist	INDIVIDUALIZED EDUC	ATION PROGRAM (IEP) IEP FAPE Part 2 - Summary of S	Page 37 Services
Student ROSS SHYL Last Fr	EE MI	Date of Birth 17-OCT-2014	Meeting Date 31-AUG-2023
		Effective With This IEP	Future Changes Related To This IEP
Service 1	Start Date:	Effective on Signature Date	
RSP	End Date:		
RSP	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals:	Interval:	Weekly	
7(Writing)	Minutes/Interval:	120	
2(Behavior Support #1)	Minutes/Interval (Pullout from Gen Ed):	120	
1(Reading)	Service Delivery Model:	RSP: Collaborative Teaching and	
3(ELD-Writing)		Planning*	
	RSP Area:	ELA/ELD	
	Responsible Personnel:	Resource Specialist Teacher	
		General Education Teacher	
Service 2	Start Date:	Effective on Signature Date	
19	End Date:	01-MAR-2024	
Vision Therapy (NPA only)	Service applies to:	Regular	
	Frequency:	10-20	
This service addresses the following goals:	Interval:	Yearly	

	individue	alized Education Flogram (IEF)	
11(Writing (tracking))	Minutes/Interval:	1200	
10(Reading (tracking))	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	Direct Service (By a Single Provider)*	
	Responsible Personnel:	District Assigned Qualified Provider	
	*		
Service 3	Start Date:	Effective on Signature Date	
RSP	End Date:		
RSP	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals:	Interval:	Weekly	
6(Math #2)	Minutes/Interval:	90	
8(Behavior Support #2)	Minutes/Interval (Pullout from Gen Ed):	90	
9(Behavior/Voc) 4(Math #1)	Service Delivery Model:	RSP: Collaborative Teaching and Planning*	
	RSP Area:	М	ath
	Responsible Personnel:	Resource Specialist Teacher	
		General Education Teacher	
Service 4	Start Date:	Effective on Signature Date	
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	
	*		

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.

8/31/23 This is an amendment IEP to review the results of the Vision Therapy assessment. Parent requested the meeting be held via Zoom. Vision Therapy is recommended for twenty (20) sessions. The approximate end date of the sessions will be March 1, 2024 which is when the next annual IEP is due. All therapy takes place outside of school hours and off campus. Parents are responsible for taking student to sessions.

Parent reported concerns of Shylee missing service minutes due to her refusal of services. RSP and school psychologist clarified that minutes are being met and they will communicate with parent in regard to student refusing service. Parent expressed desire for Shylee to be called for services discreetly.

Los Angeles Unified School District		INDIV	IDUALIZI	ED EDUCA	ATION PROGRAM (II IEP FAPE Part 2 - Si	,	Services	Page	
tudent		SHYLEE				Date of Birth 17-OCT	-2014	Meeting Date	31-AUG-2023
	Last	First	Ν	41					
				F	APE Sumn	nary Grid			
Progra	m:	GE				Setting:	Gener	al Education	
Eligibil	ity:	Eligible (Ol	HI)			Curriculum:	Gener	al Education	
Transp	ortation:	None				Low Incident Support:	None		
	istrict Received Signature:								
Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequenc	y 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- Literacy/ELA/ELD	120	Writing, Behavior Support #1, Reading ELD-Writing	
RSP	RSP	Effective on Signature Date		Weekly	1-5	RSP-Math	90	Math #2, Behavior Support #2, Behavior/Voc, Mat #1	
19	Vision Therapy (NPA only)	Effective on Signature Date		Yearly	10-20	~	1200	Writing (tracking) Reading (tracking)	

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						
Supplementary Aids and Services (provided in general education classes and other general ed environments)						

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.

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				ZED EDUCATION	DOGD			Page 39 of 41
				ZED EDUCATION F or Intervention Pla		AM		
		For Pa		udent's Learning or the Le		f His/Har Daars		
	Los Ai	ngeles Unified Scho		udent's Learning or the Le	earning oj	This/Her Feers	(Behavior Interv	ention Plan, pg. 1 of 3
Student	ROSS	SHYLEE		Date of Birth	n 17-	OCT-2014	Meeting Date	31-AUG-2023
	Last	First	MI					
1		peding learning is:		Describe what it look	s like:			
1	other It impedes learn		of work production 🗸	 Argue with peers disrupts other students 	-			
2	instructional tir	6	tive interaction with peers		s 🔽	requires instruct		
		ne is iost 🗹 nega	ive interaction with peers	s 🔽				
	other				_	_		
3	The need for a	Behavior Intervention F	lan: 🔘 early stage inte	rvention () moderate () serio	us 🔿 extreme		
Ũ	Frequency or ir	ntensity or duration of b	ehavior: Frequency (x)	Period Intensi	tv	Duration (min)		
4	.03	itensity of duration of b	enuvior. riequency (x)		••	3-5		
	.05 Reported by	Tracher DCD ED)		ved by	\sim		
	1 .	Teacher, RSP, FBA	1		5	Teacher, RSP		
PREVEN	TION		PART 1		ENVIR	ONMENTAL FA	CTORS AND NECES	SARY CHANGES
	-	What are the predicto	ors for the behavior? (Situ	ations in which the behav	ior is like	ely to occur: peopl	e, time, place, subject	, etc).
	5	Disruption in rou	tines Worl	c level higher than	$\Box_{\rm V}$	erbal directives		k of predictability
		Time of day	student's			eer conflict		er stimulation
		Unstructured time		nal physical/emotional	\Box_{R}	oom conditions	Spe	cific room arrangement
		Events from prev	ious State	of freedom, choice,				
		environments	desirable	e activities, friends				
		Other Describe:	Und	er stimulation				
		\Box	udent using the problem	behavior? (What is missin	g in the e		rulum or what is in the	environment/curriculum
Observati	on 6	that needs changing			g in the e	invironment/euric	Sulum of what is in the	environment currentum
Analysis	Present in th	e environment:						
· ·			Classroom seati	0 0 <u> </u>	Noise lev		Interact 🗹 ا Gize,flitz دappropri	tions (adult and/or peers)
	Missing in th	ne environment:	misbehavior		Schedule			ve communication with
			✓ Transition skills		Task strue		parent	
			Re-teaching		Conseque	ences not clear to s	student 🗹 Comm	inications system
			Social skills inst	ruction				
	Other (1	Missing/Present):	Choices					
		DEM	AVE OTUDENT					
				'S NEED TO USI		-	. –	
Interventi	on 7			pports are needed to remo he likelihood of behavior)		ident's need to use	this behavior? (Chan	ges in
inter venti	on ,	•	_	,	_		_	
		Time Changes:		ve more time on tasks		Allow completion		ach a closure system
		Space Changes:		nal transition		Provide a break		ve less time on tasks
		Material Changes:		ferred seating sonal space		Different work are	\Box	idy carrels sks organized
		Interaction:		sonal space		Hands-on learning Notebook organize		sks organized larged print size books
		interaction:		th interest materials		Cue the student		
			🔽 Us	e specific supportive	🗹 I	Praise successes	🗹 Pee	er Models
			words	1 11		Use calm, de-escal	ating	
				bally praise student e specific support	lang	uage		
				inications				
		Other						
	Who will est			ill monitor?		Frequ	•	
	Teacher, RS	SP	Teach	er, RSP		Dail	у	

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			IDUALIZED EDUCATION PR			Page 40 of				
			Behavior Intervention Plan							
	For Behavior Interfering with Student's Learning or the Learning of His/Her Peers Los Angeles Unified School District (Behavior Intervention Pla									
Student	ROSS	SHYLEE	Date of Birth	17-OCT-2014	Meeting Date	31-AUG-2023				
`	Last	First MI								
ALTERNA	TIVE	PART II	FUNCTIONAL FACTORS A	ND NEW BEHAVIORS TO	TEACH AND SUI	PPORT				
	0	Team believes the behavior occurs b	because: (Function of behavior in terms	s of getting, protest or avoidi	ng something)					
Observatio	8	To Get:	Sensory input	Attention (peer)		ention (staff)				
		To Avoid:	Tangible (desired item)	Tangible (desired activi		sition (starr)				
		To Avoid.	Sensory input	Attention (peer)		ention (staff)				
			Task (too difficult)	Task (too easy)		k (too long)				
		Describe:								
	on 9	What team believes the student sho met in an acceptable way?)	uld do INSTEAD of the problem beha	vior? (How should the stude	nt escape/protest/a	void or get his/her nee				
Analysis	To avoi	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?							
	10									
		Better communication skills	Anger management	Communication system	m 🔽 Seli	f-management system				
		Following schedules &	Learning new social skills	Learning how to negot		rning structured choic				
		routines	Learning notebook	Learning to use conflic	ct 🗌 Lea	rning to request break				
		Learning new scripts	organization	resolution						
		Who will establish?	Who will monitor?	Frequency:						
		Teacher, RSP	Teacher	Daily						
		What are reinforcement procedures	to use for establishing, maintaining, an	d generalizing the replaceme	ent behavior(s)?					
	11	Physical:	High-fives	Smiles		ndshake				
nterventic	on		Pat on the back	Sinnes		liusliake				
		Verbal:	Use specific praises		🗹 Pee	er recognition				
		Contingent Access:	Time on the computer	Recognition of student's s	tr List	ten to music				
		Contingent / teeess.	Preferred activity	Free time						
		T 11	Positive phone calls or notes	Describe:						
		Tangibles	to home	Certificate sent home	└─ Sea	ting Location				
		Tokens and Points:	Exempt assignment	Points						
		Privileges:		Extra test points						
		Other ideas:								
		Selection of reinforcer based on: Stu			reinforcer for using replacement behavior reinforcer for general increase in positive behaviors					
		reinforcer for using replacement	behavior 🗸 reinforcer for general i	ncrease in positive behaviors	5					
		reinforcer for using replacement By whom?	behavior v reinforcer for general i Frequency	ncrease in positive behaviors	5					
		reinforcer for using replacement	behavior 🗸 reinforcer for general i	ncrease in positive behaviors	5					
		reinforcer for using replacement By whom?	behavior v reinforcer for general i Frequency	ncrease in positive behaviors	3					
EFFECTIV	/E REACTI	 reinforcer for using replacement By whom? Teacher, RSP DN PART 	behavior 🖌 reinforcer for general i Frequency Daily III	REACTIVE S	TRATEGIES					
EFFECTIV 12	What strat	reinforcer for using replacement By whom? Teacher, RSP	behavior reinforcer for general i Frequency Daily III avior occurs again. (1. Prompt student	REACTIVE S' to switch to the replacement	TRATEGIES behavior, 2. Descr					
	What strat handle the	 reinforcer for using replacement By whom? Teacher, RSP DN PART egies will be employed if the problem beh 	behavior reinforcer for general i Frequency Daily III avior occurs again. (1. Prompt student sitive discussion with student after beh	REACTIVE S to switch to the replacement lavior ends, 4. Any necessary	TRATEGIES behavior, 2. Descr further classroom	or school consequenc				
	What strat handle the	 reinforcer for using replacement By whom? Teacher, RSP ON PART egies will be employed if the problem behavior if it occurs again, 3. Port 	behavior reinforcer for general i Frequency Daily III avior occurs again. (1. Prompt student sitive discussion with student after beh he can receive attention from engagi	REACTIVE S to switch to the replacement lavior ends, 4. Any necessary ng in expected behaviors (e	TRATEGIES behavior, 2. Descr further classroom .g., teacher helper	or school consequence, supplies monitor).				
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12	What strat handle the Provide lea	 reinforcer for using replacement By whom? Teacher, RSP DN PART egies will be employed if the problem beh problem behavior if it occurs again, 3. Po- dership opportunities to Shylee so that s Review social stories on conflict resolutions more fluent with using conflict resolutions 	behavior reinforcer for general i Frequency Daily III avior occurs again. (1. Prompt student sitive discussion with student after beh he can receive attention from engagi ttion with Shylee on a regular basis (REACTIVE S to switch to the replacement lavior ends, 4. Any necessary ng in expected behaviors (e	TRATEGIES behavior, 2. Descr further classroom .g., teacher helper	or school consequence, supplies monitor).				

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rather than rather tha					
Reduce f servation and Analysis C Are curriculum accorriculum accorriculum accorriculum accorriculum accorright for the constraint of the servation of the ser			-		hing, counting, squeezing stress ball) measured by teacher data collection.
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14 Manner an ☐ Phone ☐ Daily r ✔ Weekly ☐ Other Betwee	6				
Phone Daily r Veckly Other Betwee		PART V		COMMUNIC	CATION PROVISIONS
Daily r Veckly Other Betwee	content of communicat	tion:			
Daily r Veckly Other Betwee	alls	Email		Written notes	
Weekly Other		Daily chart	ina	Behavioral lo	
Betwee	•				55
Betwee					
Teach		Frequency?			
	r, Parent	Weekly			