Date of Birth 24-AUG-2010 Date of Birth 24-AUG-2010 Date of Birth 24-AUG-2010 Age 9 Grade 4 Defined Penale Penale Penale Penoficient Student Penoficient Student Penoficient Student Penoficent Student has no Psych Polder Penoficent Student Language Penoficent Student Penoficent Penoficent Student Penoficent Penofice	Student Iden	tification N	umber	082410F094		SSID	8784100620			Eligible (SLD)
Section A: Meeting Information Pertinent Dates Pertinen	Student T.	ALIT	SHA	ILEE				Date of Birth:	24	4-AUG-2010
Date of Initial IEP Team Meeting		Last		First	MI	Section A:	Meeting Information			
Anter of Present Meeting Annual Review to be conducted by ResEP-2020			Pertino	ent Dates		Section 11.	Treeting Information	Type of M	Aeeting	
Annual Review to be conducted by In-SEP_2020	Date of Initial IEI	P Team Me	eting	14-APR-2016			○ Initial		○ Amendn	nent of IEP dated
Sect Three Year Review will be onducted by	Date of Present N	/leeting		30-OCT-2019			O Initial		O'r tillellall	nent of 121 dated
Section Part Sect	Annual Review to	o be conduc	ted by	18-SEP-2020			Annual Pavian		O Forly St	art Transition
There Year Review or Evaluation was Ins. SEP-2019 on Cransition to Kindergarten to be conducted by Cocation of Meeting Hancock Park District Name Los Angeles Unified School District Name Los Angeles U		Review wil	l be	18-SEP-2022			Three Year Review		Expulsion	on Analysis
District Name Los Angeles Unified School District Section B: Student Information Age 9 Grade 4 Limited English Proficient Student Proficient Student Proficient Student Folder Location of the Psych Folder Location of the Psych Folder Fo		ew or Evalu	ation was	18-SEP-2019			Other		Olndividu	al Transition Plan
Section B: Student Information Date of Birth	Transition to Kin- conducted by	dergarten to	be							
Date of Birth	Location of Meet	ing	Ha	ncock Park			District Name	Los Angeles	Unified Sc	hool District
Sender						Section B:	Student Information			
Proficient Student Folder Fold	Date of Birth	(24-AUG-201	0	Age		9	Grade		4
Support UNIT CENTR Folder Cocation of the Psych Folder Cocation of the Cum Folder	Gender	(Male 💿 1	Female			O Yes No	Ethnic Code		White
Folder Home Language English Student Language English Alternate Mode of Communication Communication Chome Address of Student Chome Address of Student Chome Telephone City LOS ANGELES CA ZIP Code Home Telephone Cischool of Attendance Hancock Park El Location Code School of Residence Hancock Park El Location Code A397 Telephone City CA ZIP Code Surgeste Parent Telephone Address City CA ZIP Code Surgeste Parent Telephone Attends CURRENT SCHOOL as a result of one of the FFH# FFH? See FFH Provider related to student? No O Yes Regional Center Superior Court Out of the home placement made by Regional Center Superior Court Child's family living within LAUSD's Out of family living within LAUSD's Child's family living within LAUSD's Out of famil		sych	SUPPORT U	NIT CENTR	Student l					
Communication Comunication Communication Communication Communication Communication Comunication Communication Communication Communication Communic		Cum (HANCOCK I	PARK EL		nas no Cum				
Student City LOS ANGELES CA ZIP Code 90048 Home Telephone (323) 348-9188 Daytime Telephone Hancock Park El Location Code 4397 School of Attendance Hancock Park El Location Code 4397 Same of Telephone Parent/Guardian Address City CA ZIP Code Storogate Parent Telephone Telephone Attends CURRENT SCHOOL as a result of one of the Attends School of Residence Telephone Storogate Parent Notice of the Storogate Parent Telephone Telephone Attends CURRENT SCHOOL as a result of one of the Attends School of Residence Telephone Storogate Parent Notice of the Storogate Parent Telephone Telephone Attends CURRENT SCHOOL as a result of one of the Attends School of Residence Telephone Attends CURRENT SCHOOL as a result of one of the Attends School of Residence Telephone Attends CURRENT SCHOOL as a result of one of the Attends School of Residence Telephone Attends CURRENT SCHOOL as a result of one of the Attends School of Residence Telephone Attends CURRENT SCHOOL as a result of one of the Attends School of Residence Telephone Attends CURRENT SCHOOL as a result of one of the Attends School of Residence Telephone Attends CURRENT SCHOOL as a result of one of the Attends School of Residence Telephone Attends CURRENT SCHOOL as a result of one of the Attends School of Residence Telephone Attends CURRENT SCHOOL as a result of one of the Attends School of Residence Telephone Attends CURRENT SCHOOL as a result of one of the Attends School of Residence Attends CURRENT SCHOOL as a result of one of the Attends School of Residence Attends CURRENT SCHOOL as a result of one of the Attends School of Residence Attends CURRENT SCHOOL as a result of one of the Attends School of Residence Attends CURRENT SCHOOL as a result of one of the Attends School of Residence Attends CURRENT SCHOOL as a result of one of the Attends School of Residence Attends CURRENT SCHOOL as a result of one of the Attends School of Residence Attends CURRENT SCHOOL as a result of one of the Attends School of Residence Attends CURRENT SCHOOL as a resu	Home Language	(English		Student I	Language	English			
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Parent/Guardian Address City CA ZIP Code Surogate Parent Cuttends CURRENT SCHOOL as a result of one of the Oldowing So the student living in a Family Foster Home FFFH)? So FFH Provider related to student? No Yes Relationship Licensed Children's Institution No Yes LCI Name LCI# Out of the home placement made by Regional Center Superior Court Child's family living within LAUSD's Soundaries?	School of Residen	nce (Hancock Park	: El	Location	Code	4397			
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s the student living in a Family Foster Home FFH)? s FFH Provider related to student? No O Yes Relationship Licensed Children's Institution No O Yes LCI Name LCI# Out of the home placement made by Regional Center Superior Court Child's family living within LAUSD's Output Of the home placement made by On O Yes No O Yes Regional Center O Department of Mental Health O Department of Children's Services Other		NT SCHO	OL as a result	of one of the	Attends Sc	hool of Resid	ence 🗸			
Licensed Children's Institution No Yes LCI Name LCI# Dut of the home placement made by No Regional Center Superior Court Child's family living within LAUSD's One of Yes	s the student livi	ng in a Fam	ily Foster Ho				FFH#			
Dut of the home placement made by Out of the home	s FFH Provider 1	related to str	udent?				Relationship)
Out of the home placement made by Out of the home placement made by Out of the home placement made by Regional Center Out of the home placement made by Superior Court Out of the home placement made by Out of the home placement of Mental Health Out of the home plac	Licensed Children	n's Institutio	on	\bigcirc No	O Yes		LCI Name)
Superior Court Child's family living within LAUSD's Other No ● Yes Oundaries?							LCI#)
Child's family living within LAUSD's Ono Ves	Out of the home p	placement n	nade by	_	-			ealth (O Departme	ent of Children's Services
oundaries?	Child's family liv	ing within I	LAUSD's				Other			
		-								○ _{No} ○ Yes

Student	Unified School I	SHAILEE	F			Date of Birth	24-AUG-2010	Massina Dete	30-OCT-2019
Student	Last	First		MI		Date of Birth	24-AUG-2010	Meeting Date	30-OC1-2019
				Secti		guage Acquisition			
inguage Cla				glish Profici	ent	Start Date:		24-AUG-2015	
rent Waiver	:		O _{Yes} C) _{No}		Reclassificat	ion Date:		
ementary Er evel:	nglish Language D	evelopment		4		Start Date:			
econdary Engevel:	glish Language De	velopment				Start Date:			
ommunicatio	on Observation Ma	trix Level:				Start Date:			
				Section D	: Goal Achie	evement from Curr	ent IEP		
				Achi					
Goal for: (ex 1	ample - Reading) Reading			Yes	No	If No, explain th	e reason the goal/ol	ojective was not achieved	
•				•	0				
	Objective 1 me			•	0				
2	Objective 2 me	t		•	0				
2	Writing			•	0				
	Objective 1 me			•	0				
	Objective 2 me	t		\odot	0				
3	Math			0	•	Needs more pra	ectice		
	Objective 1 me	t		•	0				
	Objective 2 me	t		0	•				
4	Social Emotion	al		0	•	needs more tim	e		
	Objective 1 me	t		\odot	\circ				
	Objective 2 me	t		0	•	needs more tim	e		
5	Visual Motor			•	0				
	Objective 1 me	t		•	0				
	Objective 2 me	t		•	0				
6				0	0				
	Objective 1 me	t		0	0				
	Objective 2 me	t		0	0				
7				0	0				
	Objective 1 me	t		0	0				
	Objective 2 me			0	0				
8	,			0	0				
	Objective 1 me	t		_	0				
	Objective 2 me			0	0				
9									
-	Objective 1 me	t		0	0				
	Objective 2 me			0	0				
10	Objective 2 life			0	0				
10	Object 1	4		0	0				
	Objective 1 me			0	0				
	Objective 2 me	t		0	0				

	Page 3 of 22 INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Los Angeles Unified School District	
Student TALIT SHAILE Last Fir	
Last Fir	Section E: Present Level of Performance
Performance Area:	Reading
Assessment/Monitoring Process Used:	Teacher observation, WJ IV
State/District Assessment Results:	DIBELS
Current Performance/Assessment Summary (i	nclude student strengths, student needs and impact of disability on student performance):
131 words per minute. Shailee reads CVC ar words and multi-syllabic words. Letter-Word Identification: 75- Low. Shaile Passage Comprehension: 74- Low- Shailee I	18, Met: Shailee is reading 42 words per minute, goal was for Shailee to read 40 words per minute. Grade level fluency is id CVCV words. Shailee is emergin in using application of phoneme-grapheme relationships when reading two syllable are reads one syllable word and a few multi-syllabalic words read passages slowly. She was able to identify missing words of simple sentences. e read 19 statements and received credit for 16 statements.
	grade level passages with fluency. She has difficulty with using application of phoneme-grapheme relationships when ences difficulty with reading comprehension, she has difficulty with retelling main points and details of grade level
Impact of Disability: Shailee's eligibility of Specific Learning Dis reading curriculum.	ability (SLD) impedes her ability to read with fluency, which impacts her involvement and access to the general education
Performance Area:	Writing
Assessment/Monitoring Process Used:	Teacher observation, WJ IV
State/District Assessment Results:	
Current Performance/Assessment Summary (i	nclude student strengths, student needs and impact of disability on student performance):
Spelling: 86- Low Average- Shailee is able writing Sample: 99- Average- Shailee is able	18, Met. With guidance and support from adult, Shailee is able to write 5 to 6 sentences appropriate to the task. to write single syllable words and words with short vowel sounds (CVC) to write simple sentences describing pictures, not graded in spelling. ailee is able to write complete sentences using 3 to 4 words with word list support.
needs support with spelling and writing word	aces with details. She needs support in writing sentences with linking words and exteding sentences with details. Shailee ls with long vowel, two syllables and multi-syllabalic words. Shailee needs support in writing multiple paragraphs to cic with clear and coherent writing in which the organization is appropriate to the task, purpose, and/or audience.
Impact of Disability: Shailee's eligibility of Specific Learning Diseducation writing curriculum.	sability (SLD) impedes her ability to write sentences with details, which impacts her involvement and access to the general

Student	Unified School	SHAILEE	F		Data f D!41	24 AUG 2010	Meeting Date 30-OCT-2019
	TALIT Last	First	MI MI		Date of Birth	24-AUG-2010	Meeting Date 30-OCT-2019
			Section	on E: Present I	evel of Perform	ance	
rformance A		Math					
	Ionitoring Process		er observation, WJ I	IV			
	Assessment Result						
		• • •				on student performance):	
earest 10 or WJ IV Form Applied Prol Calculaation Math Facts I	· 100. Shailee is ab n A blems- 71- Low- S n- 89- Low Averag Fluency- 97- Avera	le to add and subtractions and subtractions and subtractions and subtractions and subtractions are subtractions.	t math facts. She's all e word problems wit solve math facts of a	ble to add and sub th visuals (picture addition and subtr	stract double digit p es). Difficulty answaction. She solved a	problems with assistance a vering word problems. a few multiplication prob	
word problen ligit by singl	difficulty solving p ns and knowing when digit.	hich math operation	to use. Shailee needs	s support in know	ing her multiplicati	ion facts 1-12s. She needs	Shailee needs support in reading s support in multiplying double
		eligibility of Specific he general education		(SLD) impedes l	ner ability to solve	word problems using app	ropriate operation, which impacts
erformance A	Area:						
ssessment/M	Ionitoring Process	Used:					
ate/District 1	Assessment Result	s:					
arrent Perfor	mance/Assessmen	t Summary (include	student strengths, str	udent needs and i	mpact of disability	on student performance):	

	Page 5 of 2 INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Los Angeles Unified School District Student TALIT SHA	LEE F Date of Birth 24-AUG-2010 Meeting Date 30-OCT-2019
	First MI
Performance Area:	Section E: Present Level of Performance General Ability
Assessment/Monitoring Process Used:	Alternative Assessment Tools
State/District Assessment Results:	N/A
	y (include student strengths, student needs and impact of disability on student performance):
Shailee is functioning within the average on alternative procedures of measuring in have control of thinking, behavior, and at student is required to have control of thin time.	range of cognitive ability (i.e. the ability to learn, apply knowledge, generalize, utilize abstract concepts, and evaluate), based tellectual ability. Shailee's Executive Function (EF) score fell within the average range. This is where student is required to tention. Her Executive Function (EF) With Working Memory (WM) score fell within the average range. This is where king, behavior, and attention when working with information that had to be evaluated and remembered for a short period of alls: Visual processing, Auditory Processing, Sensory processing, and Cognitive language areas dealing with expression,
association and conceptualization. Shailee's less-developed processing skill.	
Impact: Shailee displays a severe/signific deficit(s) identified under Phonological P	ant discrepancy between her cognitive ability and academic achievement which may be due to a Psychological processing
Performance Area:	Social Emotional
Assessment/Monitoring Process Used:	Observations, Rating Scales, Interviews, School Records,
State/District Assessment Results:	N/A
Current Performance/Assessment Summar	y (include student strengths, student needs and impact of disability on student performance):
with her family. Per parent it was reported Teacher checked off in teacher observation independently, and plays appropriately or a task until completed, and frequently is consense of humor. She enjoys sharing person or 2 on assignments or tests. Impact: Shailee does not appear to exhib ADD/ADHD-like characteristics to advert	hool, likes her teacher and friends. She indicated she likes coloring, playing with her school friends, and likes going to places a Shailee gets help from mom with homework. Her extra-curricular activities are dancing and gymnastics. In form, Shailee copes with frustration, relates positively to peers and adults, makes acceptable or appropriate decisions a school yard. Her challenges checked off were Shailee sometimes has a positive self-image of herself, sometimes stays with not of her seat. Per BASC 3 comment section of rating scale it was noted Shailee has a willingness to help others and has a nal stories. However concerns noted were Shailee tends to complain about stomach pains and feels badly after receiving a late a significant heightened alertness to environmental stimuli observed at school and home which may be due to sely impact her educational access and performance at this time. It is observed Shailee is interested in learning however g scales, and school records she presents problems with attention at times, requires positive motivation to complete tasks,
	ions like extra time if needed to complete tasks. echniques be taught at home and school, tutoring if available to boost her school academic confidence, positive feed backs.

Angeles Unified School District Student TALIT SHAIL Last F	
	EE F Date of Birth 24-AUG-2010 Meeting Date 30-OCT-2019
	LEE F Date of Birth 24-AUG-2010 Meeting Date 30-OCT-2019 irst
	Section E: Present Level of Performance
formance Area:	Health Assessment and interview
essment/Monitoring Process Used:	Assessment and interview
e/District Assessment Results:	(include student strengths, student needs and impact of disability on student performance):
	Per mom she does not have any health concerns or any known allergies. She does not require any daily medications or
	eening on 9/10/19 and her vision on 10/28/19 with her new glasses.
aring her glasses. Shailee claims she los	st recent vision screening on 9/12/19 because she was not wearing her prescribed glasses. Per mom Shailee does not like t them. Mother brought Shalee to the eye doctor on 10/6/19 and was told she had an astigmatism in her left eye is worse and Otherwise there are not any health needs.
npact of disability: Shailee's uncorrected	impaired vision will impact her participation in her educational program.
ecommendations/placements and suppor	ts: Shailee should come to school daily with prescribed glasses everyday and wear at all times.
ormance Area:	
essment/Monitoring Process Used:	
e/District Assessment Results:	
	(include student strengths, student needs and impact of disability on student performance):

	Page 7 of 22 INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Los Angeles Unified School District	D . AD
Student TALIT SHAILE Last Fire	
Last	Section E: Present Level of Performance
Performance Area:	Fine Motor, Visual Motor, Sensory Processing
Assessment/Monitoring Process Used:	formal assessment, observation, record review, interview, cum file review
State/District Assessment Results:	N/A
Current Performance/Assessment Summary (in	nclude student strengths, student needs and impact of disability on student performance):
able to access all areas of her school environs track a moving object, scan a worksheet, disc the MVPT-4, Shailee received a standard sco 'Manual Dexterity' subtests of the BOT-2, Sh demonstrated functional prehension grasps as grasp to hold a small tennis ball. She also det stabilize and rotate paper while cutting a circ from her palm to her finger (and vice versa), functional grasp which allows her to use the	ignificant strides in her visual motor abilities. Shailee has full range of motion in her upper and lower extremity and is ment independently. In the area of visual perception, Shailee demonstrated functional strengths as she is able to visually priminate between different symbols, discover objects in a busy background, and understand where objects are in space. In the of 99 which places her in the 47 percentile for her chronological age, placing her in the average category. In the ailee received a scale score of 17, which places her in the 'Average' category. In her fine motor abilities, Shailee is she was able to use a pincer grasp to pick up pennies, a three jaw chuck to lace blocks through a string, and a spherical monstrates adequate bilateral coordination to be able to use her non-dominant hand to stabilize paper while writing, to le, and lace blocks through a string independently. In the area of in-hand manipulation, Shailee is able to bring objects shift her fingers to turn a page of a book, and rotate a puzzle piece with solely her fingers. With a pencil, Shailee uses a intrinsic muscles of her hand to make precise movements in forming shapes and letters. Shailee also demonstrates coordinate her eyes and hands together in order to copy a near point shape or sentences.
Performance Area:	
Assessment/Monitoring Process Used:	
State/District Assessment Results:	
Current Performance/Assessment Summary (in	nclude student strengths, student needs and impact of disability on student performance):
goal as she is able to form a paragraph from a motor, visual motor, and sensory processing Student's areas of need: Shailee does not demonstrate any underlying curriculum. Per teacher interview, Shailee do activities is not related to her overall sensory from the BOT-2 and MVPT-4 as well as stru Impact of student's disability on academic at	g fine motor, visual motor, visual perceptual, or sensory processing deficits that negatively impact her access to her current less have difficulty paying attention particularly with difficult academic work. This ability to pay attention to non-preferred modulation and thus cannot be addressed by school-based occupational therapy. Based off of her standardized scores ctured observations, it is recommended that Shailee graduate from school-based occupational therapy services. Indoverall performance: Solid overall performance: Solid impacts her ability to access her classroom curriculum. However it does not impact her skills related to occupational
Shaina Nazarian, OTR/L LAUSD Occupational Therapist	

			INDIVIDUA	LIZED EDUCATION PROGR	AM (IEP)		Page 8
Los Angele: Student	S Unified School E	SHAILEE	F	Date of Birth	24-AUG-2010	Meeting Date	30-OCT-2019
	Last	First	MI			g	
applicable,	areas discussed rela	ted to disability or su	spected disability:	Section F: Eligibility			
	arning Disability, Oth						
or Initial IE	P, interventions atter	npted prior to detern	nining eligibility:				
ligible as a	student with the disa	bility of:					
ode:	SLD	Specif	ic Learning Disability				
	Not Applicable	, O _{Blin}	d or	OPartially Sighted			
	ow Incidence Eligibi	lity (only for VI, DE	L, DEA, HOH, or sev	vere OI):			
Code:							
	Not Applicable	e, O _{Blin}	d or	OPartially Sighted			
Does not	meet eligibility criter	ria for Special Educa	tion Services (Initial	IEP).			
r							
	er Eligible for Specia		(Review IEP).				
No Longe	er Eligible (Effective	Date):					
This is a I	Final IEP, the studen	t remains eligible for	Special Education S	ervices until the Effective Date be	low.		
inal IEP Rea			1	Final IEP Effec	_		
he IEP Tea	nm has considered a	and agrees that the	educational needs of	the student are not primarily di	ie to:		
✓ Social	Maladjustment		✓ Tempo	orary Physical Disability	✓ Lacl	c of instruction in read	ing
	of instruction in math	ı		d English Proficiency		ironmental, Cultural or	

erformance Area chailee will decor upport as measur rogress on annua ther Progress Re State Assessr Observation Other acremental obje chailee will deco	de 35 unfamil red teacher red Il goals to be port or Report ments ctive #1 rela de 15 unfamil	First Readi iar multisyllabic words in concord in 4 out of 5 trials with 8 reported to parents by complete Card periods. Norm Portfol ted to the goal:	eting the "IEP Report of Progre Methods of Referenced	Annual Goal #: 1 knowledge of letter-sound correspondences and seement from Current IEP" form(s)	
ogress on annua her Progress Re State Assessr Observation Other cremental obje hailee will deco	de 35 unfamil red teacher red Il goals to be port or Report ments ctive #1 rela de 15 unfamil	iar multisyllabic words in concord in 4 out of 5 trials with 8 reported to parents by complete transfer of the properties of the propertie	ng ttext and out of context by using 0% accuracy. eting the "IEP Report of Progre Methods of Referenced	Annual Goal #: 1 knowledge of letter-sound correspondences and seem of the se	which will be provided at
ogress on annua her Progress Re State Assessr Observation Other cremental obje hailee will deco	de 35 unfamil red teacher red Il goals to be port or Report ments ctive #1 rela de 15 unfamil	iar multisyllabic words in concord in 4 out of 5 trials with 8 reported to parents by complete transfer of the properties of the propertie	eting the "IEP Report of Progre Methods of Referenced	knowledge of letter-sound correspondences and sess and Achievement from Current IEP" form(s) Evaluation Criterion Referenced	which will be provided at
ogress on annua her Progress Re State Assessr Observation Other cremental obje hailee will deco	ed teacher red goals to be eport or Reported teachers ctive #1 rela de 15 unfami	reported to parents by complete to the goal:	0% accuracy. eting the "IEP Report of Progre Methods of Referenced	ess and Achievement from Current IEP" form(s) Evaluation Criterion Referenced	which will be provided at
State Assessr Observation Other cremental obje hailee will deco	nents ctive #1 rela de 15 unfami	Norm Portfol	Methods of	Evaluation Criterion Referenced	
Observation Other cremental objections will deco	ctive #1 rela de 15 unfami	Portfol ted to the goal: liar multisyllabic words in co	Referenced	Criterion Referenced	Curriculum Based
Observation Other cremental objections will deco	ctive #1 rela de 15 unfami	Portfol ted to the goal: liar multisyllabic words in co			☐ Curriculum Based
hailee will deco sing knowledge	de 15 unfami	liar multisyllabic words in co			✓ Informal
apport as measu		nd correspondences and sylla ecord in 2 out of 5 trials with	bication with minimal	Shailee will decode 25 unfamiliar multisylla using knowledge of letter-sound correspond as measured teacher record in 3 out of 5 trial	ences and syllabication with minimal sup
ate to be achieve	ed: (January 🗸 2020	₩O/YR	Date to be achieved: May	✓ 2020 ✓ MO/YI
		IEP REP	ORT OF PROGRESS AND A	ACHIEVEMENT FROM CURRENT IEP	
			EXPLANATI	ON OF MARKS	
4 GOAL MET EXCEEDED	OR	3 SUBSTANTIAL PROGR	RESS (50-99% of goal met)	2 PARTIAL PROGRESS (1-49% of goal n	net) 1 NO PROGRESS
st Reporting P	eriod	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary Only)	Goal Achievement
Date:		Date:	Date:	Date:	
Progress Mark:		Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:
rogress wark.		1 Togress Iviair.	Trogress water.	110gless Wark.	O Yes O No
					Objective 2 Met:
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Section G: Annual Goals and Objectives 2	Student TALIT	SHAILEE F		Date of Birth 24-AUG-2010	Meeting Date 30-OCT-2019
Annual Goal #: 2 Annual Goal #: 2 Annual Goal	Last	First		look and Objectives	
halice will produce clear and coherent writing of 4 or more paragraphs in which the organization is appropriate to the task, purpose, and/or audience with guidance and apport as measured teacher record in 4 out of 5 trials with 80% accuracy. Methods of Evaluation	rformance Area:	Writin			
pagers on annual goals to be reported to parents by completing the "IEP Report of Progress and Achievement from Current IEP" form(s) which will be provided at the Progress Report or Report Card periods. Methods of Evaluation					audience with guidance and
Methods of Evaluation State Assessments	ipport as measured teacher re	ecord in 4 out of 5 trials with 80	% accuracy.		
State Assessments Other Portfolio Other) which will be provided at
Other Content Portfolio Work Samples Informal Nort Samples Informal Nort Samples Informal Nort Samples Informal Nort Samples Informal Incremental objective #2 related to the goal: Shailee will produce clear and coherent writing of 2 or more paragraphs in which the organization is appropriate to the task, purpose, and/or audience with guidance and upport as measured teacher record in 2 out of 5 trials with 40% accuracy. Shailee will produce clear and coherent writing of 3 or more paragraphs in which the organization is appropriate to the task, purpose, and/or audience with guidance and sup as measured teacher record in 2 out of 5 trials with 40% accuracy. Shailee will produce clear and coherent writing of 3 or more paragraphs in which the organization is appropriate to the task, purpose, and/or audience with guidance and sup as measured teacher record in 3 out of 5 trials with 60% accuracy. Shailee will produce clear and coherent writing of 3 or more paragraphs in which the organization is appropriate to the task, purpose, and/or audience with guidance and sup as measured teacher record in 3 out of 5 trials with 60% accuracy. Shailee will produce clear and coherent writing of 3 or more paragraphs in which the organization is appropriate to the task, purpose, and/or audience with guidance and sup as measured teacher record in 3 out of 5 trials with 60% accuracy. Shailee will produce clear and coherent writing of 3 or more paragraphs in which the organization is appropriate to the task, purpose, and/or audience with guidance and sup as measured teacher record in 3 out of 5 trials with 60% accuracy. Shailee will produce clear and coherent writing of 3 or more paragraphs in which the organization is appropriate to the task, purpose, and/or audience and sup as measured teacher record in 3 out of 5 trials with 60% accuracy. Shailee will produce clear and coherent writing of 3 or more paragraphs in which the organization is appropriate to the task, purpose, and	1				
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	TALIT	SHAILEE	F	Date of Birth 24-AUG-2010	Meeting Date 30-OCT-2019
	Last	First	MI Section C: Annual C	and Objectives	
C	A	Math	Section G: Annual G		
erformance A				Annual Goal #: 3	
	nnual goals to be ss Report or Repo		leting the "IEP Report of Progres	ss and Achievement from Current IEP" form(s) which will be provided at
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ate to be ach			PORT OF PROGRESS AND A	Date to be achieved: May CHIEVEMENT FROM CURRENT IEP ON OF MARKS 2 PARTIAL PROGRESS (1-49% of goal n	2020 MO/YR 1 NO PROGRESS
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Student	TALIT	SHAILEE	F		Date of Birth	24-AUG-2010	Me	eting Date	30-OCT	-2019
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Read aloud by an adult in Ex Test in a separate/smaller se		items and ELA items except	t for reading passages)			
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Page 14 of 22 INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Los Angeles Unified School District
Student TALIT SHAILEE F Date of Birth 24-AUG-2010 Meeting Date 30-OCT-2019
Last First MI Section N: Procedural Safeguards and Follow-up Actions
A Parent's Guide to Special Education Services including Procedural Rights & Safeguards was provided to the parent in his/her primary language.
✓ The IEP Team Meeting Introductory Statements were read aloud at the beginning of the IEP Team meeting.
✓ The parent/guardian was informed of his/her right to a written translation of the IEP.
Is the parent/guardian requesting translation services? Yes No
Is the parent/guardian requesting translation services? \bigcirc Yes \bigcirc No
If yes, the parent/guardian has requested a written translation of the IEP in
Specify the Individual Pages to be translated:
Special Requests:
For students who are 17 years old, the student and parent(s)/guardian(s) have been informed that the educational decision-making rights will transfer to the student at 18 years of age, unless the court has determined otherwise.
uness the court has determined outerwise.
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Signature	e(s)												Date	07-NOV	V-2019	
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at anytime aft	nat I have received a er the IEP meeting	copy of th	e Paren	t Input S	Survey r	regardi	ing the II	EP proce	ss. I un	derst	tand that my co	ompletio	n of the f	orm is vol	untary a	nd can be done
Signature((s)												Date	30-OC	Г-2019)

PARENT INPUT SURVEY

Would you please take a moment to complete the survey below.

The information you provide will help us improve the Individualized Education Program
(IEP) process. Thank you in advance for your time and interest.

ALL INFORMATION IS CONFIDENTIAL

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

A.	Regarding your child's current IEP:	Yes	No	Does Not Apply
1.	I am satisfied with the IEP meeting.			
2.	I feel that the IEP accurately reflects the decisions made at the IEP meeting.			
3.	I received notice of the IEP meeting.			
4.	I received "The IEP and You" handbook with the notice of the IEP meeting.			
5.	During the IEP process I received "A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)" explaining my rights as a parent.			
6.	The IEP meeting was held in an appropriate setting.			
7.	I feel I was treated as an equal and important part of the IEP team.			
8.	The participants at the IEP meeting were prepared and informed.			
9.	Placements for my child, including the general education setting, were discussed and decided upon.			
10.	Related services were discussed and decided upon, if relevant.			
11.	If my child is 14 years old or older, an Individualized Transition Plan (ITP) was developed with my child's and my concerns in mind.			
12.	At the end of the IEP meeting the decisions were summarized.			
13.	If I needed an oral interpretation of the IEP team meeting an interpreter was provided.			
14.	The interpretation of the IEP team meeting enabled me to participate and make an informed decision regarding my child's IEP during the IEP meeting.			
15.	The interpreter stayed for the duration of the IEP team meeting.			
16.	If the interpreter left the IEP meeting before it was over, another staff member served as the interpreter and the interpretation was adequate.			
17.	I am aware that, if I am dissatisfied with the adequacy of the oral interpretation at the IEP team meeting, I can file a complaint with the Educational Equity Compliance Office at $(213)\ 241-7682$.			
18.	If I needed a written translation of the IEP, translation services were offered.			
19.	I am aware that, if I do not receive a copy of the translated IEP, I can contact the site administrator or call the Division of Special Education at (213) 241-6701.			
	any of the answers to items 13–16 or 18–19 was No, please discuss your concern(s) with the te administrator or call the Division of Special Education at (213) 241-6701.			
3000	Regarding your child's previous IEP (if relevant):			
20.	I am satisfied that my child received the services described on the previous IEP. (If your answer to this question is "No", please write concerns below.)			
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				al Comments

	ent Resource Network at 1-800-9			
Please fold alon	g dotted lines with the addre Again, T	ess showing. Seal and m	ail. Postage is p	re-paid.
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I Al II:6:	INDIVIDUA	LIZED EDUCATION PROGRAM (IEP)	Page 16 of 22
Los Angeles Unified	1 School District		Reconvened Meeting Date
Student TALIT	SHAILEE F MI	Date of Birth 24-AUG-2	
	Section R: 1	Names and Signatures (Signatures on File)	
	Team Member	Print Name	Signature
Parent/Guardian		Rachel Glisko (via teleconference)	
Parent/Guardian			
Student Age 18 - 21	years		
Student Under Age 1	8 years		
Surrogate Parent			
Foster Parent			
Family Foster Home	Provider		
Administrator		ELISA ROSE	Elisa Rose
Administrative Desig	nee		
Special Education Te	acher	VERONICA FERRUFINO	Veronica Ferrufino
General Education Te	eacher	Alice RAMOS	- o
School Psychologist		SANDRA OSORIO-HAKIMI	Sandra Osorio-Hakimi
School Nurse			
Related Service Staff	OT	SHAINA NAZARIAN	Shaina Nazarian
Related Service Staff			
Related Service Staff			
Interpreter			
Sign Language Interp	oreter		
Agency Representativ	ve		
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Other	El Designee	Sharon P. Cummings	douby-e.
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Student []		SHA		Date of Birth 24-AUG-2010	Meeting Date 30-OCT-2019
	Last		rii st		
			LEAST RESTRICTIVE ENV	VIRONMENT ANALYSIS	
			To Be Completed By the IEP Te Student's Current P	-	
			Student's Current F	тасеттент туре.	
) General E	ducation C	lass/General	Education Site	Special Day Program/General Education	ation Site
) Special Da	ay Progran	n/Special Edu	acation Center	O Nonpublic School	
Home/Hos	spital or Re	esidential Ca	re Facility		
RECTION	S: Comple		nation below as part of the IEP team discussion ndicates YES. After reaching the Step that indi-		
t the sole ju	stification	for placemen	satisfactorily. The lack of current availability o at in a more restrictive setting, unless there is a dl harmful effect on the child or on the quality o	compelling reason why they cannot be pr	
Step A.	Can the	supports, serv	vices, accommodations and/or modifications in	the student's IEP be made available in a	general education classroom/setting?
	O Yes	● No	If the answer is YES, then a general education question below.	on classroom/setting is the appropriate pla	acement. If the answer is NO, go to the
	O Yes	● No	If not currently available, can the required su general education classroom/setting? If YES provided within a reasonable timeline. If the	s, all required supports, services, accomm	nodations and/or modifications must be
Step B.	Can the s		vices, accommodations and/or modifications in	the student's IEP be made available on a	general education site in a special day
	• Yes	O No	If the answer is YES, then a special day prog go to the question below.	gram on a general education site is the ap	propriate placement. If the answer is NO
	• Yes	O No	If not currently available, can the required su special day program on a general education s must be provided within a reasonable timelin	site? If YES, all required supports, service	es, accommodations and/or modification

os Angeles Student	TALIT		HAILEE	F		Data of 1	Rirth !	24-AUG-2010		Meeting Data	30-OCT-2019
Student	Last		First	M	ī	Date of 1	Dirtii (24-ACG-2010		Miceting Date	30-001-2017
	2450	AN				ENVIRONM	/ENT	ANALYSIS (Conti	nued)	
		7111	TOTIL LL						Conti	naca)	
				To Be Co	mpleted By the	e IEP Team at the l	IEP Tea	m Meeting			
St. C	Can the	supports	ervices acco	mmodations a	ınd/or modifica	tions in the studen	nt's IFP I	ne made available	in a sne	cial school sett	ing?
Step C.	Can the										
	O Yes	\bigcirc No	If the an	swer is YES,	then a special	school setting is the	ne approp	oriate placement. I	f the ans	swer is NO, go	to the question belo
	O Yes	O No									nade available in a
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Step D.	Can the	supports,				tions in the studen			ın a non	ie/nospitai sett	ing?
	O Yes	O No				ospital setting is the	ne approp	priate placement.			
	O 17	Ov			to the question to the control of th		rvices, a	ccommodations ar	nd/or mo	odifications be	made available in a
	O Yes	O No	home/ho	ospital setting	? If YES, all re	quired supports, se	ervices,	accommodations a	nd/or m	odifications m	ust be provided with
			reasonal	ole timeline. I	f the answer is	NO, please articula	late why	in the box below.	Then go	to Step E.	
Step E.	Can the	supports,	services, acco	mmodations a	ınd/or modifica	ntions in the studen	nt's IEP l	pe made available	in a resi	dential care fac	sility?
Step E.											•
Step E.	Can the O Yes	supports, s		rrently availa							cility?
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s Angeles Student	Unified Sci TALIT Last	hool Distr AN dent's need t this time R R R L L L L L L L L L L L L L L L L	ict SHAILEE First NUAL LE s as reflected, including (cl iminished acc lissed general ate at which s ack of opport ack of opport mount of soc imited access	INDI F M CAST RES To Be Co in the content heck all that a cess to the full education instudent may est unity for socia unities for ago ialization opp to peers in str	VIDUALIZED I TRICTIVE I TRICTIVE I tange of the contraction taught arm credits for goal interaction -appropriate proortunities with udent's home contraction to the contraction taught arm credits for goal interaction -appropriate proortunities with udent's home contraction to the contraction taught	EDUCATION PRO Date of I E ENVIRONM E IEP Team at the I urriculum b highly qualified graduation eer role models typical peers community	OGRAM Birth IEP Tea being co	I (IEP) 24-AUG-2010 ANALYSIS (m Meeting	nd/or mo	Meeting Date	e required for the stu
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Los Angeles Unified S	School District	INDIVIDUALIZED EDUCATION PROGRA	IEP FAPE Part 1 - Eligibility, Placements and
Student TALIT	SHAILEE	F Date of Birth	24-AUG-2010 Meeting Date 30-OCT
Last	First	MI	E C D L L d' IED
	4.00	Effective With this IEP	Future Changes Related to this IEP
TH. 11 214	As of Date:	13-NOV-2019	
Eligibility: (from Page 4)		Eligible (SLD)	
(Final IEP Reason Final IEP Effective Date:		
Curriculum		General Education	
Placement	Type of School	District Non-Resident School	
	Name of School	SHENANDOAH ST EL	
	Name of School	SHENANDOAH ST EL	
Instructional Setting	Setting	Special Education	
	Program	SLD	
	Special Day Minutes/Wk	1450	
	Addresses Goals		
	Audresses Goals	1(Reading),2(Writing),3(Math),(Social Emotional)	
Additional Factors	Low Incident Support	None	
	Assistive Technology Support	No	
	Transportation	Home to School	
	Extended School Year/Intersession	● Yes O No	
	Parent Counseling and Training (PCT)	○ Yes ● No	
	ESY Transportation	Home to School	
Accommodation, Modifications, Supports	Instructional Accommodations	Selective seating, small group instruction for core curriculum, check for understanding, graphic organizers and visuals, multi-modality instruction to include kinesthetic, extra time to complete assignments, use of a computer across all academic environments as needed so she can focus on the mathematical problem solving rather than focusing on the memorization of mathematical facts., use of a word processor and calculator as needed.	
	Instructional Modifications		
	Other Supports, including Non-Academic and Extra-curricular Activities		
Preparation for Three Year Review IEP (At the second Annual Review IEP Meeting, the team must discuss and document the decision to	Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary?	O Yes O No	
conduct or not conduct a three-year comprehensive reassessment.)			
		Comments, as appropriate	
Low Incidence Equipment			
Assistive Technology Equipment			
Participation in General Education		streamed with grade-level peers for lunch/recess, PE, cam into social studies and science as soon as possible	

Student TALIT	District SHAILEE	F		IEP FAPE Pa	24-AUG-2		Meeting Date 30-OCT-2019
Last	First	MI			With This		Future Changes Related To Thi
Service 1			Effective on Signature Date 13-NOV-2019		e Date		
04			End Date:				
Counseling and Guidance	e	Service	e applies to:	I	Regular		
				1-5			
This service addresses the following goals:			Interval:	N	Ionthly		
(Social Emotional)		Minu	tes/Interval:		60		
		Minutes/Interval (Pullot	ut from Gen Ed):		60		
		Service Deliv	very Model:	Direct Service (By a Single	e Provider)	
		Responsible	e Personnel:	Licensed/Cre	edentialed I	Provider	
	*						
tes: rents of students who are Medi-Ca thorization to Bill form. Please sec							ess parent(s) signs a Parent Medi-Cal No
art 3 - Percentage o	of Time	Outside of Ge	eneral E	ducation			
			Effective W	ith this IEP		Future Cl	hanges Related to this IEP
	eneral Educa	tion	92				
of Time per Week outside of G							
•	Discussi	on (This section	on is on	tional)			
of Time per Week outside of G	Discussi	on (This section	on is op	tional)			
•	Discussi	on (This section	on is op	tional)			
•	Discussi	on (This section	on is op	tional)			
•	Discussi	on (This section	on is op	tional)			
•	Discussi	on (This section	on is op	tional)			
•	Discussi	on (This section	on is op	tional)			
•	Discussi	on (This section	on is op	tional)			
•	Discussi	on (This section	on is op	tional)			

10/30/19

This meeting is a TRIENNIEL REVIEW for Shailee.

Introductions were made. Nurse was excused by parent. Her report was shared with the parent prior to the meeting.

Present at the meeting were SPECIAL ED TEACHER, GENERAL ED TEACHER, APEIS, OT, SCHOOL PSYCH, EL COORDINATOR.

Parent Rights and Responsibilities were provided to the parent and an explanation was given. Parent will receive the Parent's Guide, IEP & You and survey after the meeting because she appeared via teleconference.

Assessment reports were shared with the parents.

Shailee continues to be eligible for special education services as a student with Specific Learning Disabilities (SLD). There is a significant discrepancy between her achievement and general ability. She experienced more frustration when the academic demands increased this year. Her distractibility at school seems to be attributed to her increased academic demands.

The team discussed related services appropriate to support the student's placement in OT in order to make adequate progress toward his/her goals. DIS-OT recommends exiting student from OT at this time because she attained AVERAGE scores on the assessment.

The team reported on present levels of academic achievement and instructional performance (goals met/not met).

The gen ed teacher/special ed teacher/OT indicates that progress was/was not made.

The team discussed the full continuum of placement options and the team believes the least restrictive environment for the student to make adequate progress toward goals and objectives is special education placement in an SLD-SDC program because she has made little progress at the SOR with RSP support. The IEP team recommends this placement so student will receive educational benefit and better access to the curriculum.

Accommodations and Modifications for State Assessments were discussed and the student will take the CAASPP with the following accommodations:

CAASPP Subject

ELA and Math

Designated Supports:

- Masking
- Read aloud by an adult in English (for math items and ELA items except for reading passages)
- Test in a separate/smaller setting
- Text-to-speech software enabled (for math items and ELA items except for reading passages)

Accommodations and modifications for STUDENT'S classwork and homework and testing were discussed and updated.

ESY was discussed. Student does not require ESY because regression.

The district's offer of FREE and APPROPRIATE PUBLIC EDUCATION (FAPE) is SDC class at through a special ed placement in an SLD-SDC classroom. Mainstreaming: Student should be mainstreamed with grade-level peers for lunch/recess, PE, electives, field trips, and ALL school-wide activities. Student should mainstream into social studies and science as soon as possible, and no later than at the semester change.

e copy of page one of the IEP to the			D: 4	M. C. D. COOT	2010
Student TALIT Last	First FI	Date of I	Birth 24-AUG-2010	Meeting Date 30-OCT	-2019
SCHOOL SETTING					
O District School of Residence		nce School O Head	College	nmunity O District Education Ce	
O District Special Education School/Center	O Nonpublic School	O Non Agency	public O Sta School	te Residential	
O Dual Enrollment	O Home	O Hosp	pital O Pri- School	vate/Parochial Other	
RELATED SERVICES					
Check:	Assistant - Class	Heal	lth Care Assistant - Class	Licensed Vocational N	Iurse -
	Assistant - Bus	Heal	lth Care Assistant - Bus	Licensed Vocational N Bus	lurse -
ASSIGNED SCHOOL (Comple					
Assigned School	SHENANDOAH ST EL	Location	Code 6671		
School Hours Begin		End	Arrival time for break	fast program	
TRANSPORTATION INFOR	MATION (Complete for Stude	nts Requiring Transpor	tation)		
☐ Allergies	☐ Bus Safety Vest	G-Tube	Seizures	☐ Ventilator	
Asthma	Cardiac	Helmet	Shunt	Walker	
☐ Behavioral Support Plan	Cerebral Palsy	Lift Bus	☐ Sickle Cell	Wheelchair	
Bleeder	☐ Child Safety Seat	Muscular Dystrophy	☐ Spina Bifida	Other	
☐ Blind/Partially Sighted	Crutches	☐ Medication	☐ Suctioning		
☐ Brittle Bones	Deaf/Hard of Hearing	Oxygen - Tank	Therapy with Transportation		
Brace	☐ Diabetes	Oxygen - Portable	Tracheotomy		
Prepared by	Telephone		Date		
ELISA ROSE	323-935-52	72	30-OC	Г-2019	

Student	TALIT	SHAILEE	F	Date of Birth	24-AUG-2010	Meeting Date	30-OCT-2019
	Last	First	SPECIFIC LEA	RNING DISABILITIES CI	ERTIFICATION		
ith charact is the cons ritten repo	teristics of dyslexia. sensus of the IEP To ort of the IEP Team	This form is not required that the student meconsensus.	prehensive assessment ired at Annual Review leets the eligibility crit	ts for students eligible as having	a Specific Learning Disa ility based upon the info		
Yes, desc							
During th Yes, desc		student in the general	l education setting, wa	s behavior noted that relates to t	he student's general acad	emic functioning?	Yes No
i es, desc	HOC						
		n one or more of the f	ollowing academic are Basic Reading Skills	as: (Check all that apply) Oral Expr			
✓ Wri	ening Comprehension tten Expression	□ n	Math Calculation	✓ Math Rea	soning	Reading Com Reading Flue	
	epancy is the result		more of the following wisual Processing	g psychological processes: (Che	ck all that apply)	Sensory Moto	01-:11-
☐ Cog	nitive abilities inclu	ding association, cond	ceptualization and exp		Processing ical Processing	☐ Sensory Moto	JI JKIIIS
	n agrees that the dis- tited school experier	crepancy is not primar		hool attendance	✓ Envi	ronmental, economic or	cultural
	ial maladjustment			tually Disabled	disadvant		
	iai maiadjustment amiliarity with the I		interiece	dually Disabled		, 8	

tudent	les Unified School D	SHAILE	EΕ	F		Date of Bir	E Part 2 - Su r rth 24-AUG		, or service.		OCT-2019
	Last	Fir		MI	FAPE Sum					· _	
Program:		SLD			Setting:				Special Education		
Eligibility:		Eligible (SLD)			Curriculum:				General Education		
Transportation: Date District Received Parent Signature:		Home to School			Low Incid		ent Support:		None		
Service Code	Service Desc			Start Date	Service Applies To		Frequency	Area	Total Minutes	Addresses Goal(s)	No Consent
04	Counseling and Gui	dance	Effective of	on Signature Date	Regular	Monthly	1-5	~	60	Social Emotional	
				in has reviewed t	he FAPE Su	ummary Pag	e to ensure th	at it	reflects the I	EP Team decision	3.
				in in its reviewed t	he FAPE Si	immary Pag	e to ensure th	aat it	reflects the I	EP Team decision	ş.