

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Identification Number 200105X016 SSID 3139988321

**Eligible (OHI)**

Student ROSS SHYLEE MI Date of Birth: 17-OCT-2014

Section A: Meeting Information

Pertinent Dates	Type of Meeting
Date of Initial IEP Team Meeting: 01-MAR-2023	<input type="radio"/> Initial <input type="radio"/> Amendment of IEP dated
Date of Present Meeting: 21-FEB-2024	<input type="radio"/> Annual Review <input type="radio"/> Early Start Transition
Annual Review to be conducted by: 21-FEB-2025	<input type="radio"/> Three Year Review <input type="radio"/> Expulsion Analysis
Next Three Year Review will be conducted by: 28-FEB-2026	<input type="radio"/> Other <input type="radio"/> Individual Transition Plan
Three Year Review or Evaluation was conducted on: 01-MAR-2023	
Transition to Kindergarten to be conducted by:	
Location of Meeting: WOODLAKE ECC	District Name: Los Angeles Unified School Distri

Section B: Student Information

Date of Birth: 17-OCT-2014	Age: 9	Grade: 3
Gender: <input type="radio"/> Male <input checked="" type="radio"/> Female	Ethnic Code: White	
Location of the Psych Folder: SPED SVC CTR-NORT	Student has no Psych Folder: <input type="checkbox"/>	
Location of the Cum Folder: WOODLAKE ECC	Student has no Cum Folder: <input type="checkbox"/>	
Home Language: Hebrew	Student Language: Hebrew	Alternate Mode of Communication:
Home Address of Student: 6615 FARRALONE AVE		
City: WOODLAND HILI CA	ZIP Code: 91303	
Home Telephone: (818) 331-2940	Daytime Telephone:	Emergency Telephone:
School of Attendance: Woodlake Ecc	Location Code: 7877	
School of Residence: Hamlin Ca	Location Code: 4349	
Name of Parent/Guardian: Shiran Ross	Telephone:	
Address: same as student		
City: CA	ZIP Code:	
Surogate Parent:	Telephone:	
Attends CURRENT SCHOOL as a result of one of the following: Charter School Enrollment		
Is the student living in a Family Foster Home (FFH)? <input checked="" type="radio"/> No <input type="radio"/> Yes		
Is FFH Provider related to student? <input type="radio"/> No <input type="radio"/> Yes	FFH#:	
Licensed Children's Institution <input checked="" type="radio"/> No <input type="radio"/> Yes	Relationship:	
	LCI Name:	
	LCI#:	
Out of the home placement made by <input type="radio"/> Regional Center <input type="radio"/> Superior Court	<input type="radio"/> Department of Mental Health <input type="radio"/> Department of Children's Services	
Child's family living within LAUSD's boundaries? <input type="radio"/> No <input checked="" type="radio"/> Yes	<input type="radio"/> Other:	
If the student is 18 years old or older or is an emancipated minor, does he/she have educational decision-making rights? <input type="radio"/> No <input type="radio"/> Yes		

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Student    Date of Birth

Last First MI

Section C: Language Acquisition

Language Classification:  Start Date:

Withdrawal by Parent Request:  Yes  No Reclassification Date:

ELPAC Performance Level and Performance Descriptor:  Test Date:

Alternate ELPAC Performance Level and Performance Descriptor:  Test Date:

Section D: Goal Achievement from Current IEP

		Achieved		
Goal for: (example - Reading)		Yes	No	If No, explain the reason the goal/objective was not achieved
1	<input type="text" value="Reading"/>	<input checked="" type="radio"/>	<input type="radio"/>	
Category	<input type="text" value="Reading"/> ▼			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
2	<input type="text" value="Behavior Support #1"/>	<input type="radio"/>	<input checked="" type="radio"/>	Needs more time.
Category	<input type="text" value="Behavior Intervention"/> ▼			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	Needs more time
3	<input type="text" value="ELD-Writing"/>	<input checked="" type="radio"/>	<input type="radio"/>	
Category	<input type="text" value="English Language Development"/> ▼			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
4	<input type="text" value="Math #1"/>	<input checked="" type="radio"/>	<input type="radio"/>	
Category	<input type="text" value="Math"/> ▼			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
5	<input type="text" value="Social Emotional"/>	<input type="radio"/>	<input checked="" type="radio"/>	Has not generalized skill outside of group
Category	<input type="text" value="Social Emotional"/> ▼			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
6	<input type="text" value="Math #2"/>	<input checked="" type="radio"/>	<input type="radio"/>	
Category	<input type="text" value="Math"/> ▼			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
7	<input type="text" value="Writing"/>	<input type="radio"/>	<input checked="" type="radio"/>	Needs more practice
Category	<input type="text" value="Writing"/> ▼			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	Needs more time and practice
8	<input type="text" value="Behavior #2"/>	<input type="radio"/>	<input checked="" type="radio"/>	Needs more time.
Category	<input type="text" value="Behavior Intervention"/> ▼			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	Needs more time.
9	<input type="text" value="Behavior/Voc"/>	<input checked="" type="radio"/>	<input type="radio"/>	
Category	<input type="text" value="Behavior Intervention"/> ▼			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
10	<input type="text" value="Reading (tracking)"/>	<input type="radio"/>	<input checked="" type="radio"/>	not able to reading with tracking for time criteria
Category	<input type="text" value="Reading"/> ▼			
	Objective 1 met	<input type="radio"/>	<input checked="" type="radio"/>	not able to reading with tracking for time criteri
	Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	not able to reading with tracking for time criteri

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

Section D: Goal Achievement from Current IEP

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student

ROSS

SHYLEE

Date of Birth

17-OCT-2014

Meeting Date

21-FEB-2024

Last

First

MI

Section E: Present Level of Performance

Performance Area:

Health

Category:

Health

Assessment/Monitoring Process Used:

Assessment, review of records and Interview with parents

State/District Assessment Results:

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

Summary: Shylee is a 9-year and 3-month-age student in 3rd grade. Shylee does not take any routine or as needed medications. In the past year, Shylee has had no allergies, no chronic or serious illnesses, no overnight hospital stays, and no injuries, surgeries, or accidents.

Strengths: Shylee is in good general health and receives regular medical care. Shylee is independent with activities of daily living (ADLs). Shylee ambulates independently and communicates verbally to meet needs and wants and passed LAUSD's vision screening on May 31, 2023, and passed LAUSD's audio screening on January 27, 2023.

Area of Need: Health is not an area of need.

Impact of Disability: Health does not impact student's participation, performance, and access to the educational program.

Accommodations/Modifications: None for health

Laura Duclos, BSN, RN

Credentialed School Nurse

1/17/2024

Performance Area:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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Student ROSS

SHYLEE

MI

Date of Birth 17-OCT-2014

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Last

First

MI

Section E: Present Level of Performance

Performance Area: Social Emotional

Category: Social Emotional

Assessment/Monitoring Process Used: Observations, Records, Parent/Teacher/Self Input

State/District Assessment Results:

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

Strengths: Shylee currently receives DIS counseling support in a small group for 60 minutes/month. Shylee generally comes to sessions willingly, and if she is concerned about missing something in class, she advocates appropriately with the provider to reschedule sessions. She does a good job of identifying how she is feeling and expressing why she is feeling that way. Shylee has good rapport with the provider and other members of her group. She displays a good sense of humor, includes others in the group, and makes encouraging comments towards them. When reflecting on her goal with the provider, Shylee recognized that she does a good job of demonstrating behaviors that promote positive social interactions within the counseling group, and she verbalized that she likes the peers in her group. In a phone interview on 2/16/2024, Shylee's mother Ms. Shiran Ross shared that she sees improvement in Shylee's ability to express her feelings and to identify what led to those feelings rather than acting out. She shared that when Shylee has a good relationship with a teacher, she is willing to try her best; however, developing rapport is especially important for her. She responds best when an adult discusses challenges with her one-on-one rather than bringing attention to an issue in front of a group. Her teacher shared that she does a good job of approaching her for help in class.

Performance Area: Social Emotional (cont.)

Category: Social Emotional

Assessment/Monitoring Process Used: Observations, Records, Parent/Teacher/Self Input

State/District Assessment Results:

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

Needs: During session, Shylee often indicates that she struggles to make and keep friends, as well as get along with others in class and on the yard. Her mother shared that other children often irritate her, and while she does a better job of not acting out when they annoy her, she does not know what to do when she is frustrated. Shylee shared that she feels like she gets in trouble if she tells the teacher that she is bothered. Her teacher shared that Shylee requires frequent redirections to focus in class. During her IEP meeting, it was shared that Shylee struggles to show empathy, as well as connect her actions and words to consequences, and this makes it difficult for her to navigate social interactions effectively.

Impact of Disability: Shylee's disability of Other Health Impairment (OHI) related to characteristics of ADHD impacts her ability to interact appropriately with peers, sustain attention, resist impulsive behaviors, and regulate emotions. These challenges adversely impact her progress and involvement in the general education curriculum.

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Last

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Section E: Present Level of Performance

Performance Area: Reading

Category: Reading

Assessment/Monitoring Process Used: Progress report, Work Samples, Teacher Questionnaire, Observation, Informal

State/District Assessment Results: DIBELS, iReady

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

DIBELS Assessment 1st Grade (2021-2022) 2nd Grade (2022-2023) 3rd Grade (2023-2024)  
 DIBELS DIBELS iReady  
 Composite-BOY 331-Benchmark 305-Well Below Benchmark Grade K (387) Placement  
 Composite-MOY 375- Well Below Benchmark 359-Well Below Benchmark Grade K (377)-9 G.L: 511-602  
 Composite-EOY 428-Below Benchmark 397-Well Below Benchmark N/A

Shylee's most recent iReady Diagnostic assessment scores are the following:  
 English Language Arts Overall: BOY: 9/23 MOY: 1/24  
 Grade K (387) G.L: 511-602 Grade K (377)-9G.L: 511-602  
 Phonological Awareness Tested Out Tested Out  
 Phonics Grade K Grade K  
 High Frequency Words Grade K Grade K  
 Vocabulary Grade K Grade K  
 Comprehension: Overall Grade K Grade K  
 Literature Grade K Grade K  
 Informational Text Grade K Grade K

Performance Area: Reading Continues

Category: Reading

Assessment/Monitoring Process Used: Progress report, Work Samples, Teacher Questionnaire, Observation, Informal

State/District Assessment Results: DIBELS, iReady

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

Strengths: Shylee knows the letters and sounds of the alphabet. She can decode 7-10 multisyllabic words in isolation and/or in text with minimal assistance. She can decode common sight words, CVC, and CVCC single syllable words.

Needs: Shylee has difficulty with phonics, phonological awareness, grade level reading fluency, and comprehension. She struggles to break individual letters or groups of letters to blend the sounds of letters together to decode the unknown words by sounding them out. This contributes to her struggles to read grade level text independently, which hinders her ability with reading fluency, comprehension in order to access grade level curriculum. She requires explicit instructions to be repeated and frequent practices of skills taught. Shylee benefits from frequent checks of understanding.

Impact of Disability: Shylee's eligibility of Other Health Impairment (OHI) related to characteristics of ADHD and challenges with sustaining attention and ignoring distractions, manipulating sounds, remembering and repeating verbally presented information and efficiently retrieving phonological information stored in long-term memory impact her ability to follow and process teacher directed instruction needed in phonics, which adversely impacts her progress and involvement in the general reading curriculum.

Accommodations: Break down tasks/assignments in chunks. Allow access to audio versions of a passage when available. Allow extended time to complete reading tasks.

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MI

Section E: Present Level of Performance

Performance Area: Written Language

Category: Writing

Assessment/Monitoring Process Used: Progress report, Work Samples, Teacher Questionnaire, Observation, Informal

State/District Assessment Results:

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

Strengths: Shylee has good ideas and can indent a paragraph. She can spell basic CVC and CVCC one syllable and a few high fluency words. She can use a combination of drawing, dictating, and/or writing to state an opinion about a given topic in her journal.

She can generate complete sentences with few spelling errors when given sentence frames. She has increased her ability in word choice and writing when provided with visuals such as story starters. With guidance and support from an adult, Shylee can write 5 coherent sentences in which the development and organization are appropriate to task.

Needs: Shylee struggles with basic sentence structure and paragraph composition. It is difficult for her to compose a coherent paragraph without adult support. She struggles to organize her thoughts in sequence order, to write on topic, and to blend sounds together to spell simple words. She continues to benefit from sentence frames. She needs reminders to check her writing for spelling, grammar, and use of capitalization and punctuation after she writes.

It is difficult for her to organize her ideas to fill out a bubble map. She can correctly spell words using double vowel sounds such as the oa, ie, ea words when given mild prompts and the vowel combination visuals. However, she has not fully mastered this goal to be able to spell these words correctly in unedited settings, spontaneous writings, or classroom papers.

Performance Area: Written Language Continues

Category: Writing

Assessment/Monitoring Process Used: Progress report, Work Samples, Teacher Questionnaire, Observation, Informal

State/District Assessment Results: N/A

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

IMPACT OF DISABILITY: Shylee's eligibility of Other Health Impairment (OHI) related to characteristics of ADHD and challenges with sustaining attention and ignoring distractions, manipulating sounds, remembering and repeating verbally presented information and efficiently retrieving phonological information stored in long-term memory her ability to follow and process teacher directed instruction needed to generate coherent sentences which adversely impacts her progress and involvement in the general written language curriculum.

Accommodations: Allow access to a word wall or reference material. Break down writing tasks in chunks. Allow extended time when given a writing task. Allow dictation to a speech to text device when available. Provide sentence frames and filled graphic organizers with an adult for paragraph essays.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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Student    Date of Birth  Meeting Date

Last First MI

Section E: Present Level of Performance

Performance Area:

Category:  ▼

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Overall BOY: 9/23 MOY: 1/24  
 Grade 1 (394) Grade level: 499-516 Grade K (334)-60 Grade level: 499-516  
 Number and Operations Grade 1 Grade K  
 Algebra and Algebraic Grade 2 Grade K  
 Measurement and Data Grade K Grade K  
 Geometry Grade 2 Grade K

Strengths: Shylee understands the concepts of addition and subtraction. She can solve one to two digit addition and subtraction with regrouping. She can solve 3-5 word problems involving addition and subtraction within 20 using counters, tally marks or place value charts with teacher prompts.

Needs: Shylee needs basic understanding of multiplication, solving problems using skip counting, and memorizing the multiplication chart. She continues to need practice on solving more than two step word problems.

Shylee's eligibility of Other Health Impairment (OHI) related to characteristics of ADHD and challenges with sustaining attention and ignoring distractions, manipulating sounds, remembering and repeating verbally presented information and efficiently retrieving phonological information stored in long-term memory her ability to follow and process teacher directed instruction needed to solve multiplication problems which adversely impacts her progress and involvement in the general math curriculum

Accommodations: Shortened the number of problems. Allow use of multiplication table charts. Provide a visual chart on how to solve multi step problems. Read word problems aloud to students.

Performance Area:

Category:  ▼

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Strengths: According to the 2022-2023 English Language Proficiency for California (ELPAC) summative assessment, Shylee's overall score is 1541, which is on the 'Well Developed' performance level. Shylee's Oral Language skills are 'Well Developed.'

Shylee's Oral Language overall score is 1584, which is on the 'Well Developed' performance level. She can effectively interact and collaborate with her teacher and peers. She can communicate her needs clearly and demonstrated knowledge of content taught through collaborative conversations and oral contributions.

Needs: Shylee has difficulty with spelling and self correcting her writing. She scored at the 'Moderately Developed' for the Writing portion of the ELPAC.

Impact of Disability: Shylee's eligibility of Other Health Impairment (OHI) related to characteristics of ADHD and challenges with sustaining attention and ignoring distractions, manipulating sounds, remembering and repeating verbally presented information and efficiently retrieving phonological information stored in long-term memory her ability to follow and process teacher directed instruction needed to self correct her writing which adversely impacts her progress and involvement in the English Language Development curriculum



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MI

Section E: Present Level of Performance

Performance Area: Behavior Support

Category: Behavior Intervention

Assessment/Monitoring Process Used: Review of Cumulative Records, Teacher and Parent Questionnaire, Observations

State/District Assessment Results: FBA

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

Strengths: Shylee has good attendance. Shylee enjoys talking and sharing her thoughts with an adult when she is working on an assigned task. She is verbal and expressive with her language. She can communicate her needs clearly. She is quick witted and enjoys negotiating a reward prior to and while working on the task with that adult.

She is creative and enjoys working on non academic activities with an adult. She has improved in the number of verbal protests 'no', 'I don't want to', 'I won't do it' or 'not now' or any other statements that convey refusal to any academic or non-academic request. When provided with a verbal reminder, Shylee can use self regulation strategies in 4 out of 5 opportunities in a small group environment.

Needs: Shylee struggles with focusing on and completing tasks independently, self regulation and understanding and respecting authority figures, adults and peers alike. She requires to be the center of attention regardless if it is in a 1-1, small and/or large group setting. She seeks out adult attention regardless if it is positive or negative behaviors such as engaging in peer conflict or verbal protest on tasks. She makes bad choices and likes to be in control of most situations. Shylee continues to seek adult attention throughout the day. She strives to be a leader however lacks the skills. She lacks empathy, accountability, and accepting feedback.

Shylee's eligibility of Other Health Impairment (OHI) related to characteristics of ADHD and challenges with sustaining attention and ignoring distractions, manipulating sounds, remembering and repeating verbally presented information and efficiently retrieving phonological information stored in long-term memory her ability to self regulate, which affects her involvement and progress in the general education curriculum.

Performance Area:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Empty text box for current performance/assessment summary.

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Section F: Eligibility

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

[Empty text box for disability discussion]

For Initial IEP, interventions attempted prior to determining eligibility:

[Empty text box for interventions]

Eligible as a student with the disability of:

Code: OHI Other Health Impairment

Not Applicable, Blind or Partially Sighted

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

Code: [Empty text box] [Empty text box]

Not Applicable, Blind or Partially Sighted

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

or

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

No Longer Eligible (Effective Date): [Empty text box]

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

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

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

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

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Date of Birth 17-OCT-2014

Meeting Date 21-FEB-2024

Section G: Annual Goals and Objectives

Performance Area: Social Emotional Category: Social Emotional Annual Goal #: 1

Shylee will develop a plan to respond to frustrating situations or tasks and use this plan in 3 out of 4 trials per counseling session with minimal adult support as measured by counselor observation.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

Shylee will identify frustrating situations or tasks in school in 3 out of 4 trials per counseling session with moderate adult support as measured by counselor observation.

Incremental objective #2 related to the goal:

Shylee will develop a plan to respond to frustrating situations or tasks and practice (role play) this plan in 3 out of 4 trials per counseling session with moderate adult support as measured by counselor observation.

Date to be achieved: July 2024 MO/YR

Date to be achieved: November 2024 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

Table with 5 columns: 1st Reporting Period, 2nd Reporting Period, 3rd Reporting Period, 4th Reporting Period (Secondary Only), Goal Achievement. Includes progress marks, goal achievement checkboxes, and explanation boxes.

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Section G: Annual Goals and Objectives

Performance Area: Behavior Support #1 Category: Behavior Intervention Annual Goal #: 2

With teacher support and (1-2) mild prompts, Shylee will reduce the rate of unexpected behaviors such as (argue with peers/adults, protest with directives, walk away) to less than 30 times per day for 2-3 days as measured by teacher and staff data collection.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

With teacher support and (3-4) mild prompts, Shylee will reduce the rate of unexpected behaviors such as (argue with peers/adults, protest with directives, walk away) to less than 30 times per day for 2-3 days as measured by teacher and staff data collection.

Incremental objective #2 related to the goal:

With teacher support and (2-3) mild prompts, Shylee will reduce the rate of unexpected behaviors such as (argue with peers/adults, protest with directives, walk away) to less than 20 times per day for 3-4 days as measured by teacher and staff data collection.

Date to be achieved: July 2024 MO/YR

Date to be achieved: November 2024 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

Table with 5 columns: 1st Reporting Period, 2nd Reporting Period, 3rd Reporting Period, 4th Reporting Period (Secondary Only), Goal Achievement. Includes progress marks, goal achievement status, and reasons for 'No' progress.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student ROSS SHYLEE MI Last First MI

Date of Birth 17-OCT-2014

Meeting Date 21-FEB-2024

Section G: Annual Goals and Objectives

Performance Area: Reading #1 Category: Reading Annual Goal #: 3

With visuals and teacher guidance, Shylee will add/substitute phonemes in 7-10 simple one-syllable words to make new words independently as measured by teacher's observations and student work samples in 3 out of 5 trials with 80% accuracy.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

Obj 1: When provided with verbal and modeling prompts, Shylee will add/substitute phonemes in 2-3 simple one-syllable words to make new words independently as measured by teacher's observations and student work samples in 2 out of 5 trials with 60% accuracy.

Incremental objective #2 related to the goal:

Obj 2: When provided with a verbal reminder, Shylee will add/substitute phonemes in 3-5 simple one-syllable words to make new words independently as measured by teacher's observations and student work samples in 3 out of 5 trials with 70% accuracy.

Date to be achieved: July 2024 MO/YR

Date to be achieved: November 2024 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

Table with 5 columns: 1st Reporting Period, 2nd Reporting Period, 3rd Reporting Period, 4th Reporting Period (Secondary Only), Goal Achievement. Includes progress marks, goal achievement status, and reasons for 'No'.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student ROSS SHYLEE MI Last First MI

Date of Birth 17-OCT-2014

Meeting Date 21-FEB-2024

Section G: Annual Goals and Objectives

Performance Area: Reading #2 Category: Reading Annual Goal #: 4

With minimal (1-2) prompting, Shylee will determine orally or in writing one or more main ideas of an informational text read aloud in class as measured teacher's observations and student work samples in 3 out of 5 trials with 80% accuracy.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

With teacher model and support, Shylee will determine orally or in writing one main idea of an informational text read aloud in class as measured teacher's observations and student work samples in 3 out of 5 trials with 60% accuracy.

Incremental objective #2 related to the goal:

With teacher model and ( 2-3) mild support, Shylee will determine orally or in writing one main idea of an informational text read aloud in class as measured teacher's observations and student work samples in 3 out of 5 trials with 70% accuracy.

Date to be achieved: MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

Table with 5 columns: 4 GOAL MET OR EXCEEDED, 3 SUBSTANTIAL PROGRESS (50-99% of goal met), 2 PARTIAL PROGRESS (1-49% of goal met), 1 NO PROGRESS, Goal Achievement. Rows include reporting periods, progress marks, and achievement status.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student ROSS SHYLEE MI Last First MI

Date of Birth 17-OCT-2014

Meeting Date 21-FEB-2024

Section G: Annual Goals and Objectives

Performance Area: Writing #1 Category: Writing Annual Goal #: 5

With teacher support and mild prompt, following a teacher-provided graphic organizer, Shylee will write or type 1-2 paragraphs stating an opinion about a topic or text and support it with one or more reasons, facts, and/or details, using linking words, phrases, or clauses independently as measured teacher's observations and student work samples in 1 out of 3 trials with 80% accuracy.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

With teacher support and mild prompt, following a teacher-provided graphic organizer, Shylee will write or type 1 paragraph stating an opinion about a topic or text and support it with one reason, facts, and/or details, using linking words, phrases, or clauses independently as measured teacher's observations and student work samples in 1 out of 3 trials with 60% accuracy.

Incremental objective #2 related to the goal:

With teacher support and mild prompt, following a teacher-provided graphic organizer, Shylee will write or type 1 paragraph stating an opinion about a topic or text and support it with one reason, facts, and/or details, using linking words, phrases, or clauses independently as measured teacher's observations and student work samples in 1 out of 3 trials with 70% accuracy.

Date to be achieved: July 2024 MO/YR

Date to be achieved: November 2024 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

Table with 5 columns: 4 GOAL MET OR EXCEEDED, 3 SUBSTANTIAL PROGRESS (50-99% of goal met), 2 PARTIAL PROGRESS (1-49% of goal met), 1 NO PROGRESS, Goal Achievement. Includes reporting periods, progress marks, and achievement checkboxes.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student ROSS SHYLEE MI Last First MI

Date of Birth 17-OCT-2014

Meeting Date 21-FEB-2024

Section G: Annual Goals and Objectives

Performance Area: ELD Category: English Language Devel Annual Goal #: 6

With visuals and teacher guidance, when given 4-5 sentences to edit, Shylee will increase writing skills in the area of writing conventions by demonstrating correct use of the conventions of standard English such as capitalization, punctuation, and spelling to include in her writing independently, as measured by teacher observation and student work samples in 3 out 5 trials with 80% accuracy.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

Obj 1: When provided with verbal and modeling prompts, when given 2-3 sentences to edit, Shylee will increase writing skills in the area of writing conventions by demonstrating correct use of the conventions of standard English such as capitalization, punctuation, and spelling to include in her writing independently, as measured by teacher observation and student work samples in 2 out 5 trials with 60% accuracy.

Incremental objective #2 related to the goal:

Obj 2: When provided with a verbal reminder, when given 3-4 sentences to edit, Shylee will increase writing skills in the area of writing conventions by demonstrating correct use of the conventions of standard English such as capitalization, punctuation, and spelling to include in her writing independently, as measured by teacher observation and student work samples in 3 out 5 trials with 70% accuracy.

Date to be achieved: July 2024 MO/YR

Date to be achieved: November 2024 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

Table with 5 columns: 4 GOAL MET OR EXCEEDED, 3 SUBSTANTIAL PROGRESS (50-99% of goal met), 2 PARTIAL PROGRESS (1-49% of goal met), 1 NO PROGRESS, and Goal Achievement. Rows include reporting periods, progress marks, and achievement status.



INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student ROSS SHYLEE MI Last First MI

Date of Birth 17-OCT-2014

Meeting Date 21-FEB-2024

Section G: Annual Goals and Objectives

Performance Area: Written -Spelling Category: Writing Annual Goal #: 7

With visual and (1-2) minimal prompts, Shylee will identify the spelling sound correspondences for 7-10 consonant digraphs and will decode regularly spelled one---syllable words when reading words in isolation as measured by teacher's observations and student work samples in 3 out of 5 trials with 80% accuracy.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

Obj 1: With visual, (3-4) mild prompts and teacher guidance, Shylee will identify the spelling sound correspondences for 3-5 consonant digraphs and will decode regularly spelled one---syllable words when reading words in isolation as measured by teacher's observations and student work samples in 3 out of 5 trials with 60% accuracy.

Incremental objective #2 related to the goal:

Obj 2: With visual, (2-3) mild prompts and teacher guidance, Shylee will identify the spelling sound correspondences for 5-7 consonant digraphs and will decode regularly spelled one---syllable words when reading words in isolation as measured by teacher's observations and student work samples in 3 out of 5 trials with 70% accuracy.

Date to be achieved: July 2024 MO/YR

Date to be achieved: November 2024 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

Table with 5 columns: 1st Reporting Period, 2nd Reporting Period, 3rd Reporting Period, 4th Reporting Period (Secondary Only), Goal Achievement. Includes progress marks, goal achievement status, and reasons for 'No' progress.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student ROSS SHYLEE MI

Date of Birth 17-OCT-2014

Meeting Date 21-FEB-2024

Section G: Annual Goals and Objectives

Performance Area: Math #1 Category: Math Annual Goal #: 8

Multiply Up to a Product of 100
Shylee will memorize the multiples of 2-9 using the Touchmath Skip Counting strategies and multiply up to a product of 100 independently as measured by teacher observation and student work samples in 3 out 5 trials with 80% accuracy.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

Shylee will memorize the multiples of 1,2,3,5 using the Touchmath Skip Counting strategies and multiply up to a product of 100 independently as measured by teacher observation and student work samples in 3 out 5 trials with 60% accuracy.

Incremental objective #2 related to the goal:

Shylee will memorize the multiples of 4,6,7 using the Touchmath Skip Counting strategies and multiply up to a product of 100 independently as measured by teacher observation and student work samples in 3 out 5 trials with 70% accuracy.

Date to be achieved: July 2024 MO/YR

Date to be achieved: November 2024 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

Table with 5 columns: 1st Reporting Period, 2nd Reporting Period, 3rd Reporting Period, 4th Reporting Period (Secondary Only), Goal Achievement. Includes progress marks, goal achievement status, and reasons for 'No'.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student ROSS SHYLEE MI

Date of Birth 17-OCT-2014

Meeting Date 21-FEB-2024

Section G: Annual Goals and Objectives

Performance Area: Math #2 Category: Math Annual Goal #: 9

With guidance and support from adults, Shylee will use any of the two operations (+, -) to solve 3-4-word problems using the RDW strategy with no more than 2 verbal prompts with the teacher model as measured by student work samples in 3 out of 5 trials with 80% accuracy.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

With guidance and support from adults, Shylee will use any of the two operations (+, -) to solve 1-2 word problems using the RDW strategy with no more than 3 verbal prompts with the teacher model as measured by student work samples in 3 out of 5 trials with 60% accuracy.

Incremental objective #2 related to the goal:

With guidance and support from adults, Shylee will use any of the two operations (+, -) to solve 2-3-word problems using the RDW strategy with no more than 3 verbal prompts with the teacher model as measured by student work samples in 3 out of 5 trials with 70% accuracy.

Date to be achieved: July 2024 MO/YR

Date to be achieved: November 2024 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

Table with 5 columns: 4 GOAL MET OR EXCEEDED, 3 SUBSTANTIAL PROGRESS (50-99% of goal met), 2 PARTIAL PROGRESS (1-49% of goal met), 1 NO PROGRESS, and Goal Achievement. Rows include reporting periods, progress marks, and achievement status.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student ROSS SHYLEE MI

Date of Birth 17-OCT-2014

Meeting Date 21-FEB-2024

Section G: Annual Goals and Objectives

Performance Area: Behavior Support #2 Category: Behavior Intervention Annual Goal #: 10

With teacher support and (1-2) mild prompt, Shylee will identify what is expected and unexpected behavior to an adult when given 3-5 situations as measured teacher's observations in 3 out of 5 trials with 80% accuracy for up to 1 consecutive week.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

With teacher support and (3-4) mild prompt, Shylee will identify what is expected and unexpected behavior to an adult when given 1-2 situations as measured teacher's observations 3 out of 5 trials with 80% accuracy for up to 1 consecutive week.

Incremental objective #2 related to the goal:

With teacher support and (2-3) mild prompt, Shylee will identify what is expected and unexpected behavior to an adult when given 2-3 situations as measured teacher's observations and student work samples in 3 out of 5 trials with 80% accuracy for up to 1 consecutive week.

Date to be achieved: July 2024 MO/YR

Date to be achieved: November 2024 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

Table with 5 columns: 1st Reporting Period, 2nd Reporting Period, 3rd Reporting Period, 4th Reporting Period (Secondary Only), Goal Achievement. Includes progress marks, goal achievement status, and reasons for 'No'.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student ROSS SHYLEE MI Last First MI

Date of Birth 17-OCT-2014

Meeting Date 21-FEB-2024

Section K: Participation in State and District-wide Assessments

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

District Assessments
How will the student participate in District Assessments?
Full Participation
Partial Exemption from specific assessment(s). Indicate the exempt assessment and an appropriate replacement assessment below:
Exempt Assessment Replacement Assessment
Accommodations:
Extended time, simplified or paraphrased test directions when needed

Table with 2 columns: Student will participate in Regular State and District Assessments. (Designated Supports and/or Accommodations identified below are applicable) and CAASPP Subject ELA and Math. Designated Supports: Noise Buffers, Simplified or paraphrased test directions, Test in a separate/smaller setting. Accommodations: Speech-to-Text voice recognition software, Multiplication table for single digits 1-9.

Table with 2 columns: Student will participate in Regular State and District Assessments. (Designated Supports and/or Accommodations identified below are applicable) and ELPAC Subject Reading. Designated Supports: Noise buffers, Simplified or paraphrased test directions.

Table with 2 columns: Student will participate in Regular State and District Assessments. (Designated Supports and/or Accommodations identified below are applicable) and ELPAC Subject Listening. Designated Supports: Noise buffers, Simplified or paraphrased test directions, Pause or replay the audio during the administration of test questions.

Table with 2 columns: Student will participate in Regular State and District Assessments. (Designated Supports and/or Accommodations identified below are applicable) and ELPAC Subject Writing. Designated Supports: Noise buffers, Simplified or paraphrased test directions.

Table with 2 columns: Student will participate in Regular State and District Assessments. (Designated Supports and/or Accommodations identified below are applicable) and ELPAC Subject Speaking.

Designated Supports:

- Noise buffers
- Simplified or paraphrased test directions (non-embedded designated support)
- Pause or replay the audio during the administration of test questions (listening domain only)

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student ROSS SHYLEE MI Last First MI

Date of Birth 17-OCT-2014

Meeting Date 21-FEB-2024

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 computer generated translation?\* Yes No

Select Preferred Language:

\*Computer generated translation provides access to an immediate written translation of the IEP but translated content has not been fully vetted by a District translator. Any computer generated translation IEP documentation should not be considered an official IEP document.

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

Specify the Individual Pages to be translated:

entire IEP

Special Requests:

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

Pandemic Learning Loss Consideration of Compensatory and/or Recoupment Services

Compensatory Education Consideration:

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

01-MAR-2023 (Inactive) Initial

Recoupment Services Consideration:

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

01-MAR-2023 (Inactive) Initial

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

THIS SPACE DELIBERATELY LEFT BLANK.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Last: ROSS, First: SHYLEE, MI

Date of Birth: 17-OCT-2014

Meeting Date: 21-FEB-2024

Section Q: Parent Participation and Consent

Parent Participation

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

Parent Notification

Table with 3 columns: Method (Email), Whom (Julie Ljubicic), When (02-FEB-2024)

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

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

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

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

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

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

Parent Concerns and Comments

Large empty box for Parent Concerns and Comments.

Signature(s) [ ] [ ] Date [ ]

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

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

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

Signature(s) [ ] [ ] Date 14-MAR-2024





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

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

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

**<http://lausd.PARENT-IEP-EXPERIENCE.alchemer.com/s3/>**

Please ask your school staff if in need of assistance.

*En caso que necesite asistencia, por favor solicitesela al personal de la escuela.*



INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Reconvened Meeting Date

Student     
 Last First MI

Date of Birth

Meeting Date

Section R: Names and Signatures (Signatures on File)

Team Member	Print Name	Signature
Parent/Guardian	<input type="text" value="Shiran Ross (via Zoom)"/>	<input type="text"/>
Parent/Guardian	<input type="text"/>	<input type="text"/>
Student Age 18 - 21 years	<input type="text"/>	<input type="text"/>
Student Under Age 18 years	<input type="text"/>	<input type="text"/>
Surrogate Parent	<input type="text"/>	<input type="text"/>
Foster Parent	<input type="text"/>	<input type="text"/>
Family Foster Home Provider	<input type="text"/>	<input type="text"/>
Administrator	<input type="text" value="Julie Ljubicic"/>	<input type="text" value="Julie Ljubicic"/>
Administrative Designee	<input type="text"/>	<input type="text"/>
Special Education Teacher	<input type="text" value="Kelle Husk"/>	<input type="text" value="Kelle Husk"/>
General Education Teacher	<input type="text" value="Barbara Spencer"/>	<input type="text" value="Barbara Spencer"/>
School Psychologist	<input type="text" value="Rachel Boyd"/>	<input type="text" value="Rachel Boyd"/>
School Nurse	<input type="text"/>	<input type="text"/>
Related Service Staff <input type="text"/>	<input type="text"/>	<input type="text"/>
Related Service Staff <input type="text"/>	<input type="text"/>	<input type="text"/>
Related Service Staff <input type="text"/>	<input type="text"/>	<input type="text"/>
Interpreter	<input type="text"/>	<input type="text"/>
Sign Language Interpreter	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Other <input type="text" value="advocate"/>	<input type="text" value="Luciana Chemelniker (via Zoom)"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Reconvened Meeting Date 14-MAR-2024

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

Date of Birth 17-OCT-2014

Meeting Date 21-FEB-2024

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 years	[ ]	[ ]
Student Under Age 18 years	[ ]	[ ]
Surrogate Parent	[ ]	[ ]
Foster Parent	[ ]	[ ]
Family Foster Home Provider	[ ]	[ ]
Administrator	Julie Ljubicic	Julie Ljubicic
Administrative Designee	[ ]	[ ]
Special Education Teacher	Kelle Husk, Resource Specialist	[Signature]
General Education Teacher	Barbara Spencer	[Signature]
School Psychologist	Rachel Boyd	[Signature]
School Nurse	[ ]	[ ]
Related Service Staff [ ]	[ ]	[ ]
Related Service Staff [ ]	[ ]	[ ]
Related Service Staff [ ]	[ ]	[ ]
Interpreter	[ ]	[ ]
Sign Language Interpreter	[ ]	[ ]
Agency Representative	[ ]	[ ]
Agency Representative	[ ]	[ ]
Agency Representative	[ ]	[ ]
Other advocate	Luciana Chemelniker (via Zoom)	[ ]
Other [ ]	[ ]	[ ]
Other [ ]	[ ]	[ ]
Other [ ]	[ ]	[ ]

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Last: ROSS, First: SHYLEE, MI

Date of Birth: 17-OCT-2014

Meeting Date: 21-FEB-2024

LEAST RESTRICTIVE ENVIRONMENT ANALYSIS

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

Student's Current Placement Type:

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

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

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

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

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

**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

Los Angeles Unified School District

Student     
 Last First MI

Date of Birth

Meeting   
 Date

**ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)**

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

<b>Step C.</b>	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a special school setting?	
	<input type="radio"/> Yes <input type="radio"/> No	If the answer is YES, then a special school setting is the appropriate placement. If the answer is NO, go to the question below.
	<input type="radio"/> Yes <input type="radio"/> No	If not currently available, can the required supports, services, accommodations and/or modifications be made available in a special school setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step D.
<input style="width: 100%; height: 80px;" type="text"/>		

<b>Step D.</b>	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting?	
	<input type="radio"/> Yes <input type="radio"/> No	If the answer is YES, then a home/hospital setting is the appropriate placement. If the answer is NO, go to the question below.
	<input type="radio"/> Yes <input type="radio"/> No	If not currently available, can the required supports, services, accommodations and/or modifications be made available in a home/hospital setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step E.
<input style="width: 100%; height: 80px;" type="text"/>		

<b>Step E.</b>	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a residential care facility?	
	<input type="radio"/> Yes <input type="radio"/> No	If not currently available, articulate in the IEP what supports, accommodations and/or modifications are required for the student in this setting.
	<input style="width: 100%; height: 80px;" type="text"/>	

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student

Date of Birth

Meeting

Last

First

MI

Date

ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 1 - Eligibility, Placements and Supports

Student     
 Last First MI

Date of Birth

Meeting Date

	Effective With this IEP	Future Changes Related to this IEP
	As of Date: <input type="text"/>	<input type="text"/>
<b>Eligibility:</b> (from Page 4)	<b>Eligible (OHI)</b>	
	<i>Final IEP Reason</i> <i>Final IEP Effective Date:</i>	
<b>Curriculum</b>	<b>General Education</b>	
<b>Placement</b>	<b>Type of School</b> Affiliated Charter	
	<b>Name of School</b> WOODLAKE ECC	
<b>Instructional Setting</b>	<b>Setting</b> General Education	
	<b>Program</b> GE	
	<b>Special Day Minutes/Wk</b>	
	<b>Addresses Goals</b>	1(Social Emotional),9(Math #2),3(Reading #1),5(Writing #1),2(Behavior Support #1),10(Behavior Support #2),7(Written - Spelling),4(Reading #2),8(Math #1),6(ELD)
<b>Additional Factors</b>	<b>Low Incident Support</b> None	
	<b>Assistive Technology Support</b> No	
	<b>Transportation</b> None	
	<b>Extended School Year/Intersession</b> <input type="radio"/> Yes <input checked="" type="radio"/> No	
	<b>Parent Counseling and Training (PCT)</b> <input checked="" type="radio"/> Yes <input type="radio"/> No	
	<b>ESY Transportation</b>	
<b>Accommodation, Modifications, Supports</b>	<b>Instructional Accommodations</b>	Small group support, Behavior Implementation Plan, use of a note card, pair visual with instructions, movement breaks, extended time on classwork, reports and tests as needed, reduce homework load, extra time on homework, positive reinforcement, verbal praise, chunk assignments in parts, extended time to amount of time of half, shortened homework, reduce the number of test questions, untimed and small group setting on assessments, prompts to stay on task, prompt student to check work for accuracy before submitting, provide multiple choice instead of short answers assessments, repeat/rephrase/clarify directions/instructions, offer story starters to promote writing, allow student to dictate sentences for essay, provide a sample of what the finished paper/project should look like, breaks as needed, graphic organizer, flexible seating, use of non-distracting fidgets as needed. 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).
	<b>Instructional Modifications</b>	
	<b>Other Supports, including Non-Academic and Extra-curricular Activities</b>	

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 Reassessment after 20 visits have been completed. 4) Annual eye examinations with a 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.

**Preparation for Three Year Review IEP (At the second Annual Review IEP Meeting, the team must discuss and document the decision to conduct or not conduct a three-year comprehensive reassessment.)**

**Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary?**

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

Yes  No

health, psych, academic

**Comments, as appropriate**

**Low Incidence Equipment**

**Assistive Technology Equipment**

**Participation in General Education**

Shylee will participate in general education the entire school day.











Supplementary Aids and Services (provided in general education classes and other general ed environments)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
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**As soon as practicable following the determination that instruction or services, or both, cannot be provided either at the school or in person for more than 10 days due to a qualifying state of emergency, the parent will be notified as to the specific means by which the student's IEP will be provided, in light of the emergency circumstances present at that time. The IEP will be provided by alternative means as necessitated during the period of emergency conditions, only.**

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

**For IEP Team Information**

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

## INDIVIDUALIZED EDUCATION PROGRAM Behavior Intervention Plan

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

**Los Angeles Unified School District**

**(Behavior Intervention Plan, pg. 1 of 3)**

Student    Date of Birth  Meeting Date

**Last First MI**

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

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

other

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

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

1-2  hourly  low  3-5  
 Reported by  and/or  observed by

**PREVENTION**

**PART I**

**ENVIRONMENTAL FACTORS AND NECESSARY CHANGES**

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

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

Other Describe:

**Observation Analysis**

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

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

Other (Missing/Present):

### REMOVE STUDENT'S NEED TO USE THE PROBLEM BEHAVIOR

**Intervention**

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

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

Other

Who will establish?  Who will monitor?  Frequency

## INDIVIDUALIZED EDUCATION PROGRAM Behavior Intervention Plan

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

**Los Angeles Unified School District**

**(Behavior Intervention Plan, pg. 2 of 3)**

Student    Date of Birth  Meeting Date

**Last First MI**

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

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

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

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

Sensory input  Attention (peer)  Task (too long)

Task (too difficult)  Task (too easy)

Describe:

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

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

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

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

Better communication skills  Anger management  Communication system  Self-management systems

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

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

Other

Who will establish?  Who will monitor?  Frequency:

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

Physical:  High-fives  Smiles  Handshake

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

Contingent Access:  Time on the computer  Free time  Listen to music

Preferred activity  Describe:

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

Tokens and Points:  Tokens  Points

Privileges:  Exempt assignment  Extra test points

Other ideas:

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

By whom?  Frequency

EFFECTIVE REACTION PART III REACTIVE STRATEGIES

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

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

Personnel?

INDIVIDUALIZED EDUCATION PROGRAM  
Behavior Intervention Plan

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

Los Angeles Unified School District (Behavior Intervention Plan, pg. 3 of 3)  
Student: ROSS SHYLEE MI Date of Birth: 17-OCT-2014 Meeting Date: 21-FEB-2024  
Last First MI

OUTCOMES PART IV BEHAVIORAL GOALS

13 Behavioral Goal: Goal #: 2

With teacher support and (1-2) mild prompts, Shylee will reduce the rate of unexpected behaviors such as (argue with peers/adults, protest with directives, walk away) to less than 30 times per day for 2-3 days as measured by teacher and staff data collection.

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

Observation and Analysis Conclusion

Are curriculum accommodations or modifications also necessary? Where described?  
FAPE 1

Yes  No

Are environmental supports/changes necessary?

Yes  No

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

Yes  No

Are both teaching of new replacement behavior AND reinforcement needed?

Yes  No

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

Yes  No

Person responsible for contact between agencies.

COMMUNICATION PART V COMMUNICATION PROVISIONS

14 Manner and content of communication:

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

Between? Teacher, Parent, BIC Frequency? Weekly