Los Angeles UniCod	Sahaal District	INDIVIDUALIZED ED	UCATION PROGRAM (IE	P)	Page 1 of 32
Los Angeles Unified Student Identificati Number		6 SSID 3	139988321		Eligible (OHI)
Student ROSS	SHYLEE			Date of Birth:	17-OCT-2014
Last	First	MI			
	Don't out Date	Section A: Mo	eeting Information	There a CM a still	
	Pertinent Dates			Type of Meetin	<u>ıg</u>
Date of Initial IEP Team	Meeting 01-MAR-2	2023	○ Initial	○Aı	mendment of IEP dated
Date of Present Meeting	21-FEB-20	024			
Annual Review to be co	nducted by 21-FEB-20	025	Annual Review	○ Ea	arly Start Transition
Next Three Year Review conducted by	w will be 28-FEB-20	026	O Three Year Review	○ Ex	pulsion Analysis
Three Year Review or E was conducted on	valuation 01-MAR-2	2023	Other	○ Inc	dividual Transition Plan
Transition to Kindergart conducted by	en to be				
Location of Meeting	WOODLAKE	ECC	District Name	Los Angeles Uni	fied School Distri
		Section B: St	udent Information		
Date of Birth	17-OCT-2014	Age	9	Grade	3
Gender	Male Female	Ethnic Code	White		
Location of the Psych Folder	SPED SVC CTR-NORT	Student has no Psych Folder			
Location of the Cum Folder	WOODLAKE ECC	Student has no Cum Folder			
Home Language	Hebrew	Student Language	Hebrew	Alternate Mode of Communication	
Home Address of Student	6615 FARRALONE AV	Е			
City	WOODLAND HILI CA	ZIP Code	91303		
Home Telephone	(818) 331-2940	Daytime Telephone		Emergency Teleph	none
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			
-	CHOOL as a result of one	Charter School Enrollme	ent 🔻		
Is the student living in a Home (FFH)?	Family Foster	No O Yes	FFH#		
Is FFH Provider related	to student?	No O Yes	Relationship		
Licensed Children's Inst		No O Yes	LCI Name		
Licensea Cinidion's list		1.0 - 100	LCI#		
Out of the home placem	ent made by	Regional Center	O Department of Mental	Health O De	partment of Children's Services
Child's family living with	thin LAUSD's	Superior Court No Yes	Other		
boundaries?	11 11 '		1 2 11	. 1. 0	O _{No} O _{Yes}
If the student is 18 years	s old or older or is an emand	cipated minor, does he/she have	e educational decision-making	g rights?	○ No ○ Yes

	T	ATDIN/IDITAT!	IZEN ENIK	CATION BROCK AM (IED)	Page 2 of 3
os Angeles	Unified School District	(DIVIDUAL)	IZED EDUC	CATION PROGRAM (IEP)	
Student				Date of Birth 17-OCT-2014	
	Last First	MI Section	on C: Lang	guage Acquisition	
anguage Clas	ssification:		ited English		PR-2023
	y Parent Request:		Yes O No	Reclassification Date:	
		<u> </u>	es U No		
	rmance Level and Performance Descriptor:			Test Date:	
Alternate ELPA Descriptor:	AC Performance Level and Performance			▼ Test Date:	
				evement from Current IEP	
			ieved		
Goal for: (exa	ample - Reading)	Yes	No	If No, explain the reason the goal/objective was not achieved	
1	Reading	O	0		
Category	Reading 🗸				
	Objective 1 met		\circ		
	Objective 2 met	0	0		
2	Behavior Support #1	0	<u> </u>	Needs more time.	
Category	Behavior Intervention			Needs more time.	
	Objective 1 met		0		
	Objective 2 met	0	<u> </u>	Needs more time	
3	ELD-Writing	<u> </u>		(Teeds more time	
Category	English Language Development				
Category	Objective 1 met			 r	
	Objective 2 met		0		
4	Math #1		0		
			0		
Category	Math ✓				
	Objective 1 met	<u> </u>	0		
	Objective 2 met	<u> </u>	0		
5	Social Emotional	0	<u> </u>	Has not generalized skill outside of group	
Category	Social Emotional				
	Objective 1 met	0	0		
	Objective 2 met	<u></u>	0		
6	Math #2	O	0		
Category	(Math ✓)				
	Objective 1 met	O	\circ		
	Objective 2 met	0	Ö		
7	Writing	0	<u> </u>	Needs more practice	
Category	Writing 💙			Needs more practice	
	Objective 1 met		0		
	Objective 2 met		<u> </u>	Needs more time and practice	
8	Behavior #2	0		Needs more time.	
Category	Behavior Intervention			Needs more time.	
Curego	Objective 1 met		0		
	Objective 2 met	0	<u> </u>	Needs more time.	
9	Behavior/Voc			Needs more time.	
			0		
Category	Behavior Intervention Objective 1 met				
	Objective 1 met		0		
10	Objective 2 met	<u> </u>	0		
10	Reading (tracking)	0	<u> </u>	not able to reading with tracking for time criteria	
Category	Reading V				
	Objective 1 met	0	<u> </u>	not able to reading with tracking for time criteri	
	Objective 2 met	\circ		not able to reading with tracking for time criteri	

					Page 3 of
os Angeles	Unified School District	INDIVIDUAL	IZED EDUC	CATION PROGRAM (IEP)	
Student (Date of Birth 17-OCT-2014	
Student (Last First	MI Coat	C. I		
G1	im			uage Acquisition	20 APR 2022
anguage Cla			ited English		20-APR-2023
Vithdrawal by	Parent Request:	\bigcirc 7	Yes O No	Reclassification Date:	
LPAC Perfor	mance Level and Performance Descriptor:			➤ Test Date:	
Alternate ELP Descriptor:	AC Performance Level and Performance			▼ Test Date:	
		Section D	: Goal Achie	vement from Current IEP	
		Ach	ieved		
Goal for: (ex	ample - Reading)	Yes	No	If No, explain the reason the goal/objective was not achi	eved
1	Writing (tracking)	0	<u> </u>	Not able to write 5 sentences.	
Category	Writing				
	Objective 1 met	0	<u> </u>	Not able to write 5 sentences.	
	Objective 2 met	Ö	<u> </u>	Not able to write 5 sentences.	
2		0	0		
Category	•		0		
Januagory	Objective 1 met		\cap		
	Objective 2 met	0	0		
3	Objective 2 met				
		0	0		
Category	∨				
	Objective 1 met	0	0		
	Objective 2 met	0	0		
4		0	0		
Category	(v)				
	Objective 1 met	0	0		
	Objective 2 met	\circ	\bigcirc		
5			\circ		
Category	(v				
	Objective 1 met	\circ	0		
	Objective 2 met	0	0		
6		0	0		
Category	·				
- ·	Objective 1 met	0	0		
	Objective 2 met	0	0		
7		0	0		
Category	~				
Category	Objective 1 met	0	0		
	Objective 2 met	0	0		
8		0	0		
Category	∨		_		
	Objective 1 met	0	0		
	Objective 2 met	0	0		
9		0	\circ		
Category	~				
	Objective 1 met	\circ	\circ		
	Objective 2 met	0	0		
10		0	Ö		
C-4	~				
Category					
Category	Objective 1 met	\circ	\circ		

Los Angeles	s Unified Scho	ol District		INDIVIDUALIZI	ED EDUCATION PROGR	AM (IEP)		Pag	ge 4 of 32
Student	ROSS	SHYLE	E		Date of Birth	17-OCT-2014	Meeting Date	21-FEB-2024	
	Last	Firs	it	MI Section E: I	Present Level of Perform	ance			
Performance	Area:		Health						
Category:			Health		•				
Assessment/N	Monitoring Proce	ess Used:	Assessme	nt, review of records	and Interview with parents				
State/District	Assessment Res	ults:							
Current Perfo	ormance/Assessn	nent Summary	(include s	tudent strengths, stud	dent needs and impact of disa	ability on student perfo	ormance):		
					ee does not take any routine c ys, and no injuries, surgeries,		ns. In the past year, Sh	ylee has	
ambulates in		d communicat	es verbally		care. Shylee is independent v vants and passed LAUSD's vi				
Area of Neo	ed: Health is not	an area of nee	ed.						
Impact of I	Disability: Health	does not imp	act student	's participation, perfo	ormance, and access to the ed	ducational program.			
Accommod	lations/Modificat	tions: None fo	r health						

Laura Duclos, BSN, RN Credentialed School Nurse

Assessment/Monitoring Process Used: State/District Assessment Results:

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

1/17/2024

Category:

Performance Area:

Page 5 of 32 INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Student ROSS SHYLEE Date of Birth 17-OCT-2014 Meeting Date 21-FEB-2024 First ΜI **Section E: Present Level of Performance** Social Emotional Performance Area: Social Emotional Category: 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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Page	o	OΙ	32

INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Student ROSS SHYLEE Date of Birth 17-OCT-2014 Meeting Date 21-FEB-2024 First ΜI **Section E: Present Level of Performance** Performance Area: Reading Reading Category: 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): 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 KGrade K Literature Grade K Grade K Informational Text Grade K Grade K Performance Area: Reading Continues Reading Assessment/Monitoring Process Used: Progress report, Work Samples, Teacher Questionnaire, Observation, Informal DIBELS, iReady State/District Assessment Results: 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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INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Student ROSS SHYLEE Date of Birth 17-OCT-2014 Meeting Date 21-FEB-2024 First ΜI **Section E: Present Level of Performance** Written Language Performance Area: Writing Category: 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. Written Language Continues Performance Area: 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): 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.

Los Angeles	s Unified School D	istrict	INDIV	'IDUA	LIZED E	DUCAT	ON PROG	RA	M (IEI	')				Pa
Student		SHYLEE				j	Date of Birtl	h	17-OC	Г-2014		Meet	ing Date	21-FEB-2024
	Last	First	M		E: Prese	ent Leve	of Perfor	mai	nce)		ð	
Performance	Area:	N	⁄Iath											
Category:		1	Math			~								
Assessment/N	Monitoring Process U	Jsed: P	rogress report, W	ork Sar	nples, Tea	cher Que	stionnaire, C	Obse	ervation	, Inform	ıl			
State/District	Assessment Results:	iF	Ready											
Current Perfo	ormance/Assessment	Summary (i	include student st	engths	, student n	needs and	impact of di	isab	ility on	student	perform	ance):		
Algebra and Measureme Geometry (Strengths: Solve 3-5 work Needs: Shy to need prace Shylee's elidistractions, long-term in progress and Accommod	Id Operations Grade 1 d Algebraic Grade 2 Grade 2 Grade K Grade 2 Grade K Shylee understands the ord problems involving the needs basic understice on solving more digibility of Other Heat, manipulating sounds memory her ability to divolvement in the dations: Shortened the problems aloud to study.	Grade K Grade K ne concepts ng addition restanding of than two stellth Impairms, remember follow and properties are number of	and subtraction v f multiplication, s ep word problem nent (OHI) related ring and repeating process teacher d th curriculum	olving particular polying particular particu	0 using co problems u racteristics lly present instruction	ounters, ta using skip s of ADH ted inforn n needed	o counting, a D and challe action and effect or solve mul	r pla and r enge ffici ltipli	memori es with iently re ication	zing the sustainin trieving problems	with teamultipling attention phonology which	cher prome cation cha ion and ig ogical info adversely	art. She conoring primation simpacts	ontinues stored in her
Performance	Area:	E	English Language	Develo	pment									
Category:			English Language	Devel	opment	v)								
Assessment/N	Monitoring Process U	Jsed: P	rogress report, W	ork Sar	nples, Tea	cher Que	stionnaire, C	Obse	ervation	, Inform	ıl			
State/District	Assessment Results:	E	ELPAC										\equiv	

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

Last First MI Section E: Present Level of Performance erformance Area: Behavior Support lategory: Behavior Intervention Behavior Intervention Review of Cumm Records, Teacher and Parent Questionnaire, Observations tate/District Assessment Results: FBA Fourent 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 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 in 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 cligibility 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 retri	Last First MI Section E: Present Level of Performance erformance Area: Behavior Support lategory: Behavior Intervention Behavior Intervention Review of Cumm Records, Teacher and Parent Questionnaire, Observations tate/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. 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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:	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:	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:	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:	and expressive with her language. She on the task with that adult. She is creative and enjoys working or won't do it' or 'not now' or any other st Shylee can use self regulation strategic Needs: Shylee struggles with focusing and peers alike. She requires to be the if it is positive or negative behaviors s situations. Shylee continues to seek ad	a non academic activities with an a atements that convey refusal to an es in 4 out 5 opportunities in a sma g on and completing tasks indepen- center of attention regardless if it is uch as engaging in peer conflict or	dult. She has improved in the y academic or non-academic or lon-academic of group environment. dently, self regulation and und in a 1-1, small and/or large verbal protest on tasks. She results in the self-academic of the self-academic of the self-academic or s	number of verbal prote request. When provided derstanding and respecti group setting. She seek nakes bad choices and l	d prior to and while verses 'no', 'I don't want to with a verbal reminding authority figures, sout adult attention rikes to be in control of	working to', 'I der, adults egardless of most
Category: Assessment/Monitoring Process Used: State/District Assessment Results:			eristics of ADHD and challen						
Assessment/Monitoring Process Used: State/District Assessment Results:						stored in			
State/District Assessment Results:	State/District Assessment Results:	State/District Assessment Results:	State/District Assessment Results:	long-term memory her ability to self re					stored in
				long-term memory her ability to self re-		nent and progress in the gener			stored in
Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):	Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):	Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):	Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):	long-term memory her ability to self re Performance Area: Category:		nent and progress in the gener			stored in
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				Performance Area: Category: Assessment/Monitoring Process Used: State/District Assessment Results:	egulate, which affects her involven	enent and progress in the gener	ral education curriculun		stored in
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Los Angele	s Unified School	l District	INI	DIVIDUALIZE	D EDUCATION PROG	RAM (IEP)		Page
Student		SHYLE	Œ Œ		Date of Birt	h 17-OCT-2014	Meet	ing Date 21-FEB-2024
	Last	Fir	st	MI				
annlicable	, areas discussed re	elated to dis	ability or suspect		ction F: Eligibility			
	,		y <u>F</u>	,-				
or Initial IE	EP, interventions at	tempted pric	or to determining	eligibility:				
•	student with the di	isability of:						
Code:	OHI		Other Health In	_				
	Not Applicabl		OBlind or		Partially Sighted			
	ow Incidence Eligi	ibility (only	for VI, DBL, DE	EA, HOH, or sev	ere OI):			
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	ONot Applicabl	le,	OBlind or	Or	Partially Sighted			
No Longe	er Eligible for Spec er Eligible (Effecti		on Services (Rev	iew IEP).				
No Longo Date):	er Eligible (Effecti	ve			rvices until the Effective	Date below.		
No Longo Date):	er Eligible (Effecti Final IEP, the stude	ve			rvices until the Effective Final IEP Eff			
No Longo Date): This is a Final IEP Reserved.	er Eligible (Effecti Final IEP, the studenason: am has considered	ent remains	eligible for Speci	ial Education Se	Final IEP Eff	fective Date: arily due to:		
No Longo Date): This is a Final IEP Re Socia	er Eligible (Effecti Final IEP, the studenason:	ent remains	eligible for Speci	ial Education Se tional needs of t	Final IEP Eff	fective Date: arily due to:	✓ Lack of instruct	tion in reading Cultural or Economic Fac

Los Angeles Unified Sch	ool District	INDIVIDUALIZED EDUC	CATION PROGRAM (IEP)	
Student ROSS	SHYLEE		Date of Birth 17-OCT-2014	Meeting Date 21-FEB-2024
Last	First	MI Section Co. Assessed	Sanda and Obligation	
formance Area:	Reading #2		Goals and Objectives ading Annual G	roal #: 4
			main ideas of an informational text read alou-	
	-	at of 5 trials with 80% accuracy	Progress and Achievement from Current IE	P" form(s) which will be
provided at either Progress I		ods.	Evaluation	
State Assessments	☐ Norm	m Referenced	Criterion Referenced	Curriculum Based
✓ Observation	Portf	folio	✓ Work Samples	✓ Informal
Other			J	•
Incremental objective #1 r With teacher model and sup main idea of an information observations and student w	pport, Shylee will determin nal text read aloud in class	as measured teacher's	Incremental objective #2 related to the With teacher model and (2-3) mild sup writing one main idea of an information teacher's observations and student work accuracy.	port, Shylee will determine orally or in nal text read aloud in class as measured
)	
Date to be achieved:	TED DE DE	MO/YR	Date to be achieved:	↓ MO/YR
Date to be achieved:		ORT OF PROGRESS AND	Date to be achieved: ACHIEVEMENT FROM CURRENT IE ION OF MARKS	•
Oate to be achieved: 4 GOAL MET OR EXCEEDED	IEP REPO	ORT OF PROGRESS AND	ACHIEVEMENT FROM CURRENT IE	P
4 GOAL MET OR	IEP REPO	ORT OF PROGRESS AND A	ACHIEVEMENT FROM CURRENT IE ION OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary	P
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os Angeles Unified Sc		INDIVIDUALIZED EDUC	ATION PROGRAM (IEP)			
Student ROSS	SHYLEE		Date of Birth 17-OCT-	2014	Meeting Date 21-FEB-2024	1
Last	First	MI Section Ct Annual C	look and Objectives			
ormance Area:	Writing #1	Section G: Annual G Category: Wri	iting	Annual Goal	#: 5	
	nild prompt, following a teacher	- · · · · · · · · · · · · · · · · · · ·				
* *	one or more reasons, facts, and in 1 out of 3 trials with 80% ac		s, phrases, or clauses indepen	dently as measur	ed teacher's observations	
	be reported to parents by con Report or Report Card period			om Current IEP"	form(s) which will be	
State Assessments	Norm	Referenced	Criterion References	1	Curriculum Based	
Observation	Portfo		Work Samples	1	Informal	
Other			ork bamples			
organizer, Shylee will wri text and support it with or phrases, or clauses indepe	related to the goal: mild prompt, following a teac te or type 1 paragraph stating he reason, facts, and/or details, endently as measured teacher's 3 trials with 60% accuracy.	an opinion about a topic or , using linking words,	organizer, Shylee will wr text and support it with o	mild prompt, fol- ite or type 1 parag ne reason, facts, a as measured teac	lowing a teacher-provided graphi graph stating an opinion about a t and/or details, using linking word her's observations and student wo	opic o
		NO. NO.				
Date to be achieved:	July 2024 IEP REPO	RT OF PROGRESS AND A		(11111111111111111111111111111111111111	▼ 2024 ▼ MC	D/YR
Oate to be achieved: 4 GOAL MET OR	IEP REPO	RT OF PROGRESS AND A EXPLANATI		URRENT IEP	2021	
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Los Angeles Unified Sc		INDIVIDUALIZED EDUC	CATION PROGRAM (IEP)	Page 16
Student ROSS	SHYLEE		Date of Birth 17-OCT-2014	Meeting Date 21-FEB-2024
Last	First	MI Santian California	Seeds and Objections	
	ELD	Section G: Annual C	-	1#.
ormance Area:			glish Language Devel Annual G ase writing skills in the area of writing convo	
teacher observation and st	udent work samples in 3 out 5 t	trials with 80% accuracy.	and spelling to include in her writing independent of the spelling to include in her writing independent of the spelling in th	
	Report or Report Card period		•	· · ·
State Assessments	Norm	Referenced	Criterion Referenced	Curriculum Based
Observation	Portfo		✓ Work Samples	✓ Informal
Other				
ncremental objective #1	related to the goal:		Incremental objective #2 related to tl	ne goal:
conventions by demonstra such as capitalization, pur	will increase writing skills in t ating correct use of the conver- nctuation, and spelling to inclu- ed by teacher observation and	ntions of standard English ade in her writing		
out 5 thats with 00% acc	iracy.		,	
	July 2 024		Date to be achieved: November	
Date to be achieved:	July 2 024	RT OF PROGRESS AND A		2024
	July 2 024	RT OF PROGRESS AND A	Date to be achieved: November ACHIEVEMENT FROM CURRENT IE	P
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Los Angeles Unified Sch	ool District	INI	DIVIDUA	ALIZED EDUC	CATION PROGR	AM (IEP)				
Student ROSS	SHYLEE				Date of Birth	17-OCT-2	014	Mee	eting Date 21-FEB-2	2024
Last	First		MI Section	n C: Annual C	Goals and Objec	tivos				
formance Area:	Written -Spelling	Cate	gory:		iting	wes 🗸	Annual Go	nal #:	7	
With visual and (1-2) minin						consonant d	igraphs and w	ill decod	e regularly spelled	1
onesyllable words when						-				
provided at either Progress			J	Methods of	-			`	,	
State Assessments		Norm Refe	erenced		Criterion	Referenced			Curriculum Based	
Observation		Portfolio			✓ Work San	nples		✓	Informal	
∪ Other										
Obj 1: With visual, (3-4) m		er guidanc	e, Shylee	will identify	Obj 2: With vi				ner guidance, Shylee w	rill identify
the spelling sound correspo	ondences for 3-5 conso	onant digra	phs and v	will decode					at digraphs and will de	
regularly spelled onesyl		-				•		-	in isolation as measur in 3 out of 5 trials with	-
measured by teacher's observith 60% accuracy.	rvations and student w	work sampi	les in 3 of	it of 5 trials	accuracy.	vations and	student work	samples	in 3 out of 3 trials with	1 /0%
Willi 6078 decardey.										
Date to be achieved:	July	2024	•	MO/YR	Date to be achi	eved:	Novembe	r 🗸	2024	MO/YR
	IEP I	REPORT	OF PRO	GRESS AND A	CHIEVEMENT	FROM CU	RRENT IEF	•		
				EXPLANATI	ON OF MARKS					
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL met)	. PROGRE	SS (50-99	9% of goal	2 PARTIAL P	PROGRESS	(1-49% of goa	al met)	1 NO PRO	OGRESS
1st Reporting Period	2nd Reporting Per			rting Period	4th Reporting	Period (Se	condary	Goal	Achievement	
Date:	Date:		Date:		Only) Date:					
								Oh	active 1 Met	
Progress Mark:	Progress Mark:	P	Progress N	Mark:	Progress Mark:				jective 1 Met:	
Progress Mark:	Progress Mark:	P	Progress N	Mark:	Progress Mark:				yes O No	
Is progress sufficient to	Is progress sufficier	nt to Is	s progres	s sufficient to	Progress Mark: Is progress suff		et annual	0		
Is progress sufficient to meet annual goal?	Is progress sufficier meet annual goal?	nt to Is	s progress	s sufficient to al goal?	Is progress suff goal?	icient to me	et annual	Obj	Yes O No	
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Los Angeles Unified Sch	ool District	I	NDIVIDU.	ALIZED EDUC	CATION PROGRAM (II	EP)			
Student ROSS	SHYLEE				Date of Birth 17-O	CT-2014	Meeting I	Date 21-FEB-20)24
Last	First		MI Section	n C. Annual C	Goals and Objectives				
formance Area:	Behavior Support #2		ategory:		havior Intervention	Annual Go	al #: 10)
With teacher support and (•••)		as measured)
teacher's observations in 3 Progress on annual goals to						from Current IEP	" form(s) whic	ch will he	
provided at either Progress				Methods of		· 11 0111 0 111 111 111 111 111 111 111	Term(e) wind		
State Assessments		Norm R	eferenced		Criterion Referen	ced	Curr	iculum Based	
Observation		Portfoli	o		Work Samples		Information	mal	
Other					_				
Incremental objective #1 n With teacher support and (and unexpected behavior to teacher's observations 3 ou week.	3-4) mild prompt, Sho an adult when given	n 1-2 situa	ations as m	easured	With teacher support a and unexpected behav observations and stude to 1 consecutive week	and (2-3) mild pron ior to an adult whe ent work samples in	npt, Shylee wil n given 2-3 sit	uations as measur	ed teache
Date to be achieved:	July V	2024 PREPOR	T OF PRO	MO/YR OGRESS AND A	Date to be achieved:	November I CURRENT IEP		24 🔻 1	MO/YR
				EXPLANATI	ON OF MARKS				
4 GOAL MET OR EXCEEDED	3 SUBSTANTIA met)	L PROGI	RESS (50-9		2 PARTIAL PROGRA	ESS (1-49% of goa	l met)	1 NO PROG	GRESS
1st Reporting Period	2nd Reporting Po	eriod	3rd Repo	rting Period	4th Reporting Period	(Secondary	Goal Achie	vement	
Date:	Date:		Date:		Only) Date:				
						J			
Progress Mark:	Progress Mark:		Progress	Mark:	Progress Mark:		Objective	1 Met:	
Progress Mark:	Progress Mark:		Progress	Mark:	Progress Mark:		Objective O Yes		
Is progress sufficient to	Is progress sufficient		Is progres	ss sufficient to	Is progress sufficient to	o meet annual	O Yes Objective	No 2 Met:	
Is progress sufficient to meet annual goal?	Is progress sufficient meet annual goal?		Is progress meet annu	es sufficient to	Is progress sufficient to goal?	o meet annual	O Yes Objective Yes	O No 2 Met: O No	
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INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District SHYLEE Student ROSS Date of Birth 17-OCT-2014 Meeting Date 21-FEB-2024 First MI 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 Assessments						
Hov	w will the student participate in District Assess	sments?					
~	Full Participation						
	Partial Exemption from specific assessment(s). Indicate the exempt assessment <u>and</u> an appropriate replacement assessment below:						
	Exempt Assessment	Replacement Assessment					
	•						
~	Accommodations:						
	Extended time, simplified or paraphrased test directions when needed						

Student will participate in Regular State and District Assessments.

(Designated Supports and/or Accommodations identified below are applicable)

CAASPP Subject

ELA and Math

Designated Supports:

- Noise Buffers
- Simplified or paraphrased test directions (non-embedded designated support)
- Test in a separate/smaller setting

Accommodations:

- Speech-to-Text voice recognition software enabled for ELA performance writing tasks only (non-embedded accommodation)...Can be used for notetaking-preparation for the assessment task and/or for the writing assessment task.
- Multiplication table for single digits 1-9 (paper-based; not allowed for Grade 3; non-embedded accommodation)

Student will participate in Regular State and District Assessments.

(Designated Supports and/or Accommodations identified below are applicable)

ELPAC Subject

Reading

Designated Supports:

- Noise buffers
- Simplified or paraphrased test directions (non-embedded designated support)

Student will participate in Regular State and District Assessments.

(Designated Supports and/or Accommodations identified below are applicable)

ELPAC Subject

Listening

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)

Student will participate in Regular State and District Assessments.

(Designated Supports and/or Accommodations identified below are applicable)

ELPAC Subject

Writing

Designated Supports:

- Noise buffers
- Simplified or paraphrased test directions (non-embedded designated support)

Student will participate in Regular State and District Assessments.

(Designated Supports and/or Accommodations identified below are applicable)

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 EDUC	CATION PROGRAM (I	EP)	Page 23 of 32
Los Angeles Unified School District Student ROSS SHYLEE		Date of Birth 17-0	CT-2014 Mee	eting Date 21-FEB-2024
Last First	MI	17-0	C1-2014	21-1 LD-2024
	Section Q: Parent Part	ticipation and Conse	nt	
Parent Participation			Parent Notificati	on
		Method	Whom	When
Parent/Student (18-21) has participated in the IEP meed Parent/Student (18-21) indicated before the meeting the to attend. Parent/Student (18-21) was notified 3 times of the meeting was held without the Parent/Student (18-21) did not respond to any of the meeting was held without the Parent/Student (18-21) preserved Parent/Student (18-21) did not attend and gave permise.	nat they would not be able eting time and place. ng notifications and the ent	Email	Julie Ljubicic	02-FEB-2024 rescheduled to this date at my
them if they did not attend.		request. (P meeting be rescheduled.)	arent initials here ONLY if	the PARENT requested that the IEP
Parent/Stude	nt (18-21) Agreement t	to Components of the	e Proposed IEP	
A Parent/Student (18-21) may agree to all or some of implement those portions of the IEP to which the pare				vices.
Parent/Student (18-21) AGREES to all components o				
Parent/Student (18-21) AGREES to all components of	of the proposed IEP WITH	THE SPECIFIC EXCE	PTION(S) stated below:	
Assessment Specify				
Eligibility Specify				
Instructional Setting Specify				
Services Specify				
The Parent/Student (18-21) DOES NOT AGREE wit A Parent/Student (18-21) is not required to initiate an a parent/student (18-21) does wish to initiate a form of dispute resolution processes in the District's publication	y form of dispute resolution of dispute resolution as to	on as to components of the components of the p	proposed IEP, the parent	can find information on
	Parent Concerns	s and Comments		
Signature(s)			Date	
Parent Guardian Student a	age 18-21 years age 18-21	O Surrogate Parent	C Emancipated Mi	nor O Foster Parent
Did the school district facilitate parent involvement as a m I certify that I have received a copy of the Parent can be done at anytime after the IEP meeting Signature(s)				of the form is voluntary and



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.*



INI os Angeles Unified School District	DIVIDUALIZED EDUCATION PROGRAM (IEP)	Page :
······································		Reconvened Meeting Date
Student ROSS SHYLEE	Date of Birth 17-OCT-20	
Last First	MI	
S	section R: Names and Signatures (Signatures on File)	
Team Member	Print Name	Signature
Parent/Guardian	Shiran Ross (via Zoom)	
Parent/Guardian		
Student Age 18 - 21 years		
Student Under Age 18 years		
Surrogate Parent		
Foster Parent		
Family Foster Home Provider		
Administrator	Julie Ljubicie	Julie Ljubicic
Administrative Designee		
Special Education Teacher	Kelle Husk	
General Education Teacher	Barbara Spencer	Balbartanan
School Psychologist	Rachel Boyd	Rachel Boyd
School Nurse		
Related Service Staff		
Related Service Staff		
Related Service Staff		
Interpreter		
Sign Language Interpreter		
Agency Representative		
Agency Representative		

Luciana Chemelniker (via Zoom)

Agency Representative

Other

Other

Other

Other

advocate

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Reconvened Meeting Date

14-MAR-2024

	_
Student	ROSS

SHYLEE First Date of Birth 17-OCT-2014

Meeting Date 21-FEB-2024

Last First MI		
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	4 2-
General Education Teacher	Barbara Spencer	Rung
School Psychologist	Rachel Boyd	lahel
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		

General Eco Special Da Home/Hos	OSS Last ducation C ay Program	SHY	TLEE First MI LEAST RESTRIC To Be Completed 1 Stude	Date of Birth 17-OCT-2014 FIVE ENVIRONMENT ANALYSIS By the IEP Team at the IEP Team Meeting ont's Current Placement Type:	Meeting Date	21-FEB-2024
Special Da Home/Hos	ay Progran	Class/Gener	To Be Completed l	By the IEP Team at the IEP Team Meeting		
Special Da Home/Hos	ay Progran	Class/Gener	al Education Sita			
Home/Hos			ai Education Site	O Special Day Program/General E	Education Site	
	mital or D	n/Special E	ducation Center	O Nonpublic School		
RECTIONS	spitai oi K	esidential C	Care Facility			
commodatio nnot be prov eds.	ons and movided. In s	odifications electing the	is not the sole justification for LRE, consideration is given t	ctorily. The lack of current availability of a student placement in a more restrictive setting, unless the oany potential harmful effect on the child or on th	ere is a compellin he quality of servi	g reason why they ices that he or she
	classroon				_	
(O Yes	O No	the question below.	general education classroom/setting is the approp	_	
(O Yes	○ No	in a general education classr	n the required supports, services, accommodation oom/setting? If YES, all required supports, service asonable timeline. If the answer is NO, please art	es, accommodation	ons and/or modificati
		upports, sea		r modifications in the student's IEP be made avail	able on a general	education site in a

O Yes	○ No	If the answer is YES, then a special day program on a general education site is the appropriate placement. If the answer is NO, go to the question below.
O Yes	○ No	If not currently available, can the required supports, services, accommodations and/or modifications be made available in a special day program on a general education site? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step C.

INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Student ROSS SHYLEE Date of Birth 17-OCT-2014 21-FEB-2024 Meeting First ΜI Date Last ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued) To Be Completed By the IEP Team at the IEP Team Meeting Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a special school setting? Step C. If the answer is YES, then a special school setting is the appropriate placement. If the answer is NO, go to the question O Yes O No If not currently available, can the required supports, services, accommodations and/or modifications be made available O Yes O No 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. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting? Step D. If the answer is YES, then a home/hospital setting is the appropriate placement. O Yes O No If the answer is NO, go to the question below. If not currently available, can the required supports, services, accommodations and/or modifications be made available O Yes O No 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. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a residential care facility? Step E. If not currently available, articulate in the IEP what supports, accommodations and/or modifications are required for the O No student in this setting.

tudent	ROSS	SHYLEE		Date of Birth 17-OCT-2014	Meeting	21-FEB-2024
	Last	First	MI		Date	
	Al	NNUAL LEAS	ST RESTRICTIV	E ENVIRONMENT ANALYSIS	(Continued)	
			To Be Completed By	the IEP Team at the IEP Team Meeting		
Step F.			in the contents of this luding (check all that a	IEP, and the placement being considered by pply):	the IEP team, outw	eigh any potential
		Missed general Rate at which s Lack of opport Lack of opport Amount of soci	tudent may earn credit unity for social interact unities for age-appropr alization opportunities to peers in student's ho	aught by highly qualified staff s for graduation ion iate peer role models with typical peers		

Student ROSS	SHYLEE	Date of Birth 17-OC	T-2014 Meeting Date 21-FEB-2024
Last	First	MI	
		Effective With this IEP	Evitive Changes Delated to this IED
	As of Date:	Effective with this IEP	Future Changes Related to this IEP
Fliaibilia.	As of Date:		
Eligibility: (from Page 4)		Eligible (OHI)	
	Final IEP Reason Final IEP Effective Date:		
Curriculum		General Education	
Placement	Type of School	Affiliated Charter	
	Name of School	WOODLAKE ECC	
Instructional Setting	Setting	General Education	
g	Program	GE	
	o o	OL	
	Special Day Minutes/Wk		
	Addresses Goals	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)	
Additional Factors	Low Incident Support	None	
	Assistive Technology Support	No	
	Transportation	None	
	Extended School Year/Intersession	Yes No	
	Parent Counseling and Training (PCT)	Yes No	
	ESY Transportation		
Accommodation, Modifications, Supports	Instructional Accommodations	Small group support, Behavior Implementation Plan, use of a note card, pair visual with instructions, movement breaks, extended time on classwork, reports and tests as needed, reduce homework load, extra time on homework, positive reinforcement, verbal praise, chuck assignments in parts, extended time to amount of time of half, shortened homework, reduce the number of test questions, untimed and small group setting on assessments, prompts to stay on task, prompt student to check work for accuracy before submitting, provide multiple choice instead of short answers assessments, repeat/rephrase/clarify directions/instructions, offer story starters to promote writing, allow student to dictate sentences for essay, provide a sample of what the finished paper/project should look like, breaks as needed, graphic organizer, flexible seating, use of non-distracting fidgets as needed. Allow use of a line marker or finger to help keep place. Less print presented on a page to avoid visual confusion. Increase space for writing (e.g. if expected to write single-spaced, change to triple-spaced).	
	Instructional Modifications		
	Other Supports, including Non-Academic and Extra-curricular Activities		

		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	Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary?	Yes No	
conduct or not conduct a three-year comprehensive reassessment.)		health, psych, academic	
	,	Comments, as appropriate	
Low Incidence Equipment			
Assistive Technology Equipment			
Participation in General Education	Shylee will participate i	n general education the entire school day.	

INDIVIDUALIZED EDUCATION PROGRAM (IEP) IEP FAPE Part 2 - Sumn

Los Ango	eies Unified Scho	of District		IEP FAPE Pa	irt 2 - Summary	of Services	
Student	ROSS	SHYLEE		Date of Birth	17-OCT-2014	Meeting Date	21-FEB-2024
	Last	First	MI				

		Effective With This IEP	Future Changes Related To This IEP
Service 1	Start Date:	Effective on Signature Date	
04	End Date:		
Counseling and Guidance	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals:	Interval:	Monthly	
1(Social Emotional)	Minutes/Interval:	60	
	Minutes/Interval (Pullout from Gen Ed):	60	
	Service Delivery Model:	Direct Service (By a Single Provider)*	
	Responsible Personnel:	Licensed/Credentialed Provider	
	*		
Service 2	Start Date:	Effective on Signature Date	01-AUG-2024
47	End Date:	11-JUN-2024	01-OCT-2024
Behavior Intervention Consultation (BIC)	Service applies to:	Regular	Regular
	Frequency:	1-10	1-10
This service addresses the following goals:	Interval:	Yearly	Yearly

2(Behavior Support #1)	Minutes/Interval:	600	300
10(Behavior Support #2)	Minutes/Interval (Pullout from Gen Ed):	0	0
	Service Delivery Model:	Collaborative Behavioral Services*	Collaborative Behavioral Services
	Responsible Personnel:	District Assigned Qualified Provider	District Assigned Qualified Provider
	*		
Service 3	Start Date:	Effective on Signature Date	
RSP	End Date:		
RSP	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals:	Interval:	Weekly	
9(Math #2)	Minutes/Interval:	90	
2(Behavior Support #1)	Minutes/Interval (Pullout from Gen Ed):	90	
10(Behavior Support #2)	Service Delivery Model:	RSP: Collaborative Teaching and	
8(Math #1)		Planning*	
	RSP Area:	Ma	ath
	Responsible Personnel:	Resource Specialist Teacher	
		General Education Teacher	
		Other Provider(s)	
Service 4	Start Date:	Effective on Signature Date	
RSP	End Date:		
RSP	Service applies to:	Regular	
	Frequency:	1-5	

This service addresses the following goals:	Interval:	Weekly	
3(Reading #1)	Minutes/Interval:	120	
5(Writing #1)	Minutes/Interval (Pullout from Gen Ed):	120	
7(Written -Spelling) 4(Reading #2)	Service Delivery Model:	RSP: Collaborative Teaching and Planning*	
6(ELD)	RSP Area:	Literacy/l	ELA/ELD
	Responsible Personnel:	Resource Specialist Teacher	
		General Education Teacher	
		Other Provider(s)	

Notes:

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

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

Part 4 - Compensatory Education/Recoupment Services Discussion

Part 4 - Additional Discussion (This section is optional)

2/21/24 This is an annual IEP for Shylee. Present levels of performance were discussed. Advocate requested that Shylee be given a CAPD assessment. The meeting recessed

3/14/24 Meeting reconvened. CAPD assessment is recommended. The team discussed Shylee's need for Behavior Intervention Consultation services. The team agreed to offer ten (10) hours of BIC until the end of the 2023-2024 school year and five (5) hours of BIC from the start of the 2024-2025 school year until October 1.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student ROSS SHYLEE

Last First MI

SHYLEE Date of Birth 17-OCT-2014 Meeting Date 21-FEB-2024

	Last	rnst	1711							
				FAP	E Sum	mary Gr	id			
Program	ı:	GE				Setting:		General I	Education	
Eligibilit	y:	Eligible (OHI)				Curricu	lum:	General I	Education	
Transpo	rtation:	None				Low Inc	eident Support:	None		
	trict Received ignature:									
Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequ	iency	Area	Total Minutes	Addresses Goal(s)	No Consent
47	Behavior Intervention Consultation (BIC)	Effective on Signature Date	Regular	Yearly	1-	10	~	600	Behavior Support #1, Behavior Support #2	
47	Behavior Intervention Consultation (BIC)	Future Changes 01-Aug- 2024	Regular	Yearly	1-	10	~	300	Behavior Support #1, Behavior Support #2	
04	Counseling and Guidance	Effective on Signature	Regular	Monthly	1-	-5	~	60	Social Emotional	

Alternative Remote/Distance Learning Services During Emergency Conditions

1-5

1-5

RSP-

Literacy/ELA/ELD

RSP-Math

120

90

Reading #1, Writing

#1, Written -

Spelling, Reading #2, ELD

Math #2, Behavior

Support #1,

Behavior Support #2, Math #1

Date

Effective on

Signature

Date

Effective on

Signature

Date

Regular

Regular

Weekly

Weekly

RSP

RSP

RSP

RSP

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

Means of Delivery, to grea	test extent possible ("	x" all that could ap	oply for student, deper	nding on emergency circu	ımstances):	
	Teacher-posted lessons, asynchronous (online or other media)	Virtual class meetings, synchronous	Personalized learning tools (virtual or paper packets, as available)	Scheduled teacher appointments (virtual or in-person, as available)	Scheduled email check- ins (parent or student)	Virtual office hours (drop- in; parent or student)
Specialized Academic Instruction and Related Services	~		✓	✓		✓

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

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

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

For IEP Team Information

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

INDIVIDUALIZED EDUCATION PROGRAM

	Los A	ngeles Unified Schoo	avior Interfering with Stud I District	-		(Behavior Intervention Plan, pg. 1 o
Student	ROSS	SHYLEE		Date of Birth	17-OCT-2014	Meeting Date 21-FEB-2024
	Last	First	MI			
	The behavior in	peding learning is:		Describe what it looks l	like:	
1 (other		•	✓ Argues with peers &	adults, lies, walks out of	f assign area
_ `	It impedes lear	ning because: lack	of work production 🗸	disrupts other students	requires instruct	ion to stop 🗸
2	instructional ti	me is lost negati	ve interaction with peers			
			1			
	other					
	The need for a	Behavior Intervention Pl	an: o early stage interv	rention omoderate	serious extreme	
3						
	Frequency or i	ntensity or duration of be	havior: Frequency (x)	Period Intensity	Duration (min)	
4	1-2			hourly • low	∨ 3-5	
	Reported b	y Teacher, RSP		and/or observe		
	•	reacher, KSP			reacher, KSP	
PREVENT	ION		PART 1	I	ENVIRONMENTAL FA	CTORS AND NECESSARY CHANGES
		What are the predictor	rs for the behavior? (Situat			le, time, place, subject, etc).
	5	- That are the predictor	_			e, time, place, subject, etc).
		Disruption in routi	ines Work	evel higher than	Verbal directives	Lack of predictability
		Time of day	student's a		Peer conflict	Over stimulation
		Unstructured time		al physical/emotional	Room conditions	Specific room arrangeme
		Events from previ	ous state	of freedom, choice,		_
		environments	desirable	of freedom, choice, activities, friends		
				stimulation		
		Other Describe:		Still the still		
		What supports the str	ident using the problem be	havior? (What is missing	in the environment/curric	culum or what is in the environment/curricu
oservatio	n 6	that needs changing?		in terr (trine is imponing		
nalysis						_
ilialy 515	Present in th	e environment:	Classroom seating	g arrangement	oise levels	Interactions (adult and/or pee
	Missing in t	he environment:	✓ Peer status gained	for In	appropriate materials (ag	e-appropri 🗹 🖸 🗷 🏚 flitt.) esolution skills
			misbehavior	✓ Sc	hedule	Effective communication with
			Transition skills	☐ Ta	sk structuring	parent
			✓ Re-teaching	✓ Co	onsequences not clear to	student Communications system
			Social skills instru	iction		
	Othor (Missing/Present):	Choices			
	U Other (Wissing/Fiesent).				
		REMO	OVE STUDENT'S	NEED TO USE	THE PROBLEM	M BEHAVIOR
		What environmental c	hanges, structure and sum	orts are needed to remove	the student's need to use	e this behavior? (Changes in
	n 7	Time/Space/Materials	/Interactions to remove the	e likelihood of behavior)		· · · · · · · · · · · · · · · · · · ·
terventio					_	
terventio		Time Changes:	Give		✓ Allow completion	in parts Teach a closure system
terventio			_ 0110	more time on tasks		
terventio		· ·		more time on tasks al transition	✓ Provide a break	Give less time on tasks
terventio		Space Changes:	✓ Sign:	al transition		
terventio		· ·	Sign:	al transition erred seating	✓ Different work are	as Study carrels
terventio		Space Changes: Material Changes:	✓ Sign: ☐ Prefe ✓ Perso	al transition erred seating onal space	Different work are Hands-on learning	sas Study carrels Tasks organized
terventio		Space Changes:	✓ Sign: ☐ Prefe ✓ Perso ✓ Acco	al transition rred seating onal space mmodated work	✓ Different work are ✓ Hands-on learning ✓ Notebook organize	sas Study carrels Tasks organized Enlarged print size book
terventio		Space Changes: Material Changes:	✓ Sign: ☐ Prefe ✓ Perse ✓ Acco ✓ High	al transition rred seating onal space mmodated work interest materials	✓ Different work are ✓ Hands-on learning ✓ Notebook organize Cue the student	sas Study carrels Tasks organized Enlarged print size book Model
terventio		Space Changes: Material Changes:	✓ Sign: ☐ Prefe ✓ Perse ✓ Acco ✓ High	al transition rred seating onal space mmodated work	✓ Different work are ✓ Hands-on learning ✓ Notebook organize Cue the student ✓ Praise successes	sas Study carrels Tasks organized Enlarged print size books Model Peer Models
terventio		Space Changes: Material Changes:	✓ Signa ☐ Prefe ✓ Persa ✓ Acco ✓ High ☐ Use s words	al transition rred seating onal space mmodated work interest materials specific supportive	✓ Different work are ✓ Hands-on learning ✓ Notebook organize Cue the student	sas Study carrels Tasks organized Enlarged print size book Model Peer Models
terventio		Space Changes: Material Changes:	✓ Signa ☐ Prefe ✓ Perso ✓ Acco ✓ High ☐ Use: words ☐ Verb	al transition med seating onal space mmodated work interest materials specific supportive ally praise student	✓ Different work are ✓ Hands-on learning ✓ Notebook organize ☐ Cue the student ✓ Praise successes ☐ Use calm, de-escal	sas Study carrels Tasks organized Enlarged print size book Model Peer Models
terventio		Space Changes: Material Changes:	✓ Signa ☐ Prefe ✓ Perso ✓ Acco ✓ High ☐ Use: words ☐ Verb	al transition pred seating polar space mmodated work interest materials specific supportive ally praise student specific support	✓ Different work are ✓ Hands-on learning ✓ Notebook organize ☐ Cue the student ✓ Praise successes ☐ Use calm, de-escal	sas Study carrels Tasks organized Enlarged print size books Model Peer Models
terventio		Space Changes: Material Changes:	✓ Sign. □ Prefe ✓ Perss ✓ Acce ✓ High □ Use: words □ Verb □ Use:	al transition pred seating polar space mmodated work interest materials specific supportive ally praise student specific support	✓ Different work are ✓ Hands-on learning ✓ Notebook organize ☐ Cue the student ✓ Praise successes ☐ Use calm, de-escal	sas Study carrels Tasks organized Enlarged print size book Model Peer Models
terventio	Who will es	Space Changes: Material Changes: Interaction:	✓ Sign. Prefe ✓ Perss ✓ Acco ✓ High Use: words Verb Use: commun	al transition pred seating polar space mmodated work interest materials specific supportive ally praise student specific support	Different work are Hands-on learning Notebook organize Cue the student Praise successes Use calm, de-escal	Study carrels Tasks organized Er Enlarged print size books Model Peer Models
terventio	Who will es	Space Changes: Material Changes: Interaction: Other tablish?	✓ Sign: Prefe ✓ Perse ✓ Acce ✓ High Use: words Verb Use: commun	al transition rred seating onal space mmodated work interest materials specific supportive ally praise student specific support ications	Different work are Hands-on learning Notebook organize Cue the student Praise successes Use calm, de-escal	sas Study carrels Tasks organized Er Enlarged print size books Model Peer Models lating

INDIVIDUALIZED EDUCATION PROGRAM

	_		terfering with Student's Learning or the Lear		
a (Angeles Unified School Distr			havior Intervention Plan, pg. 2 of
Student	ROSS Last	SHYLEE First	Date of Birth	17-OCT-2014	Meeting Date 21-FEB-2024
ALTERNA		PART II		ND NEW BEHAVIORS TO T	FACH AND SUPPORT
ALIERIA	IIVL		curs because: (Function of behavior in terms		
	8	To Get:			
		10 Get.	Sensory input	Attention (peer)	✓ Attention (staff)
		To Avoid:	Tangible (desired item) Sensory input	☐ Tangible (desired activity ✓ Attention (peer)	Attention (staff)
			Task (too difficult)	Task (too easy)	Task (too long)
		Describe:			(
	0		nt should do INSTEAD of the problem beha	avior? (How should the student	escape/protest/avoid or get his/her need
Observatio	n 9	met in an acceptable way?)			
Analysis	To avoid	conflict with peers, Shylee will le	earn how to make a deal, walk away.		
	To avoid	verbal outburst. Shylee will use s	self-regulation strategies (e.g., deep breath	ing technique, counting, sque	ezing stress ball).
		, ,	8 8 1	8 1 7 87 1	,
		What teaching Strategies/Nec	essary Curriculum/Materials are needed?		
	10				
		Better communication sl	kills Anger management	Communication system	Self-management systems
		Following schedules &	Learning new social skills	Learning how to negotia	
		routines	Learning notebook	Learning to use conflict	
		Learning new scripts Other	organization	resolution	- 3 1
				_	
		Who will establish? Teacher, RSP,BIC	Who will monitor?	Frequency:	
			lures to use for establishing, maintaining, an		t behavior(s)?
	11	_			t ochavior(s):
nterventio	n	Physical:	High-fives	✓ Smiles	Handshake
			☐ Pat on the back ☐ Use specific praises		Peer recognition
		Verbal:	Use specific praises Time on the computer	Recognition of student's str.	Listen to music
		Contingent Access:	✓ Preferred activity	Free time	
			Positive phone calls or notes	Describe:	Other
		Tangibles	to home	Certificate sent home	Seating Location
		Tokens and Points:	Tokens Exempt assignment	Points	
		Privileges:	C Exempt assignment	Extra test points	
		Other ideas:			
		Selection of reinforcer based or	n: Student Choice		
		reinforcer for using replac		increase in positive behaviors	
		By whom?	Frequency		
		Teacher, RSP,BIC	Daily		
EFFECTIV	T DE ACTIO	A.Y	A DT III	DEACTIVE CT	D ATTECLES
EFFECTIV	E REACTIO		PART III n behavior occurs again. (1. Prompt student	REACTIVE ST	
12			3. Positive discussion with student after beh		
			that she can receive attention from engagi		
			ith Shylee on a regular basis (e.g., every n	norning). The reviews can gra	adually fade out as Shylee becomes
		with using conflict resolution stra	tegies.		
	Personnel? Teacher, RS	D DIC			
	reactici, NS	, , , , ,			

INDIVIDUALIZED EDUCATION PROGRAM

Behavior Intervention Plan

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

uuent	DUGG	CHALLE		Date of Direk	17 OCT 2014	Monting Data 21 FED 2024
	ROSS Last	SHYLEE First	MI	Date of Birth	17-OCT-2014	Meeting Date 21-FEB-2024
TTGO		11100			DELLAMOR	AL COALC
UTCO	MES		PART IV		BEHAVIOR	AL GOALS
3	Behavioral Goal	: Goal #: 2				
	With teacher supr	ort and (1-2) mild	prompts Shylee will reduce th	e rate of unexpected	hehaviors such as (argue	with peers/adults, protest with
			0 times per day for 2-3 days as	_		
	The above behav	ioral goal is to: 🗸	Increase use of replacemen	nt behavior and may	also include:	
	Reduce frequ	ency of problem b	ehavior			e the problem behavior
ti			, ,			
	and Analysis Concl		ications also necessary? When	re described?		
	PE 1	odations of modifi	ications also necessary: when	e described:		
	37 / \ 3.T.					
_	Yes No					
Are	environmental supp	orts/changes neces	ssary?			
_	environmental supp	orts/changes neces	ssary?			
Are	environmental supp		ssary? alone enough? (no new teachi	ng is necessary)?		
Are o	environmental supp		•	ng is necessary)?		
Are of the state o	environmental supp Yes No cinforcement of repla Yes No	acement behavior a	•			
Are of the state o	environmental supp Yes No cinforcement of replay Yes No both teaching of nev	acement behavior a	alone enough? (no new teachi			
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