Los Angeles Unified S	School Distr	ict	INDIVIDUALIZED ED	UCATION PROGRAM (II	EP)	
Student Identification		200105X016	SSID (3	3139988321		Eligible (OHI)
Student ROSS	SH	YLEE			Date of Birth:	17-OCT-2014
Last		First	MI Section A: M	eeting Information		
	Perti	nent Dates			Type of Meeti	ing
ate of Initial IEP Team	Meeting	01-MAR-202	23	◯ Initial		Amendment of IEP dated
ate of Present Meeting	5	28-MAY-202	24	Initial		FEB-2024
nnual Review to be co	nducted by	21-FEB-202	5	Annual Review	_	Early Start Transition
lext Three Year Review onducted by	will be	28-FEB-2020	5	O Three Year Review	○E	Expulsion Analysis
hree Year Review or E	valuation	01-MAR-202	23	Other	O li	ndividual Transition Plan
ransition to Kindergart onducted by	en to be					
ocation of Meeting				District Name	Los Angeles Un	nified School Distri
			Section B: St	udent Information		
ate of Birth	17-OCT-20		Age	9	Grade	3
ender	O Male		Ethnic Code	White	J	
ocation of the Psych older	SPED SVC	C CTR-NORT	Student has no Psych Folder			
ocation of the Cum older	WOODLA	KE ECC	Student has no Cum Folder			
ome Language	Hebrew		Student Language	Hebrew	Alternate Mode of Communication	of
ome Address of cudent	6615 FARE	RALONE AVE				
ity	WOODLA	ND HILI CA	ZIP Code	91303		
Iome Telephone	(818) 331-2	2940	Daytime Telephone		Emergency Telep	phone
chool of Attendance	Woodlake I	Ecc	Location Code	7877		
chool of Residence	Hamlin Ca		Location Code	4349		
ame of arent/Guardian	Shiran Ros	S	Telephone			
ddress	same as stu	ıdent				
ity		CA	ZIP Code			
urogate Parent			Telephone			
ttends CURRENT SC f the following	HOOL as a re	esult of one	Charter School Enrollme	ent 🗸		
s the student living in a lome (FFH)?	Family Foster	r	Io O Yes	FFH#		
FFH Provider related	to student?	$\bigcirc_{N}$	lo O Yes	Relationship		
icensed Children's Inst	itution	O <sub>N</sub>	lo O Yes	LCI Name		
				LCI#		
out of the home placement	ent made by	_	egional Center	O Department of Menta	l Health O D	epartment of Children's Services
hild's family living wit	thin LAUSD's		uperior Court Io  Yes	Other		
oundaries?			oated minor, does he/she have			○ No ○ Yes

	T	ADDIVIDITAT:	TZEN ENIT	Page 2
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 l	
	y Parent Request:		Yes O No	Reclassification Date:
	_	<u> </u>	es $\bigcirc$ No	
	rmance Level and Performance Descriptor:			Test Date:
lternate ELP/ escriptor:	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		$\circ$	
Category	Reading 🗸			
	Objective 1 met		$\circ$	
	Objective 2 met	0	Ö	
2	Behavior Support #1	0	<u> </u>	Needs more time.
Category	Behavior Intervention			Needs more time.
- C	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			
Carego	Objective 1 met		$\overline{}$	
	Objective 2 met		0	
4			0	
	Math #1	<u> </u>	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	<u> </u>	0	
	Objective 2 met	<u></u>	0	
6	Math #2	<u></u>	0	
Category	( Math ✓ )			
	Objective 1 met		$\circ$	
	Objective 2 met	0	Ö	
7	Writing	0	<u> </u>	Needs more practice
Category	Writing 💙			Needs more practice
- 0	Objective 1 met		0	
	Objective 2 met	0	<u> </u>	Needs more time and practice
8	Behavior #2	0		Needs more time.
Category	Behavior Intervention			Needs more time.
C	Objective 1 met		0	
	Objective 2 met	0	<u> </u>	Needs more time.
9	Behavior/Voc			Needs more time.
		<u> </u>	0	
Category	Behavior Intervention   Objective 1 met			
	Objective 1 met	<u> </u>	0	
	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 Angolos	Unified School District	NDIVID	)UALIZE	D EDUC	CATION PROGRAM (IEP)		
Student					Date of Birth 17-OCT-2	2014	
Student	Last First	MI				2014	
					uage Acquisition		( : 2000
anguage Clas				English F	roficient	Start Date:	20-APR-2023
ithdrawal by	y Parent Request:		O Yes	O No		Reclassification Date:	
LPAC Perfor	rmance Level and Performance Descriptor:				<b>v</b>	Test Date:	
	PAC Performance Level and Performance	(			•	Test Date:	
•		Secti			vement from Current IEP		
			Achieved				
Goal for: (ex	cample - Reading)	Yes	:s	No	If No, explain the reason the	he goal/objective was not achie	eved
1	Writing (tracking)	С			Not able to write 5 sentence	ces.	
Category	Writing						
	Objective 1 met	С	)		Not able to write 5 senter	nces.	
	Objective 2 met	C		0	Not able to write 5 senter	nces.	
2		C		0			
Category	<b>v</b>						
- J	Objective 1 met	С	)	0			
	Objective 2 met	C		0			
3	Objective 2 met	_					
	<b>V</b>	С	)	0			
Category							
	Objective 1 met	C		0			
	Objective 2 met	C		0			
4		С	)	0			
Category	( v						
	Objective 1 met	С	)	0			
	Objective 2 met	С	)	$\circ$			
5		C	)	$\circ$			
Category	<b>v</b> )						
	Objective 1 met	С	)	0			
	Objective 2 met	С	)	0			
6		C	)	0			
Category	<b>v</b> )						
	Objective 1 met	С	)	$\circ$			
	Objective 2 met			0			
7		C		0			
Category	<b>~</b>		)				
Category	Objective 1 met	С	`	0			
	Objective 2 met						
8	Objective 2 mei	C		0			
		С	)	0			
Category	<b>V</b>						
	Objective 1 met	C		0			
	Objective 2 met	C		0			
9		С	)	0			
Category	·						
	Objective 1 met	С		$\circ$			
	Objective 2 met	С	)	$\circ$			
10		С		0			
Category	( v						
	Objective 1 met	С	)	0			
	Objective 2 met	C		Ö			
	3		/	$\sim$			

		INDIVIDUALIZED E	DUCATION PROGR	AM (IEP)		Page
Los Angeles Unified School Distric Student ROSS SHY			Data of Rigth	17-OCT-2014	Mosting Date	28-MAY-2024
	First	MI			Meeting Date	20-WAT-2024
Des 6 A	TT 141.	Section E: Prese	nt Level of Perform	ance		
Performance Area:	Health		•			
Category: Assessment/Monitoring Process Used:	Health	nt, review of records and I	mtamviavy vyith mamanta			
State/District Assessment Results:	Assessme	it, review of records and f	merview with parents			
Current Performance/Assessment Summ	nory (include s	udant strangths, student n	ands and impact of disc	hility on student perfor	monce):	
Summary: Shylee is a 9-year and 3-mo had no allergies, no chronic or serious  Strengths: Shylee is in good general he ambulates independently and commun. LAUSD's audio screening on January 2  Area of Need: Health is not an area of Impact of Disability: Health does not it Accommodations/Modifications: None	illnesses, no of ealth and rece icates verbally 27, 2023.	vernight hospital stays, and wes regular medical care. So to meet needs and wants a	d no injuries, surgeries, Shylee is independent v and passed LAUSD's vi	or accidents.  with activities of daily lision screening on May	iving (ADLs). Shylee	
Laura Duclos, BSN, RN Credentialed School Nurse 1/17/2024						
Credentialed School Nurse 1/17/2024						
Credentialed School Nurse 1/17/2024 Performance Area:			•			
Credentialed School Nurse			•			
Credentialed School Nurse 1/17/2024  Performance Area: Category:			•			
Credentialed School Nurse 1/17/2024  Performance Area: Category: Assessment/Monitoring Process Used:	nary (include s	udent strengths, student n		bility on student perfor	rmance):	

#### Page 5 of 34 INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Student ROSS SHYLEE Date of Birth 17-OCT-2014 Meeting Date 28-MAY-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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#### INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Student ROSS SHYLEE Date of Birth 17-OCT-2014 Meeting Date 28-MAY-2024 First ΜI **Section E: Present Level of Performance** Reading Performance Area: 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 Progress report, Work Samples, Teacher Questionnaire, Observation, Informal Assessment/Monitoring Process Used: 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 28-MAY-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	Unified School Distr	ict	INDIVIDUA	LIZED EDU	CATION PROG	RAM (IEP)		Pag
Student	ROSS SH	YLEE			Date of Birth	h 17-OCT-2014	Meeting Date	28-MAY-2024
	Last	First	MI Section	E: Present l	Level of Perforn	mance		
Performance A	Area:	Math	50000	201100000	20,01011011			
Category:		Math			~			
Assessment/N	Monitoring Process Used	: Progress 1	report, Work Sai	nples, Teacher	· Questionnaire, O	bservation, Informal		
State/District	Assessment Results:	iReady						
Current Perfo	rmance/Assessment Sun	nmary (include s	tudent strengths	, student need	s and impact of di	sability on student perfor	rmance):	
Measureme Geometry C Strengths: S solve 3-5 wc Needs: Shy to need prac Shylee's eliq distractions, long-term m progress and	ord problems involving a lee needs basic understar- tice on solving more than gibility of Other Health I manipulating sounds, re- emory her ability to folla- i involvement in the gene-	oncepts of addition and subtraction and subtraction and subtraction and subtraction and subtraction and subtraction and process to the subtraction and su	traction within 2 ication, solving problems.  I) related to cha repeating verba teacher directed alum	0 using counter problems using racteristics of lly presented in instruction need	ers, tally marks or g skip counting, and ADHD and challenformation and effeded to solve mult	git addition and subtractic place value charts with t and memorizing the multip enges with sustaining atte ficiently retrieving phone tiplication problems which wide a visual chart on how	eacher prompts.  plication chart. She contion and ignoring plogical information sh adversely impacts	ontinues stored in her
Performance A	Area:	English L	anguage Develo	pment				
Category:		English I	Language Devel	opment	•			
Assessment/N	Ionitoring Process Used	: Progress i	report, Work Sai	mples, Teacher	Questionnaire, O	bservation, Informal		
State/District	Accessment Decults:	FIDAC						

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  Performance Area: Behavior Support  Lategory: Behavior Intervention  Sussessment/Monitoring Process Used: Review of Cumm Records, Teacher and Parent Questionnaire, Observations  Intervention First MI  Lurrent Performance/Assessment Results: FBA  Lurrent 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 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	Last First MI Section E: Present Level of Performance  Performance Area: Behavior Support  Behavior Intervention  Behavior Intervention  Review of Cumm Records, Teacher and Parent Questionnaire, Observations  Bata(P) Strict 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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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 retrieving	Last First MI Section E: Present Level of Performance  Performance Area: Behavior Support  Behavior Intervention   Behavior Intervention   Review of Cumm Records, Teacher and Parent Questionnaire, Observations  Bata(P) istrict 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. 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Shyles 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.  Shyles'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	Last First MI Section E: Present Level of Performance  Performance Area: Behavior Support  Sategory: Behavior Intervention  Sasessment/Monitoring Process Used: Review of Cumm Records, Teacher and Parent Questionnaire, Observations  Itate/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. 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Section E: Present Level of Performance  Behavior Support  Behavior Intervention  Review of Cumm Records, Teacher and Parent Questionnaire, Observations  State/District Assessment Results:  Bha  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. 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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):	State/District Assessment Results:					

#### INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Student ROSS SHYLEE Date of Birth 17-OCT-2014 Meeting Date 28-MAY-2024 First MI **Section E: Present Level of Performance** Central Auditory Processing (CAP) Performance Area: V Category: Hearing Assessment/Monitoring Process Used: CAP Evaluation at LAUSD State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): History: Shylee is a 9.7-year-old Student attending 3rd grade in a general education classroom. She receives services as a student with special education eligibility of Other Health Impairment (OHI). She receives RSP support to meet her academic and behavioral goals. Additionally, she receives counseling and behavior support. She was seen at the Valley ARU for an audiological evaluation, impedance test, otoacoustic emissions test and a central auditory processing (CAP) evaluation. Test Results: The student's functioning and abilities were assessed using various methods. Phone interviews, questionnaires, report reviews when available, IEP reviews and formalized testing were used in making determinations, choosing the test battery and in drawing conclusions. In regard to Audiologic testing, Shylee revealed normal hearing levels in both ears. Impedance testing indicated normal eardrum compliance and negative middle ear peak pressure in both ears. Distortion product otoacoustic emissions were present in both ears at 2000-5000 Hz and absent at 1500 Hz likely secondary to the negative middle ear pressure in both ears. In regard to Buffalo Model Questionnaire: Based on Parent responses, decoding and Tolerance Fading Memory (TFM) were the predicted areas of In regard to Central Auditory Processing testing, Shylee scored within normal range on 5/10 tests presented during testing. Overall results of the central Auditory Processing testing indicate a pattern for Central Auditory Processing disorder with specific challenges in dichotic listening (auditory integration and separation) and decoding. Additionally, Shylee has a mild difficulty understanding speech in noise in the left ear. Temporal patterning skills may be age appropriate, but Shylee had a lot of difficulty completing the task. It is important to note that these results may be influenced by Shylee's significant off task behaviors resulting in significant distractibility while following directions. Performance Area: Central Auditory Processing (CAP) V Category: Hearing Assessment/Monitoring Process Used: CAP Evaluation at LAUSD

State/District Assessment Results: N/A

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

Strengths: Shylee demonstrates age appropriate auditory closure skills. She is able to integrate when the task is simpler (digits). She also passed the screening portion of Gaps-In-Noise Test indicating age appropriate temporal resolution skills. She also demonstrates age appropriate sound blending skills. She is able to understand monosyllabic words in background noise.

Challenges: Though, off task behaviors may have affected the test results, Shylee demonstrates a pattern for auditory integration and decoding challenges. Her auditory separation skills fall in the borderline normal range. Additionally, she demonstrates a mild difficulty understanding speech-in-noise in the left ear for connected speech.

Impact Statement: Shylee's eligibility of Other Health Impairment (OHI) and her newly identified challenges in the area of Central auditory processing affects her ability to access curriculum which impacts her involvement and progress in the general education curriculum.

Dr. Kosha Chowhan, Au.D, CCC-A Educational Audiologist.

Los Angeles Student			INDIVIDUAL	LIZED EDUCATION PROGR	RAM (IEP)		Page 11
	Unified School D	istrict SHYLEE		Date of Birth	17-OCT-2014	Meeting Date 28-MAY-	2024
Student	Last	First			17-OC1-2014	Meeting Date 28-MAY-	2024
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Los Angeles Unified Sch	ool District		INDIVIDUAI	LIZED EDUC	CATION PROGR	AM (IEP)				-
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provided at either Progress				-	Evaluation			·		
State Assessments		Norm	Referenced		Criterion	Referenced			Curriculum Ba	sed
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Incremental objective #1 r Shylee will identify frustra counseling session with mo observation.	ting situations or t	asks in sch				velop a plan s plan in 3 ou	to respond to t of 4 trials p	frustratii er counse	ng situations or ta	_
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Last	First		MI	n C. Annual C	Goals and Object	·*****				
formance Area:	Behavior Support #	±1 C	Category:		navior Intervention		Annual Goal	#: 2		
With teacher support and (1	• • • • • • • • • • • • • • • • • • • •			ate of unexpected	behaviors such as	(argue with po	ers/adults, pro		tives, walk	
away) to less than 30 times  Progress on annual goals to			·			vement from	Current IEP"	form(s) which	will be	
provided at either Progress				Methods of	-			(-)		
State Assessments		Norm 1	Referenced			Referenced		Curric	ulum Based	
✓ Observation		Portfol	io		✓ Work Sam	ples		✓ Inform	al	
Other		_			I		1-4-4 4-41	1-		
With teacher support and (			ll reduce the	e rate of	With teacher so				I reduce the rat	e of
unexpected behaviors such		_			unexpected bel			_		
walk away) to less than 30 staff data collection.	times per day for 2	2-3 days as	measured b	by teacher and	away) to less the collection.	nan 20 times p	er day for 3-4	days as measu	red by teacher	and staff
Date to be achieved:	July	2024	~	MO/YR	Date to be achie	eved:	November	<b>∨</b> 2024	~	MO/YR
	II	EP REPOI	RT OF PRO	OGRESS AND A	CHIEVEMENT	FROM CUR	RENT IEP			
	II	EP REPO	RT OF PRO		CHIEVEMENT ON OF MARKS	FROM CUR	RENT IEP			
4 GOAL MET OR	3 SUBSTANT			EXPLANATI				met)	1 NO PRO	GRESS
EXCEEDED		IAL PROG	RESS (50-9	EXPLANATI	ON OF MARKS	ROGRESS (1	-49% of goal	met) <b>Goal Achieve</b>		GRESS
	3 SUBSTANT	IAL PROG	RESS (50-9	<b>EXPLANATI</b> 9% of goal	ON OF MARKS 2 PARTIAL P. 4th Reporting Only)	ROGRESS (1	-49% of goal			GRESS
EXCEEDED  1st Reporting Period	3 SUBSTANT met)  2nd Reporting	IAL PROG	RESS (50-9	<b>EXPLANATI</b> 9% of goal	ON OF MARKS  2 PARTIAL P  4th Reporting	ROGRESS (1	-49% of goal			GRESS
EXCEEDED  1st Reporting Period	3 SUBSTANT met)  2nd Reporting	IAL PROG	RESS (50-9	EXPLANATION OF GOAL	ON OF MARKS 2 PARTIAL P. 4th Reporting Only)	ROGRESS (1	-49% of goal		ement	GRESS
EXCEEDED  1st Reporting Period  Date:	3 SUBSTANT met)  2nd Reporting Date:	IAL PROG	3rd Repo	EXPLANATION OF GOAL	ON OF MARKS  2 PARTIAL P.  4th Reporting Only) Date:	ROGRESS (1	-49% of goal	Goal Achieve	ment Met:	GRESS
EXCEEDED  1st Reporting Period  Date:  Progress Mark:	3 SUBSTANT met)  2nd Reporting Date:  Progress Mark:	Period	3rd Repo	EXPLANATI  19% of goal  Orting Period  Mark:	ON OF MARKS  2 PARTIAL P.  4th Reporting Only) Date:  Progress Mark:	ROGRESS (1	.49% of goal	Goal Achieve	Met:	GRESS
EXCEEDED  1st Reporting Period  Date:	3 SUBSTANT met)  2nd Reporting Date:	Period  Cient to	3rd Repo	EXPLANATI  19% of goal  Orting Period  Mark:	ON OF MARKS  2 PARTIAL P.  4th Reporting Only) Date:	ROGRESS (1	.49% of goal	Objective 1	Met: No Met:	GRESS
EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to	3 SUBSTANT met)  2nd Reporting Date:  Progress Mark: Is progress suffi	Period  cient to	3rd Repo	EXPLANATI 99% of goal  Orting Period  Mark:  ss sufficient to ual goal?	ON OF MARKS  2 PARTIAL P.  4th Reporting Only) Date:  Progress Mark:  Is progress suffi	ROGRESS (1	.49% of goal	Objective 1 Objective 2 Objective 2	Met:  No Met:  No Mot:	GRESS
EXCEEDED  1st Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?	3 SUBSTANT met)  2nd Reporting Date:  Progress Mark:  Is progress suffi meet annual goa	Period  cient to al?	Progress  Is progress  Yes	EXPLANATI 99% of goal  Orting Period  Mark:  ss sufficient to ual goal?	ON OF MARKS  2 PARTIAL P.  4th Reporting Only) Date:  Progress Mark:  Is progress suffigoal?	ROGRESS (1 Period (Seco	.49% of goal	Objective 1 Objective 2	Met:  No Met:  No Mot:	GRESS
EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:	3 SUBSTANT met)  2nd Reporting Date:  Progress Mark:  Is progress suffimeet annual goa  Yes N  If "No" please c	Period  cient to al?	Progress  Is progres meet ann  Yes  If "No" p	EXPLANATI  9% of goal  Orting Period  Mark:  ss sufficient to ual goal?  No lease comment:	ON OF MARKS  2 PARTIAL P.  4th Reporting Only) Date:  Progress Mark:  Is progress suffigoal?  Yes On If "No" please of	ROGRESS (1 Period (Seco	.49% of goal	Objective 1 Objective 2 Objective 2	Met:  No Met:  No Mot:	GRESS
EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess	3 SUBSTANT met)  2nd Reporting Date:  Progress Mark:  Is progress suffimeet annual goa  Yes N  If "No" please con the sum of the sum	Period  cient to al?	Progress  Is progres meet anno Yes  If "No" p  Need Exce	EXPLANATI  9% of goal  Orting Period  Mark:  ss sufficient to ual goal?  No lease comment:  ds More Time ess	ON OF MARKS  2 PARTIAL P.  4th Reporting Only) Date:  Progress Mark:  Is progress suffigoal?  Yes N	ROGRESS (1 Period (Seco	.49% of goal	Objective 1 Objective 2 Objective 2	Met:  No Met:  No Mot:	GRESS
EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy	3 SUBSTANT met)  2nd Reporting Date:  Progress Mark:  Is progress suffi meet annual goa  Yes N  If "No" please con the control of the control	Period  cient to al?  fo omment:	Progress  Is progres meet annu Yes  If "No" p  Need Exce	EXPLANATION OF GOAL OF THE PERSON OF GOAL OF THE PERSON OF GOAL OF THE PERSON OF THE P	ON OF MARKS  2 PARTIAL P.  4th Reporting Only) Date:  Progress Mark:  Is progress suffigoal?  Yes ON If "No" please of Excess Abs Assignment	ROGRESS (1 Period (Seco	annual	Objective 1 Objective 2 Objective 2	Met:  No Met:  No Mot:	GRESS
EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess	3 SUBSTANT met)  2nd Reporting Date:  Progress Mark:  Is progress suffimeet annual goa  Yes N  If "No" please con the sum of the sum	Period  cient to al?  fo omment:	Progress  Is progres meet annu Yes  If "No" p  Need Exce	EXPLANATION OF GOAL OF THE PERSON OF GOAL OF THE PERSON OF GOAL OF THE PERSON OF THE P	ON OF MARKS  2 PARTIAL P.  4th Reporting Only) Date:  Progress Mark:  Is progress suffigoal?  Yes N If "No" please con the progress Abs Absignment Need to rev	ROGRESS (1 Period (Seco	annual	Objective 1 Objective 2 Objective 2	Met:  No Met:  No Mot:	GRESS
EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	3 SUBSTANT met)  2nd Reporting Date:  Progress Mark:  Is progress suffi meet annual goa  Yes N  If "No" please c  Needs Mon Excess Absence/Tardy Assignment Completed Need to	Period  cient to al?  fo omment:  e Time	Progress  Is progres  Is progres  If "No" p  Neece Absence/ Assig Complete Neece	EXPLANATION OF GOAL OF THE PERIOD OF T	ON OF MARKS  2 PARTIAL P.  4th Reporting Only) Date:  Progress Mark:  Is progress suffigoal?  Yes ON If "No" please of Excess Abs Assignment	ROGRESS (1 Period (Seco	annual	Objective 1 Objective 2 Objective 2	Met:  No Met:  No Mot:	GRESS
EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed	3 SUBSTANT met)  2nd Reporting Date:  Progress Mark:  Is progress suffi meet annual goa  Yes N  If "No" please concentrated in the completed in the complete in	Period  cient to al?  fo omment:  e Time	Progress  Is progres  Is progres  If "No" p  Neece Absence/ Assig Complete Neece	EXPLANATI  19% of goal  19 orting Period  Mark:  Ses sufficient to ual goal?  No  Ilease comment:  Ils More Time  18 sess  Tardy  29 gaments Noted  18 to evise Goal	ON OF MARKS  2 PARTIAL P.  4th Reporting Only) Date:  Progress Mark:  Is progress suffigoal?  Yes N If "No" please con the progress Abs Absignment Need to rev	ROGRESS (1 Period (Seco	annual	Objective 1 Objective 2 Objective 2	Met:  No Met:  No Mot:	GRESS

Los Angeles Unified Sch		INDIVIDUALIZED EDUC	ATION PROGRAM (IEP)	-
Student ROSS	SHYLEE		Date of Birth 17-OCT-2014	Meeting Date 28-MAY-2024
Last	First	MI Section Co. Access 1.0	Seele and Objections	
formance Area:	) 1: #2	Section G: Annual G	-	1#.
		<u> </u>	ading Annual Go nain ideas of an informational text read alough	
		of 5 trials with 80% accuracy.	Progress and Achievement from Current IEI	P" form(s) which will be
	Report or Report Card period			10(0)
State Assessments	□ No	Referenced	Criterion Referenced	Curriculum Based
Observation Other	Portfo		✓ Work Samples	Informal
ncremental objective #1 r	elated to the goal:		Incremental objective #2 related to th	e goal:
main idea of an information	opport, Shylee will determine nal text read aloud in class as ork samples in 3 out of 5 tria	measured teacher's	With teacher model and (2-3) mild suppression writing one main idea of an information teacher's observations and student work accuracy.	al text read aloud in class as measured
Date to be achieved:	<b>v</b>	<b>₩</b> MO/YR	Date to be achieved:	<b>✓</b> MO/YR
	IEP REPO	RT OF PROGRESS AND A	CHIEVEMENT FROM CURRENT IEI	P
		EXPLANATI	ON OF MARKS	
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROC met)	GRESS (50-99% of goal	2 PARTIAL PROGRESS (1-49% of go	al met) 1 NO PROGRESS
1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary	Goal Achievement
Date:	Date:	Date:	Only)	
			Date:	
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:
				O Yes O No
				Objective 2 Met
Is progress sufficient to meet annual goal?	Objective 2 Met:  Yes No			
meet annual goal?				
Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:	meet annual goal?	meet annual goal?	goal?	O Yes O No
meet annual goal?  Yes No  If "No" please comment:	meet annual goal?  Yes No  If "No" please comment:	meet annual goal?  Yes No  If "No" please comment:	goal?  Yes No  If "No" please comment:	O Yes O No
meet annual goal?  O Yes O No	meet annual goal?  Yes No	meet annual goal?  Yes No	goal?  Yes No  If "No" please comment:  Needs More Time	O Yes O No
meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy	meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy	meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy	goal?  Yes No  If "No" please comment:	O Yes O No
meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not	meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not	meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not	goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy	O Yes O No
meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed	meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed	meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed	goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed	O Yes O No
meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not	meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not	meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not	goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	O Yes O No
meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	O Yes O No

Los Angeles Unified Sci		INDIVIDUALIZED EDUC	ATION PROGRAM (IEP)		
Student ROSS	SHYLEE		Date of Birth 17-OCT-2014	1	Meeting Date 28-MAY-2024
Last	First	MI Section G: Annual G	look and Objectives		
ormance Area:	Writing #1			nnual Goal #:	5
		<u> </u>	Shylee will write or type 1-2 paragr		
* *	one or more reasons, facts, and in 1 out of 3 trials with 80% ac		ls, phrases, or clauses independently	as measured	teacher's observations
	o be reported to parents by cor Report or Report Card period		Progress and Achievement from Cu	rrent IEP" for	m(s) which will be
State Assessments	Norm	Referenced	Criterion Referenced		Curriculum Based
✓ Observation	Portfol		Work Samples		Informal
Other			ī		
organizer, Shylee will wri text and support it with on phrases, or clauses indepe	related to the goal: mild prompt, following a teach 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,	text and support it with one reas	orompt, follow ype 1 paragragon, facts, and asured teacher	ring a teacher-provided graphic ph stating an opinion about a topic for details, using linking words, ph s observations and student work
		MOND			MOAT
Date to be achieved:	July 2024 IEP REPO	RT OF PROGRESS AND A	CHIEVEMENT FROM CURRE	lovember •	2024 <b>▼</b> MO/YF
4 GOAL MET OR	IEP REPO	RT OF PROGRESS AND A  EXPLANATI		ENT IEP	2021
4 GOAL MET OR EXCEEDED	IEP REPO	RT OF PROGRESS AND A  EXPLANATI  FRESS (50-99% of goal	CHIEVEMENT FROM CURRE	ENT IEP % of goal me	2021
4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROG	RT OF PROGRESS AND A  EXPLANATI	ON OF MARKS  2 PARTIAL PROGRESS (1-49	ENT IEP % of goal me	t) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROGraet)  2nd Reporting Period	RT OF PROGRESS AND A  EXPLANATI  FRESS (50-99% of goal  3rd Reporting Period	ON OF MARKS  2 PARTIAL PROGRESS (1-49  4th Reporting Period (Seconda)	ENT IEP % of goal me	t) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED  1st Reporting Period  Date:	3 SUBSTANTIAL PROG met)  2nd Reporting Period Date:	RT OF PROGRESS AND A  EXPLANATI  FRESS (50-99% of goal  3rd Reporting Period  Date:	CHIEVEMENT FROM CURRE ON OF MARKS  2 PARTIAL PROGRESS (1-49  4th Reporting Period (Seconda Only) Date:	% of goal me	t) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED  1st Reporting Period  Date:	3 SUBSTANTIAL PROGraet)  2nd Reporting Period	RT OF PROGRESS AND A  EXPLANATI  FRESS (50-99% of goal  3rd Reporting Period	CHIEVEMENT FROM CURRE ON OF MARKS  2 PARTIAL PROGRESS (1-49  4th Reporting Period (Seconda Only)	% of goal me	t) 1 NO PROGRESS pal Achievement
4 GOAL MET OR EXCEEDED  1st Reporting Period  Date:  Progress Mark:	3 SUBSTANTIAL PROG met)  2nd Reporting Period Date:	RT OF PROGRESS AND A  EXPLANATI  FRESS (50-99% of goal  3rd Reporting Period  Date:	CHIEVEMENT FROM CURRE ON OF MARKS  2 PARTIAL PROGRESS (1-49  4th Reporting Period (Seconda Only) Date:	% of goal me	t) 1 NO PROGRESS  coal Achievement  Objective 1 Met:  Yes No
4 GOAL MET OR EXCEEDED  1st Reporting Period  Date:  Progress Mark:	3 SUBSTANTIAL PROG met)  2nd Reporting Period Date:	RT OF PROGRESS AND A  EXPLANATI  FRESS (50-99% of goal  3rd Reporting Period  Date:	CHIEVEMENT FROM CURRE ON OF MARKS  2 PARTIAL PROGRESS (1-49  4th Reporting Period (Seconda Only) Date:	% of goal me	t) 1 NO PROGRESS  Dal Achievement  Objective 1 Met:
4 GOAL MET OR EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?	3 SUBSTANTIAL PROGramet)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to	RT OF PROGRESS AND A  EXPLANATI  FRESS (50-99% of goal  3rd Reporting Period  Date:  Progress Mark:  Is progress sufficient to	CHIEVEMENT FROM CURRE ON OF MARKS  2 PARTIAL PROGRESS (1-49  4th Reporting Period (Seconda Only) Date:  Progress Mark:  Is progress sufficient to meet am	% of goal me  Try General Grant Gran	t) 1 NO PROGRESS  Dal Achievement  Objective 1 Met:  Yes No Objective 2 Met:
4 GOAL MET OR EXCEEDED  1st Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No	3 SUBSTANTIAL PROGramet)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?	RT OF PROGRESS AND A  EXPLANATI  GRESS (50-99% of goal  3rd Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?	ACHIEVEMENT FROM CURRES ON OF MARKS 2 PARTIAL PROGRESS (1-49) 4th Reporting Period (Secondary) Date: Progress Mark:  Is progress sufficient to meet am goal?	% of goal me  Try General Grant Gran	t)  I NO PROGRESS  Dal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No
4 GOAL MET OR EXCEEDED  1st Reporting Period Date:  Progress Mark:	IEP REPORT STANTIAL PROGRAMMET)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No	RT OF PROGRESS AND A  EXPLANATI  GRESS (50-99% of goal  3rd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No	CHIEVEMENT FROM CURRE ON OF MARKS  2 PARTIAL PROGRESS (1-49)  4th Reporting Period (Secondary) Date:  Progress Mark:  Is progress sufficient to meet an angoal?  Yes No	% of goal me  Try General Grant Gran	t)  I NO PROGRESS  Dal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No
EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time  Excess	IEP REPORT SUBSTANTIAL PROGRAMET)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess	RT OF PROGRESS AND A  EXPLANATI  FRESS (50-99% of goal  3rd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess	ACHIEVEMENT FROM CURRES ON OF MARKS  2 PARTIAL PROGRESS (1-49)  4th Reporting Period (Secondary) Date:  Progress Mark:  Is progress sufficient to meet am goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy	% of goal me	t)  I NO PROGRESS  Dal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No
4 GOAL MET OR EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy	IEP REPORT THE PROPERTY OF THE	RT OF PROGRESS AND A  EXPLANATI  FRESS (50-99% of goal  3rd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy	ACHIEVEMENT FROM CURRES ON OF MARKS  2 PARTIAL PROGRESS (1-49)  4th Reporting Period (Secondary) Date:  Progress Mark:  Is progress sufficient to meet am goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed	% of goal me	t)  I NO PROGRESS  Dal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No
4 GOAL MET OR EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed	IEP REPORT THE PROPORT OF THE PROPOR	RT OF PROGRESS AND A  EXPLANATI  FRESS (50-99% of goal  3rd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed	ACHIEVEMENT FROM CURRES ON OF MARKS  2 PARTIAL PROGRESS (1-49)  4th Reporting Period (Secondary) Date:  Progress Mark:  Is progress sufficient to meet am goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy	% of goal me	t)  I NO PROGRESS  Dal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No
4 GOAL MET OR EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	IEP REPORT The proof of the progress of the progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	RT OF PROGRESS AND A  EXPLANATI  GRESS (50-99% of goal  3rd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	Achievement From Curres ON OF MARKS  2 PARTIAL PROGRESS (1-49)  4th Reporting Period (Secondary) Date:  Progress Mark:  Is progress sufficient to meet am goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	% of goal me	t)  I NO PROGRESS  Dal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No
4 GOAL MET OR EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed	IEP REPORT THE PROPORT OF THE PROPOR	RT OF PROGRESS AND A  EXPLANATI  FRESS (50-99% of goal  3rd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed	Achievement From Curres ON OF MARKS  2 PARTIAL PROGRESS (1-49)  4th Reporting Period (Secondary) Date:  Progress Mark:  Is progress sufficient to meet am goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	% of goal me	t)  I NO PROGRESS  Dal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No

Los Angeles Unified Sc		INDIVIDUALIZED EDUC	CATION PROGRAM (IEP)	Page 17
Student ROSS	SHYLEE		Date of Birth 17-OCT-2014	Meeting Date 28-MAY-2024
Last	First	MI Section G: Annual C	Coals and Objectives	
ormance Area:	ELD		glish Language Devel  Annual G	oal #: 6
			ase writing skills in the area of writing conve	
teacher observation and st	udent work samples in 3 out 5 to	rials with 80% accuracy.	and spelling to include in her writing independent of the spelling to include in her writing independent of the spelling to include in her writing independent of the spelling to include in her writing independent of the spelling to include in her writing independent of the spelling to include in her writing independent of the spelling to include in her writing independent of the spelling to include in her writing independent of the spelling to include in her writing independent of the spelling to include in her writing independent of the spelling to include in her writing independent of the spelling to include in her writing independent of the spelling to include in her writing independent of the spelling to include in her writing independent of the spelling to include in her writing independent of the spelling to include in her writing independent of the spelling to include in her writing independent of the spelling to include in her writing independent of the spelling to include in her writing in her writing in the spelling to include in her writing in her writing in the spelling to include in her writing in her	
provided at either Progress	s Report or Report Card period	ls. <b>Methods of</b>	Evaluation	
State Assessments	□ Norm	Referenced	Criterion Referenced	Curriculum Based
✓ Observation	Portfo		✓ Work Samples	✓ Informal
Other			1	
ncremental objective #1	related to the goal:		Incremental objective #2 related to the	ne goal:
sentences to edit, Shylee conventions by demonstra such as capitalization, pur	th verbal and modeling promp will increase writing skills in t ating correct use of the conver- nctuation, and spelling to inclu- ed by teacher observation and	he area of writing tions of standard English tide in her writing	Shylee will increase writing skills in the demonstrating correct use of the conver capitalization, punctuation, and spelling	_
	,	MOND		NO NID
	July <b>2</b> 024		Date to be achieved: November ACHIEVEMENT FROM CURRENT IE	
	July <b>2</b> 024	RT OF PROGRESS AND A		2024
Date to be achieved:  4 GOAL MET OR	July   ✓ 2024  IEP REPO  3 SUBSTANTIAL PROC	RT OF PROGRESS AND A	ACHIEVEMENT FROM CURRENT IE	Р
Date to be achieved:	July ✓ 2024 IEPREPO	RT OF PROGRESS AND A	ACHIEVEMENT FROM CURRENT IE ON OF MARKS	Р
Date to be achieved:  4 GOAL MET OR EXCEEDED  1st Reporting Period	July 2024  IEP REPO  3 SUBSTANTIAL PROCEED  met)	RT OF PROGRESS AND A  EXPLANATI  GRESS (50-99% of goal	ACHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go	P  oal met) 1 NO PROGRESS
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Los Angeles Unified Sch	ool District	INDIV	IDUALIZED EDUC	CATION PROGRA	M (IEP)				
Student ROSS	SHYLEE			Date of Birth	17-OCT-20	14	Mee	eting Date 28-MAY	-2024
Last	First	MI	ection G: Annual (	Cools and Objecti	VAC				
formance Area:	Written -Spelling	Categor		riting	ves •	Annual Goa	al #:	7	
With visual and (1-2) minin					onsonant dis	ranhs and wil	1 decode		
onesyllable words when					_				
provided at either Progress			-	f Evaluation					
State Assessments		Norm Referer	iced	Criterion R	eferenced			Curriculum Based	
Observation		Portfolio		✓ Work Samp	oles		<b>~</b>	Informal	
∪ Other				J					
Obj 1: With visual, (3-4) m		r guidance, S	hylee will identify	Obj 2: With visu				ner guidance, Shylee w	vill identify
the spelling sound correspo	ondences for 3-5 consor	nant digraphs	and will decode		_			nt 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.	ervations and student w	ork samples i	n 3 out of 5 trials	accuracy.	ations and s	iudeni work s	ampies	in 3 out of 3 trials with	1 /0%
Willi 6078 decardey.									
Date to be achieved:	July •	2024	<b>✓</b> MO/YR	Date to be achie	ved:	November	~	2024	MO/YR
	IEP R	REPORT OF	PROGRESS AND A	ACHIEVEMENT F	ROM CU	RRENT IEP			
			EXPLANAT	ION OF MARKS					
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL met)	PROGRESS (	50-99% of goal	2 PARTIAL PR	OGRESS (	1-49% of goa	l met)	1 NO PRO	OGRESS
1st Reporting Period	2nd Reporting Peri	iod 3rd	Reporting Period	4th Reporting P	eriod (Seco	ondary	Goal	Achievement	
Date:	Date:	Date	:	Only) Date:					
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		Prog	3.6 1	D 1/ 1			Обј	jective 1 Met:	
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Progress Mark:	Progress Mark:	Tiog	ress Mark:	Progress Mark:			0	Yes O No	
					ient to mee	t annual		Yes O No jective 2 Met:	
Progress Mark:  Is progress sufficient to meet annual goal?	Progress Mark:  Is progress sufficient meet annual goal?	t to Is pr	ogress sufficient to annual goal?	Is progress suffic goal?	cient to mee	t annual	Obj		
Is progress sufficient to	Is progress sufficient	t to Is pr	ogress sufficient to	Is progress suffic		t annual	Obj	jective 2 Met:	
Is progress sufficient to meet annual goal?	Is progress sufficient meet annual goal?	t to Is pr	ogress sufficient to annual goal?	Is progress suffic goal?	)	t annual	Obj	jective 2 Met: Yes No	
Is progress sufficient to meet annual goal?  Yes No	Is progress sufficient meet annual goal?  Yes No	t to Is promeet  nent: If "N	ogress sufficient to annual goal? Yes O No	Is progress suffic goal?  Yes No	omment:	t annual	Obj	jective 2 Met: Yes No	
Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess	Is progress sufficient meet annual goal?  Yes No If "No" please comm  Needs More Tin Excess	Is promeet  ment: If "N  ne	ogress sufficient to annual goal?  Yes No  No please comment:  Needs More Time  Excess	Is progress suffic goal?  Yes No If "No" please co	omment: Time	t annual	Obj	jective 2 Met: Yes No	
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Los Angeles Unified Scl		INDIVIDUALIZED EDUC	ATION PROGRAM (IEP)	
Student ROSS	SHYLEE		Date of Birth 17-OCT-2014	Meeting Date 28-MAY-2024
Last	First	MI Section Co Assessed C	la de condicionations	
formance Area:	Behavior Support #2	Section G: Annual G Category: Bel	avior Intervention Annual G	oal #: 10
		٥,	unexpected behavior to an adult when given	
	out of 5 trials with 80% accur-			
	be reported to parents by cor Report or Report Card period		rogress and Achievement from Current IE	orm(s) which will be
State Assessments	Norm	Referenced	Criterion Referenced	Curriculum Based
Observation	Portfol		✓ Work Samples	Informal
Other				
and unexpected behavior t	related to the goal: (3-4) mild prompt, Shylee wil to an adult when given 1-2 situat of 5 trials with 80% accuracy	uations as measured	and unexpected behavior to an adult wh	e goal: mpt, Shylee will identify what is expected en given 2-3 situations as measured teach in 3 out of 5 trials with 80% accuracy for
Date to be achieved:	July <b>2</b> 024	<b>✓</b> MO/YR	Date to be achieved: November	r <b>∨</b> 2024 <b>∨</b> MO/YR
	IEP REPO		CHIEVEMENT FROM CURRENT IE	)
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROG	EXPLANATION	CHIEVEMENT FROM CURRENT IER ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go	
EXCEEDED	3 SUBSTANTIAL PROG	EXPLANATION EXPLANATION EXPLANATION EXPLANATION OF GOAL	ON OF MARKS  2 PARTIAL PROGRESS (1-49% of go	
EXCEEDED  1st Reporting Period	3 SUBSTANTIAL PROG	EXPLANATION	ON OF MARKS  2 PARTIAL PROGRESS (1-49% of go  4th Reporting Period (Secondary Only)	al met) 1 NO PROGRESS
	3 SUBSTANTIAL PROG met)  2nd Reporting Period	EXPLANATION EXPLANATION EXPLANATION IN THE PROPERTY OF GOOD IN THE PROPERTY OF	ON OF MARKS  2 PARTIAL PROGRESS (1-49% of go  4th Reporting Period (Secondary	al met) 1 NO PROGRESS
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EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?	3 SUBSTANTIAL PROGramet)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?	EXPLANATION OF GOAL  3rd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?	ON OF MARKS  2 PARTIAL PROGRESS (1-49% of go  4th Reporting Period (Secondary Only) Date:  Progress Mark:  Is progress sufficient to meet annual goal?	All met)  I NO PROGRESS  Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No
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EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed	3 SUBSTANTIAL PROGree met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed	EXPLANATION OF STATE OF THE PROOF OF STATE OF ST	ON OF MARKS  2 PARTIAL PROGRESS (1-49% of go  4th Reporting Period (Secondary Only) Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	All met)  I NO PROGRESS  Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No

# INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District SHYLEE Student ROSS Date of Birth 17-OCT-2014 Meeting Date 28-MAY-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** 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 Student will participate in Regular State and District Assessments. **CAASPP Subject** (Designated Supports and/or Accommodations identified below are applicable) 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. **ELPAC Subject** (Designated Supports and/or Accommodations identified below are applicable) Reading **Designated Supports:** - Noise buffers - Simplified or paraphrased test directions (non-embedded designated support) Student will participate in Regular State and District Assessments. **ELPAC Subject** (Designated Supports and/or Accommodations identified below are applicable) 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. **ELPAC Subject**

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

Writing

**Designated Supports:** 

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

Student will participate in Regular State and District Assessments. **ELPAC Subject** (Designated Supports and/or Accommodations identified below are applicable) 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)

		INDIVIDUA	LIZED EDUCA	TION PROGRAM (IEP)		Page 23 of 34
Los Angeles Unified Schoo	l District			(121)		
Student ROSS	SHYLEE			Date of Birth 17-OCT-2014	Meeting	28-MAY-2024
Last	First	MI			Date	
		Section N: Proc	edural Safegua	rds and Follow-up Actions		
✓ A Parent's Guide to Spe	ecial Education Ser	vices including	Procedural Rig	ghts & Safeguards was provided to the	he parent in his/l	ner primary language.
✓ The IEP Team Meeting I	ntroductory Stateme	ents were read alo	oud at the begin	ning of the IEP Team meeting.		
✓ The parent/guardian was	informed of his/her	right to a writter	n translation of t	he IEP.		
Is the parent/guardian reque	sting computer gene	erated translation	?* O Yes (	No		
Select Preferred Language	e: 🔻					
translation IEP documentation shou	ald not be considered an oution services by a District	official IEP document translator. Parents/	t. While this service Guardians who elect	ranslated content has not been fully vetted by a is offered and available to assist parents/guard t access to computer generated written IEP tran il IEP documentation.	lians to participate in	IEP development, it is not a
Is the parent/guardian reque	sting official transla	tion? O Yes	O No Sel	ect Preferred Language: Hebrew		<b>~</b>
Specify the Individual Pa	ages to be translated	:				
entire IEP						
Special Requests:						
For students who are 17 student at 18 years of ag	•			been informed that the educational d	lecision-making	rights will transfer to the
	Pandemic Lear	ning Loss Cons	ideration of Co	mpensatory and/or Recoupment Se	ervices _	
<b>Compensatory Education</b>	Consideration:			Recoupment Services Consideration	on:	
✓ The IEP team has review education is required dudetermined:  ○ Student received all of services required by the	e to the COVID-19	pandemic. The Il	EP team has	<ul> <li>✓ The IEP team has reviewed and of and considered factors that may be the school facility closures as a real IEP team has determined:</li> <li>○ Student has made expected process.</li> </ul>	have impacted st esult of the COV ogress toward IE	udent's learning during TD-19 pandemic. The P goals and/or
required.	a all of their special	advantion and ra	lated aids	progress is in alignment with e achievement. No recoupment s	-	
<ul> <li>Student did not receive and services required details are documented</li> </ul>	by their IEP. Compe	nsatory educatio		Student experienced learning learn	oss as a result of	the school facility
O Student did not receive and services required education was warrant team in FAPE Part 2 P	by their IEP. Howev ted for the reasons d	er, no compensat	tory	services are necessary. The IEF to address past learning loss. R included in FAPE Part 2, Part 4 service grid, as necessary).	ecoupment servi	ces offer details are
<ul><li>Compensatory education</li></ul>	ion consideration wa	as documented or	n IEP dated	Recoupment services considers     01-MAR-2023 (Inactive) Initial		ented on IEP dated
01-MAR-2023 (Inactiv	ve) Initial	•		01-WAR-2025 (mactive) initial	•	
O Preschool Only Consideration 30-Day IEP Consideration Student attends private s	on (Out-of-District)		resides outside	of district boundaries (Eligibility Dete	ermination Only)	
	,	THIS SPACE	DELIBERA	TELY LEFT BLANK.		

Los Angeles Unified School District	INDIVIDUALIZED EDU	CATION PROGRAM (	IEP)	Page 24 of 34
Los Angeles Unified School District Student ROSS SHYLEE		Date of Birth 17-0	OCT-2014 Meet	ing Date 28-MAY-2024
Last First	MI			
	Section Q: Parent Par	ticipation and Cons	ent	
Parent Participation			Parent Notificatio	n
Parent/Student (18-21) has participated in the IEP r Parent/Student (18-21) indicated before the meeting to attend. Parent/Student (18-21) was notified 3 times of the r Parent/Student (18-21) did not respond to any of the meeting was held without the Parent/Student (18-21) pr Parent/Student (18-21) did not attend and gave perr them if they did not attend.	g that they would not be able meeting time and place. eting notifications and the esent			When 30-APR-2024 15-MAY-2024  escheduled to this date at my the PARENT requested that the IEP
Parent/Stu-	dent (18-21) Agreement		/	
A Parent/Student (18-21) may agree to all or some implement those portions of the IEP to which the property of the IEP to all component of t	with any of the components of any form of dispute resolution as to attoin, A Parent's Guide to Station, A Parent Guide to Station, A Paren	THE SPECIFIC EXCE	PTION(S) stated below:  f the proposed IEP to whic proposed IEP, the parent of	h the parent does not agree. If an find information on
Signature(s)			Date	
Parent Guardian Studen	nt age 18-21 years age 18-21	O Surrogate Parent	Emancipated Min	or Foster Parent
Did the school district facilitate parent involvement as a				*
✓ I certify that I have received a copy of the Parc can be done at anytime after the IEP meeting	ent Input Survey regarding t	he IEP process. I under	estand that my completion of	of the form is voluntary and
Signature(s)			Date	28-MAY-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.* 



IND os Angeles Unified School District	DIVIDUALIZED EDUCATION PROGRAM (IEP)	Page
samples office school district		Reconvened Meeting Date
Student ROSS SHYLEE	Date of Birth 17-OCT-20	
Last First	MI	
Se	ection 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	
General Education Teacher	Barbara Spencer	Balbacteran
School Psychologist	Rachel Boyd	Rachel Boyd
School Nurse		
Related Service Staff		
Related Service Staff		
Related Service Staff		
nterpreter		
Sign Language Interpreter		
Agency Representative		
Agency Representative		

Luciana Chemelniker (via Zoom)

Agency Representative

Other

Other

Other

Other

advocate

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#### INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

**Reconvened Meeting** Date

14-MAR-2024

Student ROSS Last SHYLEE First

MI

Date of Birth 17-OCT-2014

Meeting Date 28-MAY-2024

Section R:	Names and Signatures (Signatures on File	e)
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 Ljubicie
Administrative Designee		
Special Education Teacher	Kelle Husk, Resource Specialist	4 2-
General Education Teacher	Barbara Spencer	Bung
School Psychologist	Rachel Boyd	lah Le
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		

	DIVIDUALIZED EDUCATION PROGRAM	(IEP)		Page
os Angeles Unified School District		Reconvened Meeting Date		
Student ROSS SHYLEE	Date of Birth 17-		Meeting Date	28-MAY-2024
Last First	MI			
Se	ection R: Names and Signatures (Signatures of	on File)		
Team Member	Print Name		Signati	ıre
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		Ø _	
General Education Teacher	Barbara Spencer		\$	
School Psychologist	Rachel Boyd		Rachel Boyd	
School Nurse				
Related Service Staff Educational Audiologist	Kosha Chowhan		Kosha Chowhan	
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

	** ** **			DIVIDUALIZ	ZED EDUCATI	ON PROGRAM (IEP)			Page 28 of 3
	Los Angeles Unified School District Student ROSS SHYLEE				E	ate of Birth 17-OCT-2	2014	Meeting	28-MAY-2024
	Last		First	MI				Date	
			LEAST R	ESTRICT	TIVE ENVI	RONMENT ANA	ALYSIS		
			То Ве	Completed B	By the IEP Team	at the IEP Team Meet	ing		
				Studen	nt's Current Plac	ement Type:			
O General	Education	Class/Gener	al Education Site		C	Special Day Program	/General Educ	cation Site	
O Special I	Day Progra	m/Special E	ducation Center		C	Nonpublic School			
O Home/H	lospital or I	Residential C	Care Facility						
DIRECTION						n regarding placement licates YES, it is also i			A until the team reaches
accommodat	tions and novided. In	nodifications selecting the	s is not the sole just E LRE, consideration	tification for on is given to	placement in a o any potential h	of current availability more restrictive setting armful effect on the cl	g, unless there nild or on the o	is a compellinguality of serv	g reason why they ices that he or she
	O Yes	O No	If the answer is	YES, then a g	general educatio	1 / :	the annronriat		
	108	O No	the question belo		general educatio	n classroom/setting is	ше арргориа	te placement. l	If the answer is NO, go to
	O Yes	O No	If not currently a	ow. available, can cation classro	n the required su oom/setting? If	pports, services, accor YES, all required supp	nmodations ar	nd/or modifica	If the answer is NO, go to tions be made available ons and/or modifications to box below. Then go to
Step B.	O Yes  Can the	O No	If not currently a in a general education must be provide Step B.	ow. available, can cation classro d within a rea	n the required su oom/setting? If v asonable timelin	pports, services, accor YES, all required supp	nmodations ar orts, services, , please articu	nd/or modifica accommodati late why in the	tions be made available ons and/or modifications e box below. Then go to
Step B.	O Yes  Can the	O No	If not currently a in a general edumust be provide Step B.	ow. available, can cation classro d within a rea ations and/or YES, then a s	n the required su oom/setting? If vasonable timeling r modifications in special day prog	pports, services, accor YES, all required supp te. If the answer is NO	nmodations ar orts, services, , please articu	nd/or modifica accommodatical late why in the	tions be made available ons and/or modifications e box below. Then go to

below. Then go to Step C.

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

# INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Student ROSS SHYLEE Date of Birth 17-OCT-2014 28-MAY-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.

Student (	ROSS	SHYLEE		Date of Birth 17-OCT-2014	Meeting	28-MAY-2024
	Last	First	MI		Date	
	A]	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 Limited access	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		

INDIVIDUALIZED EDUCATION PROGRAM (IEP)
IEP FAPE Part 1 - Eligibility, Placements and Supports

Los Angeles Unified School District Student ROSS SHYLEE

First

Date of Birth 17-OCT-2014

Meeting Date 28-MAY-2024

		Effective With this IEP	Future Changes Related to this IEP
	As of Date:	IOCUTION	
Eligibility: (from Page 4)		Eligible (OHI)	4
· · · · · · · · · · · · · · · · · · ·	Final IEP Reason Final IEP Effective Date:		
Curriculum		General Education	
Placement	Type of School	Affiliated Charter	
	Name of School	WOODLAKE ECC	
Instructional Setting	Setting	General Education	
	Program	GE	
	Special Day Minutes/Wk		
	Addresses Goals	1(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	Check noise levels in the classroom as indicated (Audiologist), Mindful seating with right ear towards the speaker, Repeat, do not rephrase directions, Check for comprehension (what did you hear?), Provide auditory and visual information sequentially, Small group support, Behavior Implementation Plan, use of a note card, pair visual with instructions, movement breaks, extended time on classwork, reports and tests as needed, reduce homework load, extra time on homework, positive reinforcement, verbal praise, chuck assignments in parts, extended time to amount of time of half, shortened homework, reduce the number of test questions, untimed and small group setting on assessments, prompts to stay on task, prompt student to check work for accuracy before submitting, provide multiple choice instead of short answers assessments, repeat/rephrase/clarify directions/instructions, offer story starters to promote writing, allow student to dictate sentences for essay, provide a sample of what the finished paper/project should look like, breaks as needed, graphic organizer, flexible seating, use of non-distracting fidgets as needed. Allow use of a line marker or finger to help keep place. Less print presented on a page to avoid visual confusion. Increase space for writing (e.g. if expected to write single-spaced, change to double-spaced, and if expected to write double-spaced, change to triple-spaced).	
	Instructional Modifications		
	Other Supports, including Non-Academic		

	and Extra-curricular Activities	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.)	If the Parent does not agree, specify the area(s) to be reassessed.	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 - Summary of Services

**Los Angeles Unified School District** 

Student ROSS SHYLEE Date of Birth 17-OCT-2014 Meeting Date 28-MAY-2024 First

Service 1		Effective With This IEP	Future Changes Related To Thi
Service 1		tiod	IEP
	Start Date:	Effective on Signature Date	
04	End Date:		
Counseling and Guidance	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following <b>goals:</b>	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 <b>goals:</b>	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 <b>goals:</b>	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 <b>goals:</b>	Interval:	Weekly	
3(Reading #1)	Minutes/Interval:	160	
5(Writing #1)	Minutes/Interval (Pullout from Gen Ed):	160	
7(Written -Spelling) 4(Reading #2)	Service Delivery Model:	RSP: Collaborative Teaching and Planning*	
6(ELD)	RSP Area:	<u>-</u>	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 17

# Part 4 - Compensatory Education/Recoupment Services Discussion

# Part 4 - Additional IEP Team Considerations & Parental Input

5-28-24- LAUSD Educational Audiologist presented the findings from the Central auditory processing evaluation and discussed recommendations. Auditory training program was recommended and Parent advocate asked if the therapy program can be done at home for summer. Per team agreement, Student can start therapy in summer and will pick up the training when she is back in attendance in the new school year. It was discussed that the therapy would be administered during RSP time and time will be added on to accommodate administration of the therapy. Per team discussion, Acoustic Pioneer (Zoo Caper Sky Scraper program) can be implemented to address deficits in dichotic listening. The program is described to incrementally improve dichotic listening, auditory memory and Speech in Noise. Student's school to purchase the program and will be responsible to provide the needed technology (IPAD/ Computer and headphones) to administer the program. The program will be administered 2 times a week for 15-20 minutes during Resource time/ or as agreed upon by the team. In summer, Student will access the program at home and will be supported by Parent. LAUSD Educational Audiologist will monitor progress in the program and will conduct a retest Central Auditory Processing assessment following completion of the program to document progress in the areas targeted or lack thereof. RSP ELA time has been increased by 40 minutes/week to allow for the auditory training program.

#### INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student ROSS SHYLEE

Last First MI

SHYLEE Date of Birth 17-OCT-2014 Meeting Date 28-MAY-2024

				FAP	E Sum	mary C	Grid			
Program	ı:	GE				Setting	g:	General	Education	
Eligibilit	y:	Eligible (OHI)				Curri	culum:	General	Education	
Transpo	rtation:	None				Low I	ncident 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 Date	Regular	Monthly	1-	-5	~	60	Social Emotional	
RSP	RSP	Effective on	Regular	Weekly	1-	.5	RSP-	160	Reading #1, Writing	

## Alternative Remote/Distance Learning Services During Emergency Conditions

1-5

Weekly

Regular

Literacy/ELA/ELD

RSP-Math

90

#1, Written -

Spelling, Reading #2, ELD

Math #2, Behavior

Support #1,

Behavior Support #2, Math #1

Signature

Date

Effective on

Signature

Date

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 great	test extent possible ("2	x" all that could ap	oply for student, depend	ding 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		<b>✓</b>	<b>~</b>	<b>~</b>	<b>~</b>	<b>✓</b>

Supplementary Aids and Services (provided in	<b>✓</b>	<b>~</b>	<b>✓</b>	<b>✓</b>	<b>~</b>	<b>~</b>
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	Angeles Unified Schoo	l District				(Behavior Interv	ention Plan, pg. 1 o
Student	ROSS	SHYLEE		Date of	Birth 1	7-OCT-2014	Meeting Date	28-MAY-2024
	Last	First	MI				_	
1		npeding learning is:		Describe what i				
1	other		~			ts, lies, walks out of		
2	It impedes lea	-	of work production 🗸	disrupts other st	udents 🗸	requires instructi	on to stop 🗸	
2	instructional t	ime is lost 🗸 🔀 negati	ive interaction with peers	<b>✓</b>				
	other							
	The need for s	a Behavior Intervention Pl	lan:  early stage interve	antion O mode	noto O son	rious O systemans		
3	The need for a	Benavior intervention Fr	an. earry stage interve	ention O mode	rate osei	rious extreme		
•	Frequency or	intensity or duration of be	havior: Frequency (v) F	Period I1	ntensity	Duration (min)		
4		intensity of duration of be						
-	1-2			•	ow 🗸			
	Reported l	Teacher, RSP		and/or 🗸	observed by	Teacher, RSP		
DD EVEN	ITION		DA DE 1		ENIT	IDOM CONTACTOR	TODG AND MEGE	SGARW GHANGEG
PREVEN	TION	***	PART 1				CTORS AND NECES	
	5	What are the predictor	rs for the behavior? (Situati	ions in which the	behavior is li	ikely to occur: people	e, time, place, subject	t, etc).
	3	Disruption in routi	ines Work lo	evel higher than		Verbal directives	Lac	ck of predictability
		Time of day	student's ab	oility	<b>✓</b>	Peer conflict		er stimulation
		Unstructured time		l physical/emotion	ıal 🗍	Room conditions		ecific room arrangeme
		Events from previo	state				_ 5p	
		environments	Lack of	f freedom, choice, ctivities, friends				
				stimulation				
		Other Describe:	_ Chaci	sumulation				
		What supports the str	dent using the problem bel	havior? (What is r	nissing in th	 e environment/curric	ulum or what is in th	e environment/curricu
servat	ion 6	that needs changing?)	)					
nalysis								
nary 515	Present in t	he environment:	Classroom seating	arrangement	Noise 1			tions (adult and/or pee
	Missing in	the environment:	✓ Peer status gained	for			e-appropriz <mark>e Gøn</mark> flit	xt.)resolution skills
			misbehavior		Schedu	ıle		ve communication wit
			Transition skills		Task st	ructuring	parent	
			Re-teaching		Consec	quences not clear to s	tudent Comm	unications system
			Social skills instru	ction				
	Other	(Missing/Present):	Choices					
	_ outer	iviissing/i resent).						
		REMO	OVE STUDENT'S	NEED TO	USE TH	IE PROBLEM	1 BEHAVIOR	<u>.</u>
		What environmental c	changes, structure and supp	orts are needed to	remove the	student's need to use	this behavior? (Char	nges in
tervent	ion 7	Time/Space/Materials	/Interactions to remove the	likelihood of beh	avior)			
tervent	ion 7	Time/Space/Materials		likelihood of beh	, , , , , , , , , , , , , , , , , , ,			
tervent	ion 7	Time/Space/Materials. Time Changes:	Give	likelihood of beh more time on task	, , , , , , , , , , , , , , , , , , ,	Allow completion		ach a closure system
tervent	ion 7	Time/Space/Materials	☐ Give : ✓ Signa	likelihood of beh more time on task l transition	s 🗸	Provide a break	Gi	ve less time on tasks
ervent	ion 7	Time/Space/Materials Time Changes: Space Changes:	☐ Give : ✓ Signa ☐ Prefei	likelihood of beh more time on task I transition rred seating	s v	Provide a break Different work area	Gi Str	ve less time on tasks
ervent	ion 7	Time/Space/Materials. Time Changes:	Give r Signa Prefer Person	likelihood of beh more time on task I transition rred seating nal space	s •	Provide a break Different work area Hands-on learning	Gi □ Str ☑ Ta	ve less time on tasks udy carrels sks organized
ervent	ion 7	Time/Space/Materials Time Changes: Space Changes:	Give i Signa Prefei Persoi Accor	likelihood of beh more time on task I transition rred seating nal space mmodated work	s v	Provide a break Different work area Hands-on learning Notebook organize	Gi Str Ta r En	ve less time on tasks udy carrels sks organized llarged print size book
ervent	ion 7	Time/Space/Materials Time Changes: Space Changes: Material Changes:	Give I Signa Prefer Persor Accor	likelihood of beh more time on task I transition rred seating nal space mmodated work interest materials	s v	Provide a break Different work area Hands-on learning Notebook organize Cue the student	Gi □ Str ☑ Ta	ve less time on tasks udy carrels sks organized llarged print size book
tervent	ion 7	Time/Space/Materials Time Changes: Space Changes: Material Changes:	Give 1 Signa Prefer Persor Accor High Use s	likelihood of beh more time on task I transition rred seating nal space mmodated work	s v	Provide a break Different work area Hands-on learning Notebook organize	Gi Stu Ta	ve less time on tasks udy carrels sks organized llarged print size book
tervent	ion 7	Time/Space/Materials Time Changes: Space Changes: Material Changes:	Give 1 Signa Prefer Person Accor High Use sy words	likelihood of beh more time on task I transition rred seating nal space mmodated work interest materials pecific supportive	s v	Provide a break Different work area Hands-on learning Notebook organize Cue the student Praise successes Use calm, de-escal	Gi String	ve less time on tasks udy carrels sks organized ılarged print size book odel
tervent	ion 7	Time/Space/Materials Time Changes: Space Changes: Material Changes:	Give 1 Signa Prefer Person Accor High Use sp words Verba	likelihood of beh more time on task I transition rred seating nal space mmodated work interest materials pecific supportive	s v	Provide a break Different work area Hands-on learning Notebook organize Cue the student Praise successes	Gi String	ve less time on tasks udy carrels sks organized ılarged print size book odel
ervent	ion 7	Time/Space/Materials Time Changes: Space Changes: Material Changes:	Give i Signa Prefei Persoi Accor High Use sy words Verba Use ss	likelihood of beh more time on task I transition red seating nal space mmodated work interest materials pecific supportive ally praise student pecific support	s v	Provide a break Different work area Hands-on learning Notebook organize Cue the student Praise successes Use calm, de-escal	Gi String	ve less time on tasks udy carrels sks organized ılarged print size book odel
ervent	ion 7	Time/Space/Materials Time Changes: Space Changes: Material Changes: Interaction:	Give 1 Signa Prefer Person Accor High Use sp words Verba	likelihood of beh more time on task I transition red seating nal space mmodated work interest materials pecific supportive ally praise student pecific support	s v	Provide a break Different work area Hands-on learning Notebook organize Cue the student Praise successes Use calm, de-escal	Gi String	ve less time on tasks udy carrels sks organized ılarged print size book odel
tervent		Time/Space/Materials Time Changes: Space Changes: Material Changes: Interaction:	Give i Signa Prefet Persot Accor High Use sy words Verba Use ss communi	likelihood of beh more time on task I transition rred seating nal space mmodated work interest materials pecific supportive ally praise student pecific support cations	s v	Provide a break Different work are: Hands-on learning Notebook organize Cue the student Praise successes Use calm, de-escalinguage	Gi Gi Stu Ta En Marian	ve less time on tasks udy carrels sks organized ılarged print size books odel
tervent	Who will extracher, F	Time/Space/Materials Time Changes: Space Changes: Material Changes: Interaction:  Other	Give i Signa Prefet Person Accor High Use s words Verba Use s communi	likelihood of beh more time on task I transition red seating nal space mmodated work interest materials pecific supportive ally praise student pecific support	s v	Provide a break Different work area Hands-on learning Notebook organize Cue the student Praise successes Use calm, de-escal	Gi Gi Stu Ta En Pe	ve less time on tasks udy carrels sks organized ılarged print size books odel

#### INDIVIDUALIZED EDUCATION PROGRAM

				Behavior Intervention Plar	1	
	Lag			ng with Student's Learning or the Lea	rning of His/Her Peers	(Dehavior Intervention Dlan ng 2 of
Student	ROSS	Angeles Unified School	oi District	Date of Birth	17-OCT-2014	(Behavior Intervention Plan, pg. 2 of Meeting Date 28-MAY-2024
`	Last	First	MI			
ALTERNA	TIVE	PART		FUNCTIONAL FACTORS A		
	8	Team believes the be	havior occurs b	because: (Function of behavior in term	is of getting, protest or avo	iding something)
	Ü	To Get:		Sensory input	Attention (peer)	Attention (staff)
		To Avoid:		Tangible (desired item) Sensory input	☐ Tangible (desired act ✓ Attention (peer)	Attention (staff)
				Task (too difficult)	Task (too easy)	Task (too long)
		Describe:			(,)	(==================================
Observatio	n 9	What team believes met in an acceptable		uld do INSTEAD of the problem beha	avior? (How should the stu	ident escape/protest/avoid or get his/her nee
Analysis	To avoid	conflict with peers, Shyl	ee will learn h	ow to make a deal, walk away.		
	To avoid	verbal outburst, Shylee	will use self-re	gulation strategies (e.g., deep breath	ing technique, counting,	squeezing stress ball).
	10	What teaching Strate	gies/Necessary	Curriculum/Materials are needed?		
	10					
		Better commun	ication skills	Anger management	Communication sys	
		Following sche	dules &	Learning new social skills	Learning how to ne	gotiate Learning structured choic
		routines Learning new s	crints	Learning notebook organization	Learning to use con resolution	flict Learning to request break
		Other	cripio	organization	resolution	
		Who will establish	?	Who will monitor?	Frequenc	ey:
		Teacher, RSP,BIO		Teacher	Daily	
	11	What are reinforceme	nt procedures t	o use for establishing, maintaining, ar	nd generalizing the replace	ment behavior(s)?
nterventic		Physical:		High-fives	✓ Smiles	Handshake
inter ventre				Pat on the back		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 hon	ne Seating Location
		Tokens and Points:		Tokens Exempt assignment	Points	
		Privileges:		Carrie assignment	Extra test points	
		Other ideas:				
		Selection of reinforcer				
		reinforcer for using	ng replacement		increase in positive behavi	ors
		By whom? Teacher, RSP,BIC		Frequency Daily		
		reactici, KSI,DIC		Daily		
EFFECTIV	E REACTIO	Ň	PART	III	REACTIVE	ESTRATEGIES
12						ent behavior, 2. Describe how staff should ary further classroom or school consequence
	Provide lead	ership opportunities to S	hylee so that s	he can receive attention from engage	ing in expected behaviors	(e.g., teacher helper, supplies monitor).
			•		* *	n gradually fade out as Shylee becomes
		with using conflict resolu				•
	Personnel?					
	Teacher, RSI	P, BIC				

#### INDIVIDUALIZED EDUCATION PROGRAM

Behavior Intervention Plan

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

tudent		geles Unified Scho	District		(Бенау	vior Intervention Plan, pg. 3 of 3)
	ROSS	SHYLEE		Date of Birth 17-OC	Г-2014	Meeting Date 28-MAY-2024
	Last	First	MI			
UTCO	MES		PART IV		BEHAVIOR.	AL GOALS
3	D.1 . 10					
3	Behavioral G	ioal: Goal #: 2				
	With teacher s	upport and (1-2) mild	prompts, Shylee will reduc	e the rate of unexpected behaviors	such as (argue	e with peers/adults, protest with
	directives, wal	lk away) to less than 3	30 times per day for 2-3 day	s as measured by teacher and staff	data collection	1.
	The above bel	havioral goal is to: 🔍	Ingranca usa of raplesa	ment behavior and may also inclu	ıda	
		_				
	✓ Reduce from	equency of problem b	behavior Develop nev	v general skills that remove stude	nt's need to use	e the problem behavior
	and Analysis Co					
Are	curriculum accor	mmodations or modif	fications also necessary? W	/here described?		
FA	PE 1					
	Yes O No					
Δre	environmental si	apports/changes nece	ecary?			
	_	apports/enanges nece	SSury.			
	res O No					
_						
_	_	eplacement behavior	alone enough? (no new tea	aching is necessary)?		
Is re	_	eplacement behavior	alone enough? (no new tea	aching is necessary)?		
$\circ$	Yes No		alone enough? (no new tea			
$\circ$	Yes No No both teaching of					
Are	Yes No No both teaching of Yes No	new replacement bel	navior AND reinforcement	needed?		
Are	Yes No No both teaching of Yes No	new replacement bel		needed?		
Are  This	Yes No No both teaching of Yes No S BIP to be coord	new replacement bel	navior AND reinforcement	needed?		
Are  This	Yes No No both teaching of Yes No S BIP to be coord	new replacement bel	navior AND reinforcement	needed?		
Are  This	Yes No No both teaching of Yes No S BIP to be coord	new replacement bel	navior AND reinforcement	needed?		
Are  This	Yes No No both teaching of Yes No S BIP to be coord	new replacement bel	navior AND reinforcement	needed?		
Are This Pers	Yes No both teaching of Yes No s BIP to be coord Yes No son responsible for	new replacement bel	navior AND reinforcement ency's service plans? Agenc gencies.	needed?	COMMUNIC	CATION PROVISIONS
Are  This  Pers	Yes No both teaching of Yes No s BIP to be coord Yes No son responsible for	new replacement bel inated with other age or contact between ag	navior AND reinforcement ency's service plans? Agenc gencies.	needed?	COMMUNIC	CATION PROVISIONS
Are  This  Pers	Yes No both teaching of Yes No s BIP to be coord Yes No son responsible for	new replacement bel	navior AND reinforcement ency's service plans? Agenc gencies.	needed?	COMMUNIC	CATION PROVISIONS
Are This Pers	Yes No both teaching of Yes No s BIP to be coord Yes No son responsible for UNICATION Manner and	new replacement belinated with other age or contact between ag	navior AND reinforcement ency's service plans? Agence gencies.  PART V ication:	needed?		
Are  This  Pers	Yes No both teaching of Yes No s BIP to be coord Yes No son responsible for UNICATION Manner and	new replacement belinated with other age or contact between ag	navior AND reinforcement ency's service plans? Agence gencies.  PART V ication:	needed?	Written notes	s
Are  This  Pers	Yes No both teaching of Yes No s BIP to be coord Yes No son responsible for UNICATION  Manner and Phone of Daily re	inated with other age or contact between ag	navior AND reinforcement ency's service plans? Agence gencies.  PART V ication:	needed?		s
Are  This  Pers	Yes No both teaching of Yes No s BIP to be coord Yes No son responsible for UNICATION  Manner and Phone of Daily re Weekly	inated with other age or contact between ag	navior AND reinforcement ency's service plans? Agence gencies.  PART V ication:	needed?	Written notes	s
Are  This  Pers	Yes No both teaching of Yes No s BIP to be coord Yes No son responsible for UNICATION  Manner and Phone of Daily re	inated with other age or contact between ag	navior AND reinforcement ency's service plans? Agence gencies.  PART V ication:	needed?	Written notes	s
Are  This  Pers	Yes No both teaching of Yes No s BIP to be coord Yes No son responsible for UNICATION  Manner and Phone of Daily re Weekly	inated with other age or contact between ag	navior AND reinforcement ency's service plans? Agence gencies.  PART V ication:	needed?	Written notes	s
Are  This  Pers	Yes No both teaching of Yes No s BIP to be coord Yes No son responsible for UNICATION  Manner and Phone of Daily re Weekly	inated with other age or contact between age of content of communicalls eports	navior AND reinforcement ency's service plans? Agence gencies.  PART V ication:	needed?	Written notes	s
Are  This  Pers	Yes No both teaching of Yes No s BIP to be coord Yes No son responsible for UNICATION  Manner and Phone c Daily re Weekly Other  Between	inated with other age or contact between age of content of communicalls eports	navior AND reinforcement ency's service plans? Agence gencies.  PART V ication:  Email Daily char	needed?	Written notes	s
Are  This  Pers	Yes No both teaching of Yes No s BIP to be coord Yes No son responsible for UNICATION  Manner and Phone c Daily re Weekly Other  Between	inated with other age or contact between age of content of communicalls eports	navior AND reinforcement ency's service plans? Agence gencies.  PART V ication:  Email Daily char	needed?	Written notes	s