Student Identificati	on (	200367X836	SSID 7	312442275		Eligible (OHI)
Number Student LEVY	MYI	0.			Date of Birth:	08-JUL-2020
Last		First	MI		2 400 01 241 444	00 002 2020
	Douting	ent Dates	Section A: Me	eeting Information	Type of Meetin	1g
		ent Dates			Type of Wieeth	ıg
Pate of Initial IEP Team	Č	15-OCT-2024		<ul><li>Initial</li></ul>	○ A	mendment of IEP dated
Oate of Present Meeting		15-OCT-2024				
nnual Review to be co	•	15-OCT-2025		Annual Review	_	arly Start Transition
ext Three Year Review onducted by	will be	15-OCT-2027		Three Year Review	_	xpulsion Analysis
hree Year Review or E	valuation	15-OCT-2024		Other	○ In	dividual Transition Plan
ransition to Kindergart conducted by	en to be					
ocation of Meeting	H	AYNES CES		District Name	Los Angeles Uni	fied School Distri
			Section B: Stu	ident Information		
ate of Birth	08-JUL-2020	0	Age	4	Grade	19
ender	Male O	Female	Ethnic Code	Decline to State		
ocation of the Psych older	REGION NO	ORTH	Student has no Psych Folder			
ocation of the Cum older	HAYNES CI	ES	Student has no Cum Folder			
ome Language	Hebrew		Student Language	Hebrew	Alternate Mode of Communication	f
ome Address of tudent	24230 WELL	BY WAY				
ity	WEST HILL	LS CA	ZIP Code	91307		
ome Telephone	(925) 223-79	960	Daytime Telephone		Emergency Teleph	none
chool of Attendance	Haynes Ces		Location Code	4473		
chool of Residence	Haynes Ces		Location Code	4473		
ame of arent/Guardian ddress	KIMBERLY	LEVY	Telephone			
ity		CA	ZIP Code			
urogate Parent			Telephone			
ttends CURRENT SC f the following	CHOOL as a res	sult of one	Attends School of Reside	ence 🔻		
s the student living in a	Family Foster	O No	O Yes	FFH#		
Iome (FFH)? s FFH Provider related	to student?		O Yes	Relationship		
icensed Children's Inst			Yes Yes	LCI Name		
censea Chilaten 8 Ilist	itutiOII	∪ No	✓ Yes	LCI#		
ut of the home placem	ent made by	○ Re	gional Center	O Department of Mental I	Health O De	partment of Children's Service
hild's family living wi	hin LAUSD's		perior Court  Yes	Other		
oundaries?	1414			educational decision-making	michta?	○ No ○ Yes

	I	NDIVIDUAL	IZED EDUC	CATION PROGRAM (IEP)		Page 2 of 35
	<b>Unified School District</b>					
Student				Date of Birth 08-JUL-2	2020	
	Last First	MI Section	on C: Lang	uage Acquisition		
Language Cla	ssification:				Start Date:	
Withdrawal by	y Parent Request:	$\bigcirc$ $\checkmark$	res O No		Reclassification Date:	
ELPAC Perfo	rmance Level and Performance Descriptor:		105 0 110	<b>~</b>	Test Date:	
	PAC Performance Level and Performance			•	Test Date:	
•		Section D:	Goal Achie	vement from Current IEP		
		Ach	ieved			
Goal for: (ex	cample - Reading)	Yes	No	If No, explain the reason t	he goal/objective was not achiev	ved
1		0	0			
Category	<b>~</b>					
	Objective 1 met	0	0			
	Objective 2 met	0	0			
2	, <u>_</u>	0	0			
Category	<b>~</b>					
Category	Objective 1 met	0	0			
	Objective 2 met	_				
3	Objective 2 met	0	0			
Category		0	0			
Category	Objection 1 made					
	Objective 1 met	0	0			
_	Objective 2 met	0	0			
4		0	0			
Category	<b>~</b>					
	Objective 1 met	0	0			
	Objective 2 met	0	0			
5		0	$\circ$			
Category	<b>~</b>					
	Objective 1 met	0	0			
	Objective 2 met	0	0			
6		0	$\circ$			
Category	<b>~</b>					
	Objective 1 met	0	$\circ$			
	Objective 2 met	0	0			
7		0	0			
Category	<b>v</b> )	_				
	Objective 1 met	0	$\circ$			
	Objective 2 met	Ö	0			
8		0	Ö			
Category	<b>~</b>					
<b>,</b>	Objective 1 met	0	0			
	Objective 2 met	0	0			
9		0	0			
Category	<b>~</b>					
<b>50.</b> J	Objective 1 met	0	0			
	Objective 2 met	0	0			
10	Sojective 2 met	0	0			
Category		U	O			
Сапедогу	Objective 1 met					)
	Objective 1 met	0	0			
	Objective 2 met		$\circ$			J

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## INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Student LEVY Date of Birth 08-JUL-2020 Meeting Date 15-OCT-2024 First MI **Section E: Present Level of Performance** Performance Area: Initial Health Category: Health Assessment/Monitoring Process Used: health assessment, records review, parent interview State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Health Summary: Mylo is a 4-year-old student born full term with no prenatal, birth or newborn complications. Developmental milestones met within normal timeframes for gross motor skills and delayed in speech. Student is not on any routine medication at home or school. No history of any serious or chronic illness, accidents, injury, surgery or hospitalization. Student has no known allergies. Strengths: Mylo is able to ambulate without assistance and is independent with all activities of daily living. Student is able to communicate needs and wants verbally. Passed LAUSD vision screening on 08/28/24 and hearing screen on 09/26/24. Area of Need: Health is not an area of need. Impact of Disability: Student's physical health does not impact their involvement and progress in their educational program. Accommodations/Modifications: None in the area of health. Anna Muradyan, RN, BSN School Nurse 9/27/24 Performance Area: Articulation Category: Articulation/Phonological Processes Assessment/Monitoring Process Used: GFTA-3, Spontaneous Language Sample State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Background: This is an initial speech and language assessment conducted as part of an initial comprehensive assessment for Mylo, a four year, two month old transitional kindergarten student at Haynes CES. Mylo was referred by his mother due to concerns with his speech and language development as well as his behavior. He has not received any interventions prior to enrollment at Haynes CES. Strengths: Mylos is presenting with articulation skills that are in the average range for his age. He is able to produce all age appropriate sounds accurately in his spontaneous speech. He does have some later developing sounds in error but he has time for these to development along typical timelines and they do not have a significant impact on intelligibility at present. Needs: Articulation skills do not impact access to the curriculum at this time. Impact of Disability: Articulation does not impact students ability to access the general education curriculum. Sandra van Wijk, M.S., CCC-SLP Speech-Language Pathologist

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### INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Date of Birth 08-JUL-2020 Meeting Date 15-OCT-2024 Student LEVY MI **Section E: Present Level of Performance** Performance Area: Receptive, Expressive and Pragmatic Language Category: Language - Expressive Assessment/Monitoring Process Used: OWLS-2, Spontaneous Language Sample State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Background: This is an initial speech and language assessment conducted as part of an initial comprehensive assessment for Mylo, a four year, two month old transitional kindergarten student at Haynes CES. Mylo was referred by his mother due to concerns with his speech and language development as well as his behavior. He has not received any interventions prior to enrollment at Haynes CES. Strengths: Mylo is a bilingual speaker who understands when it is appropriate to use his English and when to use Hebrew at school. His English receptive language skills include the ability to follow routine directions in the classroom, respond to class questions and understand simple sentences. Expressively, he is able to formulate simple sentences to express his ideas and engage in simple class discussions. Pragmatic language skills include the ability to engage in ongoing conversations with peers and adults, talk about past events and use non-verbal language skills such as gestures and eye contact. Voice skills are age appropriate. Needs: Mylo presents with a mild-moderate language delay. He is a bilingual speaker but this alone does not explain his language delay. Mylo uses simple sentences with repetitive language structures. He often joins two simple sentences with the conjunction 'and' as a way of expanding but does not expand his utterances using different grammatical structures such as prepositions (he does use one preposition). Mylo's vocabulary skills are limited and he often appears to struggle to find the word he needs. Impact of Disability: Mylo's disability of Other Health Impairment (OHI) is accompanied by a language disorder that affects his ability to communicate which impacts his involvement and progress in the general education curriculum. Sandra van Wijk, M.S., CCC-SLP Speech-Langauge Pathologist Performance Area: Fluency Category: Fluency/Stuttering Assessment/Monitoring Process Used: SSI-4, Spontaneous Language Sample State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Background: This is an initial speech and language assessment conducted as part of an initial comprehensive assessment for Mylo, a four year, two month old transitional kindergarten student at Haynes CES. Mylo was referred by his mother due to concerns with his speech and language development as well as his behavior. He has not received any interventions prior to enrollment at Haynes CES. Strengths: Mylo is able to maintain a slowed rate when his is focused on a task and can produce short simple familiar sentences that are free of dysfluencies. When his speech is dysfluency, most of his dysfluencies are easy and Mylo do not demonstrate any fear or concern when they occur. His secondary/concomitant behaviors are mild and not distracting unless looking for them. Needs: Mylo presents as a dysfluent speaker. He presented with initial sound and whole word repetitions. He blocks (mild) on some words and will use a number of interjections although most often 'oo.' He presents with some secondary/concomitant behaviors such as audible inhalations, sighs and tension around his lips. He presents as moderately dysfluent. Impact of Disability: Mylo's disability of OHI is accompanied by a fluency disorder that affects his ability to communicate which impacts his involvement and progress in the general education curriculum. Sandra van Wijk, M.S., CCC-SLP

Speech-Langauge Pathologist

Los Angeles Unified School Distric		DIVIDUA	ALIZED EDUCATI	ON PROGRA	AM (IEP)			
Student LEVY MYL			ı	Date of Birth	08-JUL-2020		Meeting Date	15-OCT-20:
	First	MI		ı en e				
Performance Area:	Reading	Section	n E: Present Level	1 01 Periorma	ince			
Category:	Reading		<b>~</b>					
Assessment/Monitoring Process Used:		t Assassm	ents Grade Level Sta	undanda Ohaam	vations Work Co.	mmlas		
tate/District Assessment Results:	WJIV: Score 7		ents Grade Level Sta	ilidalus, Obselv	vations, work sai	inpies		
urrent Performance/Assessment Summ			s student needs and	impact of disal	hility on student i	nerformano	·e).	
Strengths Formal and informal assessments indicof pictographs. The general education to Areas of Need Formal and informal assessments indicommon words. The general education corresponding sounds. When finding h	cate that Mylo is ju	Mylo is ablust beginning Mylo has	e to find his name ar ng to develop letter-s s difficulty matching	nongst a group sound correspo uppercase and	of names in 3 ou ndences which m I lowercase letter	it of 4 tries hake it diffi s and ident	cult for him to r	ecognize h their
the same initial sound.								
Performance Area:								
Category:								
			<b>~</b>					
-			•					
Assessment/Monitoring Process Used: State/District Assessment Results: Current Performance/Assessment Summ Impact of Disability Mylo's Other Health Impairment (OHI involved and progress in the general economics.)	() eligibility and ch	allenges w	s, student needs and	-				ity to be
State/District Assessment Results: Current Performance/Assessment Summ Impact of Disability Mylo's Other Health Impairment (OH)	() eligibility and ch	allenges w	s, student needs and	-				ity to be
State/District Assessment Results: Current Performance/Assessment Summ Impact of Disability Mylo's Other Health Impairment (OH)	() eligibility and ch	allenges w	s, student needs and	-				ity to be
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State/District Assessment Results: Current Performance/Assessment Summ Impact of Disability Mylo's Other Health Impairment (OH)	() eligibility and ch	allenges w	s, student needs and	-				ity to be
State/District Assessment Results: Current Performance/Assessment Summ Impact of Disability Mylo's Other Health Impairment (OH)	() eligibility and ch	allenges w	s, student needs and	-				ity to be
State/District Assessment Results: Current Performance/Assessment Summ Impact of Disability Mylo's Other Health Impairment (OH)	() eligibility and ch	allenges w	s, student needs and	-				ity to be
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State/District Assessment Results: Current Performance/Assessment Summ Impact of Disability Mylo's Other Health Impairment (OH)	() eligibility and ch	allenges w	s, student needs and	-				ity to be
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State/District Assessment Results: Current Performance/Assessment Summ Impact of Disability Mylo's Other Health Impairment (OH)	() eligibility and ch	allenges w	s, student needs and	-				ity to be
State/District Assessment Results: Current Performance/Assessment Summ Impact of Disability Mylo's Other Health Impairment (OH)	() eligibility and ch	allenges w	s, student needs and	-				ity to be
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State/District Assessment Results: Current Performance/Assessment Summ Impact of Disability Mylo's Other Health Impairment (OH)	() eligibility and ch	allenges w	s, student needs and	-				ity to be
State/District Assessment Results: Current Performance/Assessment Summ Impact of Disability Mylo's Other Health Impairment (OH)	() eligibility and ch	allenges w	s, student needs and	-				ity to be
Current Performance/Assessment Summ Impact of Disability Mylo's Other Health Impairment (OH)	() eligibility and ch	allenges w	s, student needs and	-				ity to be

		NDIVIDUALIZED	EDUCATION PROGR	AM (IEP)		Pag
os Angeles Unified School Distric Student LEVY MYI			Date of Birth	08 1111 2020	Meeting Date 15-OCT	2024
	First	MI	Date of Birth	00-JCL-2020	Witting Date 15-001	2024
erformance Area:		Section E: Pres	sent Level of Perform	ance		
	Writing					
ategory: .ssessment/Monitoring Process Used:	Writing		•			
tate/District Assessment Results:			e Level Standards, Obser	vations, Work Samples		
urrent Performance/Assessment Sumn		85 Low Average	needs and impost of disc	hility on student newform	nanca):	
Formal and informal assessment score trace his name from dotted lines. He has reports that he is able to use single work. Areas of Need  Formal and informal assessment score whenever Mylo is writing a word he we letter formation and letter-sound correspondence frame to add two words he ure face.	as also attempted ads, phrases, and so indicate that Myrites from right to spondence may in	to write his name by the short sentences when the short sentences where the short sentences when the short sentences when the short sentences when	memory when practicing speaking.  nize the letters needed to st of his letters. When practic letters and one syllable	his printing skills. The g write his name on his ov acticing printing skills, h e words. For example, w	wn. It was observed that is lack of understanding when given two pictures a	
erformance Area:			•			
ssessment/Monitoring Process Used:						
tate/District Assessment Results:						
urrent Performance/Assessment Sumn	nary (include stud	ent strengths, student	needs and impact of disa	bility on student perform	nance):	
Impact of Disability Mylo's Other Health Impairment (OH and progress in the general education v			sound correspondence ar	nd printing skills may im	pact his ability to be involved	

Last First MI Section E: Present Level of Performance  Performance Area: Math  Category: Math  Assessment/Monitoring Process Used: Formal/District Assessments Grade Level Standards, Observations, Work Samples  State/District Assessment Results: WJIV: Score 80 Low Average  Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):  Strengths  Formal assessment scores indicate that Mylo is able to write the number one. He is able to solve some one-step problems when pictures are shown to him. Per student work samples and general education teacher reports, Mylo is able to identify and draw a square, triangle, circle, and star.  Areas of Need  Formal assessment scores indicate that Mylo has not yet developed one digit addition or subtraction. The general education teacher reports that Mylo struggles to recognize numbers (1-10) which is expected to be met by the end of TK. Mylo is developing the concepts of the teen numbers. He has some difficulty representing numbers with objects and vice versa.  Performance Area:  Category:   Assessment/Monitoring Process Used:	Student LEVY MYLO Bate of Birth 08-JUL-2020 Meeting Date 15-OCT-20  Last First MI Section E: Present Level of Performance  Performance Area: Math  Assessment/Monitoring Process Used: Formal/District Assessments Grade Level Standards, Observations, Work Samples  State/District Assessment Results: WJIV: Score 80 Low Average  Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):  Strengths  Formal assessment scores indicate that Mylo is able to write the number one. He is able to solve some one-step problems when pictures are shown to him. Per student work samples and general education teacher reports, Mylo is able to identify and draw a square, triangle, circle, and star.  Areas of Need  Formal assessment scores indicate that Mylo has not yet developed one digit addition or subtraction. The general education teacher reports that Mylo struggles to recognize numbers (1-10) which is expected to be met by the end of TK. Mylo is developing the concepts of the teen numbers. He has some difficulty representing numbers with objects and vice versa.  Performance Area:  Category:   Assessment/Monitoring Process Used:  State/District Assessment Results:  Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):  Impact of Disability:  At this moment, Mylo is developing math skills at his grade level, therefore Mylo's Other Health Impairment (OHI) eligibility does not display a	for Association (Co. 1884)	INDIVIDUALIZED EDUCATION PROGRAM (IEP)	F
Last First MI Section E: Present Level of Performance  Performance Area:  Math  Assessment/Monitoring Process Used:  Formal/District Assessments Grade Level Standards, Observations, Work Samples  State/District Assessment Results:  WJIV: Score 80 Low Average  Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):  Strengths  Formal assessment scores indicate that Mylo is able to write the number one. He is able to solve some one-step problems when pictures are shown to him. Per student work samples and general education teacher reports, Mylo is able to count in sequence from one to thirteen. When presented numbers (1-20) out of order, Mylo is able to identify and recognize the numbers 1 and 5. He is also able to identify and draw a square, triangle, circle, and star.  Areas of Need  Formal assessment scores indicate that Mylo has not yet developed one digit addition or subtraction. The general education teacher reports that Mylo struggles to recognize numbers (1-10) which is expected to be met by the end of TK. Mylo is developing the concepts of the teen numbers. He has some difficulty representing numbers with objects and vice versa.  Performance Area:  Category:  Assessment/Monitoring Process Used:  Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):  Impact of Disability:  At this moment, Mylo is developing math skills at his grade level, therefore Mylo's Other Health Impairment (OHI) eligibility does not display a	Last First MI Section E: Present Level of Performance  Performance Area:  Math  Assessment/Monitoring Process Used:  Formal/District Assessments Grade Level Standards, Observations, Work Samples  State/District Assessment Results:  WJIV: Score 80 Low Average  Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):  Strengths  Formal assessment scores indicate that Mylo is able to write the number one. He is able to solve some one-step problems when pictures are shown to him. Per student work samples and general education teacher reports, Mylo is able to count in sequence from one to thirteen. When presented numbers (1-20) out of order, Mylo is able to identify and recognize the numbers 1 and 5. He is also able to identify and draw a square, triangle, circle, and star.  Areas of Need  Formal assessment scores indicate that Mylo has not yet developed one digit addition or subtraction. The general education teacher reports that Mylo struggles to recognize numbers (1-10) which is expected to be met by the end of TK. Mylo is developing the concepts of the teen numbers. He has some difficulty representing numbers with objects and vice versa.  Performance Area:  Category:  Assessment/Monitoring Process Used:  Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):  Impact of Disability:  At this moment, Mylo is developing math skills at his grade level, therefore Mylo's Other Health Impairment (OHI) eligibility does not display a			OCT-202
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Assessment/Monitoring Process Used:  Formal/District Assessments Grade Level Standards, Observations, Work Samples  State/District Assessment Results:  WJIV: Score 80 Low Average  Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):  Strengths  Formal assessment scores indicate that Mylo is able to write the number one. He is able to solve some one-step problems when pictures are shown to him. Per student work samples and general education teacher reports, Mylo is able to identify and draw a square, triangle, circle, and star.  Areas of Need  Formal assessment scores indicate that Mylo has not yet developed one digit addition or subtraction. The general education teacher reports that Mylo struggles to recognize numbers (1-10) which is expected to be met by the end of TK. Mylo is developing the concepts of the teen numbers. He has some difficulty representing numbers with objects and vice versa.  Performance Area:  Category:  Assessment/Monitoring Process Used:  Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):  Impact of Disability:  At this moment, Mylo is developing math skills at his grade level, therefore Mylo's Other Health Impairment (OHI) eligibility does not display a	Assessment/Monitoring Process Used:  Formal/District Assessments Grade Level Standards, Observations, Work Samples  Statel/District Assessment Results:  WIIV: Score 80 Low Average  Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):  Strengths  Formal assessment scores indicate that Mylo is able to write the number one. He is able to solve some one-step problems when pictures are shown to him. Per student work samples and general education teacher reports, Mylo is able to count in sequence from one to thirteen. When presented numbers (1-20) out of order, Mylo is able to identify and recognize the numbers 1 and 5. He is also able to identify and draw a square, triangle, circle, and star.  Areas of Need  Formal assessment scores indicate that Mylo has not yet developed one digit addition or subtraction. The general education teacher reports that Mylo struggles to recognize numbers (1-10) which is expected to be met by the end of TK. Mylo is developing the concepts of the teen numbers. He has some difficulty representing numbers with objects and vice versa.  Performance Area:  Category:  Assessment/Monitoring Process Used:  Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):  Impact of Disability:  At this moment, Mylo is developing math skills at his grade level, therefore Mylo's Other Health Impairment (OHI) eligibility does not display a	Darformonoa Arao		
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Student LEVY MYLO Date of Birth 08-JUL-2020 Meeting Date 15-OCT-2024  Last First MI Section E: Present Level of Performance  Performance Area: Study Skills/Behavior  Eategory: Behavior Intervention  Assessment/Monitoring Process Used: Teacher Observations  State/District Assessment Results:  Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):  Strengths General education teacher reports that Mylo comes into school excited and ready to start his day at school. He knows the morning routine and follows it.  Mylo is able to sit with the whole group. He is able to engage in conversations during unstructured setting such as recess and lunch with adult support.  Mylo is responds to teacher led modeling. He understands oral directions given by the teacher to complete general tasks such as walking to the rug, lining up for recess, going to their tables. With teacher direction Mylo is able to use scissors to cut appropriately.  Areas of Needs  Teacher observations report that Mylo needs adult support and modeling to wash his hands and reminders to flush the toilet. He needs frequent adult modeling and redirection to show expected behaviors when playing with others. Mylo has difficulty expressing his wants, needs, and emotions with words. Which may sometimes impact his social relationships with peers. He also has difficulty actively participating in teacher led activities because of his difficulty to recall the information.  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## INDIVIDUALIZED EDUCATION PROGRAM (IEP) **Los Angeles Unified School District** Date of Birth 08-JUL-2020 Meeting Date 15-OCT-2024 Student LEVY MI **Section E: Present Level of Performance** Performance Area: Cognitive Ability/General Ability Category: General Ability Assessment/Monitoring Process Used: Alternative Assessment, Interviews, Record Review, and Observations State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Results of the current assessment indicate Mylo is functioning within the Average range of cognitive ability based upon alternative assessment procedures administered in English. Strengths: He demonstrated strength in his visual reception (ability to discriminate, recall, organize, and sequence visual stimuli), fine motor (ability in his visual motor planning, unilateral and bilateral manipulation, and writing readiness, and motor planning and motor control), sensory-motor (ability to combine input of sensory information with output of motor activity), auditory processing (effective listening and communication skills for higher order language skills, including literacy skills), phonological processing (sound/symbol automaticity), conceptualization (ability to see basic similarities and differences, draw conclusions, generalize information, classify, categorize and summarize), and Association (ability to see similarities, memorize and to learn by rote). Needs: He demonstrated areas of need in his receptive (auditory discrimination, language conceptualization, auditory comprehension, and auditory memory) and expressive language (ability to use auditory discrimination, and auditory memory skills in order to verbally demonstrate development of concepts) based on performance on the MSEL. Mylo was not yet able to associate characteristics and differences between more complex items such as wood and cotton being hard and soft, and verbalizing knowledge for use of items such as an umbrella, basket, or letter. Additionally, he demonstrated challenges with understanding of comparative concepts such as not same, most, least, and middle, and is not yet able to understand the concepts of shorter and longer, follow three unrelated commands, or identify his letters. Impact: Mylo's disability of Other Health Impairment due to characteristics of ADHD impacts his ability to independently organize and express his thoughts orally, explain his ideas, and speak fluently which impacts his involvement and progress in the general education curriculum. Performance Area: Academic Performance/School Readiness Category: Reading Assessment/Monitoring Process Used: Alternative Assessment, Interviews, Record Review, and Observations State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: Based on the BRAS-4, Mylo demonstrates strengths in the areas of color naming, shape identification, and demonstrating of self and social concept awareness Needs are identified in pre-reading skills such as Letter Naming, pre-math skills such as Number identification, and Size and Comparison concepts (long, short, deep, match, not the same, different). Based on Mylo's previous teacher's comments, Mylo was introduced to beginning sounds and numbers in class, but at times it was challenging to get him to engage in structured lessons. As a result, they focused more on activities using sensory materials, which he showed a strong preference for. While he did engage with some academic content, his progress was more aligned with hands-on, sensory experiences and practical life exercises like pouring, spooning, and tong work, which allowed him to explore concepts in a way that suited his learning style. His current teacher feedback suggests challenges with identifying numbers and letters. Mylo's current progress indicates overall academic performance is slightly below grade level expectations with the general education supports (front row seating, repeated instructions, work examples to reference, visual schedule, and adult modeling) put in place. Impact: Mylo's disability of Other Health Impairment due to characteristics of ADHD impacts his academic performance/school readiness skills which impacts his progress and participation in the general education curriculum.

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## INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Date of Birth 08-JUL-2020 Meeting Date 15-OCT-2024 Student LEVY MI **Section E: Present Level of Performance** Performance Area: Language/Bilingual Assessment Category: Language Assessment/Monitoring Process Used: Alternative Assessments, record review, interviews, and observations State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: Mylo is classified a Limited English Proficient student. Results of the current assessment indicate Mylo exhibits strengths in verbally expressing his ideas when given extra time to verbalize his thoughts, speaks in complete sentences in English, is able to engage in reciprocal conversation with simple sentences when motivated to do so, and appears to understand instructions with teacher and may require reminders. Needs: He demonstrates areas of need in demonstrating challenges with his speech fluency (stuttering). At times, Mylo's conversational exchanges can be limited to 1-2 word responses depending on his motivation to engage in conversation. However, he demonstrates the ability to converse when given additional time to accommodate his stuttering. \*\*Based on the results of the Supplemental Bilingual Consultation conducted by the bilingual school psychologist, Mylo appears to exhibit slightly better developed receptive and expressive skills in Hebrew. However, the difficulty he is experiencing in an academic and social setting can better attributed to behavior rather than a second language acquisition issue. Therefore, based on available information, reports, and interviews, it can be concluded that deficits found in the areas of language is not due to second language acquisition issues.\*\* Impact: Mylo's disability of Other Health Impairment due to characteristics of ADHD may be accompanied by a fluency disorder that affects his ability to communicate which impacts his involvement and progress in the general education curriculum. Performance Area: Motor Abilities Category: Motor Abilities V Assessment/Monitoring Process Used: Alternative Assessments, record review, interviews, and observations State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: At this time, evaluation of writing samples indicate that Mylo's pre-writing skills are developing, along with his fine motor skills related to cutting. Mylo is improving in his ability to trace letters based on work samples reviewed. Results of the standardized visual-motor integration tasks indicate Average to Above Average sensory motor skills. Mylo traced each shape with his finger, counted the lines or sides, and then replicated the shape. Mylo is able to run, jump, throw and walk based on informal observations, teacher reports and school nurse's informal assessment. He is able to navigate the educational environment without difficulty. Parent and teachers do not report concerns. Needs: None at this time. Impact: Mylo's disability of Other Health Impairment due to characteristics of ADHD does not impact his involvement and progress in the general education curriculum for his performance area.

# Page 11 of 35 INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Student LEVY Date of Birth 08-JUL-2020 Meeting Date 15-OCT-2024 MI **Section E: Present Level of Performance** Performance Area: Social-Emotional Category: Social Emotional Assessment/Monitoring Process Used: Alternative Assessment, Interviews, Record Review, and Observations State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: Results of the current assessment indicate Mylo exhibits strengths in being loving and enjoys dancing to music in class. At home, he is a problem solver, loves anything with wheels and cars, loves to build, likes to do things in his own pace. He engages in play during recess and lunch based on Needs: He demonstrated areas of need in demonstrating hyperactive and impulsive behaviors which appear to contribute to defiant/aggressive behaviors such as taking other's toys, refusing to share, knocking over blocks, kicking someone if they encroach into his personal space during carpet time, and sometimes needing his hand held to shift to the next activity. These behaviors impact his peer relationships and reciprocal play as a result. Additionally, Mylo can be easily distracted and needs adult reminders to complete his work, and refuse to participate in tasks he is not motivated by. With teacher modeling and reminders/prompting, Mylo's overall behavioral functioning has improved as he is starting to show restraint from acting on his impulse to knock over or interrupt his classmates' play, but continues to require adult modeling and reminders during classroom activities. Mylo's characteristics associated with ADHD appear to contribute to behavioral concerns related to inflexibility and the need for immediate gratification, as discussed in the aforementioned behavioral responses. Impact: Mylo's disability of Other Health Impairment due to characteristics of ADHD impacts his ability to remain on task without reminders and his peer relationships as a result of impulsive and aggressive behaviors, which impacts his involvement and progress in the general education curriculum. Although Mylo demonstrates these concerns, they can be supported in the general education classroom with accommodations and supports identified in the IEP. Performance Area: Category: Assessment/Monitoring Process Used: State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):

Section F: Eligibility  f applicable, areas discussed related to disability or suspected disability:  Specific Learning Disability, Other Health Impairment due to characteristics associated with ADHD, and Autism. The Language and Speech assessment considered the eligibility of Speech or Language Impairment.  For Initial IEP, interventions attempted prior to determining eligibility:  Prior school academic/behavioral accommodations, general education supports (front row seating, repeated instructions, work examples to reference, visual schedule, and adult modeling)  Bigible as a student with the disability of:  Odd:  OHI  Other Health Impairment  Not Applicable,  Soliditional Low Incidence Eligibility (only for VI, DBL, DEA, HOH, or severe OI):  Odd:  Not Applicable,  Soliditional Low Incidence Eligibility criteria for Special Education Services (Initial IEP).  No Longer Eligible for Special Education Services (Review IEP).  No Longer Eligible (Effective Date):  This is a Final IEP, the student remains eligible for Special Education Services until the Effective Date below.  Final IEP Reason:  Final IEP Reason:	Last First MI Section F: Eligibility  f applicable, areas discussed related to disability or suspected disability:  Specific Learning Disability, Other Health Impairment due to characteristics associated with ADHD, and Autism. The Language and Speech assessment considered the eligibility of Speech or Language Impairment.  For Initial IEP, interventions attempted prior to determining eligibility:  Prior school academic/behavioral accommodations, general education supports (front row seating, repeated instructions, work examples to reference, visual schedule, and adult modeling)  Eligible as a student with the disability of:  Odd: OHI Other Health Impairment  Not Applicable, Blind or Partially Sighted Additional Low Incidence Eligibility (only for VI, DBL, DEA, HOH, or severe OI):  Odd: ONO Applicable, Blind or Partially Sighted  Does not meet eligibility criteria for Special Education Services (Initial IEP).  No Longer Eligible (Effective Date: Initial IEP).  This is a Final IEP, the student remains eligible for Special Education Services until the Effective Date below.  Final IEP Reason: Final IEP Reason: Final IEP Effective Date: Che IEP Team has considered and agrees that the educational needs of the student are not primarily due to:	Student	s Unified School I			)		00 777			15.000.000
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✓ Social Maladjustment ✓ Temporary Physical Disability ✓ Lack of instruction in reading		_		nd agrees that the	_		•	ily due to:			
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✓ Lack of instruction in math ✓ Limited English Proficiency ✓ Environmental, Cultural or Economic F		Lack of	of instruction in mat	h	Limit	ed English Proficien	cy		Environ	mental, Cultural	or Economic Facto

Los Angeles Unified Sch	ool District							
Student LEVY	MYLO		Date of Birth	08-JUL-2020	Mee	ting Date	15-OCT-202	24
Last	First	MI	,			9 (		
Formance Area:		Section G: Annual G			Goal #:			
	Tueney	Category: Flue econdary characteristic's of dys	ency/Stuttering			1		
given indirect models/cues	in 4/5 trials.							
	be reported to parents by cor Report or Report Card period			rement from Current	IEP" form(s	) which wil	l be	
		Methods of	Evaluation					
State Assessments Observation Other	Norm Portfol	Referenced io	Criterion R Work Samp		<b>✓</b>	Curriculun Informal	n Based	
Other Incremental objective #1 r	elated to the goal:		Incremental ob	jective #2 related to	the goal:			
In order to increase speech	fluency, Mylo will decrease asion, rapid inhalations, etc)	· ·	In order to incre dyfluency (e.g.	case speech fluency, Nabial tension, rapid in cues in 3/5 trials.	Iylo will dec			
Date to be achieved:	February V 2025	₩O/YR	Date to be achie	ved: June	•	2025	• M	O/YR
Date to be achieved:		RT OF PROGRESS AND A	CHIEVEMENT I	June		2025	<b>▼</b> M	O/YR
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4 GOAL MET OR EXCEEDED	IEP REPOI	RT OF PROGRESS AND A  EXPLANATION	CHIEVEMENT FOR ON OF MARKS  2 PARTIAL PR	FROM CURRENT I	goal met)		NO PROGI	
4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROG	RT OF PROGRESS AND A  EXPLANATION  ERESS (50-99% of goal	CHIEVEMENT FOR ON OF MARKS  2 PARTIAL PR	FROM CURRENT I	goal met)	1	NO PROGI	
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4 GOAL MET OR EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?	3 SUBSTANTIAL PROGmet)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?	RT OF PROGRESS AND A  EXPLANATION  RESS (50-99% of goal)  3rd Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?	CHIEVEMENT FON OF MARKS  2 PARTIAL PR  4th Reporting P Only) Date:  Progress Mark:  Is progress suffice goal?	PROM CURRENT I	goal met)  Goal A  Obj. Obj.	Achievement of the Achievement of the Achievement of the Achieve o	NO PROGR	

Los Angeles Unified Sch	ool District	INDIVIDUALIZED EDUC	ATION PROGRAM (IEP)	Page 14 c
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Last	First	MI		
formance Area:	21 19	Section G: Annual G Category: Bel		oal #·
	Sena-rerar Support		navior Intervention Annual Go feelings with 1-2 adult visual or oral models,	0
accuracy over two consecut	ive weeks as measured by tea	icher charted records.		
	be reported to parents by co Report or Report Card period		Progress and Achievement from Current IEI	P" form(s) which will be
		Methods of	Evaluation	
State Assessments Observation	Norm Portfo	Referenced lio	Criterion Referenced Work Samples	Curriculum Based Informal
Other     Incremental objective #1 1	valoted to the goal.		Incremental objective #2 related to th	a goals
Mylo will be able to use a his feelings with 3-5 adult	word or a phrase instead of I visual or oral models, with 6 sured by teacher charted reco	0% accuracy over 2	Mylo will be able to use a word or a phr	rase instead of his hands or body to express models, or prompts, with 70% accuracy o
Date to be achieved:	February 💙 2025		Date to be achieved:  June	<b>∨</b> 2025 <b>∨</b> MO/YR
	IEP REPO		CHIEVEMENT FROM CURRENT IEI	P
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROC	GRESS (50-99% of goal	ON OF MARKS  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:
	8		9	O Yes O No
				Objective 2 Met:
Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	O Yes O No
O Yes O No	O Yes O No	O Yes O No	O yes O No	If "No" please explain:
If "No" please comment:	If "No" please comment:	If "No" please comment:	If "No" please comment:	
	Needs More Time	Needs More Time	Needs More Time	
Needs More Time	Excess	Excess	Excess Absence/Tardy	
Excess		Absence/Tardy	Assignments Not Completed	
Excess Absence/Tardy	Absence/Tardy	A	11 131 14 1 / 1 0 1	
Excess Absence/Tardy Assignments Not	Assignments Not	Assignments Not Completed	Need to review/revise Goal	
Excess Absence/Tardy		Assignments Not Completed Need to review/revise Goal Other	Other	

Los Angeles Unified Sch		INDIVIDUALIZED EDUC	ATION PROGRAM (IEP)	
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Last	First	MI	Date of Birth 00-30L-2020	Meeting Date 13-001-2024
		Section G: Annual G	oals and Objectives	
Formance Area:	Fluency	Category: Flu	ency/Stuttering  Annual G	ioal #: 2
In order to increase speech	fluency, Mylo will apply speed	ch fluency techniques (e.g. slo	w rate, speech breathing, etc) with 70% acc	curacy given direct or indirect
models in 4/5 trials.				
	be reported to parents by cor Report or Report Card period		Progress and Achievement from Current IE	EP" form(s) which will be
_	_	Methods of	Evaluation	_
State Assessments	Norm:	Referenced	Criterion Referenced	Curriculum Based
✓ Observation	Portfol	io	Work Samples	✓ Informal
Other				
Incremental objective #1 r	0		Incremental objective #2 related to the	
_	fluency, Mylo will apply spe			lo will apply speech fluency techniques (e
(e.g. slow rate, speech brea models in 2/5 trials.	thing, etc) with 40% accurac	y given direct or indirect	slow rate, speech breathing, etc) with 53 3/5 trials.	5% accuracy given direct or indirect mode
Date to be achieved:	February V 2025	₩ MO/YR	Date to be achieved:  June	<b>✓</b> 2025 <b>✓</b> MO/YR
Date to be achieved:			Date to be achieved:  CHIEVEMENT FROM CURRENT IE	¥) 2023 ¥
Date to be achieved:		RT OF PROGRESS AND A	June	¥) 2023 ¥
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		INDIVIDUALIZED EDUC		()				
Los Angeles Unified Sch Student LEVY	MYLO		Date of Birth	08-JUL-2020	Mee	eting Date	15-OCT-20	24
Last	First	MI				9		
ormance Area:		Section G: Annual G			Caal #.	-		
	Expressive Language  xpanded sentences that include		guage – Expressiv	<u> </u>		3		
trials.								
	be reported to parents by con Report or Report Card period	ls.		vement from Current I	EP" form(s	s) which wil	l be	
		Methods of	Evaluation					
State Assessments Observation Other	Norm I	Referenced lio	Criterion F Work Sam		<b>✓</b>	Curriculur Informal	n Based	
Other Incremental objective #1 r	elated to the goal:		Incremental of	jective #2 related to	the goal:			
	expanded sentences that incluped with 50% accuracy give	•		uce simple expanded so				-
Date to be achieved:	February  ✔ 2025	✓ MO/YR	Date to be achie	eved: June	•	2025	• N	ло/YR
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Los Angeles Unified Sch		INDIVIDUALIZED EDUC	ATION PROGRAM (IEP)	-
Student LEVY	MYLO		Date of Birth 08-JUL-2020	Meeting Date 15-OCT-2024
Last	First	MI	2410 07 211 111 (00 002 2020)	
		Section G: Annual G		
Formance Area:	Receptive Language	Category: Lan	guage – Receptive 💙 Annual G	oal #: 4
accuracy given minimal (1-:	2) cues in 4/5 trials.			
Progress on annual goals to provided at either Progress	be reported to parents by cor Report or Report Card period	npleting the "IEP Report of P ls.	rogress and Achievement from Current IE.	P" form(s) which will be
		Methods of	Evaluation	
State Assessments	□ Norm	Referenced	Criterion Referenced	Curriculum Based
Observation	Portfol	lio	☐ Work Samples	Informal
Other				
Incremental objective #1 r			Incremental objective #2 related to the	
Given a picture, Mylo will	follow simple directions (e.g	c. Color the ball blue, put an		e directions (e.g. Color the ball blue, put a
X on the cat, draw a circle accuracy given maximum (	around the cat then put an X	on the dog) with 55%	on the cat, draw a circle around the cat t given moderate (3-4) cues in 3/5 trials.	hen put an X on the dog) with 65% accura
Date to be achieved:	February • 2025	₩ MO/YR	Date to be achieved:  June	<b>∨</b> 2024 <b>∨</b> MO/YR
Date to be achieved:		RT OF PROGRESS AND A	CHIEVEMENT FROM CURRENT IEI	2024
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### AGOAL MET OR EXCEEDED  Ist 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	JEP REPORT SUBSTANTIAL PROGRAMET STANTIAL PROGRAMET	RT OF PROGRESS AND A  EXPLANATION  GRESS (50-99% of goal  3rd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed	CHIEVEMENT FROM CURRENT IEI 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	P  al met)  I NO PROGRESS  Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No
### AGOAL 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	JEP REPORT  3 SUBSTANTIAL PROGRAM 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	RT OF PROGRESS AND A  EXPLANATION  EXPLANATION  EXPLANATION  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	CHIEVEMENT FROM CURRENT IEI 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	P  al met)  I NO PROGRESS  Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No
### ### ### ### ### ### ### ### ### ##	JEP 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 Absence/Tardy Assignments Not Completed Need to	RT OF PROGRESS AND A  EXPLANATION  EXPLANATION  EXPLANATION  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  Need to	CHIEVEMENT FROM CURRENT IEI 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	P  al met)  I NO PROGRESS  Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No

Los Angeles Unified Sch		INDIVIDUALIZED EDUC	ATION PROGRAM (IEP)	Page 18 o
Student LEVY	MYLO		Date of Birth 08-JUL-2020	Meeting Date 15-OCT-2024
Last	First	MI		
		Section G: Annual G		1 //
formance Area:	Social Emotional Dev	Category: Soc	cial Emotional Develo Annual Go	oal #: 5
measured by teacher charted	d records.			
Progress on annual goals to provided at either Progress 1	be reported to parents by co Report or Report Card period	ds.	Progress and Achievement from Current IEI	P" form(s) which will be
		Methods of		
<ul><li>State Assessments</li><li>Observation</li><li>Other</li></ul>	Portfo	Referenced lio lected data	Criterion Referenced Work Samples	<ul><li>✓ Curriculum Based</li><li>✓ Informal</li></ul>
Incremental objective #1 r		lected data	Incremental objective #2 related to th	a goal·
Mylo will exchange a mate	erial with another child, with accuracy over 2 consecutiv		Mylo will share toys and allow a turn in	response to another child's request, with s), with 70% accuracy over 2 consecutive
Date to be achieved:	February V 2025		Date to be achieved:  June  CHIEVEMENT FROM CURRENT IEI	<b>∨</b> 2025 <b>∨</b> MO/YR
			ON OF MARKS	
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROC	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:
	8			O Yes O No
				Objective 2 Met:
Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	O Yes O No
O Yes O No	O Yes O No	O Yes O No	O Yes O No	If "No" please explain:
If "No" please comment:	If "No" please comment:	If "No" please comment:	If "No" please comment:	
Needs More Time Excess	Needs More Time Excess	Needs More Time Excess	Needs More Time Excess Absence/Tardy	
	Absence/Tardy	Absence/Tardy Assignments Not	Assignments Not Completed Need to review/revise Goal	
Absence/Tardy Assignments Not Completed Need to	Assignments Not Completed Need to	Completed  Need to	Other	

Los Angeles Unified Sch	nool District	INDIVIDUALIZED EDUC	ATION PROGRAM (IEP)	Page 19 of
Student LEVY	MYLO		Date of Birth 08-JUL-2020	Meeting Date 15-OCT-2024
Last	First	MI		
		Section G: Annual G		
rformance Area:	Pre-Reading	Category: Lite	eracy Development   Annual Go	oal #:
· ·	-		respondences by naming the letter and/or pro out of 5 trials with 80% accuracy.	
Progress on annual goals to provided at either Progress		ds.	Progress and Achievement from Current IEI	P" form(s) which will be
		Methods of		
State Assessments Observation	Norm Portfo	Referenced	<ul><li>✓ Criterion Referenced</li><li>✓ Work Samples</li></ul>	<ul><li>Curriculum Based</li><li>Informal</li></ul>
Other Incremental objective #1 r			Incremental objective #2 related to th	_
with the letter sound with 1	13 out of 26 letters of the alpraisance sounds) as measured by tea	ill be able to match the letter shabet with adult modeling cher charted records in 80%	with the letter sound with 20 out of 26 le	group, Mylo will be able to match the letter etters of the alphabet with adult modeling a 1-2 prompts as measured by teacher chartenials.
Date to be achieved:	February 💙 202:	5 • MO/YR	Date to be achieved:  June	<b>∨</b> 2025 <b>∨</b> MO/YR
	IEP REPO	ORT OF PROGRESS AND A	CHIEVEMENT FROM CURRENT IEI	P
		EXPLANATION	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
I m	I		T. Commission of the commissio	Objective 2 Met:
Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	O Yes O No
O Yes O No	O Yes O No	O Yes O No	O Yes O No	If "No" please explain:
If "No" please comment:	If "No" please comment:	If "No" please comment:	If "No" please comment:	
☐ Needs More Time	Needs More Time	Needs More Time	Needs More Time	
	Excess	Excess	Excess Absence/Tardy	
Excess	Absence/Tardy	Absence/Tardy	Assignments Not Completed	
Excess Absence/Tardy		III Aggionmenta Mat	Need to review/revise Goal	
Excess Absence/Tardy Assignments Not	Assignments Not	Assignments Not		
Excess Absence/Tardy Assignments Not Completed	Assignments Not Completed	Completed	Other	
Excess Absence/Tardy Assignments Not	Assignments Not		Other	
Excess Absence/Tardy Assignments Not Completed Need to	Assignments Not Completed Need to	Completed  Need to	Other	

Los Angeles Unified Sch		INDIVIDUALIZED EDUC	ATION PROGRAM (IEP)			Page 2
Student LEVY	MYLO		Date of Birth 08-JUL-2	2020	Meeting Date	15-OCT-2024
Last	First	MI				
A		Section G: Annual G		A	щ.	
rformance Area:	Pre-reading (	Category: Lite	eracy Development 🗸	Annual Goal	#: 7	
records in 3 out of 5 trials w	rith 80% accuracy with adult	orompting and modeling (ie., 1	Asking Who, What, Where).			
	be reported to parents by con Report or Report Card period	npleting the "IEP Report of F is.  Methods of		om Current IEP"	form(s) which wil	ll be
State Assessments	Norma	Referenced	Criterion References	ı	Curriculur	Događ
Observation	Portfo		Work Samples	ı	Informal	ii based
<b>✓</b> Other						
story with 1 to 2 simple ser	ory read by the teacher, Mylo attences as measured by teach with 60% accuracy with adul	er observation and/or	After listening to a short story with 2 to 3 simple s in 3 out of 5 trials with 70 Who, What, Where).	story read by the	teacher, Mylo will ured by teacher ob	servation and/or re
Date to be achieved:	February V 2025	MO/YR RT OF PROGRESS AND A	Date to be achieved:	June URRENT IEP	2025	<b>▼</b> MO/YI
	ILI KEI O		ON OF MARKS	ORREIVI IEI		
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROC		2 PARTIAL PROGRESS	(1-49% of goal	met)	1 NO PROGRESS
1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Se	condary	Goal Achieveme	nt
Date:	Date:	Date:	Only) Date:			
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:		Objective 1 Me	et:
					O Yes O	No
Is progress sufficient to	Is progress sufficient to	Is progress sufficient to	Is progress sufficient to m	eet annual	Objective 2 Me	et:
meet annual goal?	meet annual goal?	meet annual goal?	goal?	oot umraar	O Yes O	No
O Yes O No	O Yes O No	O Yes O No	O Yes O No		If "No" please	explain:
If "No" please comment:	If "No" please comment:	If "No" please comment:	If "No" please comment:			
Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Needs More Time Excess Absence/Tard Assignments Not Cor Need to review/revise Other	npleted		
Other	Other	Other				

Los Angeles Unified Sch		INDIVIDUALIZED EDUC	ATION PROGRAM (IEP)	Page 21 o
Student LEVY	MYLO		Date of Birth 08-JUL-2020	Meeting Date 15-OCT-2024
Last	First	MI		
rformance Area:	D.1. 1 (g. 1 g) 11 (	Section G: Annual G Category: Beh		Soul #
	Benavier Bung Bung	20	navior Intervention Annual G feelings with 1-2 adult visual or oral models	0
accuracy over two consecut	tive weeks as measured by tea	cher charted records.		
	be reported to parents by con Report or Report Card period		Progress and Achievement from Current IE	P" form(s) which will be
		Methods of	Evaluation	
State Assessments		Referenced	Criterion Referenced	Curriculum Based
Observation	Portfo		Work Samples	☐ Informal
✓ Other	Other data	collection		
Incremental objective #1 i	related to the goal: word or a phrase instead of h	is hands or body to express	Incremental objective #2 related to the Mylo will be able to use a word or a ph	he goal: rase instead of his hands or body to express
	visual or oral models, with 6	• •		l models, or prompts, with 70% accuracy o
_	sured by teacher charted reco	•	2 consecutive weeks as measured by te	
Date to be achieved:	February 2025		Date to be achieved:  June  CHIEVEMENT FROM CURRENT IE	<b>∨</b> 2025 <b>∨</b> MO/YR
	IEI KEI O		ON OF MARKS	1
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROC met)		2 PARTIAL PROGRESS (1-49% of go	pal met) 1 NO PROGRESS
1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary	Goal Achievement
1st Reporting Period Date:	2nd Reporting Period Date:	3rd Reporting Period Date:	4th Reporting Period (Secondary Only)	Goal Achievement
	1 0			Goal Achievement
Date:	Date:	Date:	Only) Date:	Goal Achievement  Objective 1 Met:
	1 0		Only)	Objective 1 Met:
Date:	Date:	Date:	Only) Date:	Objective 1 Met:  O Yes O No
Date:  Progress Mark:  Is progress sufficient to	Date:  Progress Mark:  Is progress sufficient to	Date:  Progress Mark:  Is progress sufficient to	Only) Date:	Objective 1 Met:
Date:  Progress Mark:	Date:  Progress Mark:	Date:  Progress Mark:	Only) Date:  Progress Mark:	Objective 1 Met:  O Yes O No
Date:  Progress Mark:  Is progress sufficient to	Date:  Progress Mark:  Is progress sufficient to	Date:  Progress Mark:  Is progress sufficient to	Only) Date:  Progress Mark:  Is progress sufficient to meet annual	Objective 1 Met:  Yes No Objective 2 Met:  Yes No
Progress Mark:  Is progress sufficient to meet annual goal?  Yes No	Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No	Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No	Only) Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No	Objective 1 Met:  O Yes O No Objective 2 Met:
Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:	Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:	Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:	Only) Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:	Objective 1 Met:  Yes No Objective 2 Met:  Yes No
Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time	Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time	Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time	Only) Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time	Objective 1 Met:  Yes No Objective 2 Met:  Yes No
Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess	Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess	Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess	Only) Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy	Objective 1 Met:  Yes No Objective 2 Met:  Yes No
Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy	Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy	Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy	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	Objective 1 Met:  Yes No Objective 2 Met:  Yes No
Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess	Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess	Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess	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	Objective 1 Met:  Yes No Objective 2 Met: Yes No
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	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	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	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	Objective 1 Met:  Yes No Objective 2 Met: Yes No
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	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	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	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	Objective 1 Met:  Yes No Objective 2 Met: Yes No
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	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	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	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	Objective 1 Met:  Yes No Objective 2 Met: Yes No

Los Angeles Unified Sch	nool District	INDIVIDUALIZED EDUC	CATION PROGRAM (IE	P)			Page 22 o
Student LEVY	MYLO		Date of Birth 08-JU	L-2020	Meetin	g Date 15-OCT	T-2024
Last	First	MI					
Formance Area:	~	~ .	Goals and Objectives	Annual Go	sol #.		
	Section Editionary	with interactions that could be	cial Emotional				$\exists$
observations and teacher ob	be reported to parents by co	minimum adult support (1-2 v		-	-		
provided at either Progress	Report or Report Card perio		Evaluation				
State Assessments	Norm	Referenced	Criterion Referen	ced	C	ırriculum Based	
Observation	Portfo	olio	Work Samples		Inf	ormal	
Other				<b>110</b> 3 4 3 5 5			
could be interpreted negation criticism) in 2 out of 5 trials	sitive coping skills for dealin vely (e.g., being told No, lin ls per counseling session wit odeling) as measured by cou	nit setting, constructive th maximum adult support	Incremental objective Mylo will demonstrate be interpreted negative 3 out of 5 trials per couprompts and modeling observations.	positive coping sely (e.g., being told unseling session w	kills for deal d No, limit so vith moderate	etting, constructive adult support (2	ve criticism) -3 verbal
Date to be achieved:	February • 202:		Date to be achieved:	June		2025	MO/YR
	IEP REPO	ORT OF PROGRESS AND A	ACHIEVEMENT FROM ON OF MARKS	CURRENT IEF	•		
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PRO	GRESS (50-99% of goal	2 PARTIAL PROGRE	SS (1-49% of go	al met)	1 NO PR	OGRESS
1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period	(Secondary	Goal Acl	nievement	
Date:	Date:	Date:	Only)				
			Date:				
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:		Object	ive 1 Met:	
					O Ye	s O No	
Is progress sufficient to	Is progress sufficient to	Is progress sufficient to	Is progress sufficient to	maat annual	Object	ive 2 Met:	
meet annual goal?	meet annual goal?	meet annual goal?	goal?	ilieet allitual	O ye	s O No	
O Yes O No	O Yes O No	O Yes O No	O Yes O No			please explain:	
If "No" please comment:	If "No" please comment:	If "No" please comment:	If "No" please commen	t·	11 110	рысазе схріаііі.	
				<b></b>			
Needs More Time Excess	Needs More Time Excess	Needs More Time Excess	Needs More Time Excess Absence/Ta	ırdv			
L EXCESS	Absence/Tardy	Absence/Tardy	Assignments Not C	•			
Absence/Tardy	11 1 4 1 . 37 .	☐ Assignments Not	Need to review/rev	ise Goal			
Absence/Tardy Assignments Not	Assignments Not	Completed					
Absence/Tardy Assignments Not Completed Need to	Completed  Need to	Completed  Need to	Other				
Absence/Tardy Assignments Not Completed	Completed		Other				

Los Angeles Unified Sch		INDIVIDUALIZED EDUC	ATION PROGRAM (IEP)	•
Student LEVY	MYLO		Date of Birth 08-JUL-2020	Meeting Date 15-OCT-2024
Last	First	MI		
formance Area:		Section G: Annual G		2.14.
formance Area:	Self Advocacy	Category: Self	f Advocacy (DHH) Annual C	Goal #: 9
models, or prompts, with 80	1% accuracy over 2 consecutive	ve weeks as measured by teach	ner charted records.	
	be reported to parents by con Report or Report Card period		Progress and Achievement from Current II	EP" form(s) which will be
State Assessments	Norm	Referenced	Criterion Referenced	Curriculum Based
State Assessments  Observation	Portfo		Work Samples	Informal
Other	13110			
	related to the goal: play with peers, Mylo will be ags, wants, and needs, with 3-			the goal: eers, Mylo will be able to use an appropriat and needs, with 2-3 adult visual or oral mod
	60% accuracy over 2 consecu			consecutive weeks as measured by teacher
Date to be achieved:	February V 2025		Date to be achieved: June	<b>∨</b> 2025 <b>∨</b> MO/YR
	IEP REPO		CHIEVEMENT FROM CURRENT IE	.P
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROC		ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g	goal met) I 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:
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	O Yes O No
Progress Mark:  Is progress sufficient to meet annual goal?	Progress Mark:  Is progress sufficient to meet annual goal?	Progress Mark:  Is progress sufficient to meet annual goal?	Progress Mark:  Is progress sufficient to meet annual goal?	
Is progress sufficient to	Is progress sufficient to	Is progress sufficient to	Is progress sufficient to meet annual	O Yes O No Objective 2 Met: O Yes O No
Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Yes No Objective 2 Met:
Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess	Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess	Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess	Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy	O Yes O No Objective 2 Met: O Yes O No
Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time	Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time	Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time	Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time	O Yes O No Objective 2 Met: O Yes O No

swageles Unified School District Student LEVY MYLO Date of Birth 08-JUL-2020 Meeting Date 15-OCT-2024 Last Virst MI Section K: Participation in State and District-wide Assessments  sessments administered will conform to those assessments determined for each grade by the California Department of Education and/or the Los Angeles Unified Sch District.  District Assessments  [Sew 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  No assessment tests found.		TIME ICT	-1 Di-4 i 4	INDIVIDUALIZ	ZED EDUCATION PROGRA	AM (IEP)	Page 24 of
Last First MI Section K: Participation in State and District-wide Assessments sessments administered will conform to those assessments determined for each grade by the California Department of Education and/or the Los Angeles Unified Sch District.  District Assessments  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:					Data of Rivth	08 1111 2020	Mosting Date 15 OCT 2024
Section K: Participation in State and District-wide Assessments sessments administered will conform to those assessments determined for each grade by the California Department of Education and/or the Los Angeles Unified Sch District Assessments  District Assessments  ow 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:	Student			MI	Date of Birth	08-JUL-2020	Meeting Date 13-0C1-2024
Full Participation Partial Exemption from specific assessment(s). Indicate the exempt assessment and an appropriate replacement assessment Exempt Assessment  Replacement Assessment  Accommodations:	essments				for each grade by the Californi		ation and/or the Los Angeles Unified School
Full Participation  Partial Exemption from specific assessment(s). Indicate the exempt assessment and an appropriate replacement assessment  Exempt Assessment  Accommodations:				]	District Assessments		
Partial Exemption from specific assessment(s). Indicate the exempt assessment and an appropriate replacement assessment  Replacement Assessment  Accommodations:	ow will t	he student part	icipate in District As	ssessments?			
Exempt Assessment  Accommodations:  Replacement Assessment							
Accommodations:	Partia			ent(s). Indicate the ex			
Accommodations:		Exempt A			Кері	acement Assessmen	t
No assessment tests found.	Acco	mmodations:					
No assessment tests found.							
No assessment tests found.							
No assessment tests found.							
				No as	ssessment tests found.		
				- 13			

			INDIVIDITATI	IZED EDUCAT	ION PROCEAM (IFP)		Page 25 of 35
Los Angele	s Unified Schoo	ol District	INDIVIDUALI	IZED EDUCAI	ION PROGRAM (IEP)		
Student		MYLO			Date of Birth 08-JUL-2020	Meeting	15-OCT-2024
	Last	First	MI			Date	
			Section N: Proced	lural Safeguar	ds and Follow-up Actions		
✓ A Paren	t's Guide to Sp	ecial Education Se	rvices including P	rocedural Rig	hts & Safeguards was provided to	the parent in his/h	ner primary language.
✓ The IEP	Team Meeting I	ntroductory Statem	ents were read alou	d at the beginn	ing of the IEP Team meeting.		
_		informed of his/her					
_	-	sting computer gen	-				
Select Pre	eferred Language	e: 🔻		0 105	110		
translation IEP substitute for f and/or a forma	documentation show formal written translation of the I	ald not be considered an ation services by a Distri EP at any time. Only for	official IEP document. Yet translator. Parents/Gunal translations will be	While this service a sardians who elect considered official	nnslated content has not been fully vetted by s offered and available to assist parents/gua access to computer generated written IEP tra IEP documentation.	rdians to participate in	IEP development, it is not a
Is the paren	t/guardian reque	sting official transla	tion? O Yes	) No Sele	ct Preferred Language: Hebrew		~
Specify t	the Individual Pa	ages to be translated	:				
Special I	Requests:						
		e, unless the court l	nas determined other	erwise.	been informed that the educational		rights will transfer to the
			rning Loss Consid		npensatory and/or Recoupment S		
_	-	Consideration:			Recoupment Services Considerat		
education determine  Studen	on is required du ned: nt received all o	ved and discussed we to the COVID-19  f their special education IEP. Compensation	pandemic. The IEF	team has	<ul> <li>The IEP team has reviewed and and considered factors that may the school facility closures as a IEP team has determined:</li> <li>Student has made expected pages.</li> </ul>	have impacted st result of the COV	udent's learning during TD-19 pandemic. The
requir  Stude		e all of their special	education and rela	ted aids	progress is in alignment with achievement. No recoupment	-	
details	s are documente	by their IEP. Compo d in FAPE 2- Summ	ary of Services.		Student experienced learning closures caused by the COVI	D-19 pandemic ar	d recoupment
and se	ervices required	e all of the special e by their IEP. Howev ted for the reasons of Part 4.	er, no compensator	ry	services are necessary. The II to address past learning loss. included in FAPE Part 2, Part service grid, as necessary).	Recoupment servi	ces offer details are
Comp	ensatory educat	ion consideration w	as documented on l	IEP dated	Recoupment services consideration 15-OCT-2024 (Active) Initial		ented on IEP dated
15-C	CT-2024 (Active	) Initial 💙					
30-Day	IEP Considerati	ration (Transition II on (Out-of-District) school within distric	,	esides outside o	f district boundaries (Eligibility De	etermination Only)	
			THIS SPACE I	DELIBERA	ΓELY LEFT BLANK.		

		INDIVIDUALI	ZED EDUC	CATION PROGR	AM (IEP)			Page	26 of 35
Los Angeles Unified School Dis				Date of Birth	00 HH 2020	Moo	ting Date	15 OCT 2024	
Student LEVY Last	MYLO First	MI		Date of Birth	08-JUL-2020	) Witt	ing Date	15-OCT-2024	J
Last	riist		wont Dow	taination and (	Tangant				
		Section Q: Pa	arent Pari	icipation and C					
Paren	nt Participation					rent Notificatio	on		
Parent/Student (18-21) has partic Parent/Student (18-21) indicated to attend. Parent/Student (18-21) was notificated to the parent/Student (18-21) did not responsible to the parent/Student (18-21) was notificated by the parent/Student (18-21) did not responsible to the parent/Student (18-21) did not responsible to the parent/Student (18-21) did not responsible to the parent/Student (18-21) was notificated by the parent/Student (18-2	before the meeting fied 3 times of the rand to any of the me	g that they would no neeting time and pl eting notifications	lace.	Method Student Student		Whom JAMES M JAMES M		When 26-AUG-2024 01-OCT-2024	
Parent/Student (18-21) did not at them if they did not attend.	tend and gave pern	nission to proceed		I (PARENT) ackno request. meeting be resched	(Parent initial			l to this date at m T requested that	
	Parent/Stu	dent (18-21) Ag	reement t	o Components	of the Propose	d IEP			
A Parent/Student (18-21) may agr implement those portions of the II						uction and serv	rices.		
Parent/Student (18-21) AGREES	s to all component	s of the IEP.							
O Parent/Student (18-21) AGREE	S to all component	ts of the proposed I	EP WITH	THE SPECIFIC E	EXCEPTION(S) s	tated below:			
Assessment	Specify								
☐ Eligibility	Specify								
☐ Instructional Setting	g Specify								
Services	Specify								
The Parent/Student (18-21) <b>DOE</b>	ES NOT AGREE	with any of the con	nponents of	the proposed IEP.					
A Parent/Student (18-21) is not re a parent/student (18-21) does wisl dispute resolution processes in the	h to initiate a forr	n of dispute resol	ution as to	the components of	of the proposed II	EP, the parent of	can find in	formation on	ee. If
		Parent	Concerns	and Comment	ts				
Signature(s)						Date	22-OCT-	2024	
Parent O Guardian		nt age 18-21 years	age 18-21	O Surrogate Pa	arent O E	mancipated Mir	nor O	Foster Parent	
Did the school district facilitate paren	years	means of improvi-	na cerviose	and results for very	child? Vac	No No D	ecnonco		
✓ I certify that I have received a		•	Ŭ	•			•	n is voluntary a	nd
can be done at anytime after the II		put Survey I	-5	process. 1 (		-, completion	-1 210 1011	oraniuny a	
Signature(s)	$\neg$					Date	15-OCT	-2024	
						Date			



## 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.* 



IN os Angeles Unified School District	DIVIDUALIZED EDUCATION PROGRAM (IEP)	Page
		Reconvened Meeting Date
Student LEVY MYLO	Date of Birth 08-JUL-202	
Last First	MI	
s	Section R: Names and Signatures (Signatures on File)	
Team Member	Print Name	Signature
arent/Guardian	KIMBERLY LEVY via zoom	
arent/Guardian		
tudent Age 18 - 21 years		
tudent Under Age 18 years		
urrogate Parent		
oster Parent		
amily Foster Home Provider		
Administrator	JAMES MCGROARTY	James Mc Groarty
administrative Designee		
pecial Education Teacher	Adi Lerea	Adi Lerea
General Education Teacher	ISAMERY ROGERS	why raid
chool Psychologist	Raquel Luna	Raquel Luna
chool Nurse	Anna Muradyan	- Au
telated Service Staff LAS	Sandra van Wijk	Sandra Van Wijk
telated Service Staff		
telated Service Staff		
nterpreter		
ign Language Interpreter		
agency Representative		
agency Representative		

LUCIANA CHEMELNIKER via zoon

Agency Representative

Other

Other

Other

Other

ADVOCATE

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Los Angeles Student		chool Distri				Date of Birth 08-	-II II -2020	Meeting	15-OCT-20	24
Student	Last		First	MI		Date of Birtin oo-	-JOL-2020	Date	13-001-20	24
			LEAS'	T RESTR	CICTIVE E	NVIRONMENT	ANALYSIS			
			To	o Be Comple	eted By the IEI	P Team at the IEP Team	n Meeting			
				<u>S</u>	Student's Curre	nt Placement Type:				
General	Education	Class/Gener	al Education	Site		O Special Day Pr	ogram/General Ed	ucation Site		
Special	Day Progra	m/Special E	ducation Cen	ter		O Nonpublic Sch	ool			
O Home/H	Iospital or I	Residential (	Care Facility							
n a more re se of suppl ccommoda	estrictive set lementary a ations and n	tting should aids and serv nodifications	only occur if	the nature or achieved sa	severity of the atisfactorily. Th	nts with disabilities be on the student's disability is not lack of current available.		nt in a less restricts 's required suppo	ctive setting worts, services,	ith the
_	rovided. In	selecting the				nt in a more restrictive ential harmful effect on				
_	Can the		e LRE, consid	eration is giv	ven to any pote	nt in a more restrictive	the child or on the	e quality of servi	ces that he or	
needs.	Can the	supports, se	e LRE, consid	eration is given modations are	ven to any pote	nt in a more restrictive ential harmful effect on	the child or on the	e quality of servi	ces that he or	she
needs.	Can the classroo	supports, see	rvices, accom  If the answ the question If not currer in a general	modations as er is YES, the below. ntly available education c	nd/or modification and general education and general education e, can the required lassroom/setting	nt in a more restrictive ential harmful effect on the student's IF	EP be made availabiliting is the appropri	e quality of servi	education  f the answer is tions be made ons and/or modern	NO, go t
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Step A.	Can the classroo  Yes  Yes  Can the	supports, seem/setting?  No No	rvices, accom  If the answer the question If not currer in a general must be prostep B.	modations as er is YES, the holow. Intly available education covided within	nd/or modification and general education and general education and the requirement of the reasonable and/or modification as special data.	nt in a more restrictive ential harmful effect on ential harmful effect effect on ential harmful effect	EP be made available ting is the appropriation accommodations of supports, services is NO, please article.	e quality of servi	education  f the answer is tions be made ons and/or more box below. T	NO, go t available lifications hen 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

Student LEV MYLO Date of Birth (8-JUL-2020 Meeting 15-OCT-2024 ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)  To Be Completed By the IEP Team at the IEP Team Meeting  Step C. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a special school setting?  Yes No If the answer is YES, then a special school setting is the appropriate placement. If the answer is NO, go to the questic below.  If not currently available, can the required supports, services, accommodations and/or modifications be made available in a special school setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step I If the answer is NO, go to the question below.  If the answer is YES, then a home/hospital setting is the appropriate placement. If the answer is NO, please articulate why in the box below. Then go to Step I I find answer is NO, go to the question below.  If the answer is NO, go to the question below.  If not currently available, can the 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 I is not provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step I is not currently available, can the 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 I is not currently available, articulate in the IEP what supports, accommodations and/or modifications are required for student in this setting.	ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)  To Be Completed By the IEP Team at the IEP Team Meeting  ttep C.  Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a special school setting?  Yes No If the answer is YES, then a special school setting is the appropriate placement. If the answer is NO, go to the question below.  Yes No If not currently available, can the 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  The provided within a reasonable timeline. If the answer is NO, please articulate why in the box below.  Yes No If the answer is YES, then a home/hospital setting is the appropriate placement. If the answer is NO, go to the question below.  Yes No If the answer is YO, go to the question below.  Yes No If the answer is YES, then a home/hospital setting is the appropriate placement. If the answer is NO, go to the question below.  If no currently available, can the 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  The provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step  The provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step  The provided within a reasonable timeline in the student's IEP be made available in a residential care facility?  Yes No If not currently available, articulate in the IEP what supports, accommodations and/or modifications are required for	os Angeles	Unified Se	chool Distri		NDIVIDUALIZI	ED EDUC	ATION PROC	GRAM (IEP)			
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Yes No If not currently available, articulate in the IEP what supports, accommodations and/or modifications are required for	Yes No If not currently available, articulate in the IEP what supports, accommodations and/or modifications are required for											
O IES O NO	0 165 0 100	Step E.	Can the	supports, se	ervices, accommo	dations and/or n	nodificatio	ons in the stud	ent's IEP be m	nade availab	le in a residenti	al care facility?
			O Yes	O No			ulate in th	e IEP what su	pports, accomi	modations a	nd/or modificat	tions are required for t

Student	LEVY	MYLO		Date of Birth 08-JUL-2020	Meeting	15-OCT-2024
	Last	First	MI		Date	
	A	NNUAL LEA	ST RESTRICTIV	E ENVIRONMENT ANALYSIS	(Continued)	
			To Be Completed By t	he IEP Team at the IEP Team Meeting		
Step F.			ed in the contents of this cluding (check all that ap	IEP, and the placement being considered by toply):	he IEP team, outwo	eigh any potential
		Missed genera Rate at which Lack of oppor Lack of oppor Amount of so Limited acces	ccess to the full range of all education instruction to student may earn credits tunity for social interaction tunities for age-approprical icialization opportunities is to peers in student's ho sure to appropriate behave	aught by highly qualified staff for graduation ate peer role models with typical peers me community		

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				Pag	ge 29 o
Los Angeles Unified S		INDIVIDUALIZED EDUCATION PROGRAM (IE IEP FA		Eligibility, Placements and Suppo	orts
Student LEVY	MYLO	Date of Birth 08-JU		Meeting Date 15-OCT-2024	
Last	First	MI			
		Effective With this IEP	Future Ch	anges Related to this IEP	
	As of Date:	23-OCT-2024			
Eligibility:		Eligible (OHI)			
(from Page 4)	Final IEP Reason Final IEP Effective Date:	<b>g</b>			
Curriculum		General Education			
Placement	Type of School	Affiliated Charter			
	Name of School	HAYNES CES			
					$\overline{}$
Instructional Setting	Setting	General Education			
	Program	GE			
	Special Day Minutes/Wk				
	Addresses Goals	3(Expressive Language),2(Fluency),4(Expressive Language),1(Fluency),7(Pre-reading),5(Social Emotional Dev),6(Pre-Reading),8(Behavior/Study Skill)			
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	For LAS: Adults to model slow rate of speech. Model pausing when speaking to 'think' about what you're saying. Model taking breaths at appropriate points when speaking. Model stopping and restarting a sentence when stuck.  Academic: preferential seating, modeling expected and unexpected inside and outside the			
	Instructional	gen ed classroom, repeat the exact same oral directions and checking for understanding, oral and visual cues for transitions, provide breaks as needed, visual schedule, verbal and positive praise			
	Modifications				
	Other Supports, including Non-Academic and Extra-curricular Activities				
Preparation for Three Year Review IEP (At the second Annual Review IEP Meeting, the team must discuss and	Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary?	Yes No			

Comments, as appropriate

must discuss and document the decision to conduct or not conduct a three-year comprehensive reassessment.)

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

Low Incidence Equipment	
Assistive Technology Equipment	
Participation in General Education	All Gen. Ed. Program

# INDIVIDUALIZED EDUCATION PROGRAM (IEP) IEP FAPE Part 2 - Summ

Los Ange	eies Unified Scho	of District		IEP FAPE Pa	irt 2 - Summary	of Services		
Student	LEVY	MYLO		Date of Birth	08-JUL-2020	Meeting Date	15-OCT-2024	
	Locat	Einet.	MI					

Last Fi	rst MI		
		Effective With This IEP	Future Changes Related To This IEP
Service 1	Start Date:	Effective on Signature Date 23-OCT-2024	
04	End Date:		
Counseling and Guidance	Service applies to:	Regular	
	Frequency:	1	
This service addresses the following <b>goals:</b>	Interval:	Monthly	
9(Social Emotional)	Minutes/Interval:	30	
	Minutes/Interval (Pullout from Gen Ed):	30	
	Service Delivery Model:	Direct Service (By a Single Provider)	
	Responsible Personnel:	Licensed/Credentialed Provider	
Service 2	Start Date:	Effective on Signature Date 23-OCT-2024	
RSP	End Date:		
RSP	Service applies to:	Regular	
	Frequency:	2	
This service addresses the following <b>goals:</b>	Interval:	Weekly	

7(Pre-reading)	Minutes/Interval:	30	
6(Pre-Reading)	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	RSP: Direct Instruction Services	
	RSP Area:	Literacy/	ELA/ELD
	Responsible Personnel:	Resource Specialist Teacher	
		Other Provider(s)	
		General Education Teacher	
Service 3	Start Date:	Effective on Signature Date 23-OCT-2024	
RSP	End Date:		
RSP	Service applies to:	Regular	
	Frequency:	4	
This service addresses the following <b>goals:</b>	Interval:	Weekly	
7(Pre-reading)	Minutes/Interval:	60	
6(Pre-Reading)	Minutes/Interval (Pullout from Gen Ed):	60	
	Service Delivery Model:	RSP: Direct Instruction Services	
	RSP Area:	Literacy/	ELA/ELD
	Responsible Personnel:	Resource Specialist Teacher	
		Other Provider(s)	
Service 4	Start Date:	Effective on Signature Date 23-OCT-2024	
10	End Date:		
Language/Speech	Service applies to:	Regular	
	Frequency:	2	
This service addresses the following <b>goals:</b>	Interval:	Weekly	

2(Fluency)	Minutes/Interval (Pullous	t from Gen Ed):	60		
4(Receptive Language)	Service Delive	ery Model:	Direct Service (By a S	Single	
1(Fluency)			Provider)		
		Area:		School	-Based
	Responsible	Personnel:	Licensed/Credentialed I	Provider	
			General Education Te	eacher	
Notes					
Notes: Parents of students who are Medi-Cal of Medi-Cal Non-Authorization to Bill for Part 3 - Percentage of	rm. Please see Parent's Guide to	Special Educ	eation Services (including Pro		
Parents of students who are Medi-Cal e	rm. Please see Parent's Guide to	Special Educ	eation Services (including Pro	ocedural Rigi	
Parents of students who are Medi-Cal & Medi-Cal Non-Authorization to Bill fo	rm. Please see Parent's Guide to  f Time Outside of	Special Educ	ation Services (including Pro	ocedural Rigi	hts and Safeguards).
Parents of students who are Medi-Cal of Medi-Cal Non-Authorization to Bill for Part 3 - Percentage of	rm. Please see Parent's Guide to  f Time Outside of eral Education	Genera  Effective V	ation Services (including Pro  1 Education  Vith this IEP	Future (	hts and Safeguards).
Parents of students who are Medi-Cal of Medi-Cal Non-Authorization to Bill for Part 3 - Percentage of % of Time per Week outside of Gen	rm. Please see Parent's Guide to f Time Outside of eral Education  ry Education/Reco	Genera  Effective V	ation Services (including Pro  1 Education  Vith this IEP	Future (	hts and Safeguards).
Parents of students who are Medi-Cal ed Medi-Cal Non-Authorization to Bill for Part 3 - Percentage of % of Time per Week outside of Gen  Part 4 - Compensator	rm. Please see Parent's Guide to f Time Outside of eral Education  ry Education/Reco	Genera  Effective V	ation Services (including Pro  1 Education  Vith this IEP	Future (	hts and Safeguards).
Parents of students who are Medi-Cal ed Medi-Cal Non-Authorization to Bill for Part 3 - Percentage of % of Time per Week outside of Gen  Part 4 - Compensator	rm. Please see Parent's Guide to f Time Outside of eral Education  ry Education/Reco	Genera  Effective V  8	ation Services (including Pro	Future (	hts and Safeguards).
Parents of students who are Medi-Cal ed Medi-Cal Non-Authorization to Bill for Part 3 - Percentage of % of Time per Week outside of Gen Part 4 - Compensator initial IEP- no comp./recoupment services	rm. Please see Parent's Guide to f Time Outside of eral Education  y Education/Reco es warranted.	Genera  Effective V  8  pupment	t Services (including Pro	Future (	hts and Safeguards).

Minutes/Interval:

3(Expressive Language)

60

Los Ang	eles Unified School		INDIVIDU	JALIZED	EDUCATIO		RAM (IEP) art 2 - Sumn	ary of Ser	vices	
Student		MYLO					08-JUL-202		Meeting Date	15-OCT-2024
	Last	First	MI							
				FAP	E Summary	Grid				
Progra	m:	GE			Setti	ng:		General E	Education	
Eligibil	ity:	Eligible (OHI)			Curr	iculum:		General E	Education	
Transp	ortation:	None			Low	Incident S	Support:	None		
	istrict Received Signature:		23-Oct-202	24						
Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	A	Area	Total Minutes	Addresses Goal(s)	No Consen
04	Counseling and Guidance	Effective on Signature Date	Regular	Monthly	1		~	30	Social Emotion	nal
10	Language/Speech	Effective on Signature Date	Regular	Weekly	2	School	ol-Based	60	Fluency, Fluen Expressive Language, Receptive Language	су,
RSP	RSP	Effective on Signature Date	Regular	Weekly	4	_	RSP- //ELA/ELD	60	Pre-Reading, Pre-Reading	re
RSP	RSP	Effective on Signature	Regular	Weekly	2		RSP- //ELA/ELD	30	Pre-Reading, P	re

## Alternative Remote/Distance Learning Services During Emergency Conditions

Date

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

Means of Delivery, to grea	test extent possible (	"x" all that could a	apply for student, depe	nding on emergency circ	umstances):	
	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>		
Supplementary Aids and Services (provided in general education classes and other general ed environments)	<b>✓</b>					<b>~</b>

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.

Page 32 of 35	
ntion Plan, pg. 1 of 3) 15-OCT-2024	
ARY CHANGES etc).	
of predictability	
stimulation ific room arrangement	
environment/curriculum	
ons (adult and/or peers) resolution skills communication with	
nications system	
es in	

# INDIVIDUALIZED EDUCATION PROGRAM Behavior Intervention Plan

	Los A	Angeles Unified School	ol District			(Behavior Interv	ention Plan, pg. 1 o
Student	LEVY	MYLO		Date of Birth	08-JUL-2020	Meeting Date	15-OCT-2024
	Last	First	MI				
1		mpeding learning is:		Describe what it looks			
1	inappropriat			3 8 1	students who are playing	2	
2	•	e e	of work production	disrupts other students	requires instru	ction to stop 🗸	
_	instructional t	ime is lost negat	ive interaction with peers	$\checkmark$			
	other						
	The need for	a Behavior Intervention P	lan: arly stage interv	vention ( moderate (	serious ( extreme	<b>,</b>	
3	The need for a	t Benavior Intervention I	tani. Carry stage interv	vention of moderate	) scrious () extreme	•	
	Frequency or	intensity or duration of bo	ehavior: Frequency (x)	Period Intensity	Duration (min	)	
4	10		(1)			,	
		by .		weekly medium	-11		
	Reported	Teachers		and/or observ	Staff		
PREVEN	ITION		PART 1		ENVIRONMENTAL F.	ACTORS AND NECES	SARV CHANGES
IKEVEN	HON	What are the predicts	ors for the behavior? (Situat				
	5	what are the predicto	is for the behavior: (Situal	tions in which the behavio	of is likely to occur, peo	pie, time, piace, subject	, etc).
	C	Disruption in rout	ines Work	level higher than	☐ Verbal directives	Lac	k of predictability
		Time of day	student's a	bility	Peer conflict	Ove	er stimulation
		Unstructured time		al physical/emotional	Room conditions	Spe	cific room arrangeme
		Events from prev	state	of freedom, choice,		•	-
		environments		activities, friends			
			Under	stimulation			
		Other Describe:	Freeplay Time				
		What supports the st	udent using the problem be	chavior? (What is missing	in the environment/cur	riculum or what is in the	environment/curricu
bservati	ion 6	that needs changing?					
nalysis	Dragant in t	he environment:					
•	riesent in t	ne environment.	Classroom seating		loise levels		ions (adult and/or pee
	Missing in	the environment:	Peer status gained misbehavior		nappropriate materials (a		t.)resolution skills
			Transition skills		chedule	Effective parent	e communication wit
			Re-teaching		ask structuring		inications system
			Social skills instru	uction C	onsequences not clear to	o student — Commi	inications system
			Choices				
	Other	(Missing/Present):					
	_						
						M REHAVIOR	
		RFM	OVE STUDENT'S	NEED TO USE	THE PROBLE		
			OVE STUDENT'S				
terventi	ion 7	What environmental	changes, structure and supp	oorts are needed to remov			ges in
terventi	ion 7	What environmental		oorts are needed to remov			ges in
terventi	ion 7	What environmental	changes, structure and suppos/Interactions to remove the	oorts are needed to remov		se this behavior? (Chan	ges in
terventi	ion 7	What environmental Time/Space/Materials Time Changes:	changes, structure and supported in the structure and supporte	ports are needed to remove likelihood of behavior)	e the student's need to u	se this behavior? (Chan	
terventi	ion 7	What environmental Time/Space/Materials	changes, structure and supp s/Interactions to remove the Give	ports are needed to remove likelihood of behavior) more time on tasks	e the student's need to u	n in parts	ch a closure system
terventi	ion 7	What environmental Time/Space/Materials Time Changes:	changes, structure and supp s/Interactions to remove the Give Sign:	ports are needed to remove e likelihood of behavior) more time on tasks al transition	Allow completio	n in parts	ch a closure system re less time on tasks dy carrels
terventi	ion 7	What environmental Time/Space/Materials  Time Changes:  Space Changes:  Material Changes:	changes, structure and supply/Interactions to remove the Give Sign:	ports are needed to remove likelihood of behavior)  more time on tasks al transition erred seating	Allow completio Provide a break Different work a	n in parts Creas  Tea Creas Tea Creas Tea Creas Treas Treas Treas Treas Treas	ch a closure system re less time on tasks dy carrels ks organized
terventi	ion 7	What environmental Time/Space/Materials Time Changes: Space Changes:	changes, structure and supposed for the control of	ports are needed to remove likelihood of behavior)  more time on tasks al transition erred seating onal space ommodated work	Allow completio Provide a break Different work a Hands-on learnin	n in parts	ch a closure system we less time on tasks dy carrels ks organized arged print size book
terventi	ion 7	What environmental Time/Space/Materials  Time Changes:  Space Changes:  Material Changes:	changes, structure and supply/Interactions to remove the Signa Prefe	ports are needed to remove likelihood of behavior)  more time on tasks al transition erred seating onal space ommodated work interest materials	Allow completio Provide a break Different work a Hands-on learnin Notebook organi	n in parts Chan  Tea Cive reas Stu ng Tas zer Mc	ch a closure system we less time on tasks dy carrels ks organized arged print size book
terventi	ion 7	What environmental Time/Space/Materials  Time Changes:  Space Changes:  Material Changes:	changes, structure and supported in the structure in	ports are needed to remove likelihood of behavior)  more time on tasks al transition erred seating onal space symmodated work interest materials specific supportive	Allow completio Provide a break Different work a Hands-on learnin Notebook organi Cue the student Praise successes	n in parts	ch a closure system re less time on tasks dy carrels ks organized arged print size book del
terventi	ion 7	What environmental Time/Space/Materials  Time Changes:  Space Changes:  Material Changes:	changes, structure and supported in the structure in	ports are needed to remove likelihood of behavior)  more time on tasks al transition erred seating onal space symmodated work interest materials specific supportive	Allow completio Provide a break Different work a Hands-on learnir Notebook organi Cue the student	n in parts	ch a closure system re less time on tasks dy carrels ks organized arged print size book del
terventi	ion 7	What environmental Time/Space/Materials  Time Changes:  Space Changes:  Material Changes:	changes, structure and supported in the structure in	ports are needed to remove likelihood of behavior)  more time on tasks al transition erred seating onal space ommodated work interest materials specific supportive ally praise student specific support	Allow completio Provide a break Different work a Hands-on learnir Notebook organi Cue the student Praise successes Use calm, de-esc	n in parts	ch a closure system re less time on tasks dy carrels ks organized arged print size book del
terventi	ion 7	What environmental Time/Space/Materials Time Changes: Space Changes: Material Changes: Interaction:	changes, structure and supported for the structure for	ports are needed to remove likelihood of behavior)  more time on tasks al transition erred seating onal space ommodated work interest materials specific supportive ally praise student specific support	Allow completio Provide a break Different work a Hands-on learnir Notebook organi Cue the student Praise successes Use calm, de-esc	n in parts	ch a closure system re less time on tasks dy carrels ks organized arged print size book del
terventi		What environmental Time/Space/Materials Time Changes: Space Changes: Material Changes: Interaction:	changes, structure and supported in the structure in	ports are needed to remove likelihood of behavior)  more time on tasks al transition erred seating onal space ommodated work interest materials specific supportive ally praise student specific support ications	Allow completio Provide a break Different work a Hands-on learnin Notebook organi Cue the student Praise successes Use calm, de-esclanguage	n in parts	ch a closure system re less time on tasks dy carrels ks organized arged print size book del
terventi	Who will e	What environmental Time/Space/Materials Time Changes: Space Changes: Material Changes: Interaction:	changes, structure and supported in the structure in	ports are needed to remove likelihood of behavior)  more time on tasks al transition erred seating onal space ommodated work interest materials specific supportive ally praise student specific support ications  I monitor?	Allow completio Provide a break Different work a Hands-on learnin Notebook organi Cue the student Praise successes Use calm, de-esc language	n in parts	ch a closure system we less time on tasks dy carrels ks organized arged print size books del

### INDIVIDUALIZED EDUCATION PROGRAM

			Behavio	or Intervention Plan	l					
	Los	For Behavi Angeles Unified School D		ident's Learning or the Lear		Rehavior Interv	ention Plan, pg. 2 of (			
Student	LEVY	MYLO	) strict	Date of Birth	08-JUL-2020	Meeting Date	15-OCT-2024			
	Last	First	MI		(*****	9	(3, 222 242)			
ALTERNA	TIVE	PART II	FU	NCTIONAL FACTORS AT	ND NEW BEHAVIORS TO	TEACH AND SU	PPORT			
	0	Team believes the behavi	or occurs because: (F	unction of behavior in terms	s of getting, protest or avoid	ing something)				
	8	To Get:	Senso	ory input	✓ Attention (peer)	Atte	ention (staff)			
		To Avoid:		ible (desired item)	Tangible (desired activ		,			
				ory input	Attention (peer)		ention (staff)			
		Describe:	U Task	(too difficult)	Task (too easy)	☐ Tasl	(too long)			
	0	What team believes the		TEAD of the problem beha	vior? (How should the stude	ent escape/protest/a	void or get his/her need			
Observatio Analysis		met in an acceptable way								
		ning a group of peers, Mylo s, keeping hands to himself, o	•	in using his words to enter	into piay and enter with ex	xpected benaviors	(not knocking down			
		What teaching Strategies	Necessary Curriculur	n/Materials are needed?						
	10	what teaching Strategies.	Treeessary Currentar	in whitehals are needed.						
		Better communicati	ion skills Ang	ger management	Communication syste	m Sel	f-management systems			
		Following schedule		rning new social skills	Learning how to nego		rning structured choice			
		routines		rning notebook	Learning to use confli		rning to request breaks			
		Learning new scrip Other	ts organiz	ation	resolution					
		Who will establish?	•	Who will monitor?	Frequency:					
		Teachers/Staff	Y	Teachers/Staff	Weekly					
		What are reinforcement p	What are reinforcement procedures to use for establishing, maintaining, and generalizing the replacement behavior(s)?							
	11	Physical:	✓ Hig	h_fives	<b>✓</b> Smiles	Пнаг	ndshake			
nterventic	n		_ ~	on the back	Simes	_				
		Verbal:		specific praises	Recognition of student's s		er recognition			
		Contingent Access:		ne on the computer	Free time	Lis Lis	ten to music			
		· ·		ferred activity	Describe:	Oth	ner			
		Tangibles	L Pos	itive phone calls or notes	Certificate sent home		ting Location			
		Tokens and Points:	✓ Tok	ens	Points	_ 560	ang Location			
		Privileges:	□ Exe	empt assignment	Extra test points					
		Other ideas:			•					
		Selection of reinforcer bas	ad on: student needs							
		reinforcer for using re			ncrease in positive behavior	s				
		By whom?	1	Frequency	1					
		Teachers		Weekly						
EFFECTIV	E REACTIO	N	PART III		REACTIVE S	STRATEGIES				
12	What strategies will be employed if the problem behavior occurs again. (1. Prompt student to switch to the replacement behavior, 2. Describe handle the problem behavior if it occurs again, 3. Positive discussion with student after behavior ends, 4. Any necessary further classroom or s									
	Model to stu	dent what is expected to be s	-		•	ing. After following	ng teacher led models,			
		her allowed to enter play if s	space is available OR	is redirected to another ac	ctivity in the meantime.					
		her allowed to enter play if s	space is available OR	is redirected to another ac	ctivity in the meantime.					

## INDIVIDUALIZED EDUCATION PROGRAM

Behavior Intervention Plan

Student LEVY MYLO Date of Birth MS-JUL-2020 Meeting Date 15-OCT-2024  Last First MI BEHAVIORAL GOALS  I3 Behavioral Goal: Goal #: 8  Mylo will be able to use a word or a phrase instead of his hands or body to express his feelings with 1-2 adult visual or oral models, or prompts, with 80% accuracy over two consecutive weeks as measured by teacher charted records.  The above behavioral goal is to: Increase use of replacement behavior and may also include:  Reduce frequency of problem behavior Develop new general skills that remove student's need to use the problem behavior servation and Analysis Conclusion  Are curriculum accommodations or modifications also necessary? Where described?  Yes No Are environmental supports/changes necessary?  Yes No Are both teaching of new replacement behavior AND reinforcement needed?  Yes No Are both teaching of new replacement behavior AND reinforcement needed?  Yes No Person responsible for contact between agencies.  COMMUNICATION PART V COMMUNICATION PROVISIONS  14 Manner and content of communication:  Between? Frequency?  Teacher/Parent Weekly or as needed		LUS AII	geles Unified Sch	100l District		(Beh	avior Intervention	Plan, pg. 3 of 3
Behavioral Goal: Goal #: 8  Mylo will be able to use a word or a phrase instead of his hands or body to express his feelings with 1-2 adult visual or oral models, or prompts, with 80% accuracy over two consecutive weeks as measured by teacher charted records.  The above behavioral goal is to: Increase use of replacement behavior and may also include:  Reduce frequency of problem behavior Develop new general skills that remove student's need to use the problem behavior servation and Analysis Conclusion  Are curriculum accommodations or modifications also necessary? Where described?  Yes No  Are environmental supports/changes necessary?  Yes No  Replacement of replacement behavior alone enough? (no new teaching is necessary)?  Yes No  This BIP to be coordinated with other agency's service plans? Agency?  Yes No  Person responsible for contact between agencies.  COMMUNICATION PART V COMMUNICATION PROVISIONS  14 Manner and content of communication:    Phone calls	Student	LEVY	MYLO		Date of Birth	08-JUL-2020	<b>Meeting Date</b>	15-OCT-2024
Mylo will be able to use a word or a phrase instead of his hands or body to express his feelings with 1-2 adult visual or oral models, or prompts, with 80% accuracy over two consecutive weeks as measured by teacher charted records.  The above behavioral goal is to:  Increase use of replacement behavior and may also include:  Reduce frequency of problem behavior  Develop new general skills that remove student's need to use the problem behavior servation and Analysis Conclusion  Are curriculum accommodations or modifications also necessary? Where described?  Yes  No  Is reinforcement of replacement behavior alone enough? (no new teaching is necessary)?  Yes  No  Are both teaching of new replacement behavior AND reinforcement needed?  Yes  No  This BIP to be coordinated with other agency's service plans? Agency?  Yes  No  Person reponsible for contact between agencies.  COMMUNICATION PART COMMUNICATION PROVISIONS  Manner and content of communication:  Phone calls		Last	First	MI				
Mylo will be able to use a word or a phrase instead of his hands or body to express his feelings with 1-2 adult visual or oral models, or prompts, with 80% accuracy over two consecutive weeks as measured by teacher charted records.  The above behavioral goal is to: Increase use of replacement behavior and may also include:  Reduce frequency of problem behavior Develop new general skills that remove student's need to use the problem behavior are curriculum accommodations or modifications also necessary? Where described?  Yes No Are environmental supports/changes necessary?  Yes No Are both teaching of new replacement behavior AND reinforcement needed?  Yes No Yes No This BIP to be coordinated with other agency's service plans? Agency?  Yes No Person responsible for contact between agencies.	OUTCO!	MES		PART IV		BEHAVIO	RAL GOALS	
## Reduce frequency of problem behavior      Prevair   Prevair   Prevair	13	Behavioral C	ioal: Goal #: 8					
Reduce frequency of problem behavior Develop new general skills that remove student's need to use the problem behavior servation and Analysis Conclusion  Are curriculum accommodations or modifications also necessary? Where described?  Yes No  Are environmental supports/changes necessary?  Yes No  Is reinforcement of replacement behavior alone enough? (no new teaching is necessary)?  Yes No  Are both teaching of new replacement behavior AND reinforcement needed?  Yes No  This BIP to be coordinated with other agency's service plans? Agency?  Yes No  Person responsible for contact between agencies.  COMMUNICATION PART V COMMUNICATION PROVISIONS  14 Manner and content of communication:  Phone calls  Daily reports  Daily reports  Other  Between? Frequency?				=	·	pelings with 1-2 adult	visual or oral models, o	or prompts, with
Are curriculum accommodations or modifications also necessary? Where described?  Yes No Are environmental supports/changes necessary? Yes No Is reinforcement of replacement behavior alone enough? (no new teaching is necessary)? Yes No Are both teaching of new replacement behavior AND reinforcement needed? Yes No This BIP to be coordinated with other agency's service plans? Agency?  Yes No Person responsible for contact between agencies.  COMMUNICATION PART V COMMUNICATION PROVISIONS  Manner and content of communication:  Phone calls Daily reports Daily reports Other  Between? Frequency?	ervation	Reduce from	equency of problem	_ mereuse use or replue	•		use the problem behav	ior
Yes No Are environmental supports/changes necessary? Yes No Is reinforcement of replacement behavior alone enough? (no new teaching is necessary)? Yes No Are both teaching of new replacement behavior AND reinforcement needed? Yes No This BIP to be coordinated with other agency's service plans? Agency?  Yes No Person responsible for contact between agencies.  COMMUNICATION PART V  COMMUNICATION PROVISIONS  14 Manner and content of communication:    Phone calls				lifications also necessary?	Where described?			
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### INDIVIDUALIZED EDUCATION PROGRAM LANGUAGE AND SPEECH SERVICES CERTIFICATION (LAS CERTIFICATION)

LANGUAGE Los Angeles Unified School District	AND SPEECI	H SERVICES CERTII	FICATION (LAS	CERTIFICATIO	ON)	Attachment B
StudenMYLO LEVY	Date of	08-JUL-2020		Meeting	15-OCT-2024	Attachment B
Studenmilled EE v I	Birth	08-JCL-2020		Date	13-001-2024	
This page is to be completed for students with Special	_	Complete Step 1a	or 1b		services to support th	ne provision of FAPE.
Step 1a.	General Edi	ucation Intervention	s - Cneck items	as completed		
Intervention strategies implemented, including I regarding language standards in the curriculum and rappropriate classroom accommodations, consultation Intervention support monitored over several week Interventions were not successful, student referrown Screening by a speech therapist or a Student Sucapproved screening instrument for non-LAUSD enroll	referral for Spen n with the SSPT eks, and modified for special eccess Team mediled preschool	cial Education, consulta I that includes an EL ex- ed interventions as neces education assessment. eting (including a speece	ation between the content is identified at the content is identified as a state of the content is identified at the content is ident	classroom teacher dentified as an En ident response.	and school speech t glish Learner).	nerapist for
	экер	1b. Interventions iv	ot Applicable			
Interventions not applicable for non-LAUSD en	rolled preschoo	olers or when determine	d unnecessary by t	the speech therapi	ist.	
Step 2. I	Review of Pre	-referral Informatio	on - Check items	as applicable		
The speech or language delay does not appear to The delay does not appear to be due to a lack of The delay does not appear to be due to environn The delay does not appear to be due to economic The delay does not appear to be due to social or	instruction in I nental factors. c factors.	English, dialectical factor		uage experience.		
7 11		eck either A or B, ar	nd complete the	romaining itom	.6	
• A. Student has received an assessment by a sch			•			
suspected)  OR  B. A Psychological Assessment is not required in the second sec	les out whether conducted a con imited to standa	an inability to community an inability to community and inability and in	nicate effectively is , including assessm s (or alternate form	s a result of a hea nent in the student s of assessment if	t's primary language	, that consists of
Step 4. Determination of the N	leed for LAS	Service (for student	s with Special E	ducation eligib	ility <u><i>other than SI</i></u>	<u>I</u> ):
☐ The IEP team has determined that speech and la Language Services are necessary due to the results o language to such an extent that it adversely affects h ☐ The presenting need for LAS service is not due or lack of instruction or the unfamiliarity with the Er If the above is so, identify the area(s) of difficulty:  ✓ Language disorder  ☐ Articulation disorder  ✓ Fluency disorder  ☐ Voice disorder	f a formal assestis/her education to: social malac	ssment, which indicates nal performance and car djustment, health factor	s that the student de nnot be corrected v	emonstrates diffic vithout speech and	ulty understanding of d language related so	or using spoken ervices.
If the student is eligible, the IEP Team	must consider	r service delivery mo	dels based on th	ne student's ide	ntified needs and	appropriate
placement in the least restrictive environm goals and supports and accommodations to	ent. The IEP	team should also in	clude teacher an objectives in a t	ıd parent partio	cipation in the im	olementation of