Student Identificati Number	on	200194X238	SSID	1620912677		Eligible (ID)
Student COHEN	EL	IYA			Date of Birth:	04-JUN-2018
Last		First	MI			
	Dontin	nent Dates	Section A	: Meeting Information	Type of Me	oting
					Type of Me	etting
Date of Initial IEP Team	Č	04-MAY-20		○ Initial		Amendment of IEP dated
Date of Present Meeting	•	14-SEP-202			1	9-APR-2022
Annual Review to be co	•	19-APR-20		Annual Review	_	Early Start Transition
Next Three Year Review onducted by	will be	18-APR-20	25	Three Year Review	_	Expulsion Analysis
Three Year Review or E was conducted on	valuation	19-APR-20	22	Other) Individual Transition Plan
Fransition to Kindergart conducted by	en to be					
Location of Meeting	v	VILBUR CEA		District Name	Los Angeles	Unified School Dist
			Section B	: Student Information		
Date of Birth	04-JUN-20	18	Age	4	Grade	-1
Gender	O Male	Female	Ethnic Code	Decline to State		
Location of the Psych Folder	SUPPORT	UNIT NOR	Student has no Ps Folder	ych		
Location of the Cum Folder	WILBUR (CEA	Student has no Cu Folder	ım 🗆		
Home Language	Hebrew		Student Language	Hebrew	Alternate Mod Communication	
Home Address of Student	18719 MA	RTHA ST				
City	TARZANA	CA	ZIP Code	91356		
Home Telephone	(818) 534-7	7293	Daytime Telephor	ne	Emergency Telephone	
School of Attendance	Wilbur Cea	ı	Location Code	7774		
School of Residence	Tarzana El		Location Code	7041		
Name of Parent/Guardian	Rahel and	Oren Cohen	Telephone			
Address						
City		CA	ZIP Code			
Surogate Parent			Telephone			
Attends CURRENT SO of the following	CHOOL as a	result of one	Special Education I	Placement		
Is the student living in a	Family Foste	er 🔘]	No O Yes	FFH#		
s FFH Provider related	to student?	\circ	No O Yes	Relationship		
icensed Children's Inst	itution	\circ	No O Yes	LCI Name		
				LCI#		
Out of the home placem	ent made by	_	Regional Center	O Department of Mental	l Health	Department of Children's Service
Child's family living wit	thin LAUSD's		Superior Court No O Yes	Other		

		INDIVIDUALI	IZED EDUC	CATION PROGRAM (IEP)	Page 2 of 30
Los Angeles Student	Unified School District COHEN ELIYA			Date of Birth 04-JUN-2018	
Student	Last First	MI a .	C I		
		Section	on C: Lang	uage Acquisition	
Language Cla				Start Date:	
Withdrawal by	y Parent Request:	\bigcirc	Yes O No	Reclassification Date:	
ELPAC Perfo	rmance Level and Performance Descript	or:		Test Date:	
Alternate ELF Descriptor:	PAC Performance Level and Performance	e		▼ Test Date:	
		Section D:	Goal Achie	vement from Current IEP	
			ieved		
	cample - Reading)	Yes	No	If No, explain the reason the goal/objective was not achieve	d
1	Cognitive Development		<u> </u>	Not able to assess. Did Not attend AECP	
Category	Cognitive Development			N. H. P. D. L. LARGE	
	Objective 1 met	0	<u> </u>	Not able to assess. Did Not attend AECP	
	Objective 2 met	0		Not able to assess. Did Not attend AECP	
2	Language			Not able to assess. Did Not attend AECP	
Category	Language Development 🗸	_			
	Objective 1 met	0		Not able to assess. Did Not attend AECP	
	Objective 2 met		<u> </u>	Not able to assess. Did Not attend AECP	
3	Social Emotional Development			Not able to assess. Did Not attend AECP	
Category	Social Emotional Development 🗸				
	Objective 1 met			Not able to assess. Did Not attend AECP	
	Objective 2 met	0	0	Not able to assess. Did Not attend AECP	
4	Communication			not yet using 50+ words expressively	
Category	Communication				
	Objective 1 met	0		not yet using at least 10 words expressively	
	Objective 2 met	0		not yet using at least 20 words expressively	
5	Physical Development	0		Too many absences	
Category	Locomotor Skills				
	Objective 1 met	0		Too many absences	
	Objective 2 met	0		Too many absences	
6	Sensorimotor			Requires mod to max assistance	
Category	Sensorimotor >			(requires mod to max assistance	
category	Objective 1 met	0	<u> </u>	Requires mod to max assistance	
	Objective 2 met			(Requires mod to max assistance	
7	Integration/bimanual	_		Requires at least min assistance	
Category	Fine Motor		<u> </u>	requires at least titili assistative	
Category	Objective 1 met				
			0		
0	Objective 2 met		0	(p 1	
8	Accessibility		<u> </u>	Requires minimal assistance at this time	
Category	Physical Accessibility			(n i i i i i i i i i i i i i i i i i i i	
	Objective 1 met	0	<u> </u>	Requires minimal assistance at this time	
	Objective 2 met	0	<u> </u>	Requires minimal assistance at this time	
9			0		
Category	·	_	_		
	Objective 1 met	0	0		
	Objective 2 met	0	\circ		
10			\circ		
Category	~				
	Objective 1 met	0	\circ		
	Objective 2 met	0	0		

Page	3	of	3	0

INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Student COHEN ELIYA Date of Birth 04-JUN-2018 Meeting Date 14-SEP-2022 First MI Section E: Present Level of Performance Performance Area: Cognitive/Processing Category: General Ability Assessment/Monitoring Process Used: Alternative Assessment, Observation, Interviews, Record Review State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Overall, Eliya's current functioning in cognition/general ability is estimated to be in the well below average range based on performance on the MSEL and information gathered via observation and interview on the DP3. Eliya's profile as examined on the MSEL reflects relative strengths in understanding that inanimate objects may represent a living thing, she correctly identifies an object in a book/magazine, and gives or takes 'one more' of something. Areas of need/challenge were identified in global areas of visual reception, fine motor, receptive language and expressive language. As such, she was not able to nest cups in size order, match shapes, or completely complete a form board, as she completed 2/4 only Educational Impact: A general ability/cognition impact was identified at this time. School Readiness Performance Area: Category: Cognitive Development Assessment/Monitoring Process Used: Alternative Assessment, Observation, Interviews, Record Review State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Overall, Eliya's current functioning in school readiness is not developing as expected given the student's chronological age and school experience to date, based on performance on the Mullen Scales of Early Learning (MSEL) and information gathered via observation and interview on the Developmental Profile 3rd Edition (DP3). Eliya demonstrates relative strengths as she can mark on a surface, briefly attend to pictures in a book, and identifying one body part.

Areas of need/challenge were identified in global areas of general fund of information, pre-reading, pre-writing, and pre-mathematics.

as expected given her school and therapeutic experience.

Educational Impact: An academic performance/school readiness impact was identified at this time. Eliya's school readiness skills are not developing

Page 4 of 30 INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Student COHEN ELIYA Date of Birth 04-JUN-2018 Meeting Date 14-SEP-2022 First MI Section E: Present Level of Performance Motor Skills Performance Area: Category: Motor Abilities Assessment/Monitoring Process Used: Alternative Assessment, Observation, Interviews, Record Review State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Overall, Eliya's motor abilities are found to be in the well below average range based on the parent's responses on the DP-3, however the fine motor subtest of the Mullen rendered well below average responses. Based on the rater's responses on the Developmental Profile 3, Eliya evidences the following strengths: throws a ball 5 feet, walks up stairs with support (but not crawling), and stacks 3 blocks. Eliya evidences the following needs/challenges: fine motor needs were noted as she scored in the well below average range on the Mullen. Further, she is unable to walk about the house without repeatedly falling or bumping into objects, cannot climb stairs alternating feet, and cannot tiptoe walk for 2 steps. Educational Impact: A motor impact was be identified at this time. Social-Emotional Skills Performance Area: Social Emotional Category: Assessment/Monitoring Process Used: Alternative Assessment, Observation, Interviews, Record Review State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Overall, Eliya's social-emotional skills are found to be in the well below average range. Based on observations, informal interviews and the rater's responses on formal rating scales, Eliya evidences the following social-emotional strengths: Eliya is able to keep busy and content for at least 15 minutes doing something independently, knows what 'my' means, and responds more readily to the instructions and commands of a familiar adult. Eliya evidences the following needs/challenges: she does not name a familiar friend, does not show toileting needs by asking or gestures, and she does not express the desire for playtime with peers. Educational Impact: A social emotional impact was identified at this time.

	l District]	INDIVIDU.	ALIZED EDUCA	ATION PROGR	AAM (IEP)	Page 5
Student COHEN	ELIYA				Date of Birth	04-JUN-2018	Meeting Date 14-SEP-2022
Last	Firs	t	MI	n E: Present Le	l - £ D £		
erformance Area:	(Adaptive S		n E: Present Le	evei oi Periorii	iance	
ategory:	(Adaptive I			~		
ssessment/Monitoring Proces	s Used:			t, Observation, In		Review	
cate/District Assessment Resu		Antemative	Assessmen	i, Observation, in	ici views, recore	review	
urrent Performance/Assessme	,	ny (include s	tudant etran	othe student need	le and impact of	disability on student ne	rformance):
Overall, Eliya's self-help/adap		• `			•	disability on student pe	Hormance).
Based on observations, infort two fasteners (e.g. snaps, Velo	mal intervie	ews and the	rater's respo	nses on formal rat	ting scales, Eliya	evidences the followin oullover T-shirt indepen	g strengths: undoes at least dently.
Eliya evidences the following toilet independently.	g needs/cha	llenges: she	is not awar	e of dangers in the	e environment, sh	ne does not put on shoes	s, and cannot urinate in the
Educational Impact: A self-h	elp/adaptive	e behavior ii	mpact was i	dentified at this ti	me.		
erformance Area:	(
ategory:					~		
ssessment/Monitoring Proces	s Used:						
ate/District Assessment Resu	ılts:						
urrent Performance/Assessme	ent Summar	rv (include s	tudent stren	gths, student need	ls and impact of	disability on student pe	rformance):

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INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Student COHEN ELIYA Date of Birth 04-JUN-2018 Meeting Date 14-SEP-2022 First MI **Section E: Present Level of Performance** Health and Development including Vision and Hearing Performance Area: Category: Health Assessment/Monitoring Process Used: Parent Interview; Record Review State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Due to the pandemic, assessments are being conducted remotely and/or in person. The provision of in-person health assessments is subject to existing public health and safety conditions. Health information is gathered from a review of health records, medical laboratory report provided the parent, and a conference with the parent. Vision and hearing information are the most current document in the health record. HEALTH SUMMARY: Eliya is a three-year-nine-month-old student in generally good health. Developmental milestones as reported by parent were delayed for motor skills and speech development. Student is not toilet trained. Eliya has no known significant health problems and does not take any medication on a daily or routine basis. Student had a genetic testing done in 11/2019; no conclusive result was given and a thorough clinical assessment, further genetic testing, and genetic counseling were recommended. Student has allergies to pineapple and mango and symptom includes rashes on the back, legs, and stomach area. No treating medication at home as needed. No allergies to medication. No recent history of accident, injury, surgery, or hospitalization. Unable to condition student for hearing screening on 03/18/2022. Audiologic Resource Unit (ARU) referral sent via email and school mail. Unable to condition student for vision screening using Spot screener on 03/18/2022. Vision referral sent with the mother and advised to take student to the doctor for further care. STRENGTH: Student eats a regular diet, self-feeds using utensils and hands, and drinks from an open cup and cup with straw. Eliva communicates by using some words, pointing at the desired object, pulling parent/adult, and gestures. Parent has no concern with student's vision and hearing. AREAS OF NEED: Student is not toilet trained. Mother reports that student walks independently for 5 to 6 steps before falling and has history of frequent falls. Eliya has allergies to mango and pineapple and needs to be observed for allergic reactions and provide first aid as needed during school hours. Continuation of Health #2 Performance Area: Health 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: General health does not impact student's participation, performance, and access to the educational program. ACCOMMODATIONS/MODIFICATIONS: Trained staff to assist student with toileting, diapering, accessing the playground during school hours, monitor for falls or injury, and notify the parent and School Nurse immediately. School nurse to train staff to supervise during meals and to observe for allergic reactions, administer first aid as needed, and notify parent and School Nurse immediately. No sharing of snacks/food. Teresa Bernaldo, RN, BSN, Credentialed School Nurse Early Childhood Special Education 03/18/2022

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INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Student COHEN ELIYA Date of Birth 04-JUN-2018 Meeting Date 14-SEP-2022 First MI **Section E: Present Level of Performance** Performance Area: Communication Category: Communication Assessment/Monitoring Process Used: play based assessment tasks, parent interview, review of speech reports State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Background: Eliya, a 3 year 9 month old child, was referred by parent for a language and speech assessment as part of her re-evaluation IEP assessments to determine progress and need for possible special education services. Eliya has been receiving APE, OT, and PT services at her school of residence. She has not consistently attended the AECP program at Wilbur. Eliya has attended Kikky's Daycare, Monday through Friday, from 8:30 am- 4:00 pm, since June 2021. Eliya was referred to Regional Center by her pediatrician and received Regional Center early start services (ST, OT, CDS, PT), from May 2019 until aging out of the program on her 3rd birthday. Eliya was referred to LAUSD as part of her transition from Regional Center services at the age of 3. Eliya was found eligible for special education services under the eligibility of DE (deferred eligibility). She received a placement in a PAL program and DIS services. Following IDR, Eliva received PT, OT, and APE services at her school of residence and a placement in an AECP program to address a goal in the area of communication. Parent reported Eliya's primary language is Hebrew. Hebrew is spoken in the home 95% of the time, and English 5% of the time. Parent reported Eliya has two words in her expressive vocabulary and these words are in Hebrew. A Hebrew interpreter was present via Zoom to provide support for Hebrew interpretation throughout the assessment. Strengths: Eliya demonstrates pre-communication behaviors, including intentional communication (through gestures and pointing as well as a few words and a few basic signs). She uses gestures for pragmatic functions such as greetings, requesting, getting attention. Eliya consistently responded to ves/no questions by nodding head for ves or shaking head for no. Eliva is able to follow routine directions and one-step directions with gestural cues. Eliya gave items upon verbal request, with gestural cues. With frequent redirection to the task, Eliya showed an emerging skill in identifying an object upon request. Continued below. Performance Area: Communication Communication Category: Assessment/Monitoring Process Used: play based assessment tasks, parent interview, review of speech reports State/District Assessment Results: n/a Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Continued from above. Parent reported Eliya's receptive language is her area of strength and she understands what she hears. Per parent, Eliya can identify basic body parts, clothing items, and some colors (red, yellow, blue). In the area of articulation, vocalizations and babbling were observed during this assessment. Eliya uses some word approximations at this time as well as babbling. Per parent, Eliya is able to produce several consonant sounds, including /d, m, b, n, g/. She tries to imitate words, per parent. Needs: Eliya is not yet using single words frequently or using words more than gestures to communicate. Her expressive vocabulary is limited at this time to approximately two words. Eliya needs to work towards increasing her use of words for different pragmatic purposes, including requesting, labeling, calling attention, and responding to simple questions (including choice questions and simple 'what' questions). Receptively, she needs to work towards identifying basic concepts upon request and following one-step directions with decreased gestural cues. In the area of articulation/speech production, Eliya needs to increase her ability to produce early developing consonant sounds /m, p, b, w, n, d, h, 'y'/ in the context of different consonant vowel combinations.

Impact of disability: Eliya's delays related to expressive, receptive, and pragmatic language impact her ability to access and participate in a preschool

curriculum, including in the areas of expressing basic wants/needs, following directions, responding to questions, and participating in conversations with peers.

Marianne Fried, MS, CCC-SLP LAUSD Speech/Language Pathologist

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INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Student COHEN ELIYA Date of Birth 04-JUN-2018 Meeting Date 14-SEP-2022 First MI **Section E: Present Level of Performance** Sensorimotor Performance Area: Category: Sensorimotor Assessment/Monitoring Process Used: Standardized, informal, record review, work samples, interview, clinical obs State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Student's areas of strengths: Eliya has the functional neuromuscular skills to get in and out of a small chair, to get up from and down onto the floor, and to navigate around large obstacles in the school environment. She has functional range of motion to reach her hands up over her head, across her body, and on the floor when seated. She uses either hand to reach for objects but shows a right-hand preference for drawing/coloring activities. She can isolate both index fingers to point, use a spherical grasp on tennis balls, use a right-handed three-jaw chuck grasp to stack large blocks and use a pincer grasp to pick up small items, such as Cheerios. She is able to translate up to 3 Cheerios from her fingertips to her palms and she can shift through pages of a book. She is also able to stabilize her paper with her left hand to scribble with a crayon or marker. She switches between a right-handed static tripod grasp and a pincer grasp on crayons and markers; she tends to use a static tripod grasp on thicker coloring utensils. She demonstrates functional fine motor strength to peel small oranges (after an adult initiates the first peel) and dispense white glue from a small bottle using two hands. In regard to her visual skills, she has shown improvements with completing a 3-piece shape sorter (with the use of trial and error) and she is beginning to identify the colors red and yellow. She can place several small coins into slot of a bank but requires minimal assistance when the slot of diagonal or

Performance Area:	Sensorimotor (cont'd)
Category:	Sensorimotor •
Assessment/Monitoring Process Used:	Standardized, informal, record review, work samples, interview, clinical obs
State/District Assessment Results:	

preferred songs on YouTube solely by identifying the small icon on the page.

vertical. She can lace large beads onto a dowel and is beginning to lace large beads onto spaghetti or pipe cleaners, though she requires moderate assistance. She is also able to build up to a 5-block tower. She, also, is able to identify different applications on an iPad (i.e. YouTube) and select

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

Eliya is able to tolerate various textures on her hands, such as bubble wrap, stress balls, playdough, kinetic sand, floam, water, finger paint, uncooked rice, uncooked beans, and grass. She is able to imitate body movements for songs such as 'Baby Shark' and 'Wheels on the Bus' with functional upper body awareness. She enjoys movement down a slide, on a swing, or up and down a few stairs. She does not appear distressed by loud sounds or noisy environments such as the school bell or children playing. Lastly, per record review and parent interview, Eliya enjoys being around other children and will enter a group of children for a play activity. She can follow one-step commands and is able to share supplies/toys.

Student's areas of needs: Eliya has a history of delayed global development, which continues to be an area of need as she scored in the Poor to Very Poor ranges on the Object Manipulation and Fine Motor subtests on the PDMS-2. Eliya has made progress since her last OT report, as she is now able to transfer from various surfaces independently, tolerating various textures, using more appropriate grasp on items, and engaging for longer periods of time. However, Eliya continues to struggle with her motor control when using tools (i.e. crayons, tongs, spoons, etc.) and visual motor skills as it relates to coloring, drawing, playing with age-appropriate tools, and pre-writing. Occupational therapy is recommended to address fine motor and visual motor development.

Impact of disability on academic and overall performance: Eliya's has an eligibility of Intellectual Disability (ID), and deficits with fine motor and visual motor skills, which impact her ability to utilize classroom tools independently and engage in age-appropriate drawing/coloring tasks, which impacts her involvement and progress in her educational curriculum.

Raquel Agmon, OTR/L LAUSD Occupational Therapist

	INDIVIDUALIZED EDUCATION PROGRAM (IEP)
os Angeles Unified School District Student COHEN ELIYA	
Last Fir	st MI Section E: Present Level of Performance
rformance Area:	Perceptual Motor
tegory:	Perceptual Motor
essment/Monitoring Process Used:	Preschool Assessment Scale
te/District Assessment Results:	
	ary (include student strengths, student needs and impact of disability on student performance):
eet with her right hand. She can trap/ca alks with a mature pattern. With verba tempting to jump off 2 feet. She canno dapted PE activities.	r tip toes on one foot. Eliya can throw an 8 inch ball in a random direction. She can throw a 4 inch beanbag 2 tch a tossed/dropped 8 inch ball from 6 inches. She can push a ball with her foot in an attempt to kick. Eliya I cues and visual prompts she does not walk backwards 5 feet. She does not get off the ground when of thop on one foot. She walks up and down stairs with 2 feet on each step. Eliya needs frequent breaks during Perceptual Motor, Standing on one foot. Ucation eligibility of ID impacts her Locomotor Skills. This impacts her involvement and progress in a general
formance Area:	
egory:	~
essment/Monitoring Process Used:	
te/District Assessment Results:	

Los Angeles Unified School Distr	ict	INDIVIDUALIZE	D EDUCATION PROGR	RAM (IEP)		Page 10 of 30
Student COHEN ELIT			Date of Birth	04-JUN-2018	Meeting Date 1	4-SEP-2022
Last	First	MI Section E: Pr	resent Level of Perform	nance	0	
Performance Area:	Physical	Accessibility				
Category:	Physical	l Accessibility	~			
Assessment/Monitoring Process Used:	Observat	tions, interviews and re	eview of records			
State/District Assessment Results:						
Current Performance/Assessment Sum	mary (include	e student strengths, stu	dent needs and impact of	disability on student p	erformance):	
This is a summary of the PT findings	:					
functional sitting balance to participa able to walk on level and uneven surslightly uneven surfaces. Eliya requirable to ascend and descend 4 steps or small tunnel and slide with an uprigh assistance with this task. She was able walk throughout her classroom, and or single limb balance for more than a management of the strength and balance, impacting her is Impact of student's disability on acade as well as move from one surface to a curriculum. Ashley Nishino PT	Paces, includir the close stand the apparatu t trunk with stee to kick 4/4 coutdoors on lead to be comment. She received in the course of the course to be comment. She received in the course of the	ng a ramp, with fair ba by assistance with une s non-reciprocally wit tand by assistance. Eli- cones with her right for evel and some uneven- remains timid and caut walk independently an on stairs and with high	lance. She was able to ambeven surfaces or slight grach one handrail and close stay is able to climb a straig of with stand by assistance surfaces, her motor skills clious when attempting morad navigate a classroom, sher level skills that require va's eligibility of ID, does it	bulate at least 50 feet des due to decreased detand by assistance. She ht 3 rung ladder but ree. Although Eliya is also remain immature, see challenging activities are remains cautious and single limb balance.	X2 outdoors on level and ynamic balance. Eliya we was able to creep throusquires minimal to mode to sit, transfer, stand pecifically those requirings. d demonstrated decrease avigate stairs independent	d vas ugh a erate and ng
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):

	s Unified Schoo				CATION PROG		_	
Student		ELIYA			Date of Birt	h 04-JUN-201	8	Meeting Date 14-SEP-20
	Last	First	MI	Section F	: Eligibility			
applicable,	areas discussed r	elated to disability or	r suspected dis	sability:				
Health, gene	ral ability, acaden	nic performance, lan	guage, motor,	social-emotiona	l, and self-help/a	daptive develop	ment	
		tempted prior to dete	rmining eligib	bility:				
		ncluding McRory. LAUSD OT, PT, AP	Е					
Eligible as a s	student with the d	isability of:						
Code:	ID	Intellect	ual Disability					
	ONot Applicable	le, OBlind	or	OPartially	Sighted			
Additional Lo	ow Incidence Elig	ibility (only for VI,	DBL, DEA, H	OH, or severe O	I):			
Code:								
	ONot Applicable	le, OBlind		_				
r) No Longe	meet eligibility cr	iteria for Special Ed	ucation Service		Sighted			
No Longe No Longe Date):	meet eligibility cr er Eligible for Spe er Eligible (Effecti Final IEP, the stud	iteria for Special Ed	ucation Service	ees (Initial IEP).	s until the Effecti			
No Longe No Longe Date): This is a H inal IEP Rea	meet eligibility cr er Eligible for Spe er Eligible (Effecti Final IEP, the stud	iteria for Special Education Servive	ces (Review II	EP).	s until the Effecti Final IEP Ef	fective Date:		
or No Longe No Longe Date): This is a F Final IEP Rea	meet eligibility cr er Eligible for Spe er Eligible (Effecti Final IEP, the stud ason:	iteria for Special Educial Education Servive	ces (Review II for Special Ed	tes (Initial IEP). EP). ducation Services I needs of the st	s until the Effecti Final IEP Et udent are not pi	fective Date:	_	f instruction in reading
No Longe No Longe Date): This is a H Final IEP Rea Social	meet eligibility cr er Eligible for Spe er Eligible (Effecti Final IEP, the stud	cial Education Servive ent remains eligible d and agrees that the	ces (Review II for Special Ed e educational	EP).	s until the Effecti Final IEP Ef udent are not p i al Disability	fective Date:	✓ Lack o	f instruction in reading

os Angeles Unified Scl		NDIVIDUALIZED EDUCA	ATION PROGRAM (IEP)	
Student COHEN	ELIYA		Date of Birth 04-JUN-2018	Meeting Date 14-SEP-2022
Last	First	MI Section Co. Assessed C		
ormance Area:	Cognitive Developmen Co	Section G: Annual G ategory: Cog	gnitive Developmen Annual Go	pal #:
		0 ,	ticipate in a teacher-directed table-top task	
minimai aduit prompis (1-2	2 prompts) and cues on at leas	t 4 occasions during the senc	ooi week.	
rogress on annual goals to rovided at either Progress	be reported to parents by co Report or Report Card perio	ompleting the "IEP Report of ds.	f Progress and Achievement from Current	IEP" form(s) which will be
		Methods of	Evaluation	
State Assessments	Norm I	Referenced	Criterion Referenced	Curriculum Based
Observation	Portfol	io	Work Samples	✓ Informal
Other				
ncremental objective #1			Incremental objective #2 related to the	•
- C	two teacher-directed activities		When given the choice of two teacher-of	
	ts), Eliya will attend to and p 2 minutes, on at least 4 occase		prompts and cues (3-4), Eliya will atten table-top task, for 3 minutes, on at least	
Date to be achieved:	August 🗸 2022	₩ MO/YR	Date to be achieved: December	2022
Date to be achieved:		T OF PROGRESS AND A	CHIEVEMENT FROM CURRENT IE	2022
4 GOAL MET OR	IEP REPORT	Γ OF PROGRESS AND A EXPLANATIO		P
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROG	F OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal	CHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go	P and met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED 1st Reporting Period	IEP REPORT	Γ OF PROGRESS AND A EXPLANATIO	CHIEVEMENT FROM CURRENT IE ON OF MARKS	P
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4 GOAL MET OR EXCEEDED 1st Reporting Period Date:	3 SUBSTANTIAL PROG met) 2nd Reporting Period	FOF PROGRESS AND A EXPLANATION FRESS (50-99% of goal 3rd Reporting Period Date:	CHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only)	P oal met) 1 NO PROGRESS Goal Achievement
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark:	3 SUBSTANTIAL PROG met) 2nd Reporting Period Date: Progress Mark:	FOF PROGRESS AND A EXPLANATION FRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark:	CHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date: Progress Mark:	P Dal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No
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4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	3 SUBSTANTIAL PROOMET) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to	FOF PROGRESS AND A EXPLANATION FRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to	CHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual	P Dal met) 1 NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met:
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4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	JEP REPORT 3 SUBSTANTIAL PROGRAMEN 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	Progress Mark: 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 IE 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 Dal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No

	chool District			
Student COHEN ELIYA			Date of Birth 04-JUN-2018	Meeting Date 14-SEP-2022
Last	First	MI Section G: Annual G	oals and Objectives	
formance Area:	Social-Emotional Dev C	Category: Soci	ial Emotional Deve 🗸 Ann	nual Goal #: 2
Eliya will play alongside a		e child) for at least 3 minutes	, with at least 3 interactions with mi	inimal adult support (1-2 prompts),
	o be reported to parents by co s Report or Report Card perio		f Progress and Achievement from 0	Current IEP" form(s) which will be
		Methods of l	Evaluation	
State Assessments Observation Other	Norm Portfol	Referenced	Criterion Referenced Work Samples	☐ Curriculum Based ✓ Informal
Incremental objective #1	· · · · · · · · · · · · · · · · · · ·		Incremental objective #2 relat	
	another child (or more than outeractions with maximum adduring a school week.	· ·		er child (or more than one child) for at least 2 sons with moderate adult support (2-3), on 4 .
Date to be achieved:	August • 2022 IEP REPOR	T OF PROGRESS AND A	Date to be achieved: CHIEVEMENT FROM CURREDON OF MARKS	ZOZZ V
Oate to be achieved: 4 GOAL MET OR EXCEEDED	IEP REPOR	T OF PROGRESS AND A	CHIEVEMENT FROM CURRE	ENT IEP
4 GOAL MET OR EXCEEDED	IEP REPOR	T OF PROGRESS AND A	CHIEVEMENT FROM CURRED ON OF MARKS 2 PARTIAL PROGRESS (1-49) 4th Reporting Period (Seconda)	ENT IEP % of goal met) 1 NO PROGRESS
4 GOAL MET OR	3 SUBSTANTIAL PROCuest)	T OF PROGRESS AND AGE EXPLANATION OF GRESS (50-99% of goal	CHIEVEMENT FROM CURRED ON OF MARKS 2 PARTIAL PROGRESS (1-49) 4th Reporting Period (Seconda Only)	ENT IEP % of goal met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROC met) 2nd Reporting Period	T OF PROGRESS AND AGE EXPLANATION GRESS (50-99% of goal 3rd Reporting Period	CHIEVEMENT FROM CURRED ON OF MARKS 2 PARTIAL PROGRESS (1-49) 4th Reporting Period (Seconda)	ENT IEP % of goal met) 1 NO PROGRESS rry Goal Achievement
4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROC met) 2nd Reporting Period	T OF PROGRESS AND AGE EXPLANATION GRESS (50-99% of goal 3rd Reporting Period	CHIEVEMENT FROM CURRED ON OF MARKS 2 PARTIAL PROGRESS (1-49) 4th Reporting Period (Seconda Only)	ENT IEP "% of goal met) I NO PROGRESS Try Goal Achievement Objective 1 Met:
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4 GOAL MET OR EXCEEDED 1st Reporting Period Date:	3 SUBSTANTIAL PROC met) 2nd Reporting Period Date:	T OF PROGRESS AND AGE EXPLANATION OF GRESS (50-99% of goal and are period determined by the state of the stat	CHIEVEMENT FROM CURRED ON OF MARKS 2 PARTIAL PROGRESS (1-49) 4th Reporting Period (Seconda Only) Date:	ENT IEP "W of goal met) I NO PROGRESS Try Goal Achievement Objective 1 Met: Yes No Objective 2 Met:
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark:	IEP REPOR 3 SUBSTANTIAL PROCE met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to	EXPLANATION EXPLANATION STATE OF PROGRESS AND AN EXPLANATION STATE OF THE EXPLANATION STATE OF T	CHIEVEMENT FROM CURRED ON OF MARKS 2 PARTIAL PROGRESS (1-49) 4th Reporting Period (Seconda Only) Date: Progress Mark: Is progress sufficient to meet ann	ENT IEP "W of goal met) I NO PROGRESS Try Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	JEP REPOR 3 SUBSTANTIAL PROCE met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No	EXPLANATION EXPLAN	CHIEVEMENT FROM CURRED ON OF MARKS 2 PARTIAL PROGRESS (1-49) 4th Reporting Period (Seconda Only) Date: Progress Mark: Is progress sufficient to meet and goal?	ENT IEP "W of goal met) I NO PROGRESS Try Goal Achievement Objective 1 Met: Yes No Objective 2 Met:

Los Angeles Unified So				
Student COHEN	ELIYA		Date of Birth 04-JUN-2018	Meeting Date 14-SEP-2022
Last	First	MI		
		Section G: Annual G		
formance Area:	Social-Emotional Dev C	Category: Soci	ial Emotional Deve 🗸 Annual C	Goal #: 3
Eliya will use self-help sk occasions during a school		(e.g. assist with: meal/snack t	time, toileting, arrival, departure) with re	minders, on 4 out of 5
Progress on annual goals to provided at either Progres	to be reported to parents by cos Report or Report Card perio	ods.	f Progress and Achievement from Curre	nt IEP" form(s) which will be
\neg		Methods of l		
State Assessments Observation Other	Norm Portfo	Referenced lio	Criterion Referenced Work Samples	✓ Curriculum Based✓ Informal
Incremental objective #1	related to the goal:		Incremental objective #2 related to	the goal:
	kills during classroom routing	es, with maximum support		elassroom routines, with moderate suppo
	on 4 out of 5 occasions during		4 prompts) per activity on 4 out of 5 o	
Date to be achieved:	August V 2022		Date to be achieved: Decemb	
Date to be achieved:		T OF PROGRESS AND A	CHIEVEMENT FROM CURRENT I	2022
Date to be achieved: 4 GOAL MET OR EXCEEDED	IEP REPOR	T OF PROGRESS AND A		EP EP
4 GOAL MET OR	IEP REPOR	T OF PROGRESS AND A	CHIEVEMENT FROM CURRENT I	EP EP
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROCESSED 12 2nd Reporting Period	T OF PROGRESS AND AGE EXPLANATION GRESS (50-99% of goal	CHIEVEMENT FROM CURRENT I ON OF MARKS 2 PARTIAL PROGRESS (1-49% of games) 4th Reporting Period (Secondary Only)	EP goal met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROC	T OF PROGRESS AND AGE EXPLANATION OF STREET OF	CHIEVEMENT FROM CURRENT I ON OF MARKS 2 PARTIAL PROGRESS (1-49% of games) 4th Reporting Period (Secondary	EP goal met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED 1st Reporting Period Date:	3 SUBSTANTIAL PROCESSION OF THE PROPERTY OF TH	EXPLANATION OF PROGRESS AND AN EXPLANATION OF GRESS (50-99% of goal and an exporting Period Date:	CHIEVEMENT FROM CURRENT I ON OF MARKS 2 PARTIAL PROGRESS (1-49% of games) 4th Reporting Period (Secondary Only) Date:	EP goal met) 1 NO PROGRESS Goal Achievement
4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROCESSED 12 2nd Reporting Period	T OF PROGRESS AND AGE EXPLANATION OF STREET OF	CHIEVEMENT FROM CURRENT I ON OF MARKS 2 PARTIAL PROGRESS (1-49% of games) 4th Reporting Period (Secondary Only)	EP goal met) 1 NO PROGRESS Goal Achievement Objective 1 Met:
4 GOAL MET OR EXCEEDED 1st Reporting Period Date:	3 SUBSTANTIAL PROCESSION OF THE PROPERTY OF TH	EXPLANATION OF PROGRESS AND AN EXPLANATION OF GRESS (50-99% of goal and an exporting Period Date:	CHIEVEMENT FROM CURRENT I ON OF MARKS 2 PARTIAL PROGRESS (1-49% of games) 4th Reporting Period (Secondary Only) Date:	EP goal met) 1 NO PROGRESS Goal Achievement
4 GOAL MET OR EXCEEDED 1st Reporting Period Date:	3 SUBSTANTIAL PROCESSION OF THE PROPERTY OF TH	EXPLANATION OF PROGRESS AND AN EXPLANATION OF GRESS (50-99% of goal and an exporting Period Date:	CHIEVEMENT FROM CURRENT I ON OF MARKS 2 PARTIAL PROGRESS (1-49% of games) 4th Reporting Period (Secondary Only) Date:	EP goal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met:
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark:	3 SUBSTANTIAL PROCESSION OF THE PROPERTY OF TH	EXPLANATION EXPLAN	CHIEVEMENT FROM CURRENT I ON OF MARKS 2 PARTIAL PROGRESS (1-49% of grant o	EP goal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	JEP REPOR 3 SUBSTANTIAL PROG met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No	EXPLANATION EXPLAN	CHIEVEMENT FROM CURRENT I ON OF MARKS 2 PARTIAL PROGRESS (1-49% of grant o	EP goal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No	IEP REPOR 3 SUBSTANTIAL PROG met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	EXPLANATION EXPLAN	CHIEVEMENT FROM CURRENT I ON OF MARKS 2 PARTIAL PROGRESS (1-49% of grant	EP goal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
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	chool District			
Student COHEN	ELIYA		Date of Birth 04-JUN-2018	Meeting Date 14-SEP-2022
Last	First	MI Section G: Annual G	oals and Objectives	
ormance Area:	Physical Development C	Category: Physical Ph	sical Development Annual G	foal #: 4
chool week.	от дечеторитептану арргорга	ate manipulatives (such as: of	ocks, Legos, Lincoln Logs, magnet tiles) o	on 4/3 occasions during a
	o be reported to parents by co s Report or Report Card perio		Progress and Achievement from Curren	at IEP" form(s) which will be
		Methods of l	Evaluation	
State Assessments Observation Other	Norm Portfol	Referenced	Criterion Referenced Work Samples	☐ Curriculum Based ✓ Informal
(such as blocks, Legos, L	related to the goal: bridge of developmentally a incoln Logs, magnet tiles) on the teacher prompting (3-4 pro-	1 4/5 occasions during a	_	mentally appropriate manipulatives (suc iles) on 4/5 occasions during a school w
Date to be achieved:	August • 2022	✓ MO/YR	Date to be achieved: December	er 🗸 2022 🔻 MO/Y
	IEP REPOR	T OF PROGRESS AND A	CHIEVEMENT FROM CURRENT II ON OF MARKS	EP
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROCuest)	T OF PROGRESS AND AGE EXPLANATION OF GRESS (50-99% of goal	CHIEVEMENT FROM CURRENT II ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g	EP goal met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROCunet) 2nd Reporting Period	T OF PROGRESS AND AGE EXPLANATION GRESS (50-99% of goal 3rd Reporting Period	CHIEVEMENT FROM CURRENT II ON OF MARKS	EP
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROCuest)	T OF PROGRESS AND AGE EXPLANATION OF GRESS (50-99% of goal	CHIEVEMENT FROM CURRENT II ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary	EP goal met) 1 NO PROGRESS
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4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROC met) 2nd Reporting Period Date:	EXPLANATION OF PROGRESS AND AN EXPLANATION OF GOAL STATE OF THE PROGRESS (50-99% of goal Date:	CHIEVEMENT FROM CURRENT II ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date:	goal met) 1 NO PROGRESS Goal Achievement
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Student COHEN Last	ELIYA First	MI	Date of Birth	04-JUN-2	018	Meeting Date 14-SEP-202	22
Last	rnst	Section G: Annual G	oals and Objecti	ives			
formance Area:	Perceptual Motor C	ategory: Perc	ceptual Motor	~	Annual Goal	#: 7	
Eliya will balance on one	foot for 4 seconds 3 out of 5 tr	ials with 80% accuracy.					
	o be reported to parents by co s Report or Report Card perio		f Progress and Ach	ievement	from Current IE	P" form(s) which will be	
_	_	Methods of	Evaluation				
State Assessments	Norm l	Referenced	Criterion R	eferenced		Curriculum Based	
✓ Observation	Portfol	io	☐ Work Samp	oles		Informal	
Other							
Incremental objective #1 Eliya will balance on one accuracy.	related to the goal: foot for 12seconds 3 out of 5	trials with 80%	Incremental ob Eliya will balan	•		goal: ls 3 out of 5 trials with 80% ac	ccur
Date to be achieved:	August • 2022 IEP REPOR	MO/YR T OF PROGRESS AND A			December • URRENT IEP	✓ 2022 ✓ Mo	(O/Y
4 GOAL MET OR	IEP REPOR	Γ OF PROGRESS AND A EXPLANATIO	CHIEVEMENT I	FROM CU		(2022)	
	IEP REPOR	Γ OF PROGRESS AND A EXPLANATIO	CHIEVEMENT I	FROM CU	URRENT IEP	(2022)	
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROC	F OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal	CHIEVEMENT I ON OF MARKS 2 PARTIAL PE	FROM CU	URRENT IEP	met) 1 NO PROGR	
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4 GOAL MET OR EXCEEDED 1st Reporting Period Date: 04-MAR-2022 Progress Mark: 2 Is progress sufficient to	IEP REPOR 3 SUBSTANTIAL PROCE met) 2nd Reporting Period Date: 10-JUN-2022 Progress Mark: 2 Is progress sufficient to	FOF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to	CHIEVEMENT I ON OF MARKS 2 PARTIAL PR 4th Reporting F Only) Date: Progress Mark: Is progress suffice	FROM CUROGRESS	URRENT IEP (1-49% of goal condary	met) 1 NO PROGREGORIAL STATES TO SHARE THE SHA	
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: 04-MAR-2022 Progress Mark: 2 Is progress sufficient to meet annual goal?	JEP REPOR 3 SUBSTANTIAL PROCEMENT 2nd Reporting Period Date: 10-JUN-2022 Progress Mark: 2 Is progress sufficient to meet annual goal?	FOF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	CHIEVEMENT I ON OF MARKS 2 PARTIAL PA 4th Reporting F Only) Date: Progress Mark: Is progress suffice goal?	FROM CUROGRESS Period (Se	URRENT IEP (1-49% of goal condary	met) I NO PROGR Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No	
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: 04-MAR-2022 Progress Mark: 2 Is progress sufficient to meet annual goal? Yes No	IEP REPOR 3 SUBSTANTIAL PROCEMENT 2nd Reporting Period Date: 10-JUN-2022 Progress Mark: 2 Is progress sufficient to meet annual goal? Yes No	FOF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No	CHIEVEMENT I ON OF MARKS 2 PARTIAL PA 4th Reporting F Only) Date: Progress Mark: Is progress suffice goal? Yes No	FROM CUROGRESS Period (Se	URRENT IEP (1-49% of goal condary	met) I NO PROGE Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No If "No" please explain:	
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Los Angeles Unified Sc	chool District				
Student COHEN	ELIYA		Date of Birth 04-JUN-2	2018	Meeting Date 14-SEP-2022
Last	First	MI			
		Section G: Annual G	oals and Objectives		
ormance Area:	FM/VM C	Category: Visu	ıal Motor	Annual Goal #	#: 8
vertical lines, circles) in 7:	tional grasp on a writing utens 5% of opportunities.	ii , wiii oiliy 1 vetoai, visuali	, of tacine euc, while limitatin	g pre-writing suc	ikes (i.e. norizoniai ilies,
Progress on annual goals to provided at either Progress	to be reported to parents by co s Report or Report Card perio	ods.	-	from Current IE	P" form(s) which will be
\neg		Methods of l			
State Assessments		Referenced	Criterion Referenced	l	Curriculum Based
Observation	Portfol		✓ Work Samples		Informal
✓ Other	Adult repor	t			
ncremental objective #1	Ü		Incremental objective #2		
-	ctional grasp on a writing uter				writing utensil, with no more than
	while imitating pre-writing ses) in 65% of opportunities.	strokes (i.e. horizontal	verbal/visual/tactile cues, vertical lines, circles) in 7		ore-writing strokes (i.e. horizontal
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Date to be achieved:		T OF PROGRESS AND A			✓ 2022 ✓ MO/Y
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_	School District			
Student COHEN	ELIYA		Date of Birth 04-JUN-2018	Meeting Date 14-SEP-2022
Last	First	MI Section G: Annual G	oals and Objectives	
formance Area:	Accessibility	Category: Phy	sical Accessibility	oal #: 9
In order to access her sch	nool environment, Eliya will wa	alk 150+ feet on various surfa	ces on her school campus independently ar	nd up/down three to four 6-7
	upport of railing with contact g			
	to be reported to parents by co ss Report or Report Card perio		f Progress and Achievement from Current	IEP" form(s) which will be
		Methods of l	Evaluation	
State Assessments	Norm	Referenced	Criterion Referenced	Curriculum Based
✓ Observation	Portfol	lio	Work Samples	Informal
Other				
Incremental objective #			Incremental objective #2 related to the	-
	a 6-7-inch high single step or		Eliya will step up/down a 6-7-inch high	
with contact guard assist	tance (spotting) 2 out of 5 opp	ortunities.	with contact guard assistance (spotting)	3 out of 5 opportunities.
		J		
Date to be achieved:	August V 2022	₩ MO/YR	Date to be achieved: December CHIEVEMENT EDOM CURPENT IF	
Date to be achieved:		T OF PROGRESS AND A	Date to be achieved: CHIEVEMENT FROM CURRENT IE ON OF MARKS	2022
Date to be achieved: 4 GOAL MET OR EXCEEDED	IEP REPOR	T OF PROGRESS AND A	CHIEVEMENT FROM CURRENT IE	PP
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Angeles Unified School District rudent COHEN ELIYA Last First M	I articipation in Statemined for each g	Date of Birth 04-JUN ate and District-wide Ass grade by the California Depar istrict.	I-2018 essments	Meeting Date 14-SEP-20 and/or the Los Angeles Un	
Last First M Section K: Pa ments administered will conform to those assessments de DP-A - (Adaptations identified below are applicable) ptations:	articipation in State	ate and District-wide Ass	essments		
DP-A - (Adaptations identified below are applicable) ptations:	termined for each g	grade by the California Depar	essments tment of Education	and/or the Los Angeles Un	ified School
DP-A - (Adaptations identified below are applicable) ptations:	termined for each g	rade by the California Depar istrict.	tment of Education	and/or the Los Angeles Un	ified School
ptations:					
ptations:					
Visual support					

INDIVIDUALIZED EDUCA	ATION PROG	RAM (IEP)		Page 22 of 30
Los Angeles Unified School District Student COHEN ELIYA	Date of	04-JUN-2018	Meeting	14-SEP-2022
Last First MI	Birth	04-JOIN-2018	Date	14-SEF-2022
Section N: Procedural Safegu	ards and Foll	ow-up Actions		
A Parent's Guide to Special Education Services including Procedural Ri	_	-	he parent in his.	her primary language.
The IEP Team Meeting Introductory Statements were read aloud at the be		IEP Team meeting.		
The parent/guardian was informed of his/her right to a written translation				
Is the parent/guardian requesting informal translation? Yes No		red Language:	<u> </u>	
Is the parent/guardian requesting official translation? Yes No	Select Preferr	ed Language: Hebrew		~
Specify the Individual Pages to be translated:				
Special Requests:				
For students who are 17 years old, the student and parent(s)/guardian(s) l to the student at 18 years of age, unless the court has determined otherwi		rmed that the educations	al decision-mak	rights will transfer
Pandemic Learning Loss Consideration of C	<u>Compensatory</u>	and/or Recoupment S	<u>ervices</u>	
Compensatory Education Consideration:	-	nt Services Considerati		
The IEP team has reviewed and discussed whether compensatory education is required due to the COVID-19 pandemic. The IEP team		team has reviewed and /achievement and consi		
has determined:	student's	learning during the sch	ool facility clos	sures as a result of the
O Student received all of their special education and related aids and		-19 pandemic. The IEP		
services required by their IEP. Compensatory education is not required.		nt has made expected press is in alignment with		
Student did not receive all of their special education and related		ement. No recoupment		
aids and services required by their IEP. Compensatory education		nt experienced learning		
offer details are documented in FAPE 2- Summary of Services. Student did not receive all of the special education and related aids		es caused by the COVII es are necessary. The IE		
and services required by their IEP. However, no compensatory	servic	es to address past learni	ng loss. Recoup	oment services offer
education was warranted for the reasons documented by the IEP team in FAPE Part 2 Part 4.		are included in FAPE I etion of a service grid, a		the IEP (including
Compensatory education consideration was documented on IEP		pment services consider		mented on IEP dated
dated		•		
v				~
Preschool Only Consideration (Transition IEP)				
30-Day IEP Consideration (Out-of-District)				
O Student attends private school within district boundaries and resides outs	ide of district	ooundaries (Eligibility I	Determination C	Only)
THIS SPACE DELIBER.	ATELY LE	FT BLANK.		

			INDIVIDUALIZ	ED EDU	CATION PR	OGRAM (IE	CP)		Page 23 of 30
Los Angeles Unified S					Data of	Direth Co. van		Monti	ng Doto
Student COHEN Last	ELIY	irst	MI		Date of	Birth 04-JUI	N-2018	Meeti	ng Date 14-SEP-2022
Last	Г			4 D	,· · ,·	1.0	4		
			Section Q: Par	rent Par	ticipation a	and Consen	it		
	Parent Pa	rticipation					Paren	t Notification	1
Parent/Student (18-21) Parent/Student (18-21) able to attend. Parent/Student (18-21) Parent/Student (18-21) did meeting was held without Parent/Student (18-21) them if they did not attend) indicated before the parent of the parent/Stuce) did not attended.	ore the meeting 3 times of the notation any of the medent (18-21) produced and gave periods.	g that they would a meeting time and peting notifications esent	place. s and the I without	I (PARENT) request. IEP meeting	Pa be reschedule	E that the IEP trent initials sed.)	here ONLY if	When 07-SEP-2022 12-SEP-2022 rescheduled to this date at my the PARENT requested that the
	P	arent/Stude	nt (18-21) Agr	eement 1	to Compor	ents of the	Proposed	IEP	
A Parent/Student (18-2) implement those portion	ns of the IEP	to which the p	parent/student (1					ruction and se	ervices.
Parent/Student (18-21	·	•							
Parent/Student (18-21 Assessm Eligibilit	ent Sp	pecify pecify	ts of the proposed	IEP WIT	TH THE SPE	CIFIC EXCI	EPTION(S)	stated below:	
Services The Parent/Student (1	•	ecify							
agree. If a parent/studen	nt (18-21) doe	s wish to init	iate a form of dis	spute reso	olution as to	the compone	ents of the pr	roposed IEP,	hich the parent does not the parent can find luding Procedural Rights
			Parent (Concerns	s and Com	ments			
Signature(s)								Date	
O Guard		21 years	t age 18-21 years			gate Parent		ncipated Mino	
Did the school district faci	litate parent in	volvement as a	n means of improv	ing servic	es and results	for your child	d? O Yes) No 🔘 No	Response
✓ I certify that I have and can be done at anyther			ent Input Survey	regarding	g the IEP pro	ocess. I unde	rstand that r	ny completic	on of the form is voluntary
Signature(s)								Date	14-SEP-2022

PARENT INPUT SURVEY

Would you please take a moment to complete the survey below. The information you provide will help us improve the Individualized Education Program (IEP) process. Thank you in advance for your time and interest.

ALL INFORMATION IS CONFIDENTIAL

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

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

os Angeles Unified School District	INDIVIDUALIZED EDUCATION PROGRAM (IEP)	Page 24
		Reconvened Meeting Date
Student COHEN ELIYA Last First	Date of Birth 04-JUN-2	
	Section R: Names and Signatures (Signatures on File	;)
Team Member	Print Name	Signature
Parent/Guardian	Rahel Cohen (Via Zoom)	
Parent/Guardian	Oren Cohen (Via Zoom)	
Student Age 18 - 21 years		
Student Under Age 18 years		
Surrogate Parent		
Foster Parent		
Family Foster Home Provider		
Administrator		
Administrative Designee	Michelle Farish	Kelletiniah
Special Education Teacher	Valerie Brekke	Valerie Brekke
General Education Teacher	Vilma Godoy (Via Zoom)	
School Psychologist		
School Nurse		
Related Service Staff Physical Therapy	Ashley Nishino	and in pr
Related Service Staff LAS	Marianne Fried	Marianne Fried
Related Service Staff Occupational Therapy	Raquel Agmon	Raquel Agmon
Interpreter	Nadav Halevy (Via Zoom)	
Sign Language Interpreter		
Agency Representative		
Agency Representative		
Agency Representative		
Other Adapted PE	Tim Werner	tahr

Other

Other

Other

INDIVIDUALI os Angeles Unified School District	IZED EDUCATION PROGRAM (IEP)	Page :
		Reconvened Meeting Date
Student COHEN ELIYA MI	Date of Birth 04-JUN-201	8 Meeting Date 14-SEP-2022
Section R: Na	ames and Signatures (Signatures on File)	
Team Member	Print Name	Signature
Parent/Guardian	Rahel Cohen	
Parent/Guardian	Oren Cohen	
Student Age 18 - 21 years		
Student Under Age 18 years		
Surrogate Parent		
Foster Parent		
Family Foster Home Provider		
Administrator	Elizabeth Baxter	
Administrative Designee		
Special Education Teacher	Laura Altobelli	
General Education Teacher	Arlene Mendizabal	
School Psychologist		
School Nurse		
Related Service Staff LAS	Shannon Firouzian	
Related Service Staff		
Related Service Staff		
Interpreter		
Sign Language Interpreter		
Agency Representative		
Agency Representative		
Agency Representative		

Other

Other

Other

Other

	TT 100 10	1 151	• .	INDIV	IDUALIZED	EDUCATION PRO	GRAM (IEP)		Page 26 of 30
Los Angeles Student		ELI	YA			Date of	04-JUN-2018	Meeting	14-SEP-2022
	Last		First	M	I	Birth		Date	
			LEAS	T RES	TRICTIVE	E ENVIRONM	ENT ANALYSIS		
			7	To Be Com	npleted By the	IEP Team at the IE	P Team Meeting		
					Student's C	urrent Placement Ty	<u>/pe:</u>		
O General	l Education	Class/Gen	eral Educati	on Site		O Special	Day Program/General I	Education Site	
O Special	Day Progra	am/Special	Education (Center		O Nonpub	lic School		
O Home/I	Hospital or	Residential	Care Facili	ty					
	reache	s the Step t	hat indicate	s YES. Af	fter reaching the	ne Step that indicate	es YES, it is also require	ed to complete S	tep F.
Placement is setting with supports, se	in a more real the use of ervices, according to the reason why	estrictive se supplemen ommodatio y they cann	tting should tary aids and ns and mod ot be provid	only occu d services ifications	ur if the nature cannot be ach is not the sole	e or severity of the s ieved satisfactorily. justification for pla	tudent's disability is sud The lack of current ava cement in a more restri- iven to any potential ha	ch that placemen ailability of a stu ctive setting, unl	t in a less restrictive dent's required ess there is a
Step A.	classroo	supports, s m/setting?					udent's IEP be made av	_	
	O Yes	0		wer is YE question b		eral education classr	room/setting is the appro	opriate placemen	it. If the answer is NO,
	O Yes	O No	available modifica	in a gener	ral education of the bearing of the bearing of the provided with the bearing of t	classroom/setting? I	services, accommodation of YES, all required supplitimeline. If the answer	orts, services, a	ccommodations and/or
Step B.		supports, s day prograr		ommodati	ions and/or mo	odifications in the st	udent's IEP be made av	ailable on a geno	eral education site in a
	○ Yes	○ No			S, then a spec the question		a general education site	is the appropria	te placement. If the
	O Yes	O No	If not cur available accommo	rently ava in a speci dations ar	ilable, can the al day program nd/or modifica	required supports, n on a general educ	services, accommodatic ation site? If YES, all re ded within a reasonable	equired supports	, services,

INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Student | COHEN Date of 04-JUN-2018 Meeting 14-SEP-2022 Last First ΜI Birth Date ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued) To Be Completed By the IEP Team at the IEP Team Meeting Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a special school setting? Step C. If the answer is YES, then a special school setting is the appropriate placement. If the answer is NO, go to the O Yes O No question below. If not currently available, can the required supports, services, accommodations and/or modifications be made O Yes O No available in a special school setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step D. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting? Step D. If the answer is YES, then a home/hospital setting is the appropriate placement. O No If the answer is NO, go to the question below. If not currently available, can the required supports, services, accommodations and/or modifications be made O Yes available in a home/hospital setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step E. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a residential care facility? Step E. If not currently available, articulate in the IEP what supports, accommodations and/or modifications are required for O Yes O No the student in this setting.

Los Angeles	Unified School	l District	INDIVIDUALIZE	D EDUCATION PROG	GRAM (IEP)		
Student (ELIYA		Date of	04-JUN-2018	Meeting	14-SEP-2022
	Last	First	MI	Birth		Date	
	ANN			E ENVIRONME		(Continued)	
Step F.			l in the contents of the luding (check all that	is IEP, and the placeme apply):	ent being considered b	y the IEP team, ou	ntweigh any potential
		Diminished acc	ess to the full range of	of the curriculum			
		Missed general	education instruction	taught by highly quali	ified staff		
		Rate at which s	tudent may earn cred	its for graduation			
		Lack of opport	unity for social intera-	ction			
		Lack of opport	unities for age-approp	riate peer role models			
		Amount of soc	ialization opportunitie	es with typical peers			
		Limited access	to peers in student's l	nome community			
		Lack of exposu	re to appropriate beha	avioral models from pe	eers		
		Other:					

	IN	DIVIDUALIZED EDUCATION PROGRAM (IEP)		Page 2
Los Angeles Unified				ligibility, Placements and Supports
Student COHEN Last	ELIYA First	Date of Birth 04-JUN-2	018	Meeting Date 14-SEP-2022
Lust	11130			
		Effective With this IEP	Future	Changes Related to this IEP
	As of Date:			
Eligibility: (from Page 4)		Eligible (ID)		
(· · · · · · · · · · · · · · · · · · ·	Final IEP Reason Final IEP Effective Date:			
Curriculum		General Education		
Placement	Type of School	District Non-Resident School		
	Name of School	WILBUR CEA		
Instructional Setting	gt	(a tipi d		
msu ucuvnai setting	Setting	Special Education		
	Program	PAL		
	Special Day Minutes/Wk	1350		
	Addresses Goals	1(Cognitive Developmen),2(Social-Emotional Dev),3(Social-Emotional Dev),4(Physical Development),5(Communication),6(Communication),7(Perceptual Motor),8(FM/VM),9(Accessibility)		
Additional Factors	Low Incident Support	None		
	Assistive Technology Support	No		
	Transportation	Home to School		
	Extended School Year/Intersession	Yes		
	Parent Counseling and Training (PCT)	• Yes No		
	ESY Transportation	Home to School		
Accommodation, Modifications, Supports	Instructional Accommodations	Use highly-motivating materials, picture support, visual, gestural and concrete cues. Speak slowly and clearly, modeling clear speech with correct articulation of sounds and sentences. Allow for a long response time. Present information and directions in manageable amounts. Give ample opportunity and encouragement for use of verbal expressions. Pair oral/verbal instructions with non-verbal visual feedback/gestures/cues as needed. Provide opportunities and modeling as needed for engagement in social interactions with peers. Allow for breaks as needed. Preferential seating as needed. Allow for choices of teacher-activities at which to participate. Provide small-group instruction. Signal transitions. Use tangible rewards to reinforce participation at non-preferred activities. Praise successive approximations. Provide redirection when necessary. Provide supervision and assistance as needed when walking.		
	Instructional Modifications			

Other Supports, including Non-Academic and Extra-curricular Activities

		Trained staff to assist student with toileting, diapering, accessing the playground during school hours, close stand by assistance at all times to monitor for falls or injury, and notify the parent and School Nurse immediately. School nurse to train staff to supervise during meals and to observe for allergic reactions, administer first aid as needed, and notify parent and School Nurse immediately. No sharing of snacks/food.	
Preparation for Three Year Review IEP (At the second Annual Review IEP Meeting, the team must discuss and document the decision to	educational agency) agree that a reassessment is unnecessary?	Yes No	
conduct or not conduct a three-year comprehensive reassessment.)			
		Comments, as appropriate	
Low Incidence Equipment			
Assistive Technology Equipment			
Participation in General Education			

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student COHEN

ELIYA

A

IEP FAPE Part 2 - Summary of Services

Date of Birth 04-JUN-2018

Meeting Date 14-SEP-2022

dent COHEN ELIYA Last Fir	st MI	Date of Birth 04-JUN-2018	Meeting Date 14-SEP-2022
		Effective With This IEP	Future Changes Related To This IEP
Service 1	Start Date:	Effective on Signature Date	
09	End Date:		
Adapted PE	Service applies to:	Regular	
	Frequency:	1	
This service addresses the following goals:	Interval:	Weekly	
7(Perceptual Motor)	Minutes/Interval:	20	
	Minutes/Interval (Pullout from Gen Ed):	20	
	Service Delivery Model:	Direct Service (By a Single Provider)*	
	Responsible Personnel:	Licensed/Credentialed Provider	
	*		
	*		
Service 2	Start Date:	Effective on Signature Date	
09	End Date:		
Adapted PE	Service applies to:	ESY	
	Frequency:	1-5	
This service addresses the following goals:	Interval:	Yearly	
7(Perceptual Motor)	Minutes/Interval:	60	
	Minutes/Interval (Pullout from Gen Ed):	60	
	Service Delivery Model:	Direct Service (By a Single Provider)*	
	Responsible Personnel:	Licensed/Credentialed Provider	

	*		
G : 2	Start Date:	Ecc. 4: C: 4 D.4	
Service 3		Effective on Signature Date	
16	End Date:		
Occupational Therapy	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals:	Interval:	Weekly	
4(Physical Development)	Minutes/Interval:	45	
8(FM/VM)	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	Direct Service (Collaborative)*	
	Responsible Personnel:	Licensed/Credentialed Provider	
		Special Education Teacher	
		General Education Teacher	
		Other Provider(s)	
		Other Provider(3)	
	*		
Service 4	Start Date:	Effective on Signature Date	
10	End Date:		
Language/Speech	Service applies to:	Regular	
Language/Speech			
	Frequency:	10-40	
This service addresses the following goals:	Interval:	Yearly	
5(Articulation)	Minutes/Interval:	680	
	Minutes/Interval (Pullout from Gen Ed):	680	
	Service Delivery Model:	Direct Service (By a Single Provider)*	
	Area:	School	-Based
	Area: Responsible Personnel:	School Licensed/Credentialed Provider	-Based

Service 5	Start Date:	Effective on Signature Date	
13	End Date:		
Physical Therapy	Service applies to:	Regular	
	Frequency:	1	
This service addresses the following goals:	Interval:	Weekly	
9(Accessibility)	Minutes/Interval:	30	
	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	Direct Service (Collaborative)*	
	Responsible Personnel:	Licensed/Credentialed Provider	
	*		
Service 6	Start Date:	Effective on Signature Date	
13	End Date:		
Physical Therapy	Service applies to:	ESY	
	Frequency:	1	
This service addresses the following goals:	Interval:	Weekly	
9(Accessibility)	Minutes/Interval:	30	
	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	Direct Service (Collaborative)*	
	Responsible Personnel:	Licensed/Credentialed Provider	
	Responsible Personnel:	Licensed/Credentialed Provider Special Education Teacher	

	*		
Service 7	Start Date:	Effective on Signature Date	
16	End Date:		
Occupational Therapy	Service applies to:	ESY	
	Frequency:	1-10	
This service addresses the following goals:	Interval:	Yearly	
4(Physical Development)	Minutes/Interval:	120	
8(FM/VM)	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	Direct Service (Collaborative)*	
	Responsible Personnel:	Licensed/Credentialed Provider	
		Other Provider(s)	
	*		

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

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

Part 4 - Additional Discussion (This section is optional)

Eliya's initial IEP was held during COVID19 School closures on 04/04/2021. At that time this Eliya was provided an eligibility of Deferred Eligibility. This current RE-evaluation was conducted in person to determine appropriate eligibility and services, now that school facilities have resumed in person programing. Eliya will receive educational and related services. A range of program options was discussed. Based on Eliya's current needs, the IEP team recommends Preschool for All Learner's class (PAL). The Preschool for All Learners is an educationally-based specialized program that operates 4 hours and 30 minutes, 5 days a week. The preschool curriculum is delivered through evidence-based practices. Eliya's goals, included in the IEP, will be supported in an integrated model by a multidisciplinary onsite team comprised of an early childhood special-education teacher, district special-education assistants, and a speech-language pathologist. The Speech Language Pathologist will provide 2 hours of support in the classroom each week.

9.14.22 Eliya's parent, Rahel, requested Speech and Language (LAS) services in addition to the embedded LAS supports that all students in the PALs program receive. The team agrees that 680 yearly minutes of LAS be added to allow for flexibility in scheduling and to address articulation skills. At the time of this writing, it was agreed that Eliya's attention span lasts approximately 10 minutes; should this increase, sessions will be extended as appropriate. The team agrees that the LAS provider will provide informal monthly updates/check-ins to parents, to share Eliya's progress in LAS service sessions and provide parent training/consultation if needed.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student COHEN ELIYA

Last First MI

IEP FAPE Part 2 - Summary of Services

Date of Birth 04-JUN-2018 Meeting Date 14-SEP-2022

FAPE Summary Grid

Setting:

Special Education

Program:

PAL

Eligibili	ty:	Eligible (ID)			Curriculum:		General	Education	
Transpo	ortation:	Home to School			Low Incident	Support:	None		
	strict Received Signature:								
Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)	No Consent
09	Adapted PE	Effective on Signature Date	ESY	Yearly	1-5	~	60	Perceptual Motor	
09	Adapted PE	Effective on Signature Date	Regular	Weekly	1	~	20	Perceptual Motor	
10	Language/Speech	Effective on Signature Date	Regular	Yearly	10-40	School- Based	680	Articulation	
16	Occupational Therapy	Effective on Signature Date	Regular	Weekly	1-5	~	45	Physical Development, FM/VM	
16	Occupational Therapy	Effective on Signature Date	ESY	Yearly	1-10	~	120	Physical Development, FM/VM	
13	Physical Therapy	Effective on Signature Date	ESY	Weekly	1	~	30	Accessibility	
13	Physical Therapy	Effective on Signature Date	Regular	Weekly	1	~	30	Accessibility	

Alternative Remote/Distance Learning Services During Emergency Conditions

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 greatest ex	xtent possible ("x" a	ll that could app	oly for student, depen	nding on emergency c	ircumstances):	
	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 inperson, as available)	Scheduled email check-ins (parent or student)	Virtual office hours (drop-in; parent or student)
Specialized Academic Instruction and Related Services	~	~	~		~	~
Extended School Year Services	✓	✓	✓	✓	✓	✓

Supplementary Aids and Services (provided in general education classes and other general ed environments)						
As soon as practicable following person for more than 10 days d student's IEP will be provided, means as necessitated during th	ue to a qualifyin in light of the er	ng state of emerg nergency circum	gency, the parent	will be notified as to	the specific mear	s by which the
known in advance, the specific m	U	33				
Comments above do not constitute known in advance, the specific modification circumstances. By clicking this box the	neans by which ti	he IEP shall be p For IEP	provided in a futu Team Informati	ure emergency will be on	determined at the	time, in light of th