Student CoHEN PAZ Date of Birth 24-MAY-2005 Date of Birth 24-MAY-2005 Date of Birth 24-MAY-2005 Date of Birth 24-MAY-2005 Date of	IN	NDIVIDUALIZED EDU	CATION PROGRAM (I	Page 1 of 1
Student COHEN PAZ MI Date of Birth 24-MAY-2005 Last First MI Section A: Meeting Information Pertinent Dates Type of Meeting	Los Angeles Unified School District			
Section A: Meeting Information	Student Identification Number 052405M074			Eligible (SLD)
Section A: Meeting Information Pertinent Dates Pertinent Dates Pertinent Dates Pertinent Dates Pertinent Dates Date of Present Meeting 28-NOV-2012 Date of Present Meeting 28-FEB-2018 Annual Review to be conducted by 28-FEB-2019 Annual Review to be conducted by 28-FEB-2019 Three Year Review or Evaluation was conducted on 11-OCT-2015 Three Year Review or Evaluation was conducted on 11-OCT-2015 Three Year Review or Evaluation was conducted by 10-OCT-2015 Three Year Review or Evaluation was conducted by 10-OCT-2015 Three Year Review or Evaluation Analysis Outer Transition to Kindergarten to be conducted by 10-OCT-2015 Three Year Review or Evaluation Analysis Outer State of Birth 24-MAY-2005 Age 12 Grade 7 Gender ® Male Female Limited English Proficient Student Page Shool District Section B: Student Information Student has no Psych Folder: SUPPORT UNIT NORTH Contain of the Cum Folder: NOBEL CMS Student has no Psych Folder: Suppose Student Student Language Hebrew Niternate Mode of Communication Norme Address of Student 18523 KINZIE ST School of Attendance Nobel Cms School of Attendance Nobel	Student COHEN PAZ			Date of Rirth 24-MAV-2005
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Out of home placement made by: Department of Mental Health Department of Children's Services Regional Center Superior Court	Relationship			
	Licensed Children's Institution No Yes LCI	Name		LCI#
Other Child's family living within LAUSD's boundaries? No Ves	Out of home placement made by: Opepartment of M	Mental Health Depar	tment of Children's Service	es Regional Center Superior Court
	Other	Child's family liv	ring within LAUSD's bound	daries? No Yes

If the student is 18 years old or older or is an emancipated minor, does he/she have educational decision-making rights?

	I	NDIVIDU.	ALIZI	ED EDUCATION PROGRAM (IEP)	Page 2 of 1
Los Angeles Unified School Student COHEN	District			Date of Birth 24-MAY-2005	Meeting Date 28-FEB-2018
		S	Section	C: Language Acquisition	9
Language Classification: I	Redesignated Fluent Engl	ish Proficie	nt	Start Date:	Reclassification Date:
06-DEC-2016					
Parent Waiver: Yes					
Elementary English Langu				rt Date:	
Secondary English Langua				Date:	
Communication Observation	on Matrix Level:		Date:	l Achievement from Current IEP	
			ieved		
Goal for: (example - Readi	ng)	Yes	No	If No, explain the reason the goal/objec	tive was not achieved
1. ELD		•	0		
Objective 1 met		•	0		
Objective 2 met		•	0		
2. Reading		0	•	Paz has not acquired mastery of this goal.	
Objective 1 met		•	0		
Objective 2 met		•	0		
3. Writing			•	Paz has not acquired mastery of this goal.	
Objective 1 met		•	0		
Objective 2 met		•			
4. Math		•			
Objective 1 met		•			
Objective 2 met		•			
5.		0			
Objective 1 met		0	0		
Objective 2 met		0	0		
6.		0	0		
Objective 1 met		0	0		
Objective 2 met	1	0	0		
7.		0	0		
Objective 1 met		0	0		
Objective 2 met		0	0		
8.		0	0		
Objective 1 met		0	0		
Objective 2 met	1	0	0		
9.		0	0		
Objective 1 met		0	0		
Objective 2 met	1	0	0		
10.		0	0		
Objective 1 met		0	0		
Objective 2 met					

Individualized Education Program (IEP) Page 3 of 16 INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Student COHEN PAZ Date of Birth 24-MAY-2005 Meeting Date 28-FEB-2018 Section E: Present Level of Performance Performance Area: Reading Assessment/Monitoring Process Used: SBAC, student work, observation State/District Assessment Results: ELA 2017 not met 2451 Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: Paz continues exhibit effort and diligence during reading. He volunteers to read in history and uses self correcting strategies when sounding out words that are unfamiliar to him. Paz enjoys being involved in all aspects of the class and asserts himself in a leadership role. Needs: Paz struggles with paraphrasing what he finds in the text in his own words when answering comprehension questions. In addition, when locating the theme or main idea he must be able to provide details to support his thesis statement. Paz also needs to be able to cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as any inferences he draws from the text. Impact of Disability: Paz's Specific Learning Disability in visual and auditory processing and expressive language challenges makes it difficult to remember and relate learned information which impacts involvement and progress in the general education reading curriculum. Performance Area: Writing Assessment/Monitoring Process Used: SBAC, student work, observation State/District Assessment Results: ELA 2017 not met 2451 Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): 🕡 Strengths: Paz continues to write with creativity and effort. He responds to assistance with revising and editing his work. Paz has a basic understanding of capitalization and punctuation rules. He can write both simple and compound sentences and knows how to write a paragraph. Needs: Paz needs to produce clear and coherent writing. He struggles at times remembering who his audience is and the task at hand. Paz needs to reread his work to be able to catch his own errors prior to turning in his assignments. Impact of Disability: Paz's Specific Learning Disability in visual and auditory processing and expressive language challenges makes it difficult to remember and relate learned information which impacts involvement and progress in the general education reading curriculum.

					Page 4 of				
	INDIV	VIDUALIZEI	D EDUCATION PROGRA	AM (IEP)					
Los Angeles Unified School District									
Student COHEN	PAZ		Date of Birth 24-MAY	7-2005	Meeting Date 28-FEB-2018				
	Section E: Present Level of Performance								
Performance Area:	Math								
Assessment/Monitoring Process Used:	SBAC, work sam	nples, observa	ation						
State/District Assessment Results:	Math 2017 not m	et 2435							
Current Performance/Assessment Summ	nary (include studer	nt strengths, st	udent needs and impact of o	disability on student p	erformance):				
Strength:Paz has been able to rational and irrationals number class. Paz will ask for help Needs: There appears to be not	o strengthen hi bers. He is eag when needed. P	is computat ger to lear Per his mat	ion skills in whole n and is keeping pac	numbers, decimal	ls, fractions, L education math				
Impact of Disability: NONE									
impact of bisability. None									
Performance Area:					//				
Assessment/Monitoring Process Used:									
State/District Assessment Results:									
Current Performance/Assessment Summ	nary (include studer	nt strengths st	udent needs and impact of a	disability on student n	erformance):				
Current i cironnance/resessment sunn	nary (merade studer	nt strengths, st	adent needs and impact of t	disdonity on student p	stomatice).				

INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Student COHEN PAZ Date of Birth 24-MAY-2005 Meeting Date 28-FEB-2018 Section F: Eligibility If applicable, areas discussed related to disability or suspected disability: For Initial IEP, interventions attempted prior to determining eligibility: Eligible as a student with the disability of: Code: SLD Specific Learning Disability Not Applicable, Blind or Partially Sighted Additional Low Incidence Eligibility (only for VI, DBL, DEA, HOH, or severe OI): Code: Not Applicable, Blind or Partially Sighted Does not meet eligibility criteria for Special Education Services (Initial IEP). Or Not Longer Eligible for Special Education Services (Initial 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:					Page 5 of 16
Section F: Eligibility Family Section F: Eligibility		INDIVIDUALIZED	EDUCATION PROGRAM	Л (IEP)	
Section F: Eligibility If applicable, areas discussed related to disability or suspected disability: For Initial IEP, interventions attempted prior to determining eligibility: Eligible as a student with the disability of: Code: SLD Specific Learning Disability Not Applicable, Blind or Partially Sighted Additional Low Incidence Eligibility (only for VI, DBL, DEA, HOH, or severe OI): Code: Not Applicable, Blind or Partially Sighted Does not meet eligibility criteria for Special Education Services (Initial IEP). or No Longer Eligible for Special Education Services (Review IEP). No Longer Eligible (Effective Date): This is a Final IEP, the student remains eligible for Special Education Services until the Effective Date below. Final IEP Reason: Final IEP Team has considered and agrees that the educational needs of the student are not primarily due to: Social Maladjustment Temporary Physical Disability Lack of instruction in reading	Los Angeles Unified School District				
If applicable, areas discussed related to disability or suspected disability: For Initial IEP, interventions attempted prior to determining eligibility: Eligible as a student with the disability of: Code: SLD	Student COHEN	PAZ	Date of Birth 24-MAY-2	005	Meeting Date 28-FEB-2018
For Initial IEP, interventions attempted prior to determining eligibility: Eligible as a student with the disability of: Code: SLD		Sec	tion F: Eligibility		
Eligible as a student with the disability of: Code: SLD	If applicable, areas discussed related to	disability or suspected disability:			
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Does not meet eligibility criteria for Special Education Services (Initial IEP). or No Longer Eligible for Special Education Services (Review IEP). No Longer Eligible (Effective Date): This is a Final IEP, the student remains eligible for Special Education Services until the Effective Date below. Final IEP Reason: Final IEP Effective Date: The IEP Team has considered and agrees that the educational needs of the student are not primarily due to: ✓ Social Maladjustment ✓ Temporary Physical Disability ✓ Lack of instruction in reading		or Partially Sighted			
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Social Maladjustment Temporary Physical Disability Lack of instruction in reading	Final IEP Effective Date:				
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	Social Maladiustment	Temporary Physical Disa	bility 🗹 Lack	of instruction in read	ing
			•		•

Is progress sufficient to meet annual goal? Yes No					Page 6 of 16		
Section G: Annual Goals and Objectives Performance Area [Reading. Annual Goal GB Butter of Brith 24-MAY-2005 Meeting Date 28-FEB-2018 Section G: Annual Goals and Objectives Performance Area [Reading. Annual Goal GB Butter of given a series of comprehension strategies (sequence events, use graphit organizers, paraphrase, outline, weeks, dialectric journals) Pay avail use strategies to gain meaning when reading expository text at independent reading level, with 80% accuracy in 4 of 5 trials as measured by work samples/criterion/assessment. Progress on annual goals to be reported to pacents by completing the "IEP Report of Progress and Achievement from Current IEP" form(s) which will be provided at either Progress Report or Report Card periods. Methods of Evaluation: State Assessments Norm Referenced Criterion Referenced Curriculum Based Observation Other: Incremental objective #1 related to the goal: When given a series of comprehension strategies (included is1st) Pay will paraphrase ideas and sequence events with 70% accuracy in 3 of 5 trials as neasured by work samples and criterian assessment Date to be achieved June V 2018 V MOVR INCREMENTALIFE PROGRESS (1998 of goal met) 2 PRITALIFE PROG	INDIVIDUALIZED EDUCATION PROGRAM (IEP)						
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Date: Date: Date: Csecondary Only) Date: Progress Mark: Progress Mark: Progress Mark: Objective 1 Met: Is progress sufficient to meet Is progress suffici	4 GOAL MET OR EXCEEDE	ED 3 SUBSTANTIAL PROGR	RESS (50-99% of goal met)	2 PARTIAL PROGRESS (1-49% of goal met) 1 NO PROGRESS		
Progress Mark: Is progress sufficient to meet Is progress suf	1st Reporting Period	2nd Reporting Period	3rd Reporting Period		Goal Achievement		
Is progress sufficient to meet Is progress sufficient to progress sufficient to meet Is progr	Date:	Date:	Date:	(Secondary Only) Date:			
annual goal? Annual goal? Yes No Yes No Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Annual goal? Yes No Yes No Yes No Yes No If "No" please comment: If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Annual goal? Yes No If "No" please comment: If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Need to review/revise Goal	Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:		
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Other Other Other	1			I			
	Other	Other	Other	Other			

					Page 7 of 16
	INDIVID	UALIZED EDUCAT	ON PROGRAM (IEP)		
Los Angeles Unified School Di	strict				
Student COHEN	PAZ	Date of I	3irth 24-MAY-2005	Mee	eting Date 28-FEB-2018
describing their position	GB mpt, Paz will write a thre	orting paragraph th	at summarizes evidenc	e and supports p	
assessment/rubric.	g process) with 80% accura e reported to parents by complet port or Report Card periods.				" form(s) which will be
Methods of Evaluation:					
State Assessments		riterion Referenced	Curriculum Based		Observation
Portfolio	Work Samples In	formal	Other:		
describe their position	spository passage, Paz wil and supporting document in with 70% accuracy in 3 of !	l Who the write con evi	en given literary/exp writing process, Paz ting process to write position stating thei dence with 75% accura sured by writing rubr	pository passage will use the stea two-paragraph r position and stey in 3 of 5 tri	eps of the persuasive ummarizing
Date to be achieved June	▼ 2018 ▼ MO/YR	Da	e to be achieved Octobe	er ▼ 2018 ▼	MO/YR
	IEP REPORT OF PRO	OGRESS AND ACHI	EVEMENT FROM CUI	RRENT IEP	
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4 GOAL MET OR EXCEEDE. 1st Reporting Period	D 3 SUBSTANTIAL PROGR 2nd Reporting Period	3rd Reporting Period		Pariod Co	goal met) 1 NO PROGRESS pal Achievement
	Date:	Date:	(Secondary On		aa Acmevement
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Ob	jective 1 Met:
	annual goal?	annual goal?	annual goal?	Ob	Yes No
Yes No	Yes No	Yes No	○ Yes ○	No	Yes No
	If "No" please comment:	If "No" please comme		If"	'No" please explain:
Needs More Time	Needs More Time	Needs More Tim			
Excess Absence/Tardy	Excess Absence/Tardy Assignments Not	Excess Absence/ Assignments Not	.	sence/Tardy	
Assignments Not Completed	Completed	Completed	Completed	115 1101	
Need to review/revise Goal	Need to review/revise	Need to review/re		view/revise	
Other	Other	Other	Other		

						Page 8 of 16			
			INDI	VIDUALIZE	CD EDUCATION PROGRAM (IEP)				
Los Ange	eles Unified School I	District							
Student	COHEN		PAZ		Date of Birth 24-MAY-2005	Meeting Date 28-FEB-2018			
	Section K: Participation in State and District-wide Assessments Assessments administered will conform to those assessments determined for each grade by the California Department of Education and/or the Los Angeles Unified School District.								
Student will participate in Regular State and District Assessments. (Designated Supports and/or Accommodations identified below are applicable) CAASPP Subject ELA and Math									

	T	NDIVIDUAL	IZED EDUCATION PROGRAM (IEP)	Page 9 of 16			
I A1 II-: E - 1 C -11		NDIVIDUAL	izeb ebucation i Rogram (iei)				
Los Angeles Unified School Student COHEN	PAZ		Date of Birth 24-MAY-2005	Masting Data 20 EED 2019			
Student COHEN		-4: N. D		Meeting Date 28-FEB-2018			
			edural Safeguards and Follow-up Actions				
			rocedural Rights & Safeguards was provided	to the parent in his/her primary language.			
			d at the beginning of the IEP Team meeting.				
The parent/guardian was informed of his/her right to a written translation of the IEP.							
Is the parent/guardian requesting translation services? Yes No No If yes, the parent/guardian has requested a written translation of the IEP in Hebrew							
	guardian has requested a w dual Pages to be translated		on of the IEP in Hebrew				
Special Requests:	dual I ages to be translated						
For students who are 1 student at 18 years of age, u	7 years old, the student an inless the court has determ	d parent(s)/gua	ardian(s) have been informed that the education	nal decision-making rights will transfer to the			
		THIS SPAC	CE DELIBERATELY LEFT BLANK.				

		INDIVIDUALIZE	D EDIC	ATION PROCE	AM (IF)	D)	Page 10 of 1
Los Angeles Unified School		INDIVIDUALIZE	D EDUC	ATION PROGR	AM (IE	r)	
Student COHEN	PAZ		Date of	Birth 24-MAY-2	2005		Meeting Date 28-FEB-2018
Student Comerv	III E	Section O: Pa		ticipation and Co			Witting Date 20 1 ED 2010
	Parent Participation	Section Q. 1 a	Tent I ai	истраціон ани Со	insent	Parent Notific	ation
Parent/Student (18-21)	has participated in the IEP m	neeting		Method		Whom	When
Parent/Student (18-21)	indicated before the meeting	C	t be able	Student		I. Belatsky	24-JAN-2018
o attend. Parent/Student (18-21)	12 6.1						
Parent/Student (18-21) did n	was notified 3 times of the n ot respond to any of the mee e Parent/Student (18-21) pre-	ting notifications ar	nd the	I (PARENT) ackno request.			was rescheduled to this date at my LY if the PARENT requested that the
_	did not attend and gave perm			Tequest IEP meeting be re			LI ij ine TAKENI requesieu inui ine
them if they did not attend.	aid not attend and gave pern	nssion to proceed w	illout				
·	Parent/S	Student (18-21) Agi	reement 1	to Components of	f the Pro	posed IEP	
	may agree to all or some of t ees so as to not delay providi			IEP. The District	will imp	lement those portions	of the IEP to which the
Parent/Student (18-21)	AGREES to all components	of the IEP.					
Parent/Student (18-21)	AGREES to all components	of the proposed IEF	WITH	THE SPECIFIC	EXCEP	ΓΙΟΝ(S) stated below	v:
Assessment	Specify						
	Specify						
Eligibility							
InstructionalSetting	Specify						
Services	Specify						
A Parent/Student (18-21) is parent/student (18-21) does	-21) DOES NOT AGREE v not required to initiate any f wish to initiate a form of dis ublication, <i>A Parent's Guide</i>	Form of dispute reso	lution as	to components of apponents of the pro-	the propo	EP, the parent can fine	l information on dispute resolution
processes in the District's p	ublication, A Farent's Guide	1		and Comments	eaurai Ki	gnis ana sajeguaras,	·
Signature(s)					_ Date		
Parent	Student age 18-21	years	O Surre	ogate Parent	\circ	Emancipated Minor	O Foster Parent
Did the school district facili	tate parent involvement as a	means of improving	g services	and results for yo	our child?	• Yes O No	No Response
	ave received a copy of the P	arent Input Survey 1	regarding	the IEP process. I	understa	and that my completion	on of the form is voluntary and can
Signature(s)	/				Date	28-FEB-2018	
(s)					- Daic	20 1 DD-2010	

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

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

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 eadministrator 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

address showing. Seal and mail. Postage is pre-paid. ain, Thank you!
am, Thank you:
REPLY MAIL 0. 33798 LOS ANGELES CA 90051 PAID BY ADDRESSEE ESOURCE NETWORK INIFIED SCHOOL DISTRICT CA 90099-4093
Ուհահումեան հունանահումենան հետանի հումե

	INI	DIVIDUALIZED EDUCATION	PROGRAM (IEP)	Page 11 of 16
Los Angeles Unified School Distric	t			
				Reconvened Meeting Date
Student COHEN	PAZ		24-MAY-2005	Meeting Date 28-FEB-2018
т. м. і	Sec	tion R: Names and Signatures (S		
Team Member		Print Name	Signatu	ire
Parent/Guardian		Arick Cohen		
Parent/Guardian		Miriam Cohen		
Student Age 18 - 21 years				
Student Under Age 18 years				
Surrogate Parent				
Foster Parent				
Family Foster Home Provider				
Administrator				
Administrative Designee		Ilene Belatsky		
Special Education Teacher		Ellen Kaplan		
General Education Teacher		Patricia Fuentes		
School Psychologist				
School Nurse				
Related Service Staff				
Related Service Staff				
Related Service Staff				
Interpreter				
Sign Language Interpreter				
Agency Representative				
Agency Representative				
Agency Representative				
Other				
		•		

						Page 12 of 16
			IND	IVIDUALIZED I	EDUCATION PROGRAM (IEP)	
Los Ang	geles Unifie	d School Dis	strict			
Student	COHEN		PAZ		Date of Birth 24-MAY-2005	Meeting Date 28-FEB-2018
				Completed By the	VE ENVIRONMENT ANALYSIS The IEP Team at the IEP Team Meeting	
				<u>Student's C</u>	durrent Placement Type:	
O Ge	eneral Educa	ntion Class/C	General Education Site		Special Day Program/General E	Education Site
O Sp	ecial Day P	rogram/Spec	cial Education Center		Nonpublic School	
Оно	ome/Hospita	l or Residen	tial Care Facility			
DIRE	CTIONS: C	omplete the	information below as part	•	liscussion regarding placement from the beg hat indicates YES.	ginning at Step A until the team reaches the
more re	estrictive set nentary aids	ting should of and services	only occur if the nature or s cannot be achieved satisf	severity of the stu factorily. The lack	nts with disabilities be educated in the least ident's disability is such that placement in a c of current availability of a student's require e setting, unless there is a compelling reason	less restrictive setting with the use of ed supports, services, accommodations and
Step	Can the sup	pports, servi	ces, accommodations and/	or modifications i	in the student's IEP be made available in a g	eneral education classroom/setting?
Α.	O YES	NO	If the answer is YES, the question below.	en a general educa	ation classroom/setting is the appropriate pla	scement. If the answer is NO, go to the
	O YES	• NO	general education classro	oom/setting? If YE	supports, services, accommodations and/or ES, all required supports, services, accommod he answer is NO, please articulate why in th	odations and/or modifications must be
Step		pports, servic	ces, accommodations and/	or modifications i	in the student's IEP be made available on a g	general education site in a special day
В.	program? • YES	○ NO		en a special day pr	rogram on a general education site is the app	propriate placement. If the answer is NO, go
	O YES	○ _{NO}	special day program on a	a general education	supports, services, accommodations and/or n site? If YES, all required supports, service line. If the answer is NO, please articulate v	es, accommodations and/or modifications
						4

2018				"	ndividualized E	ducation Program	1 (IEP)				
os Ang	geles Unifie	ed School D	istrict								
udent	COHEN		PAZ		Date	of Birth 24-MAY-2	005	Meeting Date	28-FEB-2018		
						ONMENT ANALY)			
Step	Can the su	pports, serv	rices, accommodations an	d/or modificat	tions in the stude	ent's IEP be made av	vailable in a speci	al school setting?			
C.	O YES	○ NO	If the answer is YES, t	hen a special s	school setting is	the appropriate plac	ement. If the ans	wer is NO, go to th	e question below.		
	O YES	○ _{NO}	If not currently availab special school setting? reasonable timeline. If	If YES, all re	quired supports,	services, accommo	dations and/or mo	odifications must be			
tep D.	Can the su	pports, serv	1	mmodations and/or modifications in the student's IEP be made available in a home/hospital setting?							
υ.	O YES	\bigcirc NO	If the answer is YES, t If the answer is NO, go			the appropriate plac	cement.				
		_	If not currently available, can the required supports, services, accommodations and/or modifications be made available in a home/hospital setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step E.								
	O YES	○ NO	1						1		
	O YES	○ NO	1						1		
			1	the answer is	NO, please artic	ulate why in the bo	x below. Then go	to Step E.			
			reasonable timeline. If	the answer is	NO, please artic	ulate why in the boo	x below. Then go	to Step E.			
Step E.	Can the su	pports, serv	reasonable timeline. If	the answer is	NO, please artic	ulate why in the boo	x below. Then go	to Step E.			

		INDIVIDUALIZED EDUCATION PROGRAM (II	Page 13 of 16		
Los Angeles Unified Sch	nool District	INDIVIDUALIZED EDUCATION I ROOM IN (II	IEP FAPE Part 1 - Eligibility, Placements and Supports		
Student COHEN	PAZ	Date of Birth 24-MAY-2005	Meeting Date 28-FEB-2018		
		Effective With this IEP	Future Changes Related to this IEP		
	As of Date:	28-FEB-2018	14-AUG-2018		
		Eligible (SLD)			
Eligibility: (from Page 4)	Final IEP Reason Final IEP Effective Date:		1,		
Curriculum		General Education	General Education		
	Type of School	District Resident School	District Resident School		
Placement	Name of School	NOBEL CMS	NOBEL CMS		
Instructional Setting	Setting	Special Education	Special Education		
	Program		SLD		
	6 115				
	Minutes/Wk	490	245		
	Addresses Goals	1(Reading),2(Writing),3(Math)	1(Reading),2(Writing)		
Additional Factors	Low Incident Support		None		
	Assistive Technology Support	No	No		
	Transportation	None	None		
	Extended School Year/Intersession	Yes O No			
	Parent Counseling and Training (PCT)	Yes No			
	ESY Transportation				
Accommodation, Modifications, Supports Instructional Accommodations		*extra time given up to time and a half for tests, assignments, * chunk longer assignments into manageable segments with periodic checks, * repetition and clarification of instruction/key concepts as needed, *auditory and visual presentation of materials whenever possible	*extra time given up to time and a half for tests, assignments, * chunk longer assignments into manageable segments with periodic checks, * repetition and clarification of instruction/key concepts as needed, *auditory and visual presentation of materials whenever possible		
	Instructional Modifications	n/a	n/a		
	Other Supports, including Non- Academic and Extra- curricular Activities	n/a	n/a		
Preparation for Three Year Review IEP (At the second Annual Review IEP Meeting, the team must discuss and document the decision to conduct or	Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary?	Yes O No			
not conduct a three- year comprehensive reassessment.)	agree, specify the area(s) to be reassessed.	11			
		Comments, as appropriate			

Low Incidence Equipment	
Assistive Technology Equipment	
Participation in General Education	In the 2018-2019 school year, Paz will be involved in 8th grade co-taught Science class with both a special and general education teacher. Paz will mainstream into general education classes for math and history. He will participate in general ed Pledge, lunch, nutrition, field trips, assemblies, elective and PE.

					Page 14 of 16
	INDIVIDU	UALIZED EDUG	CATION PROGRA	AM (IEP)	
Los Angeles Unified School District					IEP FAPE Part 2 - Summary of Services
Student COHEN	PAZ	Dat	e of Birth 24-MAY	-2005	Meeting Date 28-FEB-2018
			Effective V	Vith This IEP	Future Changes Related To This IEP
Notes: Parents of students who are Medi-Cal Medi-Cal Non-Authorization to Bill for					nded services unless parent(s) signs a Parent ural Rights and Safeguards).
Part 3 - Percentage					
				Vith this IEP	Future Changes Related to this IEP
% of Time per Week ou	tside of General Educat	tion	26	%	
Part 4 - Additional l	Discussion (This sect	ion is opti	onal)	
of significant regression confor the provision of FAPE. In the fall of 2018 Paz will teacher and the baseline special education	responding with 1: be in a general ecial education assion English for one each LAUSD Local I	imited recoup ducation Scie istant. He wi e period. District: Nor	ence class whic ll also be in	tructional bre h is co-taught a general educ	ing, Paz demonstrates evidence eaks. ESY services are necessary t with a Science teacher, SDC cation math and history class.

								Page 15 o	
			INDIVIDUA	LIZED EDUCATI	ON PROGRAM (IEI	?)			
os Angeles Unif	fied School D	District							
tudent COHEN	I	P	AZ	Date o	of Birth 24-MAY-2005	i	Meeting Date	28-FEB-2018	
			,	FAPE Summar	y Grid				
Program: SLD				Sett	ing:	Specia	l Education		
ligibility:		Eligible (S	LD)				eral Education		
ransportation:				Lov	V Incident Support:	None			
Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)	
				For IEP Team Inf	ormation				
Dry ali alvina £	1 1 4 11	ED (1	. 14 EADE	C D (nours that it rafleats the	IED T	1		

	INDIVIDITAL	IZEN EF	AUCATION DDOCE	DAM (IED)	Page 16 of 10
Los Angeles Unified School Distr		IZED EL	OUCATION PROGE	KAMI (IEF)	(ITP, pg. 1 of 3
Student COHEN	PAZ		Date of Birth 24-M	AAY-2005	Meeting Date 28-FEB-2018
		HAL TR	ANSITION PLAN		8
Co. 1 IED		0712 770	ZII (OI I ZIII)		
Student was invited to IEP meeting. Student received mentoring: info					
•	outside agency: info Yes No				
If yes, name of agency:	outside agency:" Yes No)			
	erience Education: info Yes	Na			
	ss preparation: info Yes No	INO			
Student received conege awareness	• •				
Student received career awareness		ion Antiv	itias fuam Cumunt I	TD (not if Gust ITD))
Area	Achievement of Transit		idicate reason	1P (not ij jirst 11P)	
Education/Training Activity	Yes No First ITP				
Employment Activity	Yes No First ITP				
Independent Living Skills					
Activity (as needed)	○ Yes ○ No ● N/A				
Section 1: Education/Training					
Assessment (at least one assessment must be	e completed in this area)		Date		me and Results: Indicate interests/abilities leed (if applicable)
	sts, or Informal Questionnaires	7	11-SEP-2017		io transition inventory was
If other?			11-3L1-2017	given to Paz. He enjoys playing sports and is interested in working in the medical field.	
			2		//
If other?	<u> </u>	<u> </u>			
					//
Education/Training Postsecond	dary Goal				
Upon completion of high school,	, the student will:				
enroll in and attend 2 or 4 ye	ar college ▼ If other	?			
					h
Education/Training Activity to	o Support Goal		Timeline	Person/Agency R	esponsible
develop a personal care			28-FEB-2019	Parent/Guardia	
	,			Student	▼
				Special Educat	tion Teacher ▼
		//			
If other?		• • • • • • • • • • • • • • • • • • • •			▼
		//			▼
				-	

	INDIVIDUALIZED 1	EDUCATION PROG	RAM (IEP)	
Los Angeles Unified School D	istrict			(ITP, pg. 2 of
Student COHEN	PAZ	Date of Birth 24-	MAY-2005	Meeting Date 28-FEB-2018
	INDIVIDUAL	FRANSITION PLAN	(ITP)	
Section 2: Employment				
Assessment		Date	Assessment	Name and Results: Indicate interests/abilities
(At least one assessment mus	t be completed in this area).		and area(s)	of need (if applicable)
	klists, or Informal Questionnaires ▼	11-SEP-2018	Paz want	s to go to college to get an
If other?				degree. He has also expressed an in the military.
		1		
	▼			//
If other?	,			
Employment Destaces	Caal	If other?		
Employment Postsecondary Upon completion of high scho		n omer:		
be competitively employed	d ▼			
				/
Employment Activity to Su	pport Goal	Timeline	Person/Agenc	y Responsible
develop a career pl	an and identify career goals	28-FEB-2019		cation Teacher ▼
			Parent/Gua Student	rdian/Family ▼
			Student	▼ ▼
				▼
If other?				V
				▼
Section 3: Independent Livin	ng (as noodod)			
	ssment must be completed in this area, if	Date	Assessment	Name and Results: Indicate interests/abilities
needed)	1			of need (if applicable)
	▼			
If other?				
		//		
	▼			/.
If other?	<u> </u>			
Independent Living Postsec	andaw Caal	If other?	,	
Upon completion of high scho		ii other?		
	▼			
				/
Independent Living Activity	y to Support Goal	Timeline	Person/Agenc	y Responsible
				▼
				▼ ▼
				Y
If other?				▼
				▼
				▼
		~~		

individualized Education Program (IEF)								
INDIVIDUALIZED EDUCATION PROGRAM (IEP)								
Los Angeles Unified School District	(ITP, pg. 3 of 3)							
Student COHEN PAZ Date of Birth 24-MAY-2005 Meeting	Date 28-FEB-2018							
INDIVIDUAL TRANSITION PLAN (ITP)								
<u>Course of study</u> : A multi-year description of student's coursework from current year to anticipated exit year, in order to enable their postsecondary goal.	ole the student to meet							
A course of study (or IGP) was reviewed with parent and student in relation to: Courses completed: Yes No Courses currently enrolled in: Yes No Courses still needed: Yes No IGP or course of study was provided to the parent or student over age 18 as required: Yes Student is working towards: Certificate of Completion Diploma								
Additional courses/activities discussed that may support post secondary goals (e.g. SLC participation, electives or instruction related to								
community experiences, participation in other school clubs or organizations, etc.) NOTE: these are suggestions and contingent to availa Paz will continue exploring his interests through the A-G courses as well as the many choices in exploring his interests.								
Future Agency Involvement:								
Are there agencies currently or prospectively providing or paying for transition services? Yes No								
Do you give permission to the District to invite these agencies to the next IEP in which transition services will be reviewed? Yes) No							
Agency Name: ▼								
Agency Name: ▼								
Agency Name: ▼								
1. Does the student's IEP include appropriate measurable postsecondary goals that cover education/training, employment and, as needed	l, 1 . ✓ Yes							
independent living? ^{info}	2. ✓ Yes							
2. Are the postsecondary goals updated annually? ^{info}	3. Ves							
3. Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessment? info	4. Y es							
4. Are there transition services that will reasonably enable the student to meet their postsecondary goals? info	5. Yes							
5. Do the transition services include a course of study that is a multi-year description of coursework from the student's current year to	6. Ves							
anticipated exit year and that is designed to help the student achieve the identified postsecondary goals? info	7. Yes							
6. Is (are) there annual IEP goal(s) related to the student's transition services needs? <i>info</i>	8. • Yes • N/A							
7. Is there evidence that the student was invited to the IEP team meeting where transition services were discussed? info								
8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student who has reached the age of majority? <i>info</i>								