I Al II:@l 6	-hl D:-t-:-t		INDIVIDUALIZED E	DUCATION PROGRAM (I	IEP)	Page
Los Angeles Unified S Student Identificatio		122111F005	SSID	1644698575		Eligible (SLI)
Student COHEN	LOR	u)	С		Date of Birth:	21-DEC-2011
Las	t	First	MI Section At N	Meeting Information		
	Pertin	ient Dates	Section A: F	freeting information	Type of Meet	ing
Date of Initial IEP Team	Meeting	06-DEC-201	6			
Date of Present Meeting		30-NOV-201		◯ Initial	O A	Amendment of IEP dated
Annual Review to be con	ducted by	30-NOV-201	9	Annual Review		Early Start Transition
Next Three Year Review	will be	01-MAY-20	20	Three Year Review		Expulsion Analysis
conducted by Three Year Review or Ev conducted on	aluation was	01-MAY-20	17	Other	Ōı	ndividual Transition Plan
Fransition to Kindergarte conducted by	n to be					
Location of Meeting	Co	oughlin		District Name	Los Angeles Un	ified School District
			Section B: S	Student Information		
Date of Birth	21-DEC-201	1	Age	6	Grade	1
Gender	🔿 Male 🖲	Female	Limited English Proficient Student	O Yes 🖲 No	Ethnic Code	White
ocation of the Psych	SP ED SVC	CTR - NE	Student has no Psych Folder			
location of the Cum Folder	COUGHLIN	EL	Student has no Cum Folder			
Iome Language	English		Student Language	English	Alternate Mode o Communication	f
Iome Address of tudent	12401 FILM	10RE ST 109				
City	SYLMAR	CA	ZIP Code	91342		
lome Telephone	(818) 724-76	580	Daytime Telephone		Emergency Telep	hone
chool of Attendance	Coughlin El		Location Code	5016		
chool of Residence	Fenton Prima	ary Center (Cl	Location Code	3746		
lame of arent/Gaurdian	Victoria Berl	kley	Telephone			
Address						
City		CA	ZIP Code			
Surogate Parent			Telephone			
ttends CURRENT SCI	IOOL as a resul	lt of one of the	Special Education Placen	nent	▼	
s the student living in a l FFH)?	Family Foster Ho		$_{ m lo} \bigcirc _{ m Yes}$	FFH#		
s FFH Provider related to	o student?		$_{\rm lo}$ \bigcirc $_{\rm Yes}$	Relationship		
icensed Children's Instit	ution	• N	To \bigcirc Yes	LCI Name LCI#		
out of the home placeme	nt made by	\cap	legional Center	Department of Ment		 Department of Children's Services
fut of the nome placeme	in made by		uperior Court	O Other		reparament of Unifidren's Services
Child's family living with ooundaries?	in LAUSD's		lo • Yes			
If the student is 18 years						$\bigcirc_{No}\bigcirc_{Yes}$

os Angeles	Unified School	District		INDIVIDUALI				_	
Student	COHEN	LORI	C			Date of Birth	21-DEC-2011	Meeting Date	30-NOV-2018
	Last	First		MI Sectio	on C: Lang	uage Acquisition			
inguage Cla	ssification:		English			Start Date:		15-AUG-2017	
rent Waiver	r:		O Yes	O_{N_0}		Reclassifica	tion Date:		
ementary E	nglish Language D	evelopment				Start Date:			
evel:									
econdary En evel:	glish Language De	velopment				Start Date:			
ommunicatio	on Observation Ma	trix Level:				Start Date:			
				Section D:	Goal Achie	vement from Curi	rent IEP		
				Achie					
Goal for: (ex 1	ample - Reading) Reading			Yes	No	If No, explain the	he reason the goal/o	bjective was not achieved	
1]	۲	0				
	Objective 1 me			•	0				
2	Objective 2 me	а 		۲	0				
4	Writing			۲	0				
	Objective 1 me			•	0				
3	Objective 2 me	t		۲	0				
3	Mathematics			۲	0				
	Objective 1 me			۲	0				
	Objective 2 me			igodoldoldoldoldoldoldoldoldoldoldoldoldol	0				
4	Pre-Vocational			۲	\circ				
	Objective 1 me			۲	0				
	Objective 2 me	t		۲	0				
5	Language			0	۲	Needs more tir	ne to achieve this go	bal	
	Objective 1 met			۲	0				
	Objective 2 me	t		0	۲				
6	Articulation			۲	0				
	Objective 1 me	t		۲	0				
	Objective 2 me	t		۲	0				
7				0	0				
	Objective 1 me	t		0	\circ				
	Objective 2 me	t		0	\circ				
8				0	0				
	Objective 1 me	t		0	0				
	Objective 2 me	t		0	0				
9				0	0				
	Objective 1 me	t		0	0				
	Objective 2 me	t		0	0				
10				0	0				
	Objective 1 me	t		0	0				
	Objective 2 me			0	0				

os Angeles Unified School District	INDIVIDUALIZED EDUCATION PROGRAM (IEP)	Pag
Student COHEN LORI	C Date of Birth 21-DEC-	-2011 Meeting Date 30-NOV-2018
Last Fi	st MI	
	Section E: Present Level of Performance	
erformance Area:	Reading	
ssessment/Monitoring Process Used:	Teacher Observations; Informal Assessments	
tate/District Assessment Results:	DIBELS	
Current Performance/Assessment Summary	nclude student strengths, student needs and impact of disability on student p	performance):
words presented to her. Lori was able to div passage comprehension, Lori was able to it During circle time, Lori is able to tell today comprehension questions after reading on h prompts and cues retelling familiar stories. questions, making predictions, and describi vocabulary and 3 word sentences. She unde simple sentences. Areas of Need: Lori has difficulty compari	recognize all the letter names and letter sounds of the alphabet. Lori is able de multi-syllable words into segments, such as: sunshine: sun-shine, rainbow ntify common objects when asked such as: chair, tree, house etc. she scored a date, the days of the week, months of the year, today's weather etc., indeper or or to the class a short story. She participates in class discussions about ans he recently listened to the story of The Three Pigs and the Big Wolf and the g the main character's emotions and purpose with some accuracy. Lori is be stands and uses the words such as big and small, hot and cold, fast and slow; g the adventures of characters in familiar stories. Lori continues needing to g y on topic when answering questions about the details of stories read in the c	w: rain-bow) with some hand gesture cues. For 115 out of 15 questions presented to her. endently. Lori is able to answer some swering questions, and occasionally with adult a Turtle and the Hare, and she answered eginning to read text that contains CVC <i>t</i> , on and off, high and low, long and short in get reminded to maintain her attention through
Impact of Disability: Lori's disability of La	guage Impairment may affect her ability to access the general education cur ities, like reading a book and singing a song, and expressive language when	rriculum because of difficulties with receptive
erformance Area:	Writing	
ssessment/Monitoring Process Used:	Teacher Observations; Informal Assessments; Student Work Samples	
tate/District Assessment Results:	N/A	
urrent Performance/Assessment Summary	nclude student strengths, student needs and impact of disability on student p	performance):
print and emergent writing skills. Lori was personal information such as: address, telep model, Lori can pick a word to complete a texts independently, however, she needs so letters/words. Lori draws simple drawings t draw her family and friends.	arlier level in the area of writing for the measures of interest in letter format ble write her first name 'Lori' independently, however, she needs visual pron ione number, birthday etc. She was able to write dictated letters of the alphal entence whether the missing word is at the beginning, middle, or end of the s te reminders to observe correct letter formation, letter sizing, and proper spa at represent people, things, or events, and with adult encouragement will dic	mpt to be able to write her full name and abet, 20 out 22. In class, when shown a visual sentence with cues and support. Lori can copy acing, hence she tends to write big and sloppy ctate captions for the pictures. She will often
practice reading sight words so that she can	name and personal information independently with correct letter formation, s apply when developing sentences. Lori needs to utilize a combination of dra pic and give some information about the topic.	
	ffect her ability to access the general education curriculum because of diffict g and creating sentences, writing personal information and developing para	

Annala Hatta IG I - IN' (INDIVIDUAL	IZED EDUCATION PROGRA	AM (IEP)	Page 4 of
os Angeles Unified School Dist Student COHEN	lori	С	Date of Birth	21-DEC-2011	Meeting Date 30-NOV-2018
Last	First	MI	Date of Birth		Meeting Date So NOV 2010
	<u></u>	Section 1	E: Present Level of Perform	ance	
erformance Area:	Math				
ssessment/Monitoring Process Used	_	ner Observations; Inform	al Assessments; Student Work S	amples	
tate/District Assessment Results:	N/A				
urrent Performance/Assessment Sur	nmary (include	student strengths, studer	t needs and impact of disability	on student performance):	
Strengths: Lori receptively and expr shapes, largest and smallest objects, support. Currently, Lori is demonstr movement prompts (punching on th subtract numbers using counters, nu Areas of Need: Lori was not able to	and rote count a ting skills at the e air), Lori can s mber lines and o	numbers up to 100. She of the building earlier level in skip count by 5's and by counting frame (Rekenre	can fill in missing numbers befor n the area of measurement, numb 10's up to a 100 and counting by k). She follows along with simpl	e, after and in between g per sense quantity, pattern 2's with some cues. Curr le sequences and will cop	iven numbers with prompts and ning, and skip counting. With rently, she's learning to add and by a simple pattern independently.
however she's able to rote count up to complete math word problems wh	nen presented to	her.			
Impact of Disability: Lori's disabilit receptive and expressive language w				e general education curric	culum because of difficulties with
erformance Area:	Pre-V	ocational			
ssessment/Monitoring Process Used	l: Teach	er Observations; Inform	al Assessments;		
tate/District Assessment Results:	N/A				
urrent Performance/Assessment Sur	nmary (include	student strengths, studer	t needs and impact of disability	on student performance):	:
and at the school ground. Within sch and lunch. Lori is highly motivated appropriate. Areas of Need: Lori seems having a tendency to engage talking or hand p count different kinds of bills and co	with verbal prai a hard time focu playing with stu	ses, food rewards and tar sing to work and starting dents seated next to her	ngible objects she could buy fror ther task right away after given of during instructional time or circle	n the money (play money directions on what/how to e time in the rug. Lori new	 y) she earns for being on task and o do by the adult. She has the eds to learn to recognize and
Impact of Disability: Lori's disabilit receptive and expressive language w	ty of Speech or	Language Impairment m	ay affect her ability to access the		

	INDIVIDUALIZED EDUCATION PROGRAM (IEP)	Page 5
Los Angeles Unified School District Student COHEN LORI	C Dete of Birds 21 DEC 2011 Martine Date 20 NOV 201	0
Student COHEN LORI	t MI Date of Birth 21-DEC-2011 Meeting Date 30-NOV-2013	0
	Section E: Present Level of Performance	
erformance Area:	Articulation and Language	
ssessment/Monitoring Process Used:	On-going clincial observation, teacher report, informal testing	
ate/District Assessment Results:	n/a	
urrent Performance/Assessment Summary (i	clude student strengths, student needs and impact of disability on student performance):	
eligibility of speech and language impairmer Currently, Lori receives DIS-LAS services for STRENGTHS: Lori is a compliant student v	, 11 month old student at Sara Coughlin elementary in a specific learning disabilities classroom with a special education (SLI). She has been receiving speech and language (DIS-LAS) services since her initial IEP held in August 2016. r 30 minutes a week to address her articulation, phonology and language skills. ho willingly comes to speech session and engages appropriately with her peers during group language activities. In thas made good progress but has not yet met her annual goal. She currently is able to answer questions related to	
categorization with 70% accuracy, antonyms as choices of two and visual models. In regar	and synonyms with 53% accuracy and attributes with 61% accuracy. Lori benefits from verbal and visual supports such Is to her most recent articulation IEP goal, Lori has met this goal. When engaging in a 15 minute conversation, she igibility and is currently demonstrating an age appropriate phonetic inventory. In addition, Lori has significantly reduced	
erformance Area:	Articulation and Language cont	
.ssessment/Monitoring Process Used:		
tate/District Assessment Results:		
urrent Performance/Assessment Summary (i	clude student strengths, student needs and impact of disability on student performance):	
and /z/. However, this distortion does not im IMPACT OF DISABILITY: Lori's speech a spoken language and written work with impa	ge and writing activities. In regards to her articulation skills, she demonstrates an interdental lisp on the phonemes /s/ act her intelligibility at this time. d language impairment impairs her ability to answer questions and use grade level grammatical markers in both her ts her progress and involvement in the general education curriculum. Therefore, it is recommended that Lori continue to attes to address her expressive and receptive language skills.	

			INDIVIDU	ALIZED EDUCATION PROGR	AM (IEP)		Page 6 of 21
Los Angele	s Unified School D	istrict	INDIVIDU.	ALIZED EDUCATION PROGR	AINI (IEF)		
Student	COHEN	LORI	С	Date of Birth	21-DEC-2011	Meeting Date	30-NOV-2018
	Last	First	MI	Section F: Eligibility			
If applicable	areas discussed relat	ed to disability	or suspected disability:	Section F. Englohity			
	,		1 5				
For Initial IE	P, interventions attem	npted prior to de	etermining eligibility:				
Eligible as a	student with the disat	oility of:					
Code:	SLI	Sp	eech Or Language Impai	irment			
	●Not Applicable,	0	Blind or	OPartially Sighted			
Additional L	ow Incidence Eligibil	ity (only for VI	, DBL, DEA, HOH, or se	evere OI):			
Code:							
	●Not Applicable,	0	Blind or	OPartially Sighted			
O Does not	meet eligibility criter	ia for Special E	ducation Services (Initial	IEP).			
or							
○ No Longe	er Eligible for Special	Education Ser	vices (Review IEP).				
No Longe	er Eligible (Effective	Date):					
This is a	Final IFP, the student	remains eligibl	a for Special Education S	Services until the Effective Date be	low		
Final IEP Re			e for special Education :	Final IEP Effe	C		
The IEP Te	am has considered a	nd agrees that	the educational needs o	f the student are not primarily d	ue to:		
	l Maladjustment	ing ugi cos tinut		orary Physical Disability	_	ck of instruction in read	ing
	of instruction in math			ed English Proficiency		vironmental, Cultural or	
	of mstruction in mati			eu English Flohelency		vironinentai, Culturai o	Economic Factors

Last First MI Section G: Annual Goals and Objectives erformance Area: Reading Annual Goal #: 1 Lori will orally or in writing compare the adventures of characters in familiar stories independently as measured by teacher observations in 4 out of 5 trials with 80% accuracy. rogress on annual goals to be reported to parents by completing the "IEP Report of Progress and Achievement from Current IEP" form(s) which will be provide ither Progress Report or Report Card periods. Methods of Evaluation Oriterion Referenced Curriculum E State Assessments Norm Referenced Criterion Referenced Curriculum E Observation Portfolio Work Samples Informal Other IEP Review Informal	ed at
wrformance Area: Reading Annual Goal #: 1 ori will orally or in writing compare the adventures of characters in familiar stories independently as measured by teacher observations in 4 out of 5 trials with 80% ccuracy. ogress on annual goals to be reported to parents by completing the "IEP Report of Progress and Achievement from Current IEP" form(s) which will be provide ther Progress Report or Report Card periods. Methods of Evaluation Curriculum F State Assessments Norm Referenced Criterion Referenced Curriculum F Observation Portfolio Work Samples Informal	ed at
ori will orally or in writing compare the adventures of characters in familiar stories independently as measured by teacher observations in 4 out of 5 trials with 80% ccuracy. ogress on annual goals to be reported to parents by completing the "IEP Report of Progress and Achievement from Current IEP" form(s) which will be provide ther Progress Report or Report Card periods. Methods of Evaluation State Assessments Norm Referenced Norm Referenced Observation Portfolio Nork Samples Informal	ed at
ceuracy.	ed at
Methods of Evaluation State Assessments Ormer Card periods. State Assessments Norm Referenced Criterion Referenced Curriculum E Observation Portfolio Work Samples Informal Other IEP Review Informal Informal	
State Assessments Norm Referenced Criterion Referenced Curriculum E Observation Portfolio Work Samples Informal Other IEP Review Informal Informal	Based
Observation Portfolio Work Samples Informal Other IEP Review	Based
Other IEP Review	
acremental objective #1 related to the goal: Incremental objective #2 related to the goal: With modeling and maximum support, Lori will orally or in writing compare the adventures of characters in familiar stories as measured by teacher observations in 4 out of 5 trials with 60% accuracy. With fading support, Lori will orally or in writing compare the adventures of characters in familiar stories as measured by teacher observations in 4 out of 5 trials with 60% accuracy.	
IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP EXPLANATION OF MARKS	
4 GOAL MET OR 3 SUBSTANTIAL PROGRESS (50-99% of goal met) 2 PARTIAL PROGRESS (1-49% of goal met) 1 / EXCEEDED 1	NO PROGRESS
1st Reporting Period2nd Reporting Period3rd Reporting Period4th Reporting Period (Secondary Only)Goal Achievement	
Date: Date: Date: Date:	
Progress Mark: Progress Mark: Progress Mark: Objective 1 Met:	
	, ,
s progress sufficient to Is progress sufficient to Is progress sufficient to meet annual goal? Objective 2 Met:	
s progress sufficient to meet annual goal? Is progress sufficient to meet annual goal? Is progress sufficient to meet annual goal? Is progress sufficient to meet annual goal? Objective 2 Met:)
is progress sufficient to meet annual goal? Objective 2 Met:	
Is progress sufficient to meet annual goal? Is progress sufficient to meet annual goal? Is progress sufficient to meet annual goal? Objective 2 Met: Yes No Yes No Yes No If "No" please comment: If "No" please comm	
Is progress sufficient to meet annual goal? Objective 2 Met: Yes No Yes No Yes No If "No" please comment: If "No" please com	
is progress sufficient to meet annual goal? Is progress sufficient to meet annual goal? Is progress sufficient to meet annual goal? Objective 2 Met: Yes No Yes No Yes No f''No'' please comment: If ''No'' please comment: If ''No'' please comment: Needs More Time Needs More Time Needs More Time	
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Last First NIL Section G: Annual Goals and Objectives Annual Goal #: 2 Lori will as a combination of drawing. dictating, and/or writing to compose informative/explanatory sentences about a topic and give some information about the topic with minimal to no adult support as measured by student work samples and teacher observations in 4 out of 5 trials with 80% accuracy. Image: State Assessments Norm Referenced Curriculum Based Other Curriculum Based Curriculum Based Other Description Curriculum Based Other EP Referenced Curriculum Based Difficities State Assessments Norm Referenced Curriculum Based Other EP Referenced Curriculum Based Corriculum Based Other EP Referenced Curriculum Based Corriculum Based Other EP Referenced		Unified Schoo COHEN	LORI		Date of Birth 21-DEC-2011	Meeting Date 30-NOV-2018
rformance Ace: Viriting Annual Goal #: 2 ord will use a combination of drawing, dictating, and/or writing to compose informativeexplanatory sentences about a topic and give some information about the topic with minimal to no adult support as measured by student work samples and teacher observations in 4 out of 5 trails with 80% accuracy. Methods of Evaluation Criterion Referenced Observation Progress Report or Reported to parents by completing the "IEP Report of Progress and Achievement from Current IEP" form(s) which will be provided at the Progress Report or Report Card periods. State Assessments Norm Referenced Observation Referenced Observation Referenced Observation Referenced Observation Referenced Observation Referenced Refer						e
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ith minimal to no adult support as measured by student work samples and teacher observations in 4 out of 5 trials with 80% accuracy.						
her Progress Report or Report Card periods. State Assessments Observation Other EP Review correneatal objective #1 related to the goal: of will use a combination of drawing, dictating, and/or writing to compose informative/explanatory sentences about a topic and give some information about the pie with anximum adult support and modeling as measured by student work samples at eacher observations in 4 out of 5 trials with 80% accuracy. Intermental objective #1 related to the goal: Lori will use a combination of drawing, dictating, and/or writing to compose informative/explanatory sentences about a topic and give some information about the with anximum adult support and modeling as measured by student work samples and teacher observations in 4 out of 5 trials with 80% accuracy. Let to be achieved: Mark: Date to be achieved: July 2019 V MOYR Date: Date: Date: Progress Mark: Progress Mark: Progress Mark: Progress sufficient to here at annual goal? Yes O No) which will be provided at
State Assessments □ Norm Referenced □ Criterion Referenced □ Curriculum Based Other □ Derview □ Informal □ Informal or will use a combination of drawing, dictating, and/or writing to compose informative/explanatory sentences about a topic and give some informative/explanatory sentences about a topic and g						, which while the provided at
① Observation ① Other	State Acc	essments	Norm D			Curriculum Basad
Other IEP Review Incremental objective #1 related to the goal: Incremental objective #2 related to the goal: Incremental objective #2 related to the goal: Incremental objective #2 related to the goal: Incremental objective #2 related to the goal: Incremental objective #2 related to the goal: Incremental objective #2 related to the goal: Incremental objective #1 related to the goal: Incremental objective #2 related to the goal: Informative(explanatory sentences about a topic and give some information about the vith fading adult support and modeling as measured by student work samples informative(explanatory sentences about a topic and give some information about the with fading adult support and modeling as measured by student work samples informative(explanatory sentences about a topic and give some information about the with fading adult support and modeling as measured by student work samples measured by student work samples informative(explanatory sentences about a topic and give some information about the with fading adult support and modeling as measured by student work samples measured work Samples						
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Image: Second	EXCEEDE	2D	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary Only)	· · · · · · · · · · · · · · · · · · ·
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rformance A			anguage #2	Annual Goal #: 6 ctures/events/situations with 80% accuracy giv	
ies in 4 out o	f 5 trials.				
		reported to parents by comple ort Card periods.		s and Achievement from Current IEP" form(s) which will be provided at
1			Methods of 1		
State Asse Observation		_	leferenced	Criterion Referenced	Curriculum Based
Observatio	on	Portfoli	υ	Work Samples	✓ Informal
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	-	ated to the goal: grade level vocabulary and te	1 1 4	Incremental objective #2 related to the g By June 2019, Lori will use grade level voca	
ictures/eventa ut of 5 trials.		h 60% accuracy given moderat	e verbal or visual cues in 4	pictures/events/situations with 70% accurac of 5 trials.	y given moderate verbal or visual cues in 4
ate to be achi	ieved:	March V 2019 IEP REPO	MO/YR DRT OF PROGRESS AND A	Date to be achieved: June CHIEVEMENT FROM CURRENT IEP	▼ 2019 ▼ MO/YR
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Los Angeles Student	Unified School COHEN	LORI	C	Date of Birth	21-DEC-2011	Meeting Date	30-NOV-2018
Student	Last	First	MI	Duce of Dirtin		inteeing bute	
				n in State and District-wi			
Assessments	administered wil	ll conform to those a	ssessments determined for eac	h grade by the California De	epartment of Education an	d/or the Los Angeles V	Unified School District.
Student wil	l participate in	Regular State and	d District Assessments.				ELPAC
(Designated	Supports and/o	r Accommodations	identified below are applic	able)			

		INDIVIDUAL	ZED EDUCATION I	PROGR	AM (IEP)		Page 14 of 21
Los Angeles Unified School Dist	rict						
	LORI	С	Date of	of Birth	21-DEC-2011	Meeting Date	30-NOV-2018
Last	First	MI Section N: Proced	lural Safeguards an	d Follov	v-up Actions		
🗹 A Parent's Guide to Special Edu	ucation Services i	ncluding Procedural I	Rights & Safeguards	was provi	ided to the parent in his/her	primary language.	
The IEP Team Meeting Introducto	ory Statements we	re read aloud at the beg	inning of the IEP Tear	n meeting	g.		
The parent/guardian was informed	d of his/her right to	a written translation o	f the IEP.				
Is the parent/guardian requesting tran	slation services?	• Yes) _{No}				
If yes, the parent/guardian has req		anslation of the IEP in	Hebrew				
Specify the Individual Pages to be	e translated: all j	bages				J	
Special Requests:							
unless the court has determined o		(b) g aareaan(b) aa					e shadeni u to joue et ige
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Signature(s)	they did not attend.		(Parent initial		
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Signature(s) Date 30-NOV-2018	at anytime after the IEP meeting				
	Signature(s)			Date 3	0-NOV-2018

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 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.		П	
	(If your answer to this question is "No", please write concerns below.)			-
		4	Addition	al Comments

	call the Parent Resource Network at 1-800-933-8133.
Please	fold along dotted lines with the address showing. Seal and mail. Postage is pre-paid. Again, Thank you!
	NO POSTAGE NECESSARY IF MAILED IN THE UNITED STATES
	BUSINESS REPLY MAIL FIRST-CLASS MAIL PERMIT NO. 33798 LOS ANGELES CA 90051
	POSTAGE WILL BE PAID BY ADDRESSEE
	ATTN PARENT RESOURCE NETWORK LOS ANGELES UNIFIED SCHOOL DISTRICT PO BOX 513307 LOS ANGELES CA 90099-4093
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Student	COHEN		LORI	С	M	Date of Birth	21-DEC-201	1 Meeting Date	30-NOV-2018
	Las	t	First		MI				
					Section R: N	Names and Signatures (Signatur	res on File)		
		Team	Member			Print Name		Signat	ure
Parent/Guar	dian					Victoria Berkley			
Parent/Guar	dian								
Student Age	e 18 - 21 yea	ars							
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Surrogate Pa	arent								
Foster Paren	ıt								
amily Fost	er Home Pro	ovider							
Administrate	or					Janie Lapointe			
Administrati	ive Designe	e							
Special Edu	cation Teac	her				Nora Brasileno			
General Edu	acation Teac	cher				Claudia Ascencio			
School Psyc	hologist								
School Nurs	se								
Related Serv	vice Staff	LAS				Lauren Friedrich			
elated Serv	vice Staff								
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Los Augels Linfied School District Netring Date (%) Student CollEN LOBI C Date of Birth 21-DEC-2011 Meeting Date (%) Last First MI LEAST RESTRICTIVE ENVIRONMENT ANALYSIS To Be Completed By the IPP Tame at the IPP Tame Meeting Student's Current Placement Type: Image: Complete Completed By the IPP Tame at the IPP Tame Meeting Student's Current Placement Type: Image: Complete	Page 17 of	Pag
Last First MI LEAST RESTRICTIVE ENVIRONMENT ANALYSIS To Be Completed By the IEP Team at the IEP Team Meeting Student's Current Placement Type: General Education Class/General Education Site Special Day Program/General Education Site Special Day Program/Special Education Center O Nonpublic School Home/Hospital or Residential Care Facility DIRECTIONS: Complete the information below as part of the IEP team discussion regarding placement from the beginning at Step A until the teat that indicates YES. The Individuals with Disabilities Education Act (IDEA) requires that student's disability is such that placement in a less restrictive environment. Plac restrictive setting should only occur if the nature or severity of the student's disability of a student's required supports, services, accommodations and no not the sole justification for placement in a more restrictive setting, unless there is a compelling reason why they cannot be provided. Step A. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a general education class only regram/demoting and regravity available, can the required supports, services, accommodations and/or modifications in the student's IEP be made available on a general education sint from services accommodations and/or modifications in the student's IEP be made available on a general education site program? Yes No If not currently available, can the required supports, services, accommodations and/or modifications in the student's IEP be made available on a general education site program? <th>-NOV-2018</th> <th>Meeting Date 30-NOV-2018</th>	-NOV-2018	Meeting Date 30-NOV-2018
Step A. Can the supports, services, accommodations and/or modifications in the student's IEP be made available on a general education class Step B. Can the supports, services, accommodations and/or modifications in the student's IEP be made available on a general education site in the answer is NO, please articulate why in the box below. Then go Yes No If not currently available, can the required supports, services, accommodations and/or modifications in the student's IEP be made available on a general education site is the appropriate placement. If the answer is YES, then a special duay program on a general education site is the appropriate placement. If the answer is YES, then a special duay program on a general education site is the appropriate placement. If the answer is YES, then a general education classroom/setting is NC, please articulate why in the box below. Then go Yes No If the answer is YES, then a general education is the student's IEP be made available on a general education site is the appropriate placement. If the answer is NO, please articulate why in the box below. Then go for the go to the question below. Yes No If the answer is YES, then a special duay program on a general education site is the appropriate placement. If the answer is NO, please articulate why in the box below. Then go for the go to the guestion below.		
Student's Current Placement Type: O General Education Class/General Education Site Special Day Program/General Education Site Special Day Program/Special Education Center Nonpublic School Home/Hospital or Residential Care Facility Nonpublic School DIRECTIONS: Complete the information below as part of the IEP team discussion regarding placement from the beginning at Step A until the team that indicates YES. The Individuals with Disabilities Education Act (IDEA) requires that students with disabilities be educated in the least restrictive setting with the use aids and services cannot be achieved satisfactorily. The lack of current availability of a student's required supports, services, accommodations and not the sole justification for placement in a more restrictive setting, unless there is a compelling reason why they cannot be provided. Step A. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a general education classroom/setting? If YES, all required supports, services, accommodations and/or modifications be mad general education classroom/setting? If YES, all required supports, services, accommodations and/or modifications in the student's IEP be made available on a general education classroom/setting? Yes No If the answer is YES, then a general education classroom/setting in the box below. Then go provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to the question below. Yes No<		
○ Special Day Program/Special Education Center ○ Nonpublic School ○ Home/Hospital or Residential Care Facility □ DIRECTIONS: Complete the information below as part of the IEP team discussion regarding placement from the beginning at Step A until the team that indicates YES. The Individuals with Disabilities Education Act (IDEA) requires that students disability is such that placement in a less restrictive setting with the use aids and services cannot be achieved satisfactorily. The lack of current availability of a student's required supports, services, accommodations and n not the sole justification for placement in a more restrictive setting, unless there is a compelling reason why they cannot be provided. Step A. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a general education required supports, services, accommodations be mad general education below. ○ Yes No If the answer is YES, then a general education classroom/setting is the appropriate placement. If the answer is NO, please articulate why in the box below. Then go program? Step B. Can the supports, services, accommodations and/or modifications in the student's IEP be made available on a general education site is NO, please articulate why in the box below. Then go program? Image: Step B. Can the supports, services, accommodations and/or modifications in the student's IEP be made available on a general education site is the appropriate placement. If go to the question below. Image: Step B. Can the supports, services, accommodations and/or modifications the mad sprogram?		
Home/Hospital or Residential Care Facility DIRECTIONS: Complete the information below as part of the IEP team discussion regarding placement from the beginning at Step A until the team that indicates YES. The Individuals with Disabilities Education Act (IDEA) requires that students with disabilities be educated in the least restrictive environment. Placestrictive setting should only occur if the nature or severity of the student's disability is such that placement in a less restrictive setting with the use aids and services cannot be achieved satisfactorily. The lack of current availability of a student's required supports, services, accommodations and not the sole justification for placement in a more restrictive setting, unless there is a compelling reason why they cannot be provided. Step A. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a general education classroom/setting is the appropriate placement. If the answer is YES, then a general education classroom/setting is the appropriate placement. If the answer is No, please articulate why in the box below. Then go Yes No If not currently available, can the required supports, services, accommodations and/or modifications in the student's IEP be made available on a general education site provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go Step B. Can the supports, services, accommodations and/or modifications in the student's IEP be made available on a general education site program? Yes No If the answer is YES, then a special day program on a general education site is the appropriate placement. If go to the question below. <td></td> <td>ation Site</td>		ation Site
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Step B. Can the supports, services, accommodations and/or modifications in the student's IEP be made available on a general education classroom/setting? If YES, all required supports, services, accommodations and/or modifications in the student's IEP be made available on a general education site provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go Step B. Can the supports, services, accommodations and/or modifications in the student's IEP be made available on a general education classroom/setting? If YES, all required supports, services, accommodations and/or modifications in the student's IEP be made available on a general education services accommodations and/or modifications in the student's IEP be made available on a general education classroom/setting? If YES, all required supports, services, accommodations and/or modifications in the student's IEP be made available on a general education services accommodations and/or modifications in the student's IEP be made available on a general education services accommodations and/or modifications in the student's IEP be made available on a general education services accommodations and/or modifications is the answer is NO, please articulate why in the box below. Then go provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go program?		
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Step R. Can the supports, services, accommodations and/or modifications in the student's IEP be made available on a general education site is the appropriate placement. If the answer is YES, then a special day program on a general education site is the appropriate placement. If the answer is YES, then a special day program on a general education site? If YES, all required supports, services, accommodations and/or modifications be made special day program on a general education site? If YES, all required supports, services, accommodations and/or modifications be made special day program on a general education site? If YES, all required supports, services, accommodations and/or modifications be made special day program on a general education site? If YES, all required supports, services, accommodations and/or modifications are appropriate placement. If the answer is YES, the made available on a general education site appropriate placement. If general education site? If YES, all required supports, services, accommodations and/or modifications approaches the supports, services, accommodations and/or modifications is the appropriate placement. If general education below.	of supplementary	tive setting with the use of suppleme accommodations and modifications
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Step B. Can the supports, services, accommodations and/or modifications in the student's IEP be made available on a general education site program? Image: Program in the support is provided within a reasonable timeline in the student's IEP be made available on a general education site is the appropriate placement. If go to the question below. Image: Provided Program in the student is program on a general education site is the appropriate placement. If go to the question below. Image: Provided Program in the student is program on a general education site is the appropriate placement. If go to the question below. Image: Provided Program is provided program on a general education site is the appropriate placement. If proceed program on a general education site? If YES, all required supports, services, accommodations and/or modifications and/or mod	is NO, go to the	lacement. If the answer is NO, go to
program? If the answer is YES, then a special day program on a general education site is the appropriate placement. If go to the question below. O Yes No If not currently available, can the required supports, services, accommodations and/or modifications be mad special day program on a general education site? If YES, all required supports, services, accommodations and the special day program on a general education site?	cations must be	nodations and/or modifications must
O Yes O No If not currently available, can the required supports, services, accommodations and/or modifications be mad special day program on a general education site? If YES, all required supports, services, accommodations and		
	d/or modifications	ces, accommodations and/or modifie

Student	COHEN	LO	RI	C	Date of Birth	21-DEC-2011	Meeting Date 30-NOV-2018
	Last		First	MI			
		ANN	UAL LI	EAST RESTRICT	IVE ENVIRONMENT	T ANALYSIS (C	ontinued)
				To Be Completed I	By the IEP Team at the IEP Te	am Meeting	
Step C.	Can the	supports, ser	vices, acco	ommodations and/or mo	difications in the student's IEP	be made available in	a special school setting?
	\bigcirc Yes	\bigcirc No		-			he answer is NO, go to the question below
	O Yes	O No	special	school setting? If YES,		, accommodations and	or modifications be made available in a /or modifications must be provided withi nen go to Step D.
Step D.	Can the	supports, ser	vices, acco	ommodations and/or mo	difications in the student's IEP	be made available in	a home/hospital setting?
	\bigcirc Yes	\bigcirc No		nswer is YES, then a hornswer is NO, go to the q	me/hospital setting is the appropriation below.	opriate placement.	
	O Yes	O No	home/h	ospital setting? If YES,		, accommodations and	for modifications be made available in a for modifications must be provided withing nen go to Step E.
Step E.	Can the	supports, ser	vices, acco	ommodations and/or mo	difications in the student's IEP	be made available in	a residential care facility?
	() Yes	O No	If not c in this s		alate in the IEP what supports,	accommodations and/	or modifications are required for the stud
				-			

COHEN	LORI	C Date of Birth		21-DEC-2011		30-NOV-20
Last	First	MI	Ľ	LI-DLC-2011	Meeting Date	50-110 1-20
		Effective With this IEP		Future Changes I	Related to this IEP	
	As of Date:	30-NOV-2018	٦			
			_)	
)	Final IED Deason					
	Final IEP Effective Date:					
	33		_			
		General Education				
	Type of School	District Non-Resident School				
	Name of School	COUGHLIN EL				
a			2			
Setting	Setting	Special Education				
	Program	SLD				
	Special Day Minutes/Wk	1200	٦			
			4			
	Addresses Goals	2(Writing),3(Math),1(Reading),4(Pre-Vocational)				
			_			
actors	Low Incident Support	None	ך			
	Assistiva Tachnology	No	Ϋ́			
	Assistive Technology Support	(
	Transportation	Home to School	٦			
		((
	Extended School Vear/Intersession	• Yes O No				
		O Yes 🖲 No				
			_			
	ESY Transportation	Home to School				
	Instructional	Give short, clear directions. Sing songs, recite				
s, Supports	Accommodations	nursery rhymes, and read books every day. Talk				
		Use verbal and non-verbal cues. Provide				
		redirection when necessary. Praise successive				
		pretend play, joint attention, and reciprocal				
		interactions. Provide modeling, encouragement,				
		resolving conflicts, conversing etc.) Break tasks				
		into manageable parts.				
	Instructional					
	Modifications					
	04 5 4		4			
	and Extra-curricular					
	Activities					
for Three	Do the Parent and the					
IEP (At the	District (local educational	U Yes 🔍 No				
and	unnecessary?					
		T 1 1 1 1 1 1 1				
ot conduct a						
	to be reassessed.	1 2, assembles, new ups and special occasions.				
.)						
		Comments, as appropriate				
e						
/						
	Setting actors	Image: state of the second s	Image: space spac	Image: state of the second	Image: set of the set of th	Image: second

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Los Angeles Unified School District Student COHEN LORI	С	IEP FAPE Part 2 - Summary of Se Date of Birth 21-DEC-2011	Meeting Date 30-NOV-2018
Last Firs		Effective With This IEP	Future Changes Related To This IEP
Service 1	Start Date:	Effective on Signature Date 30-NOV-2018	
10	End Date:		
Language/Speech	Service applies to:	ESY	
	Frequency:	1-10	
This service addresses the following goals:	Interval:	Yearly	
5(Exp. Language #1)	Minutes/Interval:	80	
6(Exp. Language #2)	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	Direct Service (Collaborative)*	
	Area:	Schoo	ol-Based
	Responsible Personnel:	Licensed/Credentialed Provider	
Service 2	Start Date:	Effective on Signature Date 30-NOV-2018	
10	End Date:	30-100 - 2018	
Language/Speech	Service applies to:	Regular	
8 8 I	Frequency:	10-40	
This service addresses the following goals:	Interval:	Yearly	
5(Exp. Language #1)	Minutes/Interval:	960	
6(Exp. Language #2)	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	Direct Service (Collaborative)*	
	Area:	Schoo	bl-Based
	Responsible Personnel:	Licensed/Credentialed Provider	

*		
Notes: Parents of students who are Medi-Cal eligible authorize LAUSD to s Authorization to Bill form. Please see Parent's Guide to Special Educ		
Part 3 - Percentage of Time Outside o	of General Education	
	Effective With this IEP	Future Changes Related to this IEP
% of Time per Week outside of General Education	[75]	
% of Time per Week outside of General Education Part 4 - Additional Discussion (This s		

Student COHEN LORI	irst MI	Date	of Birth 21-DEC	C-2011 N	Ieeting Date 30-NOV-2018	
SCHOOL SETTING						
O District School of Residence	District Non-residence	e School O F	Iead Start	O Community College	O District Early Education Center	
O District Special Education School/Center	O Nonpublic School	O M Agene	Jonpublic cy	O State Resider School	ntial	
O Dual Enrollment	O Home	O F	Iospital	O Private/Parochial O Other School		
RELATED SERVICES						
Check:	Assistant - Class	□ F	Iealth Care Assista	int - Class	Licensed Vocational Nurse -	
	Assistant - Bus	□ F	Iealth Care Assista	int - Bus Bu	Licensed Vocational Nurse - s	
TRANSPORTATION INFORMAT	ION (Complete for Studen	ts Requiring Transp	portation)			
□ Allergies	Bus Safety Vest	G-Tube	🗌 Seizu	ıres	Ventilator	
Asthma	Cardiac	Helmet	🗌 Shun	t 🗌	Walker	
Behavioral Support Plan	Cerebral Palsy	Lift Bus	Sickl	e Cell	Wheelchair	
Bleeder	Child Safety Seat	Muscular Dystrophy	Spina Spina	a Bifida	Other	
Blind/Partially Sighted	Crutches	Medication	🗌 Sucti	oning		
Brittle Bones	Deaf/Hard of Hearing	Oxygen - Tank	Thera Transport	apy with ation		
Brace	Diabetes	Oxygen - Portable	Tracl	neotomy		
Prepared by	Telephone			Date		

		I	NDIVIDUAI	IZED ED	UCATION PI	ROGRA	AM (IEP)		Page	
los Ange	eles Unified School D	District			IEP FA	PE Par	t 2 - Sum	, mary o	of Services		
tudent	COHEN	LORI	2)	Date of I	Birth (21-DEC-2	2011	Meeting Date	30-NOV-2018	
	Last	First	MI	FAPE S	ummary Grid						
Program: SLD			Setting:			Sp	Special Education				
Eligibili	ity:	Eligible (SLI)			Curriculu	urriculum: General Education					
Transportation: Hor		Home to School	nool			Low Incident Support:		No	None		
Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Are		Total linutes	Addresses Goal(s)	No Consent	
10	Language/Speech	Effective on Signature Date	ESY	Yearly	1-10	Scho Base		80	Exp. Language #1, Ex Language #2	кр	
10	Language/Speech	Effective on Signature Date	Regular	Yearly	10-40	Scho Base		960	Exp. Language #1, Ex Language #2	кр	

For IEP Team Information

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