3/9/2018

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Student Identification Number 122111F	7005				Eligible (SLI)
Student COHEN	LORI		С		
Last	Loid	First		ЛI	Date of Birth 21-DEC-2011
		Secti	ion A: Meetin	g Information	
Pertinent	Dates				Type of Meeting
Date of Initial IEP Team Meeting		06-DEC-20			Amendment of IEP dated
Date of Present Meeting		01-MAR-20	018	Initial	
Annual Review to be conducted by		01-MAR-20)19	Annual Review	Early Start Transition
Next Three Year Review will be conducte	ed by	01-MAY-20	20	O Three Year Revie	w O Expulsion Analysis
Three Year Review or Evaluation was con	nducted on	01-MAY-20	017	Other	\bigcirc Individual Transition Plan
Transition to Kindergarten to be conducte	d by				
Location of Meeting: Coughlin			I	District Name:	Los Angeles Unified School District
		Sect	ion B: Studer	nt Information	
Date of Birth 21-DEC-2011 Age 6	6 Grad	le 0	Gender 🔘]	Male 🖲 Female L	imited English Proficient Student $ extsf{0}$ Yes $ extsf{0}$ No
Ethnic Code White					
ocation of the Psych Folder: SUPPORT U	JNIT NORTH	[Student has no Ps	ych Folder:
ocation of the Cum Folder: COUGHLIN				Student has no Cur	-
Iome Language English		nt Language	English		
Itomata Mada of Communication					
Alternate Mode of Communication					
	RE ST 109				
Iome Address of Student 12401 FILMOI	RE ST 109				CA ZIP Code 91342
Home Address of Student 12401 FILMO	RE ST 109 Daytime Tele	phone		Emergency Tele	
Home Address of Student 12401 FILMOI City SYLMAR Home Telephone (818) 724-7680		phone		Emergency Tele	phone
Home Address of Student 12401 FILMO City SYLMAR Home Telephone (818) 724-7680 School of Attendance Coughlin El		phone			phone
Home Address of Student 12401 FILMO City SYLMAR Home Telephone (818) 724-7680 School of Attendance Coughlin El School of Residence Fenton Pc(Charter)	Daytime Tele	phone	Telephone	Location Co	phone
School of Attendance Coughlin El School of Residence Fenton Pc(Charter) Name of Parent/Guardian Victoria Berkley	Daytime Tele	phone	Telephone	Location Co	phone
Home Address of Student 12401 FILMOI City SYLMAR Home Telephone (818) 724-7680 School of Attendance Coughlin El School of Residence Fenton Pc(Charter) Name of Parent/Guardian Victoria Berkley	Daytime Tele	phone	Telephone	Location Co	phone
Home Address of Student 12401 FILMOI City SYLMAR Home Telephone (818) 724-7680 School of Attendance Coughlin El School of Residence Fenton Pc(Charter) Name of Parent/Guardian Victoria Berkley Address	Daytime Tele	phone	Telephone	Location Co	phone
Home Address of Student 12401 FILMOI City SYLMAR Home Telephone (818) 724-7680 School of Attendance Coughlin El School of Residence Fenton Pc(Charter) Name of Parent/Guardian Victoria Berkley Address	Daytime Tele	Telepho		Location Co	phone
Home Address of Student 12401 FILMOI City SYLMAR Home Telephone (818) 724-7680 School of Attendance Coughlin El School of Residence Fenton Pc(Charter) Name of Parent/Guardian Victoria Berkley Address	Daytime Tele	Telepho		Location Co	phone
Home Address of Student 12401 FILMOI City SYLMAR Home Telephone (818) 724-7680 School of Attendance Coughlin El School of Residence Fenton Pc(Charter) Name of Parent/Guardian Victoria Berkley Address City CA Z Surrogate Parent Attends CURRENT SCHOOL as a result	Daytime Tele	Telepho		Location Co	phone
Home Address of Student 12401 FILMOI City SYLMAR Home Telephone (818) 724-7680 School of Attendance Coughlin El School of Residence Fenton Pc(Charter) Name of Parent/Guardian Victoria Berkley Address	Daytime Tele	Telepho following:	one	Location Co	phone
Home Address of Student 12401 FILMOI City SYLMAR Environment Home Telephone (818) 724-7680 School of Attendance Coughlin El School of Residence Fenton Pc(Charter) Name of Parent/Guardian Victoria Berkley Address	Daytime Tele	Telepho following:	one	Location Co	phone
Home Address of Student 12401 FILMOI City SYLMAR	Daytime Tele	following:	one	Location Co	phone
Home Address of Student 12401 FILMOI City SYLMAR Home Telephone (818) 724-7680 School of Attendance Coughlin El School of Residence Fenton Pc(Charter) Jame of Parent/Guardian Victoria Berkley Address	Daytime Tele	Telepho following: ▼ No Ye Name	one s FFH#	Location Co	phone de 5016 le 3746 H Provider related to student? No Ves

If the student is 18 years old or older or is an emancipated minor, does he/she have educational decision-making rights? 🔘 No 🔍 Yes

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La Aagela Unified School Diaries				INDIVIDU	ALIZI	ED EDUCATION PROGRAM (IEP)	Page 2 of 2
Section C: Language Acquisition Language Classification: English Only Start Date: 15-AUG-2017 Reclassification Date: Parcett Waiver: Yes No Start Date: Start Date: Secondary English Language Development Level: Start Date: Start Date: Start Date: Secondary English Language Development Level: Start Date: Start Date: Start Date: Communication Observation Matrix Level: Start Date: Start Date: Start Date: Communication Observation Matrix Level: Start Date: Start Date: Start Date: Communication Observation Matrix Level: Start Date: Start Date: Start Date: Communication Observation Matrix Level: Start Date: Start Date: Start Date: Communication Observation Matrix Level: Start Date: Start Date: Start Date: Objective 1 net Image: Image: Image: Image: Image: Objective 2 net Image:			LORI	С		Date of Birth 21-DEC-2011	Meeting Date 01-MAR-2018
Language Chasification: English Only Start Date: 15-AUG-2017 Rechasification Date: Precent Waiver: Yee No Elementary English Language Development Level: Start Date: Secondary English Language Development Level: Start Date: Secondary English Language Development Level: Start Date: Communication Observation Matrix Level: Start Date: Secondary English Language Development Level: Start Date: Communication Observation Matrix Level: Start Date: Secondary English Language Development Level: Start Date: Communication Observation Matrix Level: Start Date: Secondary English Language Start Date: Objective 1 met Image: Objective 2 met Image: Objective 1 met Image: Objective 2 met Image: Objective 1 met Image: Objective 1 met Image: Objective 1 met Image:			Loid		ection		Niceting Date of Mille 2010
Parent Wier: Yes O No Elementary English Language Development Level: Start Date: Secondary English Language Development Level: Start Date: Communication Observation Matrix Level: Start Date: Secondary English Language Development Cevel: Start Date: Communication Observation Matrix Level: Start Date: Control: (example - Reading) Yes No If No, explain the reason the goal/objective was not achieved 1. Artic/ Phono Image Not at the conversational speech level yet Objective 1 met Image Image Image Objective 2 met Image Image Image Objective 2 met Image Image Image Objective 1 met Image Image Image Objective 1 met Image Image Image Objective 1 met Image Imagee Imagee Imagee Objective 1 met Imagee Imagee Imageee	Lan	guage Classification: English (Only				Reclassification Date:
Betwentary English Language Development Level; Start Date: Start Date: Start Date:							
Secondary English Language Development Level: Start Date: Communication Observation Matrix Level: Start Date: Vector Communication Observation Matrix Level: Start Date: Sector Start Date: Start Date: Geal For: (xxample - Reading) Yes No If No explain the reason the goal/objective was not achieved 1 Artic/ Phono Image: Start Date: Start Date: Start Date: Objective 1 met Image: Start Date: Image: Start Date: Image: Start Date: Image: Start Date: Objective 2 met Image: Start Date: Objective 2 met Image: Start Date: Image: Start	Par	ent Waiver: Yes 🔍 🔍 No					
Communication Observation Matrix Level: Start Date: Section D: Goal Achievement from Current IEP Achieved Communication D: Goal Achievement from Current IEP Achieved Communication D: Goal Achievement from Current IEP Achieved Communication D: Goal Achievement from Current IEP Achieved Start Date: Communication D: Goal Achievement from Current IEP Achieved Start Date: Start Date: Communication D: Goal Achievement from Current IEP Achieved Start Date: Start Date: Start Date: Start Date: Objective 1 met Start Date: Start Date: Start Date: Start Date: Objective 2 met Start Date: Start Date: Start Date: Start Date: Objective 2 met Start Date: Start Date: Start Date: Start Date: Objective 2 met Start Date: Start Date: Start Date: Start Date: Start Date: Objective 2 met Start Date: Start Date: Start Date: Start Date: Start Date: Objective 2 met Start Date: Start Date: Start Date: Start Date: Start Date: Start Date:	Eler	nentary English Language Dev	elopment Level		Star	rt Date:	
Section D: Goal Achievement from Current IEP Achieved Coal for: (cample - Reading) Ves Not at the conversational speech level yet Dijective 1 met Image: Image Image: Imag			_				
Achieved Goal for: (example - Reading) Yes No INo, explain the reason the goal/objective was not achieved 1. Artie Phono \odot \odot Not at the conversational speech level yet Objective 2 met \odot \odot Needs more time Discrive 1 met \odot \odot Objective 2 met \odot \odot	Con	nmunication Observation Matr	ix Level:				
Gual for: (example - Reading) Yes No If No, explain the reason the goal/objective was not achieved 1. Artic Phono Not at the conversational speech level yet Objective 1 met B Expressive Language B No eeds more time Objective 2 met Image: Conversational Speech level yet Image: Conversational Speech level yet Objective 2 met Image: Conversational Speech level yet Image: Conversational Speech level yet Objective 2 met Image: Conversational Speech level yet Image: Conversational Speech level yet Objective 2 met Image: Conversational Speech level yet Image: Conversational Speech level yet Objective 2 met Image: Conversational Speech level yet Image: Conversational Speech level yet Objective 2 met Image: Conversational Speech level yet Image: Conversational Speech level yet Objective 2 met Image: Conversational Speech level yet Image: Conversational Speech level yet Objective 2 met Image: Conversational Speech level yet Image: Conversational Speech level yet Objective 2 met Image: Conversational Speech level yet Image: Conversational Speech level yet Objective 2 met						I Achievement from Current IEP	
Objective 1 met Image	Goa	al for: <i>(example - Reading)</i>				If No, explain the reason the goal/objecti	ve was not achieved
Objective 2 met Image	1.	Artic/ Phono		0	۲	1	
2. Expressive Language Objective 1 met Objective 2 met Social Emotional Social Emotional Objective 2 met Object		Objective 1 met		0	۲		
Objective 2 met Image: Control and Con		Objective 2 met		۲	\odot		
Objective 2 met Image: Control and Con	2.	Expressive Language		0	۲	Needs more time	
Objective 2 met Image: Control and Con		Objective 1 met		۲	\bigcirc		
Objective 1 met Image		Objective 2 met		۲	\bigcirc		
Objective 2 met Image: Control of the control of t	3.	Social Emotional		۲	\odot		
4. Mathematics Image: Constraint of the second of the		Objective 1 met		۲	\bigcirc		
Objective 1 met Image		Objective 2 met		۲	\bigcirc		
Objective 2 met Image	4.	Mathematics		۲	\bigcirc		
5. Language Image of the second		Objective 1 met		۲	\bigcirc		
Objective 1 met Image: Constraint of the second		Objective 2 met		۲	\bigcirc		
Objective 2 met Image: Constraint of the constraint of t	5.	Language		۲	\bigcirc		
6. Reading Image: Constraint of the second sec		Objective 1 met		۲	\bigcirc		
Objective 1 met Image: Constraint of the constraint of t		Objective 2 met		۲	\bigcirc		
Objective 2 met Image: Constraint of the constraint of t	6.	Reading		۲	\bigcirc		
7. Image: Constraint of the constraint		Objective 1 met		۲	\bigcirc		
8. Image: Constraint of the system of th		Objective 2 met		۲	\bigcirc		
8. Image: Constraint of the system of th	7.			\bigcirc	\bigcirc		
8. Image: Objective 1 met Image: Objective 2 me		Objective 1 met		\bigcirc	\bigcirc		
Objective 1 met Image: Comparison of the comparison of t		Objective 2 met		\bigcirc	0		
Objective 2 met Image: Constraint of the second	8.			\bigcirc	\bigcirc		
9. Image: Constraint of the second		Objective 1 met		\bigcirc	0		
Objective 1 met Image: Constraint of the second s		Objective 2 met		\bigcirc	\bigcirc		
Objective 2 met Image: Constraint of the second s	9.			\bigcirc	\bigcirc		
		Objective 1 met		\bigcirc	\bigcirc		
		Objective 2 met		\bigcirc	\bigcirc		
	10.			\bigcirc	\bigcirc		
Objective 1 met		Objective 1 met		\bigcirc	\bigcirc		
Objective 2 met		Objective 2 met		\bigcirc	\bigcirc		

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Los Angeles Unified School District	IN	Page 3 of INDIVIDUALIZED EDUCATION PROGRAM (IEP)						
tudent COHEN	LORI	С	Date of Birth 21-DEC-2011	Meeting Date 01-MAR-2018				
erformance Area:	Reading	Section E: P	Present Level of Performance					
ssessment/Monitoring Process Used:			a Informal Observations					
	_	cher-made lests	s, informal Observations					
tate/District Assessment Results:	DIBELS			•				
urrent Performance/Assessment Sum	mary (include stu	udent strengths, st	tudent needs and impact of disability on stude	ent performance): 🕖				
Lori was able to divide mult some hand clapping cues. For as: book, chair, flower, dog Lori is able to tell today's as needed. She is able to little, play, will, jump, lo She seems to enjoy looking a beginning to end. Lori is a the class. She participates adult prompts and cues rete Three Bears, and answered qu purpose with some accuracy. slow, on and off, high and is Areas of Need: Lori needs to needs to stay on topic when Impact of Disability: Lori? education curriculum because	ti-syllable w r passage com g etc., she s s date, the d read some gra ook, come etc at and readin able to answe s in class di lling familia uestions, mak She understa low, long and o independent answering qu s disability e of difficul	words into seg mprehension, L scored 12 out lays of the we ade level sigh c. ng books, and er some compre- iscussions abo ar stories. Sh king predictions ands and uses d short in sim cly maintain h uestions about of Language I lties with reco	et. Lori is able to identify 19 or gments (birthday: birth-day, bath Lori was able to identify common of of 15 questions presented to her eek, months of the year, today's w in words and frequency words present with adult support maintains her ehension questions after reading of bot books answering questions, and he recently listened to the story ons, and describing the main chara the words such as big and small, mple sentences. her attention through an entire re- t the details of stories read in the Empairment may affect her ability ceptive language when participating and expressive language when answer	tub: bath-tub) with objects when asked such . During circle time, weather etc., with cues ented to her such as: attention from on her a story or to d occasionally with of Goldilocks and the acter's emotions and hot and cold, fast and eading of a story. She the class. to access the general ng in reading				
Performance Area:	Writing			12				
	0	cher-made Tests	s. Informal Observation					
Assessment/Monitoring Process Used:	: Brigance, Tea	cher-made Tests	s, Informal Observation					
Performance Area: Assessment/Monitoring Process Used: State/District Assessment Results: Current Performance/Assessment Sur	: Brigance, Tea		s, Informal Observation tudent needs and impact of disability on stude	nt performance):				

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	INDIVI	DUALI	IZED EDUCATION PROGRAM (IEP)	Page 4 of 2			
Los Angeles Unified School District Student COHEN	LORI	С	Date of Birth 21-DEC-2011	Meeting Date 01-MAR-2018			
		ection 1	E: Present Level of Performance				
Performance Area:	Mathematics						
Assessment/Monitoring Process Used: Brigance, Teacher-made Tests, Informal Observations							
State/District Assessment Results:	N/A						
Current Performance/Assessment Sum	nary (include student	strength	hs, student needs and impact of disability on stud	lent performance):			
choices e.g. 3, 1, 2. Lori and rote count over 50. Lor prompts and support. Current measurement, number sense qu air) and visual support, Lor words bigger and smaller, mo carpet time, and will copy a Areas of Need: Lori was not identifying numbers over 20 is not learning to add and s Impact of Disability: Lori's	has correctly id i can fill in mi tly, Lori is dem antity, patterni i can skip count re and less, lon simple pattern able to identify when presented i ubtract simple e disability of S ulum because of	entifi ssing onstra ng, ar by 5' ger ar with a and w n rand quatic peech	write some dictated numbers. She ha dom order, however she's able to rot	t and smallest objects, en given number with r level in the area of ompts (punching on the erstands and uses the imple sequences during as difficulty te count over 50. Lori			
Performance Area:	Pre-vocational						
Assessment/Monitoring Process Used:	Informal Observati	on					
State/District Assessment Results:	N/A						
Current Performance/Assessment Summ	nary (include student	strength	hs, student needs and impact of disability on stud	lent performance): 🕖			
Strengths: Lori is able to copy and identify her name, age, address, phone number, and birthday with visual prompts. She knows her way around the classroom and at the school ground. Within school campus, Lori is independent, however, she needed close supervision from the staff especially when outside playing on the ground. She performs her weekly job independently such as: holding doors, throwing trash, passing out tools and materials to class etc. Lori is highly motivated with verbal praises, food reward and tangible objects she could buy with the money (play money) she earns for being on task and appropriate throughout the day.							
			and count different kinds of dollar purchased with the items she likes f				
	ulum because of	•	or Language Impairment may affect culties with receptive and expressiv	2			
				/			

	INDIVIDUALIZED EDU	CATION PROGRAM (IEP)	Page 5 of 21				
INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District							
Student COHEN	LORI C Dat	te of Birth 21-DEC-2011	Meeting Date 01-MAR-2018				
			0				
		Level of Performance					
Performance Area:	Language						
Assessment/Monitoring Process Used:	Teacher report, informal testing, on-	going clinical observation					
State/District Assessment Results:	n/a						
Current Performance/Assessment Sum	nary (include student strengths, student r	needs and impact of disability on student perf	ormance):				
specific learning disabiliti language impairment (SLI). S IEP held in August 2016. Cur articulation, phonology and STRENGTHS: Lori is a sweet a engages with her peers. In r for a variety of pragmatic f answer what (including the f takes care of you? my mom). uses present progressive ver reciprocal conversation with language, Lori demonstrates animals), and complete 1-2 s NEEDS: Lori demonstrates dif sentences. During her sponta in a row when gathering her	es (SLD) special day class with the has been receiving speech a cently, Lori receives DIS-LAS language skills. And compliant little girl who a eggards to her expressive langu- unctions during structured and unction of items), where, and cori asks and answers question by correctly in her spontaneou a peer or adult for up to 3 c the ability to follow classroo cep simple directions. Ficulty in her ability to organ beous utterances, Lori will of thoughts. A visual model was if formulations. Lori demonstrate	arten student at Sara Coughlin El h a special education eligibility nd language (DIS-LAS) services si services for 30 minutes a week to ttends speech sessions willingly age skills, Lori produces phrases unstructured language activities who questions related common know s, refers to multiple items by ac s speech. Additionally, she is at onversational turns. In regards t m routines, identify common object nize her thoughts and formulate of ten repeat the first 2-3 words up mplemented that proved to be an e d difficulty with the following b	y of speech and ince her initial b address her and appropriate s and sentences s. She is able to wledge (e.g. who dding an -s, and bole to maintain a to her receptive cts (e.g. colors, complete, coherent b to three times effective strategy				
Performance Area:	I on guada agent						
	Language cont						
Assessment/Monitoring Process Used:							
State/District Assessment Results:							
		needs and impact of disability on student perf					
identifying words that rhyme	a specific category, naming the category of listed objects, answering when and why questions , and identifying words that rhyme. Per teacher report, Lori often makes off topic remarks when answering questions related to auditory information which appears to be secondary to her difficulty comprehending						
IMPACT OF DISABILITY: Lori's speech and language impairment impairs her ability to answer questions and formulate coherent, clear sentences which impacts her progress and involvement in the general education curriculum. Therefore, it is recommended that Lori continue to receive DIS-LAS services for 30 minutes a week to address her expressive and receptive language skills.							
Lauren Danner, M.S. CCC-SLP Speech-Language Pathologist,	LAUSD						

	INDIVI	DUALIZED	EDUCATION PROGRAM (IF	(P)		Page 6 of 21		
INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District								
Student COHEN	LORI	С	Date of Birth 21-DEC-2011		Meeting Date 01-MAR	2-2018		
Des Commente America		ection E: Pr	resent Level of Performance					
Performance Area:	Articulation							
Assessment/Monitoring Process Used:	· · ·	going clinci	ial observation, informal testin	lg				
State/District Assessment Results:	n/a							
Current Performance/Assessment Sum								
SUMMARY OF SERVICES: Lori is specific learning disabiliti language impairment (SLI). S IEP held in August 2016. Cur articulation, phonology and STRENGTHS: Per clinical obse phonological, and overall sp states, 'Lori will produce c increase her overall intelli speech, given minimal teache	es (SLD) special he has been rece rently, Lori rece language skills. rvation and teac eech intelligibi onsonant blends, gibility to 70% of r prompts/ cues,	day class iving spec eives DIS- her report lity skill final cor accuracy i during a	s with a special educatio ech and language (DIS-LAS -LAS services for 30 minu t, Lori has made progress ls. In regards to her mos nsonants and multisyllabi in spontaneous speech act 30 minute session, in 7	n eligibility) services si ites a week to it in her artic it recent IEP .c words (2-3 ivities/ duri correct respo	of speech and nce her initial address her ulation, goal which syllables) to ng connected nses out of 10			
given opportunities, over 3 observations and SLP documen produced the final consonant prompts. Additionally, Lori given moderate verbal prompt at this time so she is not y	consecutive spee tations', she ha s of words with is producing /s- s and models. It et able to maint	ch session s made gre 70% accura blends/ an should be ain 70% ac	ns, as measured by inform eat progress towards this acy during her spontaneou nd /l-blends/ in structur e noted that her articula ccuracy across 3 consecut	al teacher ch goal. She is s speech give ed sentences tion skills a tive sessions.	arted currently n minimal with 70% accuracy re inconsistent			
NEEDS: Lori continues to dem and articulation skills. Dur substitute multiple sounds i	ing her production	on of mult	ti-syllabic words, she of					
Performance Area:	Articulation cont							
Assessment/Monitoring Process Used:								
State/District Assessment Results:								
Current Performance/Assessment Sum	mary (include student	strengths, stu	ident needs and impact of disabili	ty on student perfo	ormance): и			
Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): accuracy level of consonant blends and multisyllabic words is judged to be 50%. Additionally, she is not yet able to produce /r-blends/ at the sentence or conversational speech level. Lori's speech intelligibility is greatly affected by her inconsistent speech production skills and ability to formulate coherent and cohesive sentences. Currently, her speech intelligibility is judged to be 65% intelligible to a familiar listener.								
IMPACT OF DISABILTY: Lori's speech and language impairment impairs her ability to clearly communicate herself during oral language activities which impacts with her progress and involvement in the general education curriculum. Therefore, it is recommended that Lori continue to receive DIS-LAS services for 30 minutes a week to address her articulation and language skills to increase her overall speech intelligibility.								
Lauren Danner, M.S. CCC-SLP Speech-Language Pathologist,	LAUSD							
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Page 7 c							
	INDIVIDUALL	ZED EDUCATION P	ROGRAM (IEP)				
Los Angeles Unified School District							
Student COHEN	LORI	Date of Birth	21-DEC-2011	Meeting Date 01-MAR-2018			
		L	,				
		Section F: Eligibility	r				
If applicable, areas discussed related to	disability or suspected disabil	ity:					
For Initial IEP, interventions attempted	prior to determining eligibility	/:					
Eligible as a student with the disability							
	Dr Language Impairment						
Not Applicable, OBlind o	Partially Sighted						
Additional Low Incidence Eligibility (c	nly for VI, DBL, DEA, HOH,	or severe OI):					
Code:							
Not Applicable, O Blind o	Partially Sighted						
O Does not meet eligibility criteria fo	or Special Education Services	(Initial IFP)					
or	s special Education Services	(IIIIIIIII ILI).					
No Longer Eligible for Special Ed).					
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 ag	rees that the educational nee	eds of the student are	not primarily due to	:			
Social Maladjustment	Temporary Physical	Disability	Lack of instructi	ion in reading			
Lack of instruction in math	Limited English Pro	ficiency	Environmental,	Cultural or Economic Factors			

	INDIVIE	DUALIZED EDUCATION P	ROGRAM (IEP)	Page 8 of 21				
Los Angeles Unified School Di	strict							
Student COHEN	LORI	C Date of Birth	21-DEC-2011	Meeting Date 01-MAR-2018				
	GB being read a story, Lori w		estions about the text by as observed and recorded					
Progress on annual goals to be provided at either Progress Re Methods of Evaluation: State Assessments	port or Report Card periods.	_	ess and Achievement from Curr Curriculum Based	ent IEP" form(s) which will be Observation				
Portfolio	Work Samples 🛛 🗹 In	nformal	Other:					
By June 2018, after beir respond to simple quest responding correctly to	Date to be aphieved Octobor T 2018 T MO/VR							
	IEP REPORT OF PR	OGRESS AND ACHIEVEN	MENT FROM CURRENT IE	P				
4 GOAL MET OR EXCEEDE	D 3 SUBSTANTIAL PROG	EXPLANATION OF MA RESS (50-99% of goal met)	RKS 2 PARTIAL PROGRESS (1-4	19% of goal met) <i>1 NO PROGRESS</i>				
1st Reporting Period Date:	2nd Reporting Period Date:	3rd Reporting Period Date:	4th Reporting Period (Secondary Only) Date:	Goal Achievement				
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:				
Ves No	annual goal? Ves No	annual goal? Yes No	annual goal? Ves No	meet Ves No Objective 2 Met: Ves No				
Needs More Time	If "No" please comment:	If "No" please comment:	If "No" please comment:	If "No" please explain:				
Excess Absence/Tardy Assignments Not Completed Need to review/revise Corel	Excess Absence/Tardy Assignments Not Completed Need to review/revise Corel	 Excess Absence/Tardy Assignments Not Completed Need to review/revise 	Excess Absence/Tardy Assignments Not Completed Need to review/revise					
Goal Other	Goal Other	Goal Other	Goal Other					

	INDIV	/IDUALIZEI	D EDUCATION PR	OGRAM (IEP)	Page 9 of 21			
Los Angeles Unified School D Student COHEN	istrict LORI	С	Date of Birth 2	I-DEC-2011	Meeting Date 01-MAR-2018			
Section G: Annual Goals an Performance Area: Writing Annual Goal # 2 By February 2019, when w sizing as demonstrated b trials on 9 of 10 trials	GB writing (Morning Journal by all letters staying o	n the line a						
provided at either Progress Ro Methods of Evaluation: State Assessments	eport or Report Card periods			urriculum Based	rent IEP" form(s) which will be Conservation			
By June 2018, when writ etc.), Lori will use a sizing as demonstrated line and within 1/8 of	Incremental objective #1 related to the goal: By June 2018, when writing (Morning Journal, daily log etc.), Lori will use appropriate letter formation and sizing as demonstrated by all letters staying on the line and within 1/8 of the designated areas for 3 out of 5 trials on 7 of 10 trials as observed and charted by staff. By October 2018, when writing (Morning Journal, daily log etc.), Lori will use appropriate letter formation and sizing as demonstrated by all letters staying on the line and within 1/8 of the designated areas for 4 out of 5 trials on 8 of 10 trials as observed and charted by staff.							
	IEP REPORT OF		AND ACHIEVEM	ENT FROM CURRENT IE	P			
4 GOAL MET OR EXCEEDE	ED 3 SUBSTANTIAL PRO			2 PARTIAL PROGRESS (1-	49% of goal met) <i>1 NO PROGRESS</i>			
1st Reporting Period Date:	2nd Reporting Period Date:	3rd Repo Date:	orting Period	4th Reporting Period (Secondary Only) Date:	Goal Achievement			
Progress Mark: Is progress sufficient to meet annual goal?	Progress Mark: Is progress sufficient to r annual goal?	Progress neet Is progre annual go	ess sufficient to me	Progress Mark: et Is progress sufficient to annual goal?	Objective 1 Met: meet Ves No Objective 2 Met:			
Ves No If "No" please comment:	Yes No If "No" please comment:		No No lease comment:	✓ Yes ○ NoIf "No" please comment:	Yes No If "No" please explain:			
 Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal 	 Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal 	Exce Assi Complete Goal	d to review/revise	 Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal 				
Other	Other	Othe	er	Other				

	INDIVII	NIALIZED EDUCA	TION DDOCDAM (IED)	Page 10 of 21				
INDIVIDUALIZED EDUCATION PROGRAM (IEP)								
Los Angeles Unified School Di								
Student COHEN	LORI	C Date o	f Birth 21-DEC-2011	Meeting Date 01-MAR-2018				
	GB		umber line, and/or Touch Mat es.	th strategies with				
provided at either Progress Re Methods of Evaluation: State Assessments	eport or Report Card periods.	eting the "IEP Report of Criterion Referenced nformal	of Progress and Achievement from Curriculum Based Other:	n Current IEP" form(s) which will be				
manipulative, number li	uracy in 3 out of 5 trials	s as s m	ori will fluently add and su anipulative, number line, an trategies with 70% accuracy leasured by student work samp Date to be achieved October	nd/or Touch Math in 4 out of 5 trials as				
	IEP REPORT OF PR	OGRESS AND ACH	HIEVEMENT FROM CURREN	NT IEP				
		EXPLANATION						
4 GOAL MET OR EXCEEDE		RESS (50-99% of goa 3rd Reporting Peri		SS (1-49% of goal met) 1 NO PROGRESS d Goal Achievement				
Ist Reporting Period Date:	2nd Reporting Period Date:	Date:	iod 4th Reporting Perio (Secondary Only) Da					
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:				
Is progress sufficient to meet annual goal? Ves No	Is progress sufficient to mea annual goal? Yes No	et Is progress sufficie annual goal? Ves No	ent to meet Is progress sufficier annual goal? Ves O No	No Wes No Objective 2 Met:				
If "No" please comment:	If "No" please comment:	If "No" please comr	nent: If "No" please comm	ent: If "No" please explain:				
 Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise 	 Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise 	 Needs More Ti Excess Absenc Assignments N Completed Need to review 	e/Tardy Excess Absence. tot Assignments No Completed //revise Need to review/n	ne /Tardy /t				
Goal Other	Goal Other	Goal Other	Goal Other					

	INDIVI	DUALIZED E	DUCATION PROGE	RAM (IEP)	Page 11 of 2			
Los Angeles Unified School Di								
Student COHEN	LORI	С	Date of Birth 21-DE	C-2011	Meeting Date 01-MAR-2018			
Section G: Annual Goals and Performance Area: Pre-Vocati Annual Goal # 4 By February 2019, given will exchange money for of probes.	GB enough money and access							
provided at either Progress Re Methods of Evaluation: State Assessments	port or Report Card periods.	eting the "IEP F Criterion Refere Informal		Achievement from Cur lum Based	rent IEP" form(s) which will be			
By June 2018, given enou which may be purchased a Lori will exchange money purchase) with 60% accur	Incremental objective #1 related to the goal: Incremental objective #2 related to the goal: By June 2018, given enough money and access to items which may be purchased at school or in the community, Lori will exchange money for desired items (make purchase) with 60% accuracy on 6 of 10 trials, as measured by data probes. By October 2018, given enough money and access to items which may be purchased at school or in the community, Lori will exchange money for desired items (make purchase) with 60% accuracy on 6 of 10 trials, as measured by data probes. By October 2018, given enough money and access to items which may be purchased at school or in the community, Lori will exchange money for desired items (make purchase) with 70% accuracy on 7 of 10 trials, as measured by data probes. Date to be achieved June ▼ 2018 ▼ MO/YR Date to be achieved October ▼ 2018 ▼ MO/YR							
	IEP REPORT OF P	ROGRESS AN	DACHIEVEMENT	FROM CURRENT IE	P			
		EXPLANA	TION OF MARKS					
	D 3 SUBSTANTIAL PROC 2nd Reporting Period Date:	3rd Reportin Date:	ng Period 4th	RTIAL PROGRESS (1- Reporting Period condary Only) Date:	49% of goal met) 1 NO PROGRESS Goal Achievement			
Progress Mark:	Progress Mark:	Progress Mar	k: Pro	ogress Mark:	Objective 1 Met:			
Ves No	Is progress sufficient to me annual goal? Yes No If "No" please comment:	et Is progress annual goal? Yes	No C	progress sufficient to nual goal? Yes No No" please comment:	meet Yes No Objective 2 Met: Yes No If "No" please explain:			
 Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other 	 Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other 	Excess A Assignm Completed	Absence/Tardy eents Not review/revise Go	Assignments Not mpleted Need to review/revise	y			

	INDIVIT	DUALIZED EDUCATION PR	осрам (IFP)	Page 12 of 21					
		UALIZED EDUCATION I K	OORAM (IEI)						
Los Angeles Unified School Di									
Student COHEN	LORI	C Date of Birth 21	-DEC-2011	Meeting Date 01-MAR-2018					
Section G: Annual Goals and Performance Area: Articulation Annual Goal # 5									
By March 2019, Lori will		ligibility during 15 minute ceacher report and clinical		th in 2 out of					
Progress on annual goals to be provided at either Progress Re Methods of Evaluation:		ting the "IEP Report of Progress	and Achievement from Curre	nt IEP" form(s) which will be					
State Assessments Portfolio		riterion Referenced Cu nformal Oth	nrriculum Based ner:	Observation					
Incremental objective #1 rel	lated to the goal:	Incrementa	l objective #2 related to the g	oal:					
0 , 0	5 minutes of conversationa portunities with 70% accur	l By Novembe intelligit acy speech in	er 2018, Lori will improve bility during 10 minutes of 2 out of 3 opportunities ed by teacher report and of	e her speech of conversational with 75% accuracy					
Date to be achieved June	▼ 2018 ▼ MO/YR	Date to be a	achieved November V 20	18 ▼ MO/YR					
	IEP REPORT OF PR	OGRESS AND ACHIEVEME	ENT FROM CURRENT IEP						
4 GOAL MET OR EXCEEDE	D 3 SUBSTANTIAL PROG	EXPLANATION OF MAR RESS (50-99% of goal met)	KS 2 PARTIAL PROGRESS (1-49	% of goal met) <i>1 NO PROGRESS</i>					
	2nd Reporting Period	3rd Reporting Period	4th Reporting Period	Goal Achievement					
	Date:	Date:	(Secondary Only) Date:						
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:					
Is progress sufficient to meet annual goal?	Is progress sufficient to mee annual goal?	t Is progress sufficient to mee annual goal?	et Is progress sufficient to m annual goal?						
◯ Yes ◯ No	⊖ _{Yes} ⊖ _{No}	O Yes O No	🔍 Yes 🔍 No	Objective 2 Met:					
If "No" please comment: If "No" please comment: If "No" please comment: If "No" please comment: If "No" please explain:									
Needs More Time Needs More Time									
Excess Absence/Tardy	Excess Absence/Tardy Excess Absence/Tardy Excess Absence/Tardy Excess Absence/Tardy								
Assignments Not Completed	Assignments Not	Assignments Not	Assignments Not						
Completed Need to review/revise	Completed Need to review/revise	Completed Need to review/revise	Completed Need to review/revise						
Goal	Goal	Goal	Goal	~					
Other	Other	Other	Other						

	INDIVII	DUALIZED EDU	CATION PROGRAM (IEP)		Page 13 of 2				
Los Angeles Unified School Di Student COHEN	strict LORI	C Dat	e of Birth 21-DEC-2011	Meeting Date	01-MAR-2018				
semantic language skills	GB be able to respond appro	is, attributes,	curately to WH questions r categories) in 8 out of 10						
Progress on annual goals to be provided at either Progress Re Methods of Evaluation: State Assessments Portfolio	Port or Report Card periods.	eting the "IEP Repo Criterion Reference	ort of Progress and Achievemen d Curriculum Based Other:	t from Current IEP" form(s) v ✓ Observ					
By June 2018, Lori will appropriately and accura to grade level semantic opposites, synonyms, att of 10 opportunities with	Incremental objective #1 related to the goal: By June 2018, Lori will be able to respond appropriately and accurately to WH questions related to grade level semantic language skills (e.g. opposites, synonyms, attributes, categories) in 8 out of 10 opportunities with 60% accuracy as measured by clinical observation and teacher report. Data to be achieved Neucember = 2018, Lori will be able to respond appropriately and accurately to WH questions related to grade level semantic language skills (e.g. opposites, synonyms, attributes, categories) in 8 out of 10 opportunities with 60% accuracy as measured by clinical observation and teacher report. Data to be achieved Neucember = 2018 = MO/VB								
	IEP REPORT OF PR		CHIEVEMENT FROM CUR	RRENT IEP					
4 GOAL MET OR EXCEEDE	D 3 SUBSTANTIAL PROG		ON OF MARKS goal met)	GRESS (1-49% of goal met)	1 NO PROGRESS				
1st Reporting Period Date:	2nd Reporting Period Date:	3rd Reporting I Date:	Period 4th Reporting (Secondary Only		ement				
Progress Mark:	annual goal?	annual goal?	annual goal?	Objective 2 M	No				
If "No" please comment:			omment: If "No" please c	omment: If "No" pleas					
 Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal 	 Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal 	 Needs More Excess Abs Assignment Completed Need to rev Goal 	ence/Tardy Excess Abs s Not Assignmen Completed	sence/Tardy ts Not	/				
Other	Other	Other	Other						

				Page 14 of
	IND	IVIDUALIZED	EDUCATION PROGRAM (IEP)	
Los Angeles Unified School D	District			
Student COHEN	LORI	С	Date of Birth 21-DEC-2011	Meeting Date 01-MAR-2018
	Assessments administ	tered will conform	in State and District-wide Assessments m to those assessments determined for eac ion and/or the Los Angeles Unified Schoo	
Student will participate in R (Designated Supports and/or A				ELPAC

			ZED EDUCATION PROGRAM (IEP)	Page 15 of 21					
Les Angeles Unified School D		IUIVIDUALI	LED EDUCATION I ROORAM (IEI)						
Los Angeles Unified School D Student COHEN	LORI	С	Date of Birth 21-DEC-2011	Meeting Date 01-MAR-2018					
Section N: Procedural Safeguards and Follow-up Actions									
			ocedural Rights & Safeguards was provided	to the parent in his/her primary language.					
			l 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 If yes, the parent/guardian has requested a written translation of the IEP in Hebrew								
			s of performance and goals, FAPE 1 and FAPE	32					
Special Requests:		1							
For students who are 17 y student at 18 years of age, unl	years old, the student ar ess the court has detern	nd parent(s)/guan	rdian(s) have been informed that the education	al decision-making rights will transfer to the					
		THIS SPAC	E DELIBERATELY LEFT BLANK.						

		INDIVIDIJA	LIZED EDUC	ATION PROGRAM	((TEP)	Page 16 of 21				
Los Angeles Unified School Di				ATTON TROOMIN						
	Student COHEN LORI C Date of Birth 21-DEC-2011 Meeting Date 01-MAR-									
Section Q: Parent Participation and Consent										
Parent Participation Parent Notification										
Parent/Student (18-21) has participated in the IEP meeting. Method Whom When										
Parent/Student (18-21) indicated before the meeting that they would not be able to attend. Other teacher 12-FEB-2018										
 Parent/Student (18-21) was notified 3 times of the meeting time and place. Parent/Student (18-21) did not respond to any of the meeting notifications and the neeting was held without the Parent/Student (18-21) present Parent/Student (18-21) did not attend and gave permission to proceed without hem if they did not attend. 										
	Parent/S	Student (18-21) Agreement (o Components of the	e Proposed IEP					
A Parent/Student (18-21) may agree to all or some of the components of a proposed IEP. The District will implement those portions of the IEP to which the parent/student (18-21) agrees so as to not delay providing instruction and services.										
Parent/Student (18-21) AG	REES to all components	of the IEP.								
Parent/Student (18-21) AG		of the propose	d IEP WITH	THE SPECIFIC EX	CEPTION(S) stated belo	DW:				
Assessment	Specify									
Eligibility	Specify									
Instructional Setting	Specify									
Services	Specify									
The Parent/Student (18-21)) DOES NOT AGREE w	vith any of the	components of	f the proposed IEP.						
A Parent/Student (18-21) is no parent/student (18-21) does wi processes in the District's public	sh to initiate a form of di	spute resolution	n as to the com	ponents of the propos	ed IEP, the parent can fin	information on dispute resolution				
		Pa	rent Concerns	and Comments						
Signature(s)	////////////_/]	Date					
• Parent • Guardian	O Student age 18-21	years	O Surro	ogate Parent	Emancipated Mino	Foster Parent				
Did the school district facilitate	e parent involvement as a	means of impr	roving services	and results for your c	hild? • Yes • No	No Response				
	I certify that I have received a copy of the Parent Input Survey regarding the IEP process. I understand that my completion of the form is voluntary and can be done at anytime after the IEP meeting									
Signature(s)	/]	Date 2-MAR-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.

 I am satisfied with the IEP meeting. I feel that the IEP accurately reflects the decisions made at the IEP meeting. I received notice of the IEP meeting. I received "The IEP and You" handbook with the notice of the IEP meeting. During the IEP process I received "A Parent's Guide to Special Education Services (Including Procedural 		
 3. I received notice of the IEP meeting. 4. I received "The IEP and You" handbook with the notice of the IEP meeting. 		
4. I received "The IEP and You" handbook with the notice of the IEP meeting.		
se ses la concentració una la accelera companya concor anterial y 100 de presentante de la se		
5 During the IEP process I received "A Parent's Guide to Special Education Services (Including Procedura)		
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.		
If any of the answers to items 13–16 or 18–19 was No, please discuss your concern(s) with the site administrator or call the Division of Special Education at (213) 241-6701.		
B. 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.)		
	Additi	onal Comments

р	ease fold along dotted		ress showing. Seal and Thank you!	l mail. Postage is	pre-paid.
	FIRST-CLASS PC ATT LOS PO	MAIL PERMIT NO. 33 DSTAGE WILL BE PAID	DURCE NETWORK	90051	NO POSTAGE NECESSARY IF MAILED IN THE UNITED STATES
/EV			ՈւհոՈւսիսիսի	հոհվետենունես	1
PARENT INPUT SURVE English					

		I	NDIVIDUA	LIZED EDUCATION	PROGRAM (IEP)	Page 17 of 2
Section R: Vmess and Signatures (Signatures of Signatures Of Sign	Los Angeles Unified School District					Reconvened Meeting Date
Parent GuardianPrit NameSignatureParent GuardianVictoria BecklyInternational Control SecklyParent GuardianInternational Control SecklyInternational Control SecklyStudent Age 18-21 yearsInternational Control SecklyInternational Control SecklyStudent Age 18 yearsInternational Control SecklyInternational Control SecklyStudent Age 18 yearsInternational Control SecklyInternational Control SecklyStudent Age 18 yearsInternational Control SecklyInternational Control SecklyStore ParentInternational Control SecklyInternational Control SecklyAdministratorInternational Control SecklyInternational Control SecklyAdministratorInternational Control SecklyInternational Control SecklyStore Parent Flackation TeacherInternational Control SecklyInternational Control SecklySchool PsychologistInternational Control SecklyInternational Control SecklySchool NurseInternational Control SecklyInternational Control SecklyRelated Service StaffInternational Control SecklyInternational Control SecklySign Language InterpreterInternational Control SecklyInternational Control SecklyAgency RepresentativeInternational Control SecklyInternational Control	Student COHEN	LORI	С	Date of Birth	21-DEC-2011	Meeting Date 01-MAR-2018
Parent/Guardian Victoria Berkley Parent/Guardian Image: Second S		S	Section R: N	ames and Signatures (Signatures on File)	
Parent/GuardianImage: Constraint of the second	Team Member		1	Print Name	Signa	ture
Student Age 18 - 21 yearsImage: Control of the second	Parent/Guardian			Victoria Berkley		
Sudent Under Age 18 yearsImage: Compare 1 and the second of t	Parent/Guardian		[
Surrogate ParentImage: Constraint of the sector	Student Age 18 - 21 years		[
Foster ParentImage: Constraint of the section of the sec	Student Under Age 18 years		[
InteractionImage: ConstructionFamily Foster Home ProviderImage: ConstructionAdministratorImage: ConstructionAdministratorMichele HereraSpecial Education TeacherNora BrasilenoGeneral Education TeacherGuillermina PazSchool PsychologistImage: ConstructionSchool PsychologistImage: ConstructionSchool NurseImage: ConstructionRelated Service Staff I.ASImage: ConstructionRelated Service Staff I.ASImage: ConstructionSign Language InterpreterImage: ConstructionAgency RepresentativeImage: ConstructionAgency RepresentativeImage: ConstructionOtherImage: ConstructionImage: Constr	Surrogate Parent		[
AdministratorImage: Constraint of the second se	Foster Parent		[
Administrative DesigneeMichele HerreraSpecial Education TeacherNora BrasilenoGeneral Education TeacherGuillermina PazSchool PsychologistImage: Comparison of the second of the s	Family Foster Home Provider		[
Special Education TeacherNora BrasilenoGeneral Education TeacherGuillermina PazSchool PsychologistGuillermina PazSchool NurseImage: Comparison of the state of	Administrator		[
General Education TeacherGuillermina PazGeneral Education TeacherGuillermina PazSchool PsychologistImage: Comparison of the state of t	Administrative Designee		[Michele Herrera		
School PsychologistImage: Content of the service staffSchool NurseImage: Content of the service staffRelated Service StaffImage: Lauren DannerRelated Service StaffImage: Content of the service staffRelated Service StaffImage: Content of the service staffInterpreterImage: Content of the service servic	Special Education Teacher		[Nora Brasileno		
School NurseImage: Constraint of the second sec	General Education Teacher		[Guillermina Paz		
Image: Constant of the second secon	School Psychologist		[
Related Service Staff	School Nurse		[
Related Service Staff	Related Service Staff LAS]	Lauren Danner		
Interpreter Image: Interpreter Sign Language Interpreter Image: Interpreter Agency Representative Image: Image	Related Service Staff] [
Sign Language Interpreter Image: Comparison of the sector of the secto	Related Service Staff] [
Agency Representative	Interpreter		[
Agency Representative Image: Comparison of the compari	Sign Language Interpreter		[
Agency Representative Image: Comparison of the compari	Agency Representative		[
Other Image: Constraint of the sector of t	Agency Representative		[
Other Image: Contract of the second	Agency Representative		[
Other	Other		[
	Other		[
Other	Other		[
	Other		[

			IND	IVIDIJALI'	ZED EDUC	ATION PROGRAM (IEP)	Page 18 of 21			
Los An	ralas Unifia	d School Di		I VIDUALI.						
	COHEN		LORI	С	Г	Date of Birth 21-DEC-2011	Meeting Date 01-MAR-2018			
Student										
						WIRONMENT ANALYSIS Feam at the IEP Team Meeting				
				Stude	ent's Current	<u>Placement Type:</u>				
G	eneral Educa	ation Class/O	General Education Site			O Special Day Program/Gener	ral Education Site			
○ sp	ecial Day P	rogram/Spe	cial Education Center			Nonpublic School				
○ но	ome/Hospita	al or Resider	tial Care Facility							
DIRE	<u>CTIONS</u> : C	omplete the	information below as part	-	team discuss Step that ind		beginning at Step A until the team reaches the			
more re suppler	strictive set nentary aids	ting should and service	only occur if the nature or s cannot be achieved satis	severity of t factorily. Th	the student's le lack of cur	disability is such that placement i rrent availability of a student's req	east restrictive environment. Placement in a in a less restrictive setting with the use of juired supports, services, accommodations and ason why they cannot be provided.			
Step	Can the su	pports, servi	ces, accommodations and	or modificat	tions in the s	tudent's IEP be made available in	a general education classroom/setting?			
A.	O YES	• NO	If the answer is YES, the question below.	en a general	education cl	assroom/setting is the appropriate	e placement. If the answer is NO, go to the			
	○ YES	○ _{NO}	If not currently available general education classr	oom/setting?	? If YES, all	required supports, services, accor	d/or modifications be made available in a nmodations and/or modifications must be in the box below. Then go to Step B.			
Step B.	Can the supprogram?	pports, servi	ces, accommodations and	or modificat	tions in the s	student's IEP be made available or	n a general education site in a special day			
	• YES	○ _{NO}	If the answer is YES, the to the question below.	en a special o	day program	on a general education site is the	appropriate placement. If the answer is NO, go			
	○ YES	○ _{NO}	special day program on	a general edi	ucation site?	If YES, all required supports, ser	d/or modifications be made available in a vices, accommodations and/or modifications ate why in the box below. Then go to Step C.			
							li.			

Individualized Education Program (IEP)

			ANNUAL LEAS	ST RESTRICTI	VE ENVIRONMENT	ANALYSIS (Contir	nued)		
					the IEP Team at the IEP		iiiii)		
ep	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a special school setting?								
2.	\odot YES \odot NO If the answer is YES, then a special school setting is the appropriate placement. If the answer is NO, go to the question below.								
	O YES	○ _{NO}	special school setting?	If YES, all requir		commodations and/c	r modifications be made available in a or modifications must be provided within n go to Step D.		
ep	Can the su	pports, serv	ices, accommodations and	l/or modification	s in the student's IEP be	made available in a l	home/hospital setting?		
).	O YES	○ _{NO}			tal setting is the appropr	iate placement.			
	- 125	- 110	If the answer is NO, go			commodations and/or	r modifications be made available in a		
	○ _{YES}	○ _{NO}	home/hospital setting?	If YES, all requir		commodations and/o	or modifications must be provided within		
ep	Can the su	pports, serv	ices, accommodations and	l/or modification	s in the student's IEP be	made available in a 1	residential care facility?		
	O YES	◯ _{NO}		le, articulate in th	e IEP what supports, acc	commodations and/or	r modifications are required for the stude		
	○ _{YES}	○ _{NO}	If not currently availabl in this setting.	le, articulate in th	e IEP what supports, acc	commodations and/or	r modifications are required for the stude		
	O YES	○ _{NO}		le, articulate in th	e IEP what supports, acc	commodations and/or	r modifications are required for the stude		
	• YES	○ _{NO}		le, articulate in th	e IEP what supports, acc	commodations and/or	r modifications are required for the stude		
	• YES	○ NO		le, articulate in th	e IEP what supports, acc	commodations and/or	r modifications are required for the stude		
	O YES	© NO		le, articulate in th	e IEP what supports, acc	commodations and/o	r modifications are required for the stude		
	O YES	© NO		le, articulate in th	e IEP what supports, acc	commodations and/o	r modifications are required for the stude		
	O YES	© NO		le, articulate in th	e IEP what supports, acc	commodations and/o	r modifications are required for the stude		
	© YES	© NO		le, articulate in th	e IEP what supports, acc	commodations and/o	r modifications are required for the stude		
	O YES	© NO		le, articulate in th	e IEP what supports, acc	commodations and/o	r modifications are required for the stude		
	© YES	© NO		le, articulate in th	e IEP what supports, acc	commodations and/o	r modifications are required for the stude		
	© YES	© NO		le, articulate in th	e IEP what supports, acc	commodations and/o	r modifications are required for the stude		
	© YES	© NO		le, articulate in th	e IEP what supports, acc	commodations and/o	r modifications are required for the stude		
	© YES	© NO		le, articulate in th	e IEP what supports, acc	commodations and/or	r modifications are required for the stude		
	© YES	© NO		le, articulate in th	e IEP what supports, acc	commodations and/o	r modifications are required for the stude		
	© YES	© NO		le, articulate in th	e IEP what supports, acc	commodations and/or	r modifications are required for the stude		
	© YES	© NO		le, articulate in th	e IEP what supports, acc	commodations and/o	r modifications are required for the stude		
	© YES	© NO		le, articulate in th	e IEP what supports, acc	commodations and/or	r modifications are required for the stude		
	© YES	© NO		le, articulate in th	e IEP what supports, acc	commodations and/o	r modifications are required for the stude		
	© YES	© NO		le, articulate in th	e IEP what supports, acc	commodations and/or	r modifications are required for the s		
	© YES	© NO		le, articulate in th	e IEP what supports, acc	commodations and/o	r modifications are required for the stud		

		INDIVIDUALI	ZED EDUC	ATION	PROGRAM (I	IEP)	Page 19 of 21
Los Angeles Unified Sch	nool District					IEP FAPE Part 1 - Eligi	bility, Placements and Supports
Student COHEN	LORI	С	Date	of Birth	21-DEC-2011	Mee	ting Date 01-MAR-2018
		Ef	fective With	this IEP		Future Change	es Related to this IEP
	As of Date:						
Eligibility:	Final IEP Reason		Eligible (SLI)			
(from Page 4)	Final IEF Keason Final IEP Effective						
	Date:						
Curriculum		General Education					
	Type of School	District Non-Resid	dent School				
Placement	Name of School	COUGHLIN EL					
Instructional Setting	Setting	Special Education					
	Program]	
	Special Day]	
	Minutes/Wk	1250					
	Addresses Goals	1(Reading),2(W Vocational),6(La					
Additional Factors	Low Incident Support	None			/		//
	Assistive Technology Support	No					
		School to School					
	Extended School Year/Intersession	X7 () X1					,
	Parent Counseling and Training (PCT)		Yes O	No			
	ESY Transportation						
Accommodation, Modifications, Supports		Give short, clear nursery rhymes, about pictures m concepts. Use v Use verbal and r redirection wher approximations variety of play a pretend play, joi interactions. Pro and practice in tt (initiating, main turns, resolving tasks into manag	and read be todeling new isual cues a non-verbal c n necessary. of desired b ctivities to l nt attention, vide modeli he area of p taining play conflicts, c	ooks even w vocabu nd pictu vues. Pro Praise s ehaviors help Lor , and rec ing, enco eer inter , sharing onversin	ry day. Talk ilary and re schedules. vide uccessive a. Provide a i develop her iprocal buragement, actions s, taking		1
	Instructional Modifications				/		//
	Other Supports, including Non- Academic and Extra- curricular Activities				/.	2	
Preparation for Three Year Review IEP (At	Do the Parent and the District (local		Yes O	No			

the second Annual Review IEP Meeting, the team must discuss and document the decision to conduct or	reassessment is unnecessary?	
not conduct a three- year comprehensive	agree,	
reassessment.)	specify the area(s) to be reassessed.	
	Comments, as appropriate	
Low Incidence Equipment		
Assistive Technology		
Equipment		4
Participation in General Education	Lori will mainstream for Language Arts, library, PE, assemblies, field trips and special occasions.	
		1
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					Page 20 of
	INDIVID	UALIZED EDUCA	ATION PROGRAM	(IEP)	
los Angeles Unified School District] [IEP FAPE Part 2 - Summary of Servic
Student COHEN	LORI	C Date	of Birth 21-DEC-20	11	Meeting Date 01-MAR-2018
			Effective With	1 This IEP	Future Changes Related To This IEP
Service 1		Start Date:	Effective on Sig	nature Date	
10		End Date:			
Language/Speech	S	ervice applies to:	ESY		
This service addresses the following		Frequency:	1-10		
goals:		Interval:	Yearly	у	
5(Articulation)		Minutes/Interval:	80		
6(Language)	Minutes/Interval (Pullout from Gen Ed):	0		
	Service	Delivery Model:	Direct Service (Co	ollaborative)*	
		Area:			ol-Based
	Respo	onsible Personnel:	Licensed/Credenti	aled Provider	
* Service 2		Start Date:	Effective on Sig	nature Date	
10		End Date:	Effective on Sig	nature Date	
Language/Speech	S	service applies to:	Regula	ar	
		Frequency:	10-40)	
This service addresses the following goals:		Interval:	Yearl	у	
5(Articulation)		Minutes/Interval:	960		
6(Language)	Minutes/Interval (Ed):	0		
	Service	Delivery Model:	Direct Service (Co		
	Daces	Area: onsible Personnel:	Licensed/Credenti		ol-Based
* Notes: Parents of students who are Medi-Cal Medi-Cal Non-Authorization to Bill for Part 3 - Percentage of	orm. Please see Parent's	Guide to Special Ec	lucation Services (inc eneral Educ	cluding Procedu	
			Effective Wit	h this IEP	Future Changes Related to this IEI
% of Time per Week out	de la companya de la comp	4	78	%	

Part 4 - Additional Discussion (This section is optional)

The IEP team has determined that Lori will not be able to maintain the level of speech and language skills during the summer months, without significant regression. Service Grid #1 refers to LAS during ESY.

3/	9/	2	0	1	8	

Student COHEN LORI C Date of Birth 21-DEC-2011 Meeting Date 01-MAR-2018 FAPE Summary Grid Program: SLD Setting: Special Education Eligible (SLI) Curriculum: General Education Gransportation: School to School Low Incident Support: None	Page 21 of 21								
Barlen COHEN LORI C Date of Birls 21-DEC-2011 Meeting Date: 01-MAR-2018 Pregram: SLD Setting: Special Education Sigbility: Eigble (SL) Curriculum: General Education Temporation: School to School Low Incident Support: Nor. Service Service Addresses Addresses O Language/Speech Effective on Signature Date ESY Venrly 10-40 School-Based 80 Articulation, Language 10 Language/Speech Effective on Signature Date Regular Venrly 10-40 School-Based 960 Articulation, Language 10 Language/Speech Effective on Signature Date Regular Venrly 10-40 School-Based 960 Articulation, Language 10 Language/Speech Effective on Signature Date Regular Venrly 10-40 School-Based 960 Articulation, Language	INDIVIDUALIZED EDUCATION PROGRAM (IEP)								
FAPE Summary Grid Program: SLD Setting: Special Education Ensportation: School to School Low Incident Support: None Service Date Appression Addresses Gode Date Appression Frequency Arca Minutes Goa(s) 10 Language/Speech Effective on Signature Date ESV Yearly 1-10 School-Based 80 Articulation, Language 10 Language/Speech Effective on Signature Date Regular Yearly 10-40 School-Based 960 Articulation, Language 10 Language/Speech Effective on Signature Date Regular Yearly 10-40 School-Based 960 Articulation, Language	Los Angeles Unified School District								
Program: SLD Setting: Special Education Eligibility: Eligibility: Eligibility: Corricethum: General Education Innsportation: School to School Low Incident Support: Nore Service Service Start Applies To Interval Frequency Area Addresses 10 Language/Speech Effective on Signature Date Res Yearly 10-40 School-Based 960 Articulation, Language 10 Language/Speech Effective on Signature Date Regular Yearly 10-40 School-Based 960 Articulation, Language 10 Language/Speech Effective on Signature Date Regular Yearly 10-40 School-Based 960 Articulation, Language 10 Language/Speech Effective on Signature Date Regular Yearly 10-40 School-Based 960 Articulation, Language	Student COHEN LORI C Date of Birth 21-DEC-2011 Meeting Date 01-MAR-2018								
Bigble (SL) Curriculum: General Education: Transportation: School to School Low Territe Non Service Gorio Desc Date Applies To Intervider (Support) Non Strike Gorio Language/Speech Effective on Signature Date ESY Yearly 1-10 School-Based 80 Articulation, Language 10 Language/Speech Effective on Signature Date Regular Yearly 10-40 School-Based 960 Articulation, Language 10 Language/Speech Effective on Signature Date Regular Yearly 10-40 School-Based 960 Articulation, Language 10 Language/Speech Effective on Signature Date Regular Yearly 10-40 School-Based 960 Articulation, Language 10 Language/Speech Effective on Signature Date Regular Yearly 10-40 School-Based 960 Articulation, Language 10 Language/Speech Effective on Signature Date Regular Yearly 10-40 School-Based 960 Articulation, Language 10 Speech Effective on Signature Date <	-			FAPE Su	-	id			
Framewration: School to School Law Incident Suppor: Ner Service Dasc Date Applies to Interval Frequency Area Mutation Addresses 10 Language/Speech Effective on Signature Date ESY Yearly 1-10 School-Based 80 Articulation, Language 10 Language/Speech Effective on Signature Date Regular Yearly 1-04 School-Based 90 Articulation, Language 10 Language/Speech Effective on Signature Date Regular Yearly 1-04 School-Based 90 Articulation, Language									
Service Start Agrics of Applies To Interval Frequency Area Total Minutes Addresses Goal(s) 10 Language/Speech Effective on Signature Date ESY Yearly 1-10 School-Based 80 Articulation, Language 10 Language/Speech Effective on Signature Date Regular Yearly 10-40 School-Based 960 Articulation, Language 10 Language/Speech Effective on Signature Date Regular Yearly 10-40 School-Based 960 Articulation, Language								Education	
Code Instrume Applies to Applies to	Service	Service	Start						
10 Language/Speech Effective on Signature Date Regular Yearly 10-40 School-Based 960 Articulation, Language									
		icking this box the IF					is the IEP Team of	decisions.	
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