Number						463517 2014
Student MATARA Last	ASO MI	EIR First	MI		Date of Birth:	16-MAR-2014
			Section A: N	Meeting Information		
	Perti	nent Dates			Type of Meeting	
Date of Initial IEP Tea	m Meeting	17-APR-2013	3	O Initial	O Am	endment of IEP dated
Date of Present Meetin	ıg	03-APR-2019	)			
Annual Review to be c	onducted	03-APR-2020	)	Annual Review	Earl	ly Start Transition
Next Three Year Revie conducted by	w will be	01-APR-2022	2	<ul><li>Three Year Review</li><li>Other</li></ul>	<u> </u>	ulsion Analysis vidual Transition Plan
Three Year Review or was conducted on	Evaluation	02-APR-2019	)			
Transition to Kinderga conducted by	rten to be	02-APR-2019	•			
Location of Meeting		Burbank Elemer		District Name	Los Angeles Unif	ied School Dis
		2011		Student Information	~ .	
Date of Birth	16-MAR-2		Age	5 Yes No	Grade	-1
Gender	Male	Female	Limited English Proficient Student	○ Yes ○ No	Ethnic Code	White
Location of the Psych Folder	SUPPORT	UNIT NOF	Student has no Psych Folder			
Location of the Cum Folder			Student has no Cun Folder	n •		
Iome Language			Student Language		Alternate Mode of Communication	
Home Address of Student	5711 RHC	DDES AV				
City	VALLEY	VILLA( CA	ZIP Code	91607		
Home Telephone	(310) 910-	6206	Daytime Telephone		Emergency Telephone	
School of Attendance	Sp Ed Inf/	Pre (1989)	Location Code	1989	1 et e production de la constant de	
School of Residence	Burbank E	Blvd El	Location Code	2630		
Name of Parent/Guardian			Telephone			
Address						
City		CA	ZIP Code			
Surogate Parent			Telephone			
Attends CURRENT Some of the following	CHOOL as	a result of	Preschool Program	▼		
s the student living in Home (FFH)?	a Family Fos		Yes	FFH#		
s FFH Provider related	d to student?		Yes	Relationship		
icensed Children's In	stitution	O No	Yes	LCI Name LCI#		
Out of the home placer	ment made by		egional Center	Department of Menta Other	al Health Depa	artment of Children's Servic
Child's family living wooundaries?	ithin LAUSI		Yes	- Other		

os Angel	es Unified School District		or vib cribit	LLD LLD C C	CATION PROGRAM (IEP)	
	MATARASO MEIR				Date of Birth 16-MAR-2014	Meeting Date 03-APR-2019
	Last First		MI Section	ı C• Langı	uage Acquisition	
nguage C	Classification:		Section	i C. Lang	Start Date:	
rent Waiv		Vac	O No		Reclassification Date:	
ementarv	English Language	0 168	110		Start Date:	
evelopme	evelopment Level:					
econdary I evelopmen	English Language nt Level:				Start Date:	
ommunica	ation Observation Matrix				Start Date:	
evel:				~		
			Section D: (		vement from Current IEP	
Goal for: (	(example - Reading)		Yes	No	If No, explain the reason the goal/ob	ojective was not achieved
1	Social			$\bigcirc$		
	Objective 1 met			$\circ$		
	Objective 2 met			$\circ$		
2			$\circ$			
	Objective 1 met		$\circ$			
	Objective 2 met		$\circ$			
3						
	Objective 1 met					
	Objective 2 met					
4						
	Objective 1 met					
	Objective 2 met					
5			0			
	Objective 1 met		0			
	Objective 2 met					
6						
	Objective 1 met		$\circ$	$\circ$		
	Objective 2 met		$\circ$	$\circ$		
7			$\circ$	$\circ$		
	Objective 1 met		$\circ$	$\bigcirc$		
	Objective 2 met		$\circ$	$\bigcirc$		
8			$\circ$			
	Objective 1 met					
	Objective 2 met		$\circ$	$\bigcirc$		
9			$\circ$			
	Objective 1 met					
	Objective 2 met		$\circ$	$\bigcirc$		
10			$\circ$	0		
	Objective 1 met		$\circ$	$\circ$		
	Objective 2 met					

Student MATARASO MEIR Last First MI Section E: Present Level of Performance  Verformance Area:   Health	Los Angeles Unified School Distric		10
Health Assessment/Monitoring Process Seed: Health questionnaire, health record review  Seed: Health questionnaire, health record review  Surrent Performance/Assessment Results:  Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):  The Health Questionnaire for School Enrollment was completed in 01/29/2019. The parent reported history of hospitalization 2 years ago due to ear infection.  STRENGTHS: The parent also reported the following. There were no reports of any current health condition or past major medical diagnosis such as diabetes, asthma, chronic ear infections, seizure/convulsions, or severe allergies. Child does not have any current use of prescription medication or medical treatments/procedures. Child has no history of surgery in the last 2-3 years. Child does not have vision problem or use of any corrective lenses. Child does not have hearing problem or use of hearing aids. Child does not need assistance for ambulation, feeding but needs prompting to eat. Child has no dietary restrictions.  Child passed the District vision and hearing screening in 01/30/2018.  AREAS OF NEED: None identified in the area of health.  MPACT OF DISABILITY: The child's health does not affect the participation, performance, and access in the educational program.  ACCOMMODATIONS: None in regards to health.  Annabelle Turla, RN,MSN  Early Childhood Special Education 02/5/2019  Performance Area:  Sassessment/Monitoring Process Seed:  tate/District Assessment Results:			19
Health questionnaire, health record review  lead:  tate/District Assessment Results:  Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):  The Health Questionnaire for School Enrollment was completed in 01/29/2019.  The parent reported history of hospitalization 2 years ago due to ear infection.  STRENGTHS: The parent also reported the following. There were no reports of any current health condition or past major medical diagnosis such as diabetes, asthma, chronic ear infections, seizure/convulsions, or severe allergies. Child does not have any current use of prescription medication or medical treatments/procedures. Child has no history of surgery in the last 2 -3 years. Child does not have vision problem or use of any corrective lenses. Child does not have hearing problem or use of hearing aids. Child does not need assistance for ambulation, feeding but needs prompting to eat. Child has no dietary restrictions.  Child passed the District vision and hearing screening in 01/30/2018.  AREAS OF NEED: None identified in the area of health.  IMPACT OF DISABILITY: The child's health does not affect the participation, performance, and access in the educational program.  ACCOMMODATIONS: None in regards to health.  Annabelle Turla, RN,MSN  Early Childhood Special Education 02/5/2019  Performance Area:  Sassessment/Monitoring Process  Joseph Company of the child of the participation of t			
Sed: tate/District Assessment Results:  Durrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):  The Health Questionnaire for School Enrollment was completed in 01/29/2019.  The parent reported history of hospitalization 2 years ago due to ear infection.  STRENGTHS: The parent also reported the following. There were no reports of any current health condition or past major medical diagnosis such as diabetes, asthma, chronic ear infections, scizure/convulsions, or severe allergies. Child does not have any current use of prescription medication or medical treatments/procedures. Child has no history of surgery in the last 2 -3 years. Child does not have vision problem or use of any corrective lenses. Child does not have hearing problem or use of hearing aids. Child does not need assistance for ambulation, feeding but needs prompting to eat. Child has no dietary restrictions.  Child passed the District vision and hearing screening in 01/30/2018.  AREAS OF NEED: None identified in the area of health.  IMPACT OF DISABILITY: The child's health does not affect the participation, performance, and access in the educational program.  ACCOMMODATIONS: None in regards to health.  Annabelle Turla, RN,MSN  Early Childhood Special Education  02/5/2019  Agreement/Monitoring Process  Jack:  Jack: Assessment/Monitoring Process  Jack: Jack: Assessment Results:			
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IMPACT OF DISABILITY: The child's health does not affect the participation, performance, and access in the educational program.  ACCOMMODATIONS: None in regards to health.  Annabelle Turla, RN,MSN Early Childhood Special Education 02/5/2019  Performance Area:  Assessment/Monitoring Process Jised:  State/District Assessment Results:	such as diabetes, asthma, chronic ear is medication or medical treatments/prod any corrective lenses. Child does not leneds prompting to eat. Child has no Child passed the District vision and he	nfections, seizure/convulsions, or severe allergies. Child does not have any current use of prescription reduces. Child has no history of surgery in the last 2 -3 years. Child does not have vision problem or use of have hearing problem or use of hearing aids. Child does not need assistance for ambulation, feeding but lietary restrictions.  earing screening in 01/30/2018.	
Annabelle Turla, RN,MSN Early Childhood Special Education 02/5/2019  Performance Area:  Assessment/Monitoring Process Used:  State/District Assessment Results:			
Early Childhood Special Education 02/5/2019  Performance Area:  Assessment/Monitoring Process Used:  State/District Assessment Results:	ACCOMMODATIONS: None in rega	ards to health.	
Assessment/Monitoring Process Used:  State/District Assessment Results:	Early Childhood Special Education		
Jsed: tate/District Assessment Results:	erformance Area:		
state/District Assessment Results:			
Antenir renormance/assessment summary (inclode student strengths, student needs and impact of distorting on student performance).		naw (include student strangths, student needs and impact of disability on student norformance);	

Student MATARASO	District		LIZED EDUCATION PROGRAM (IEP)	
	MEIR		Date of Birth 16-MAR-2014	Meeting Date 03-APR-2019
Last	First	MI Section	E: Present Level of Performance	
erformance Area:	Cog	nitive Development	i	
sessment/Monitoring Process ed:	DRI	DP, student observat	tion, teacher report	
te/District Assessment Result	ts: DRI	DP		
rrent Performance/Assessmer	nt Summary (i	include student strer	ngths, student needs and impact of disability on	student performance):
ctions, or repeats phrases expe- uestions. Meir continues self-	erienced at an selected active appropriate s	earlier time. He expities with adult supp	that last for extended periods of time. He imitat plores by engaging in specific observations, mar bort. He engages in brief pretend-play sequences Cognitive Development at this time.	nipulation, or by asking specific
rformance Area:	Soc	ial Emotional Devel	opment	
sessment/Monitoring Process		DP, student observat		
ed: te/District Assessment Result	ts: DRI	DP		
rrent Performance/Assessmer	nt Summary (	include student strer	ngths, student needs and impact of disability on	student performance):
scratching) when required to sh Impact of Disability: Meir's eli	hare. igibility of At	utism may impact hi	at Meir at times resorts to using his hands in pla is ability to interact appropriately with peers and ccess the general education curriculum without	I to initiate cooperative play

Student MATARASO Last	District									
Lost	MEIR				Date of	Birth 16-MA	AR-2014	Meet	ing Date 03-APR-	-2019
Last	First	t	MI Section	n E: Prese	nt Level of Pe	rformance				
erformance Area:		Language I	Developme	ent						
ssessment/Monitoring Process (sed:	s (	DRDP, stud	lent observ	ation, teach	er report					
tate/District Assessment Resul	lts:	DRDP								
urrent Performance/Assessmen	nt Summa	ry (include	student str	engths, stud	ent needs and in	npact of disab	ility on studer	nt performa	nce):	
Strengths: Meir shows underst He carries out multi-step reque including past tense, future ten shared focus. He looks at book games, when supported by an Needs: Meir demonstrates age Impact of Disability: None at	ests that ir nse, plural ks page by adult. e appropri	nvolve a fam s, pronouns page. He p	niliar activi , possessiv articipates	ity or situati es, to comm , from begin	on. He uses phra unicate, sometin ning to end, in li	ses and sente nes with error	nces with a vars. He engages	riety of wo	rd forms, nversation with a	
erformance Area:	(	Physical De	evelopmen	ıt						
ssessment/Monitoring Process	s (	DRDP, stud	lent observ	ation, teach	er report					
sed: tate/District Assessment Resul	lts:	DRDP								
Current Performance/Assessment	(		student str	engths, stud	ent needs and in	npact of disab	ility on stude	nt performa	nce):	
Needs: Meir demonstrates age	e appropri	ate skills in	the area of	f Physical D	evelopment.					
Impact of Disability: None at		ate skills in	the area of	f Physical D	evelopment.					
_		ate skills in	the area of	f Physical D	evelopment.					
_		ate skills in	the area of	f Physical D	evelopment.					
_		ate skills in	the area of	f Physical D	evelopment.					
_		ate skills in	the area of	f Physical D	evelopment.					
_		ate skills in	the area of	f Physical D	evelopment.					
_		ate skills in	the area of	f Physical D	evelopment.					
_		ate skills in	the area of	f Physical D	evelopment.					
_		ate skills in	the area of	f Physical D	evelopment.					
_		ate skills in	the area of	f Physical D	evelopment.					
_		ate skills in	the area of	f Physical D	evelopment.					
_		ate skills in	the area of	f Physical D	evelopment.					
_		ate skills in	the area of	f Physical D	evelopment.					

Last First MI Section E: Present Level of Performance  Performance Area: Literacy  Assessment/Monitoring Process DRDP, student observation, teacher report  Used:  Current Performance/Assessment Results: DRDP  Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):  Strengths: Meir recognizes, spells, and reads his own name independently. Meir comments and/or asks questions about text presented in books or in the environment. He demonstrates understanding that print and symbols carry meaning. He demonstrates awareness of larger units of language (e.g. words, syllables). He identifies some letters by name. He makes marks, drawings, letters, that represent words, people, or things.  Needs: Meir needs to improve in his ability to demonstrate knowledge of main characters, events, or ideas in familiar narrative or informational texts. He needs to develop the ability to blend larger units of language (e.g. compound words and syllables) with or without the support of pictures or objects. He needs to develop skills to segment larger units of language (e.g. compound words and syllables) with or without the support of pictures or objects. He needs to develop skills to segment larger units of language (e.g. compound words and syllables) with or without the support of pictures or objects.  Impact of Disability: Meir's eligibility of Autism may interfere with his ability to demonstrate and express knowledge of main ideas of text. This may interfere with his ability to access the general education curriculum without additional support/special education services.  Performance Area: Math  Assessment/Monitoring Process  Used:  State/District Assessment Results: DRDP	Student MATARASO MEII	rict R	Date of Birth 16-MAR-2014	Meeting Date 03-APR-2019
Assessment/Monitoring Process Used:  DRDP, student observation, teacher report Used:  State/District Assessment Results:  DRDP  Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):  Strengths: Meir recognizes, spells, and reads his own name independently. Meir comments and/or asks questions about text presented in books or in the environment. He demonstrates understanding that print and symbols carry meaning. He demonstrates waveness of larger units of language (e.g. words, syllables). He identifies some letters by name. He makes marks, drawings, letters, that represent words, people, or things.  Needs: Meir needs to improve in his ability to demonstrate knowledge of main characters, events, or ideas in familiar narrative or informational texts. He needs to develop the ability to blend larger units of language (e.g. compound words and syllables) with or without the support of pictures or objects. He needs to develop skills to segment larger units of language (e.g. compound words and syllables) with or without the support of pictures or objects. He needs to develop skills to segment larger units of language (e.g. compound words and syllables) with or without the support of pictures or objects.  Impact of Disability: Meir's eligibility of Autism may interfere with his ability to demonstrate and express knowledge of main ideas of text. This may interfere with his ability to access the general education curriculum without additional support/special education services.  Performance Area:  Math  Assessment/Monitoring Process  Used:  State/District Assessment Results:  DRDP  Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):  Strengths: Meir takes into account spatial relationships (e.g. distance, position, direction) and physical properties (e.g. size, shape) when exploring possibilities of fitting objects together or moving through space. He sorts objects accur		First MI		Wieeting Date 03-A1 R-2019
Assessment/Monitoring Process Used:  DRDP, student observation, teacher report Used:  DRDP, student observation, teacher report Used:  State/District Assessment Results:  DRDP  Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):  Strengths: Meir recognizes, spells, and reads his own name independently. Meir comments and/or asks questions about text presented in books or in the environment. He demonstrates understanding that print and symbols carry meaning. He demonstrates awareness of larger units of language (e.g. words, syllables). He identifies some letters by name. He makes marks, drawings, letters, that represent words, people, or things.  Needs: Meir needs to improve in his ability to demonstrate knowledge of main characters, events, or ideas in familiar narrative or informational texts. He needs to develop the ability to blend larger units of language (e.g. compound words and syllables) with or without the support of pictures or objects.  Impact of Disability: Meir's eligibility of Autism may interfere with his ability to demonstrate and express knowledge of main ideas of text. This may interfere with his ability to access the general education curriculum without additional support/special education services.  Performance Area:  Math  DRDP, student observation, teacher report  Used:  State/District Assessment Results:  DRDP  Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):  Strengths: Meir takes into account spatial relationships (e.g. distance, position, direction) and physical properties (e.g. size, shape) when exploring possibilities of fitting objects together or moving through space. He sorts objects accurately into two or more groups based on one attribute. He counts using one-to-one correspondence. He recites numbers in order from 1-20. He identifies the new number of objects after one object is added to or removed from a set of two or thr	D. C		n E: Present Level of Performance	
Used: State/District Assessment Results:  DRDP  Current Performance/Assessment Results: DRDP  Strengths: Meir recognizes, spells, and reads his own name independently. Meir comments and/or asks questions about text presented in books or in the environment. He demonstrates understanding that print and symbols carry meaning. He demonstrates of larger units of language (e.g. words, syllables). He identifies some letters by name. He makes marks, drawings, letters, that represent words, people, or things.  Needs: Meir needs to improve in his ability to demonstrate knowledge of main characters, events, or ideas in familiar narrative or informational texts. He needs to develop the ability to blend larger units of language (e.g. compound words and syllables) with or without the support of pictures or objects. He needs to develop skills to segment larger units of language (e.g. compound words and syllables) with or without the support of pictures or objects. He needs to develop skills to segment larger units of language (e.g. compound words and syllables) with or without the support of pictures or objects.  Impact of Disability: Meir's eligibility of Autism may interfere with his ability to demonstrate and express knowledge of main ideas of text. This may interfere with his ability to access the general education curriculum without additional support/special education services.  Performance Area:  Math  Assessment/Monitoring Process  Used:  State/District Assessment Results:  DRDP  Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):  Strengths: Meir takes into account spatial relationships (e.g. distance, position, direction) and physical properties (e.g. size, shape) when exploring possibilities of fitting objects together or moving through space. He sorts objects accurately into two or more groups based on one attribute. He counts using one-to-one correspondence. He recites numbers in order from 1-20. He identifies the new number of objects				
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Strengths: Meir recognizes, spells, and reads his own name independently. Meir comments and/or asks questions about text presented in books or in the environment. He demonstrates understanding that print and symbols carry meaning. He demonstrates awareness of larger units of language (e.g. words, syllables). He identifies some letters by name. He makes marks, drawings, letters, that represent words, people, or things.  Needs: Meir needs to improve in his ability to demonstrate knowledge of main characters, events, or ideas in familiar narrative or informational texts. He needs to develop the ability to blend larger units of language (e.g. compound words and syllables) with or without the support of pictures or objects. He needs to develop skills to segment larger units of language (e.g. compound words and syllables) with or without the support of pictures or objects.  Impact of Disability: Meir's eligibility of Autism may interfere with his ability to demonstrate and express knowledge of main ideas of text. This may interfere with his ability to access the general education curriculum without additional support/special education services.  Performance Area:  Math  Assessment/Monitoring Process  Used:  State/District Assessment Results:  DRDP  Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):  Strengths: Meir takes into account spatial relationships (e.g. distance, position, direction) and physical properties (e.g. size, shape) when exploring possibilities of fitting objects together or moving through space. He sorts objects accurately into two or more groups based on one attribute. He counts using one-to-one correspondence. He recites numbers in order from 1-20. He identifies the new number of objects after one object is added to or removed from a set of two or three objects. Meir identifies differences in size, length, weight, or capacity between two objects, using comparative words (e.g. bigger, smaller) or showing understanding	State/District Assessment Results:	DRDP		
in the environment. He demonstrates understanding that print and symbols carry meaning. He demonstrates awareness of larger units of language (e.g. words, syllables). He identifies some letters by name. He makes marks, drawings, letters, that represent words, people, or things.  Needs: Meir needs to improve in his ability to demonstrate knowledge of main characters, events, or ideas in familiar narrative or informational texts. He needs to develop the ability to blend larger units of language (e.g. compound words and syllables) with or without the support of pictures or objects. He needs to develop skills to segment larger units of language (e.g. compound words and syllables) with or without the support of pictures or objects.  Impact of Disability: Meir's eligibility of Autism may interfere with his ability to demonstrate and express knowledge of main ideas of text. This may interfere with his ability to access the general education curriculum without additional support/special education services.  Performance Area:  Math  Assessment/Monitoring Process  Used:  State/District Assessment Results:  DRDP  Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):  Strengths: Meir takes into account spatial relationships (e.g. distance, position, direction) and physical properties (e.g. size, shape) when exploring possibilities of fitting objects together or moving through space. He sorts objects accurately into two or more groups based on one attribute. He counts using one-to-one correspondence. He recites numbers in order from 1-20. He identifies the new number of objects after one object is added to or removed from a set of two or three objects. Meir identifies differences in size, length, weight, or capacity between two objects, using comparative words (e.g. bigger, smaller) or showing understanding of comparative words. Meir extends a simple repeating pattern (with two elements) by adding one or more repetitions of an existing pattern. He	Current Performance/Assessment Sun	nmary (include student str	engths, student needs and impact of disability on student	performance):
Impact of Disability: Meir's eligibility of Autism may interfere with his ability to demonstrate and express knowledge of main ideas of text. This may interfere with his ability to access the general education curriculum without additional support/special education services.  Performance Area:  Math  Assessment/Monitoring Process  DRDP, student observation, teacher report  Used:  State/District Assessment Results:  DRDP  Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):  Strengths: Meir takes into account spatial relationships (e.g. distance, position, direction) and physical properties (e.g. size, shape) when exploring possibilities of fitting objects together or moving through space. He sorts objects accurately into two or more groups based on one attribute. He counts using one-to-one correspondence. He recites numbers in order from 1-20. He identifies the new number of objects after one object is added to or removed from a set of two or three objects. Meir identifies differences in size, length, weight, or capacity between two objects, using comparative words (e.g. bigger, smaller) or showing understanding of comparative words. Meir extends a simple repeating pattern (with two elements) by adding one or more repetitions of an existing pattern. He identifies and names several shapes in the environment (e.g. circles, squares, triangles).  Needs: Meir presents with age appropriate needs in the area of Mathematics	in the environment. He demonstrates (e.g. words, syllables). He identifies  Needs: Meir needs to improve in his texts. He needs to develop the ability or objects. He needs to develop skills	s understanding that print a some letters by name. He s ability to demonstrate kn y to blend larger units of la	and symbols carry meaning. He demonstrates awareness makes marks, drawings, letters, that represent words, pe nowledge of main characters, events, or ideas in familiar anguage (e.g. compound words and syllables) with or with	of larger units of language ople, or things.  narrative or informational thout the support of pictures
Assessment/Monitoring Process Used:  State/District Assessment Results:  DRDP  Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):  Strengths: Meir takes into account spatial relationships (e.g. distance, position, direction) and physical properties (e.g. size, shape) when exploring possibilities of fitting objects together or moving through space. He sorts objects accurately into two or more groups based on one attribute. He counts using one-to-one correspondence. He recites numbers in order from 1-20. He identifies the new number of objects after one object is added to or removed from a set of two or three objects. Meir identifies differences in size, length, weight, or capacity between two objects, using comparative words (e.g. bigger, smaller) or showing understanding of comparative words. Meir extends a simple repeating pattern (with two elements) by adding one or more repetitions of an existing pattern. He identifies and names several shapes in the environment (e.g. circles, squares, triangles).  Needs: Meir presents with age appropriate needs in the area of Mathematics	Impact of Disability: Meir's eligibili			
Used: State/District Assessment Results:  DRDP  Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):  Strengths: Meir takes into account spatial relationships (e.g. distance, position, direction) and physical properties (e.g. size, shape) when exploring possibilities of fitting objects together or moving through space. He sorts objects accurately into two or more groups based on one attribute. He counts using one-to-one correspondence. He recites numbers in order from 1-20. He identifies the new number of objects after one object is added to or removed from a set of two or three objects. Meir identifies differences in size, length, weight, or capacity between two objects, using comparative words (e.g. bigger, smaller) or showing understanding of comparative words. Meir extends a simple repeating pattern (with two elements) by adding one or more repetitions of an existing pattern. He identifies and names several shapes in the environment (e.g. circles, squares, triangles).  Needs: Meir presents with age appropriate needs in the area of Mathematics	Performance Area:	Math		
Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):  Strengths: Meir takes into account spatial relationships (e.g. distance, position, direction) and physical properties (e.g. size, shape) when exploring possibilities of fitting objects together or moving through space. He sorts objects accurately into two or more groups based on one attribute. He counts using one-to-one correspondence. He recites numbers in order from 1-20. He identifies the new number of objects after one object is added to or removed from a set of two or three objects. Meir identifies differences in size, length, weight, or capacity between two objects, using comparative words (e.g. bigger, smaller) or showing understanding of comparative words. Meir extends a simple repeating pattern (with two elements) by adding one or more repetitions of an existing pattern. He identifies and names several shapes in the environment (e.g. circles, squares, triangles).  Needs: Meir presents with age appropriate needs in the area of Mathematics		DRDP, student observ	vation, teacher report	
Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):  Strengths: Meir takes into account spatial relationships (e.g. distance, position, direction) and physical properties (e.g. size, shape) when exploring possibilities of fitting objects together or moving through space. He sorts objects accurately into two or more groups based on one attribute. He counts using one-to-one correspondence. He recites numbers in order from 1-20. He identifies the new number of objects after one object is added to or removed from a set of two or three objects. Meir identifies differences in size, length, weight, or capacity between two objects, using comparative words (e.g. bigger, smaller) or showing understanding of comparative words. Meir extends a simple repeating pattern (with two elements) by adding one or more repetitions of an existing pattern. He identifies and names several shapes in the environment (e.g. circles, squares, triangles).  Needs: Meir presents with age appropriate needs in the area of Mathematics		DRDP		
Strengths: Meir takes into account spatial relationships (e.g. distance, position, direction) and physical properties (e.g. size, shape) when exploring possibilities of fitting objects together or moving through space. He sorts objects accurately into two or more groups based on one attribute. He counts using one-to-one correspondence. He recites numbers in order from 1-20. He identifies the new number of objects after one object is added to or removed from a set of two or three objects. Meir identifies differences in size, length, weight, or capacity between two objects, using comparative words (e.g. bigger, smaller) or showing understanding of comparative words. Meir extends a simple repeating pattern (with two elements) by adding one or more repetitions of an existing pattern. He identifies and names several shapes in the environment (e.g. circles, squares, triangles).  Needs: Meir presents with age appropriate needs in the area of Mathematics			renoths, student needs and impact of disability on student	performance):
	squares, triangles).  Needs: Meir presents with age appro	opriate needs in the area or	•	onment (e.g. circles,

T A	.l., H. 'C. I C.L I D	INDIVIDUALIZED EDUCATION PROGRAM (IEP)	ige 7 of 19
		Date of Birth 16-MAR-2014 Meeting Date 03-APR-2019	9
	Last	First MI Section F: Eligibility	
If applica	ble, areas discussed relate	d to disability or suspected disability:	
For Initial	l IEP, interventions attem	sted prior to determining eligibility:	
Eligible a	s a student with the disab	lity of:	
Code:	AUT	Autism	
	Not Applicable,	Blind or Partially Sighted	
	al Low Incidence Eligibili	y (only for VI, DBL, DEA, HOH, or severe OI):	
Code:			
	Not Applicable,	Blind or Partially Sighted	
Date):  This is Final IEP	s a Final IEP, the student	emains eligible for Special Education Services until the Effective Date below.  Final IEP Effective Date:	
		agrees that the educational needs of the student are not primarily due to:	
	cial Maladjustment ck of instruction in math	Temporary Physical Disability  Limited English Proficiency  Lack of instruction in reading	
₩ La	ck of instruction in main	Environmental, Cultural or Economic Fac	ictors

Student MATARASC	chool District  MEIR		Date of Birth 1	6-MAR-2014	N	Meeting Date	03-APR-20	19
Last	First	MI			1,	g Dutt		
		Section G: Annual G	-					
erformance Area:	Litera	cy	Annual Goal	#:	1			
When asked, Meir will reto	ell a familiar story with 85%	accuracy in 3 consecutive t	rials as measured by	teacher-charted	observatio	on.		
rogress on annual goals to	o be reported to parents by Progress Report or Report C	completing the "IEP Repor Card periods.	t of Progress and A	chievement fron	n Current	IEP" form(s) v	which	
		Methods of	Evaluation					
State Assessments	Norm	Referenced	Criterion Re	eferenced		Curriculu	m Based	
Observation	Portfo	lio	Work Samp	les		Informal		
Other								
cues for the remainder of	g of the first portion of a far the story, Meir will retell the onsecutive trials as measure	ne remainder of the story	-	picture cues, Me trials as measure				6 acc
ate to be achieved:	August ▼ 2019	▼ MO/YR	Date to be achiev	ved: Dec	embeı ▼	2019	▼ M	O/Y
Oate to be achieved:  4 GOAL MET OR	IEP REPORT	OF PROGRESS AND A	CHIEVEMENT F ON OF MARKS		NT IEP		▼ M	O/Y.
4 GOAL MET OR EXCEEDED	JEP REPORT  3 SUBSTANTIAL PRO met)	EXPLANATION OF GRESS (50-99% of goal	CHIEVEMENT F ON OF MARKS 2 PARTIAL PR	FROM CURRE	NT IEP	met) I	NO PROG	
4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROmet) 2nd Reporting Period	EXPLANATION OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal and Reporting Period)	CHIEVEMENT F ON OF MARKS  2 PARTIAL PR  4th Reporting P	FROM CURRE	NT IEP		NO PROG	
4 GOAL MET OR EXCEEDED 1st Reporting Period	JEP REPORT  3 SUBSTANTIAL PRO met)	EXPLANATION OF GRESS (50-99% of goal	CHIEVEMENT F ON OF MARKS 2 PARTIAL PR	FROM CURRE	NT IEP	met) I	NO PROG	
4 GOAL MET OR EXCEEDED  1st Reporting Period  Date:	3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:	EXPLANATION OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal and Barbara Period Date:	CHIEVEMENT FON OF MARKS  2 PARTIAL PR  4th Reporting P Only) Date:	FROM CURRE	NT IEP % of goal 1	met) I	I NO PROGA	
4 GOAL MET OR EXCEEDED  1st Reporting Period  Date:	3 SUBSTANTIAL PROmet) 2nd Reporting Period	EXPLANATION OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal and Reporting Period)	CHIEVEMENT FON OF MARKS  2 PARTIAL PR  4th Reporting P Only)	FROM CURRE	NT IEP % of goal 1	met) In a constant of the cons	NO PROGR	
4 GOAL MET OR EXCEEDED  1st Reporting Period  Date:	3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:	EXPLANATION OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal and Barbara Period Date:	CHIEVEMENT FON OF MARKS  2 PARTIAL PR  4th Reporting P Only) Date:	FROM CURRE	NT IEP % of goal 1	met) I	NO PROGR	
4 GOAL MET OR EXCEEDED  1st Reporting Period Date:  Progress Mark:	3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:	EXPLANATION OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal and Barbara Period Date:	CHIEVEMENT FON OF MARKS  2 PARTIAL PR  4th Reporting P Only) Date:	CROM CURRE OGRESS (1-49% eriod (Secondar	NT IEP % of goal 1 y Go ual	met) In a constant of the cons	ent  Set: No	
4 GOAL MET OR EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?	3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:  Progress Mark:	EXPLANATION GRESS (50-99% of goal and Reporting Period Date:  Progress Mark:  Is progress sufficient to	CHIEVEMENT FON OF MARKS  2 PARTIAL PR  4th Reporting P Only) Date:  Progress Mark:  Is progress suffice	FROM CURRE OGRESS (1-499 eriod (Secondar	NT IEP % of goal 1 y Go ual	oal Achievement Objective 1 M Yes Objective 2 M Yes	ent  No PROGL  et:  No  et:	
4 GOAL MET OR EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please	JEP REPORT  3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?	EXPLANATION GRESS (50-99% of goal and state)  Progress Mark:  Progress Mark:  Is progress sufficient to meet annual goal?	CHIEVEMENT FON OF MARKS  2 PARTIAL PR  4th Reporting P Only) Date:  Progress Mark:  Is progress suffice goal?	eriod (Secondar	NT IEP % of goal 1 y Go ual	met)  Dal Achievem  Objective 1 M  Yes  Objective 2 M	ent  No PROGL  et:  No  et:	
4 GOAL MET OR EXCEEDED  1st Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:	JEP REPORT  3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:	EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:	CHIEVEMENT FON OF MARKS  2 PARTIAL PR  4th Reporting P Only) Date:  Progress Mark:  Is progress suffic goal?  Yes No. If "No" please co	PROM CURRE OGRESS (1-499) eriod (Secondar ient to meet ann mment: Time	NT IEP % of goal 1 y Go ual	oal Achievement Objective 1 M Yes Objective 2 M Yes	ent  No PROGL  et:  No  et:	
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4 GOAL MET OR EXCEEDED  1st Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	JEP REPORT  3 SUBSTANTIAL PRO met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Progress Mark:  Progress Mark:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	CHIEVEMENT FON OF MARKS  2 PARTIAL PR  4th Reporting P Only) Date:  Progress Mark:  Is progress suffic goal?  Yes No If "No" please co  Needs More Excess Abse Assignments Need to revie	eriod (Secondar ient to meet ann mment: Time nce/Tardy Not Completed	NT IEP  % of goal 1  ry  Go  ual	oal Achievement Objective 1 M Yes Objective 2 M Yes	ent  No PROGL  et:  No  et:	
EXCEEDED  1st Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	JEP REPORT  3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	Progress Mark:  By progress Sand A EXPLANATION GRESS (50-99% of goal and state of the state of t	CHIEVEMENT FON OF MARKS  2 PARTIAL PR  4th Reporting P Only) Date:  Progress Mark:  Is progress suffic goal?  Yes No If "No" please co  Needs More Excess Abse Assignments Need to revie	eriod (Secondar ient to meet ann mment: Time nce/Tardy Not Completed	NT IEP  % of goal 1  ry  Go  ual	oal Achievement Objective 1 M Yes Objective 2 M Yes	ent  No PROGL  et:  No  et:	

Student MATARASO			Date of Birth 16-MAR-2014	Meeting Date 03-APR-2019
Last	First	MI Section G: Annual G	oals and Objectives	
erformance Area:	Dahar		Annual Goal #: 2	
		vior Support 1	utes, on four occasions during a school we	
ogress on annual goals t ll be provided at either l	o be reported to parents by Progress Report or Report C	Card periods.	t of Progress and Achievement from Curr	rent IEP" form(s) which
		Methods of		
State Assessments		Referenced	Criterion Referenced	Curriculum Based
Observation	Portfo	lio	Work Samples	Informal
Other				
	retatively with one other chin 4 occasions during a school		Incremental objective #2 related to to Meir will play cooperatively with 2 or 4 occasions during a school week.	
te to be achieved:	August ▼ 2019		Date to be achieved: December	
ate to be achieved:  4 GOAL MET OR	IEP REPORT	T OF PROGRESS AND A	Date to be achieved:  CHIEVEMENT FROM CURRENT II ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g	Ε <b>P</b>
4 GOAL MET OR EXCEEDED	JEP REPORT  3 SUBSTANTIAL PRO met)	F OF PROGRESS AND A  EXPLANATION OF GRESS (50-99% of goal	CHIEVEMENT FROM CURRENT II ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g	EP  oal met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED st Reporting Period	3 SUBSTANTIAL PROmet) 2nd Reporting Period	T OF PROGRESS AND A  EXPLANATION GRESS (50-99% of goal  3rd Reporting Period	CHIEVEMENT FROM CURRENT II ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g  4th Reporting Period (Secondary	Ε <b>P</b>
4 GOAL MET OR EXCEEDED st Reporting Period	JEP REPORT  3 SUBSTANTIAL PRO met)	F OF PROGRESS AND A  EXPLANATION OF GRESS (50-99% of goal	CHIEVEMENT FROM CURRENT II ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g	cP oal met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED st Reporting Period	3 SUBSTANTIAL PROmet) 2nd Reporting Period	T OF PROGRESS AND A  EXPLANATION GRESS (50-99% of goal  3rd Reporting Period	CHIEVEMENT FROM CURRENT II ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g  4th Reporting Period (Secondary Only) Date:	CP  oal met) 1 NO PROGRESS  Goal Achievement
4 GOAL MET OR EXCEEDED st Reporting Period Date:	3 SUBSTANTIAL PROmet)  2nd Reporting Period	T OF PROGRESS AND A  EXPLANATION GRESS (50-99% of goal  3rd Reporting Period	CHIEVEMENT FROM CURRENT II ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g  4th Reporting Period (Secondary Only)	cep oal met) I NO PROGRESS  Goal Achievement  Objective 1 Met:
4 GOAL MET OR EXCEEDED st Reporting Period Date:	3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:	TOF PROGRESS AND A  EXPLANATION GRESS (50-99% of goal)  3rd Reporting Period Date:	CHIEVEMENT FROM CURRENT II ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g  4th Reporting Period (Secondary Only) Date:	CP  oal met) 1 NO PROGRESS  Goal Achievement
4 GOAL MET OR EXCEEDED  st Reporting Period Date: Progress Mark:	3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:	TOF PROGRESS AND A  EXPLANATION GRESS (50-99% of goal)  3rd Reporting Period Date:	CHIEVEMENT FROM CURRENT II ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g  4th Reporting Period (Secondary Only) Date:	CP  Oal met)  I NO PROGRESS  Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:
4 GOAL MET OR EXCEEDED  st Reporting Period Date:  Progress Mark:	3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:  Progress Mark:	FOF PROGRESS AND A  EXPLANATION  GRESS (50-99% of goal  3rd Reporting Period  Date:  Progress Mark:  Is progress sufficient to	CHIEVEMENT FROM CURRENT II ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g  4th Reporting Period (Secondary Only) Date:  Progress Mark:  Is progress sufficient to meet annual	Coal Met:  Objective 1 Met:  Yes No Objective 2 Met:  Yes No
4 GOAL MET OR EXCEEDED  st Reporting Period  Date:  Progress Mark:  s progress sufficient to neet annual goal?  Yes No  f "No" please	3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?	FOF PROGRESS AND A  EXPLANATION  GRESS (50-99% of goal  3rd Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?	CHIEVEMENT FROM CURRENT II ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g  4th Reporting Period (Secondary Only) Date:  Progress Mark:  Is progress sufficient to meet annual goal?	CP  Oal met)  I NO PROGRESS  Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:
4 GOAL MET OR EXCEEDED  Ist Reporting Period Date:  Progress Mark:  s progress sufficient to neet annual goal?  Yes No f "No" please comment:	JEP REPORT  3 SUBSTANTIAL PRO met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:	Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:	CHIEVEMENT FROM CURRENT II  ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g  4th Reporting Period (Secondary Only)  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time	Coal met)  I NO PROGRESS  Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No
4 GOAL MET OR EXCEEDED  st Reporting Period Date:  Progress Mark:  s progress sufficient to neet annual goal?  Yes No f "No" please	JEP REPORT  3 SUBSTANTIAL PRO met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please	Progress Mark:  By progress Mark:  By progress sufficient to meet annual goal?  Yes No  If "No" please	CHIEVEMENT FROM CURRENT II  ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g  4th Reporting Period (Secondary Only)  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time  Excess Absence/Tardy	Coal met)  I NO PROGRESS  Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No
4 GOAL MET OR EXCEEDED  Ist Reporting Period Date:  Progress Mark:  Sprogress sufficient to neet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy	JEP REPORT  3 SUBSTANTIAL PRO met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy	Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy	CHIEVEMENT FROM CURRENT II  ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g  4th Reporting Period (Secondary Only)  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time	Coal met)  I NO PROGRESS  Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No
4 GOAL MET OR EXCEEDED  Ist Reporting Period Date:  Progress Mark:  Se progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not	JEP REPORT  3 SUBSTANTIAL PRO met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not	Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not	CHIEVEMENT FROM CURRENT II  ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g  4th Reporting Period (Secondary Only) Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed	Coal met)  I NO PROGRESS  Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No
4 GOAL MET OR EXCEEDED  Ist Reporting Period Date:  Progress Mark:  Se progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not	JEP REPORT  3 SUBSTANTIAL PRO met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy	Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy	CHIEVEMENT FROM CURRENT II  ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g  4th Reporting Period (Secondary Only) Date:  Progress Mark:  Is progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Coal met)  I NO PROGRESS  Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No
4 GOAL MET OR EXCEEDED  Ist Reporting Period Date:  Progress Mark:  Progress Mark:  Seprogress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to eview/revise Goal	JEP REPORT  3 SUBSTANTIAL PRO met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Progress Mark:  By progress Sand A EXPLANATION OF PROGRESS (50-99% of goal of	CHIEVEMENT FROM CURRENT II  ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g  4th Reporting Period (Secondary Only) Date:  Progress Mark:  Is progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Coal met)  I NO PROGRESS  Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No
EXCEEDED  Ist Reporting Period Date:  Progress Mark:  Seprogress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed	JEP REPORT  3 SUBSTANTIAL PRO met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	CHIEVEMENT FROM CURRENT II  ON OF MARKS  2 PARTIAL PROGRESS (1-49% of g  4th Reporting Period (Secondary Only) Date:  Progress Mark:  Is progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Coal met)  I NO PROGRESS  Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No

by suggesting soluti	completing the "IEP Repor	oals and Objectives Annual Goal #: e toy for another), with the omission of us	ing hitting or scratching on
by suggesting soluti	on (e.g., suggests trading on	Annual Goal #:	ing hitting or scratching on
by suggesting soluti	on (e.g., suggests trading on		ing hitting or scratching on
ported to parents by	completing the "IEP Repor	e toy for another), with the omission of us	ing hitting or scratching on
	Card periods.	t of Progress and Achievement from Cur	rent IEP" form(s) which
	Methods of	Evaluation	
	Referenced	Criterion Referenced	Curriculum Based
Portfo	lio	Work Samples	Informal
ns during a school w	reek.	by peer, on 4 occasions during a school	·l week.
	EXPLANATIO	ON OF MARKS	
t)		` .	· 
Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary	Goal Achievement
	Date:		
		Date:	
ess Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:
		_	O Yes O No
	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Objective 2 Met:  Yes No
res No	O Yes O No	O Yes O No	If "No" please explain:
1	If "No" please comment:	If "No" please comment:	
Joods Marra T'	Nas J. M. T.	Needs More Time	
	Absence/Tardy		
	Assignments Not		
		- Other	
Need to w/revise Goal	Need to review/revise Goal		
Other	Other		
	Ito the goal: eer, Meir will accept she during a school was during a school was school was during a school was	ast ▼ 2019 ▼ MO/YR  IEP REPORT OF PROGRESS AND A  EXPLANATION  SUBSTANTIAL PROGRESS (50-99% of goal st)  Reporting Period   3rd Reporting Period   Date:	Incremental objective #2 related to the goal:  eer, Meir will accept solution when a during a school week.  INCREMENT OF PROGRESS AND ACHIEVEMENT FROM CURRENT INCREMENT INCREME

Student MATARASC	chool District  MEIR		Date of Birth 16-MAR-2014	<b>Meeting Date</b> 03-APR-2019
Last	First	MI		55 TH R 2017
		Section G: Annual G	oals and Objectives	
erformance Area:	Behav	ior Support 3	Annual Goal #:	
rogress on annual goals to ill be provided at either F	o be reported to parents by Progress Report or Report C	completing the "IEP Repor ard periods.	t of Progress and Achievement fro	m Current IEP" form(s) which
		Methods of		
State Assessments Observation Other	Norm Portfol	Referenced lio	Criterion Referenced Work Samples	Curriculum Based Informal
	npting, Meir will enter a gro		Incremental objective #2 relat With minimal adult prompting, cooperatively on 3 of 5 occasion	Meir will enter a group of children and pla
	IEP REPORT		CHIEVEMENT FROM CURRE ON OF MARKS	ENT IEP
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PRO			
EXCEEDED		EXPLANATIO	ON OF MARKS	% of goal met) 1 NO PROGRES
EXCEEDED  1st Reporting Period	3 SUBSTANTIAL PRO	EXPLANATION EXPLAN	ON OF MARKS  2 PARTIAL PROGRESS (1-49  4th Reporting Period (Seconda Only)	% of goal met) 1 NO PROGRES
EXCEEDED  st Reporting Period	3 SUBSTANTIAL PROmet)  2nd Reporting Period	EXPLANATION GRESS (50-99% of goal and Reporting Period	ON OF MARKS  2 PARTIAL PROGRESS (1-49  4th Reporting Period (Seconda	% of goal met) 1 NO PROGRES
EXCEEDED  Ist Reporting Period  Date:	3 SUBSTANTIAL PROmet)  2nd Reporting Period	EXPLANATION GRESS (50-99% of goal and Reporting Period	ON OF MARKS  2 PARTIAL PROGRESS (1-49  4th Reporting Period (Seconda Only)	% of goal met) 1 NO PROGRES
EXCEEDED  1st Reporting Period  Date:	3 SUBSTANTIAL PRO- met)  2nd Reporting Period Date:	EXPLANATIO GRESS (50-99% of goal  3rd Reporting Period Date:	ON OF MARKS  2 PARTIAL PROGRESS (1-49  4th Reporting Period (Seconda Only)  Date:	% of goal met) 1 NO PROGRES  ary Goal Achievement
EXCEEDED  1st Reporting Period Date:  Progress Mark:  Is progress sufficient to	3 SUBSTANTIAL PRO- met)  2nd Reporting Period Date:	EXPLANATIO GRESS (50-99% of goal  3rd Reporting Period Date:	ON OF MARKS  2 PARTIAL PROGRESS (1-49  4th Reporting Period (Seconda Only)  Date:	O'% of goal met)  1 NO PROGRES  Pary  Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:
Ist Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?	3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to	EXPLANATIO GRESS (50-99% of goal  3rd Reporting Period Date:  Progress Mark:  Is progress sufficient to	ON OF MARKS  2 PARTIAL PROGRESS (1-49  4th Reporting Period (Seconda Only) Date:  Progress Mark:  Is progress sufficient to meet am	Objective 1 Met:  Yes No Objective 2 Met:
EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please	3 SUBSTANTIAL PROCEED met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?	EXPLANATIO GRESS (50-99% of goal  3rd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?	ON OF MARKS  2 PARTIAL PROGRESS (1-49  4th Reporting Period (Secondary) Date:  Progress Mark:  Is progress sufficient to meet and goal?  Yes No If "No" please comment:	O'% of goal met)  1 NO PROGRES  Pary  Goal Achievement  Objective 1 Met:  Yes No  Objective 2 Met:  Yes No
	3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please	EXPLANATIO  GRESS (50-99% of goal  3rd Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please	ON OF MARKS  2 PARTIAL PROGRESS (1-49  4th Reporting Period (Secondary) Date:  Progress Mark:  Is progress sufficient to meet am goal?  Yes No	Objective 1 Met:  Yes No Objective 2 Met:  Yes No If "No" please explain:

		INDIVIDUALIZED ED	HCATION BROCK AM (JEB)	Page 12 of 19				
Los Angeles Unified Schoo	ol District	INDIVIDUALIZED ED	UCATION PROGRAM (IEP)					
Student MATARASO	MEIR		Date of Birth 16-MAR-2014	Meeting Date 03-APR-2019				
Last	First	MI						
		on K: Participation in St	tate and District-wide Assessments					
Assessments administered will conform to those assessments determined for each grade by the California Department of Education and/or the Los Angeles Unified								
		Scho	ol District.					

	INDIVIDUALIZED EDUCATION PROGRAM (IEP)	Page 13 of 19
Los Angeles Unified School District		
Student MATARASO MEIR	Date of Birth 16-MAR-2014	Meeting Date 03-APR-2019
Last First	Section N: Procedural Safeguards and Follow-up Actions	
✓ A Parent's Guide to Special Education	Services including Procedural Rights & Safeguards was provided to the	ne parent in his/her primary language.
	ements were read aloud at the beginning of the IEP Team meeting.	
✓ The parent/guardian was informed of his		
Is the parent/guardian requesting translation		
If yes, the parent/guardian has requested	written translation of the IEP in Hebrew	
Specify the Individual Pages to be transl		
Special Requests:	ident and parent(s)/guardian(s) have been informed that the educational de	
student at 18 years of age, unless the co	rt has determined otherwise.	
	THIS SPACE DELIBERATELY LEFT BLANK.	

	INDIVIDUALIZED EI	OUCATION PROGRAM (IEP)	Page 14 of 19				
Los Angeles Unified School Distric		, ,					
Student MATARASO MEIR		Date of Birth 16-MAR-2014	Meeting Date 03-APR-2019				
Last Fir							
Section Q: Parent Participation and Consent							
Parent Part	icipation	Pa	rent Notification				
Parent/Student (18-21) has participat	ed in the IFP meeting	Method	Whom When				
Parent/Student (18-21) indicated before able to attend. Parent/Student (18-21) was notified.	ore the meeting that they would not but it is stimes of the meeting time and place.	e.	KRichmond 08-FEB-2019				
Parent/Student (18-21) did not respond to any of the meeting notifications and the meeting was held without the Parent/Student (18-21) present  Parent/Student (18-21) did not attend and gave permission to proceed							
without them if they did not attend.	and gave permission to proceed		IEP meeting was rescheduled to this date at my ials here ONLY if the PARENT requested that				
Par	ent/Student (18-21) Agreeme	nt to Components of the Propo	sed IEP				
A Parent/Student (18-21) may agree to implement those portions of the IEP to							
Parent/Student (18-21) AGREES to	• ` `	7 7 7 1					
C Turent Student (10 21) 11G1EEES to		WITH THE SPECIFIC EXCEPTION	ON(S) stated below:				
	ecify						
Eligibility Spe	ecify						
Instructional SettingSpe	,						
	ecify						
The Parent/Student (18-21) <b>DOES N</b>	-	ments of the proposed IEP					
not agree. If a parent/student (18-21)	does wish to initiate a form of dis	pute resolution as to the componen	proposed IEP to which the parent does ts of the proposed IEP, the parent can find ation Services (Including Procedural				
	Parent Conce	rns and Comments					
Signature(s)			D.44				
Signature(s)			Date				
<ul><li>Guardian</li></ul>	Student age 18-21 years age 18-21 years	3- Surrogate Parent E Mino	Emancipated Foster Parent				
Did the school district facilitate parent in		services and results for your child?	Yes No No Response				
		arding the IEP process. I understand	d that my completion of the form is				
voluntary and can be done at anytime	after the IEP meeting						
Signature(s)			<b>Date</b> 02-APR-2019				

## 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.			
si	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.			
В.	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.)			
	(if you allowed to this question is 110, please write concerns below.)			201 3-2
		2	Addition	al Comments

e write below or	re you would like to ask us or tell us? r call the Parent Resource Network at 1-800-933-8133.
Please	e fold along dotted lines with the address showing. Seal and mail. Postage is pre-paid.  Again, Thank you!
	Again, Thank you:
	NO POSTAGE NECESSARY IF MAILED
	IN THE UNITED STATE
	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 613307 LOS ANGELES CA 90099-4093
	Ավավետ Ուսիվա հենսիս Ոնստիվայիների
English	
English	
<u> </u>	

				Me	convened eeting Date
Student MATA La		MI	Date of Birth 16-M	MAR-2014	Meeting Date 03-APR-2019
La	st First			F20. \	
		Section R: Nan	nes and Signatures (Signatures o	on File)	
	Team Member		Print Name		Signature
Parent/Guardian			Lilach Zilberman		
Parent/Guardian					
Student Age 18 - 2	l years				
Student Under Age	18 years				
Surrogate Parent					
Foster Parent					
Family Foster Hom	ne Provider				
Administrator			Karen Richmond		
Administrative Des	signee				
Special Education	Геасher		Elizabeth Stern		
General Education	Teacher		Tracey Bellucci		
School Psychologis	st				
School Nurse					
Related Service Sta	uff				
Related Service Sta	uff				
Related Service Sta	uff				
nterpreter					
Sign Language Inte	rpreter				
Agency Representa	itive				
Agency Representa	itive				
Agency Representa	itive				
Other	Private School Consultant		Nancy Essenpreis		
Other					
Other					
Other					

		INDIVIDUALIZED EDUC	ATION PRO	GRAM (IEP)		Page 16 of 1
_	MATARASO ME Last		Date of Birth	16-MAR-2014	Meeting Date	03-APR-2019
		LEAST RESTRICTIVE EN	VIRONM	ENT ANALYSIS	S	
		To Be Completed By the IEP T	eam at the IE	P Team Meeting		
		Student's Current	Placement Ty	<u>vpe:</u>		
General	l Education Class/Ger	neral Education Site	O Special	Day Program/General	Education Site	
O Special	Day Program/Special	l Education Center	Nonpub	lic School		
O Home/I	Hospital or Residentia	ıl Care Facility				
DIRECTI	ONS: Complete the in	nformation below as part of the IEP tean team reaches the Step			om the beginning	g at Step A until the
Placement is restrictive s required sup	in a more restrictive setting with the use of pports, services, according	Education Act (IDEA) requires that studetting should only occur if the nature or supplementary aids and services cannot mmodations and modifications is not the they cannot be provided.	severity of the be achieved s	e student's disability is satisfactorily. The lack	such that placer of current avails	nent in a less ability of a student's
Step A.	Can the supports, s classroom/setting?	services, accommodations and/or modific	cations in the	student's IEP be made	available in a g	eneral education
	• Yes O	If the answer is YES, then a general ed NO, go to the question below.				
	O Yes O No	If not currently available, can the requavailable in a general education classr and/or modifications must be provided the box below. Then go to Step B.	oom/setting?	If YES, all required su	pports, services	, accommodations
Step B.	Can the supports, s in a special day pro	services, accommodations and/or modificogram?	cations in the	student's IEP be made	available on a g	general education site
	O Yes O No	If the answer is YES, then a special da answer is NO, go to the question below		n a general education si	te is the approp	riate placement. If the
	O Yes O No	If not currently available, can the requavailable in a special day program on accommodations and/or modifications articulate why in the box below. Then	ired supports a general edu s must be prov	cation site? If YES, all vided within a reasonab	required suppor	rts, services,

Angele					Program (IEP)		
s Angele	TI 10 1	ID: ( ) (	INDIVIDUAL	IZED EDUCATION PRO	GRAM (IEP)		
G4 1 4	es Unified Scho			D ( C	16 MAD 2014	3.5	02 A DD 2010
Student	[MATARASO] Last	MEIR First	MI	Date of Birth	16-MAR-2014	Meeting Date	03-APR-2019
	Last	riist	1411	Dirtii		Date	
	ANN	UAL LEA	AST RESTRICT	TIVE ENVIRONM	ENT ANALYSIS	(Continued)	)
						(	,
			To Be Completed	By the IEP Team at the II	EP Team Meeting		
Step C.	Can the sup	ports, service	es, accommodations a	nd/or modifications in the	e student's IEP be made	e available in a sp	pecial school settin
	O Yes	ques	stion below.	n a special school setting			_
	O Yes	avai mod	lable in a special scho	can the required supports ool setting? If YES, all re ovided within a reasonable D.	quired supports, servic	es, accommodation	ons and/or
Step D.	Can the sup	ports, service	s, accommodations a	nd/or modifications in the	e student's IEP be made	e available in a ho	ome/hospital setti
Step D.		T.C.1					ome/hospital settir
Step D.		No If th	e answer is YES, the	nd/or modifications in the n a home/hospital setting o the question below.			ome/hospital settir
Step D.	O Yes	No If th If th No If no avai	the answer is YES, there answer is NO, go to tot currently available, lable in a home/hospi	n a home/hospital setting o the question below. , can the required support ital setting? If YES, all re ovided within a reasonable	is the appropriate places, services, accommod quired supports, services.	ement. ations and/or modes, accommodation	difications be ma
Step D.	O Yes	No If th If th No If no avai	te answer is YES, then the answer is NO, go to tot currently available, lable in a home/hospi difications must be pro-	n a home/hospital setting o the question below. , can the required support ital setting? If YES, all re ovided within a reasonable	is the appropriate places, services, accommod quired supports, services.	ement. ations and/or modes, accommodation	lifications be made
Step D.	Yes Yes	No If the	te answer is YES, there answer is NO, go to to currently available, lable in a home/hospi lifications must be probelow. Then go to St	n a home/hospital setting to the question below. can the required support ital setting? If YES, all re ovided within a reasonable ep E.	is the appropriate places, services, accommod quired supports, service e timeline. If the answ	ement. ations and/or modes, accommodations is NO, please a	difications be madons and/or articulate why in t
Step D.	Yes Yes	No If the	te answer is YES, there a naswer is NO, go to to currently available, lable in a home/hospi lifications must be probelow. Then go to St	n a home/hospital setting o the question below. , can the required support ital setting? If YES, all re ovided within a reasonable	is the appropriate places, services, accommod quired supports, service e timeline. If the answers that the answers student's IEP be made	ement.  ations and/or modes, accommodations is NO, please a	difications be madons and/or articulate why in the state of the state

Los Angeles Unific Student MATARAS		Date of Birth 16-N	E Part 1 - Eligibility, Placements and Support MAR-2014 Meeting Date 03-APR-2019
Last	First	MI	Mark 2011
		Effective With this IEP	Future Changes Related to this IEP
	As of Date:	03-APR-2019	19-AUG-2019
Eligibility:		Eligible (AUT)	
(from Page 4)	Final IEP Reason Final IEP Effective Date:		
Curriculum		General Education	General Education
Placement	Type of School	Preschooler Non-LAUSD/Not Headstart	District Resident School
	Name of School	SP ED INF/PRE (1989)	BURBANK BLVD EL
Instructional Setting	Setting	General Education	General Education
	Program	GE	GE
	Special Day	0	
	Minutes/Wk  Addresses Goals	1(ELA Language)	1(ELA Language)
Additional Factors	Low Incident Support	None	None
	Assistive Technology Support	No	No
	Transportation	None	None
	Extended School Year/Intersession	Yes No	
	Parent Counseling and Training (PCT)	• Yes O No	
	ESY Transportation		
Accommodation, Modifications, Supports	Instructional Accommodations		
	Instructional Modifications		
	Other Supports, including Non- Academic and Extra- curricular Activities		
Preparation for Three Year Review IEP (At the second Annual Review IEP Meeting, the team must discuss and document the decision to conduct or	District (local educational agency) agree that a reassessment is unnecessary?	Yes No	
not conduct a three- year comprehensive reassessment.)	If the Parent does not agree, specify the area(s) to be reassessed.		
		Comments, as appropriate	
Low Incidence Equipment			
Assistive Technology			

/9/2019	Individualized Education Program (IEP)
Participation in General Education	

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## INDIVIDUALIZED EDUCATION PROGRAM (IEP)

**IEP FAPE Part 2 - Summary of Services** 

Los Angeles Unified School District Date of Birth 16-MAR-2014 03-APR-2019 Student MATARASO **MEIR** Meeting Date Last First MI

		Effective With This IEP	Future Changes Related To This IEP
Service 1	Start Date:	Effective on Signature Date 03-APR-2019	
26	End Date:	24-MAY-2019	
Pre-Kdg. Itinerant	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following <b>goals:</b>	Interval:	Monthly	
2(Behavior Support 1)	Minutes/Interval:	60	
	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	Direct Service (Collaborative)*	
	Responsible Personnel:	Special Education Teacher	
	*		
Service 2	Start Date:	Effective with Future Changes 03-APR-2019	19-AUG-2019
RSP	End Date:		
RSP	Service applies to:		Regular
	Frequency:		1-5
This service addresses the following <b>goals:</b>	Interval:		Weekly
1(Literacy)	Minutes/Interval:		60
2(Behavior Support 1)	Minutes/Interval (Pullout from Gen Ed):		0
	Service Delivery Model:		Direct Service (Collaborative)**
	RSP Area:	Literacy/	ELA/ELD
	Responsible Personnel:		Resource Specialist Teacher

		General Education Teacher
**		

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

Part 3 - Percentage of Time Outside of General Education						
	Effective With this IEP	Future Changes Related to this IEP				
% of Time per Week outside of General Education	0					

# Part 4 - Additional Discussion (This section is optional)

Private school policy reviewed with parent. Parent was informed that while the student is enrolled in a private school, they do not have an individual right to receive some or all of the special education and related services in the IEP that they would be eligible to receive if enrolled in a public school. Parent signed ISP and expressed desire to enroll child at the private school of her choice at this time.

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## INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District				IEP FAPE Part 2 - Summary of Services				
Student	MATARASO	MEIR		Date of Birth	16-MAR-2014	Meeting Date	03-APR-2019	
	Last	First	MI					

			FAP	E Summ	nary (	Grid				
Program:		GE			Setting:			General Education		
Eligibility:		Eligible (AUT)			Curriculum:		General Education			
Transportation:		None			Low Incident Support:		None			
Date District Received Parent Signature:		03-Apr-2019								
Service Code	Service Desc	Start Date	Service Applies	Interv	al F	requency	I	Area	Total Minutes	Addresses Goal(s)

Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)
26	Pre-Kdg. Itinerant	Effective on Signature Date	Regular	Monthly	1-5	~	60	Behavior Support 1
RSP	RSP	Effective with Future Changes 19-Aug-2019	Regular	Weekly	1-5	RSP- Literacy/ELA/ELD	60	Literacy, Behavior Support 1

### For IEP Team Information

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