Number		TOTAL TOTAL			081887185	B		HDI 0002
Student PITUSSI Last	ME	ESHI First	MI			Date of Birth:	01	-JUN-2003
			Sec	ction A: Me	eting Information			
	Pertir	ent Dates				Type of Me	eting	
Date of Initial IEP Tean	n Meeting	03-OCT-200)7		☐ Initial) Amendı	nent of IEP dated
Date of Present Meeting	g	05-FEB-202	0				<u> </u>	
Annual Review to be copy	onducted	05-FEB-202	:1		Annual Review		-	art Transition
Next Three Year Review conducted by	w will be	04-FEB-202	3		Three Year Revie Other	_	-	on Analysis al Transition Plan
Three Year Review or E was conducted on	Evaluation	05-FEB-202	0.0		Culci		y marviac	an Transition Fian
Transition to Kindergar conducted by	ten to be							
Location of Meeting	Ţ	/an Nuys High	School		District Name	Los Angeles	Unified	School Dis
				ction B: Stu	dent Information			
Date of Birth	01-JUN-20		Age		16	Grade		11
Gender	Male •	Female	Limited 1 Proficien	English it Student	Yes No	Ethnic Code		White
Location of the Psych Folder	SUPPORT	UNIT NOF	Student l Psych Fo					
ocation of the Cum Folder			Student l Folder	nas no Cum	✓			
Home Language	Hebrew		Student I	Language	Hebrew	Alternate Moc Communicati		
Home Address of Student	14828 Har	tsook St.						
City	Sherman C	Oaks CA	ZIP Code	e	91403			
Home Telephone	818-220-8	803	Daytime	Telephone		Emergency Telephone		
School of Attendance	Private Scl	nool Office (Location	Code	1536			
School of Residence	Van Nuys	Sh	Location	Code	8893			
Name of Parent/Guardian			Telephon	ne				
Address								
City		CA	ZIP Code	e				
Surogate Parent			Telephon					
Attends CURRENT SO ne of the following	CHOOL as a	result of	Private Sc	hool Enrollme	ent ▼	Valley Torah l	High Sch	pol
s the student living in a Home (FFH)?	Family Fos		lo Yes		FFH#			
s FFH Provider related	to student?		lo Yes		Relationship			
Licensed Children's Inst	titution	● N	lo O Yes		LCI Name			
Out of the home placem	ent made by		egional Cente		LCI# Department of Men	tal Health	Departm	ent of Children's Servi
Child's family living wi	thin LAUSE		uperior Court To Yes		Other			

os Angeles	S Unified School District	INI	DIVIDUALI	ZED EDUC	CATION PROGRAM (IEP)	Page 2
Student (Date of Birth 01-JUN-2003	Meeting Date 05-FEB-2020
	Last First		MI	n C. I ana		J
anguage Cla	essification:	English		n C: Lang	uage Acquisition Start Date:	
arent Waive		_	O No		Reclassification Date:	
	nglish Language	res	O No		Start Date:	
evelopment	Level:					
	iglish Language Level:				Start Date:	
ommunicati evel:	on Observation Matrix				Start Date:	
			Section D:	Goal Achie	vement from Current IEP	
G 16 (1 D 1')			ieved	TCM 1' d d 1/	1 1. 1
Goal for: (ex 1	Reading Reading		Yes	No	If No, explain the reason the goal/of Progress towards IEP goals cannot	
Category	reading	▼)	0	0	Trogress to wards 121 goals calling	t oo measured as
outegory	Objective 1 met				IEP was not implemented due to p	rivate school
	Objective 2 met		0	0	enrollment.	
2	Writing		0	0	Sin Sinistric	
Category	Writing	▼				
e- v	Objective 1 met		0	0		
	Objective 2 met		0	0		
3	Math		0	0		
Category	Math	▼				
. ·	Objective 1 met		0	0		
	Objective 2 met		0	0		
4	Sejecure 2 mer		0	0		
Category		▼				
	Objective 1 met			0		
	Objective 2 met		0	0		
5	J		0	0		
Category		▼				
	Objective 1 met			0		
	Objective 2 met		0	0		
6			0	0		
Category		▼				
	Objective 1 met			0		
	Objective 2 met		0	0		
7			0	0		
Category		▼				
	Objective 1 met					
	Objective 2 met		0	0		
8			0	0		
Category		▼)				
	Objective 1 met			0		
	Objective 2 met		0	0		
9			0	0		
Category		▼				

	Objective 1 met				
	Objective 2 met				
10			0	0	
Category		▼			
	Objective 1 met		0		
	Objective 2 met		0		

I A II .'C. I C.I I D'	INDIVIDUALIZED EDUCATION PROGRAM (IEP)	ge 3 of 21
Los Angeles Unified School District Student PITUSSI MESHI		0
Last Firs	rst MI	
D.C.	Section E: Present Level of Performance	
Performance Area:	Health	
Category:	V	
Assessment/Monitoring Process Used:	review of school health records, interview with parent, physical assessment	
State/District Assessment Results:		
Current Performance/Assessment Summ	nary (include student strengths, student needs and impact of disability on student performance):	
history of serious illnesses, accidents of Strengths: Meshi is generally in good p Areas of Need: Physical health is not a	and with ADHD and currently taking medication on a regular basis at home. She has no physical health or hospitalizations in the past three years. Her current immunizations meet California school requirement. physical health. She passed audio and vision screening with corrective lenses (glasses) on 12/17/19. an area of need. I health does not impact her access, participation and progress in the educational program.	
Accommodation: None Completed by: E. Paalisbo, RN Credentialed School Nurse 12/20/19		
Performance Area:		
Category:	V	
Assessment/Monitoring Process		
Used: State/District Assessment Results:		
Current Performance/Assessment Summ	nary (include student strengths, student needs and impact of disability on student performance):	

/2020	Individualized Education Program (IEP)
Las Ausslas Unified Calcal Distric	Page INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Los Angeles Unified School District Student PITUSSI MESHI	
Last Firs	
	Section E: Present Level of Performance
Performance Area:	Reading
Category:	▼
Assessment/Monitoring Process Jsed:	WJIV Form B, teacher comments, student records
state/District Assessment Results:	
Current Performance/Assessment Summ	ary (include student strengths, student needs and impact of disability on student performance):
specific individuals, ideas, or events int	w average. With support, Meshi can analyze a complex set of ideas or sequence of events and explain how teract and develop over the course of the text. She has the ability with guidance from the teacher to
determine the meaning of words and phauthor uses and refines the meaning of Needs: Meshi has below average skills evidence to support analysis of what the as well as inferences drawn from the te determine two or more themes or centra the course of the text, including how th text. She will need to analyze the impact	arases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an a key term or terms over the course of a text in reading vocabulary words and comprehension. She needs to work on citing strong and thorough textual
Impact of Disability: Meshi's Specific in the general education curriculum.	Learning disability impairs her reading comprehension skills which impacts her progress and involvement
Performance Area:	Written Language
Category:	▼
Assessment/Monitoring Process Jsed:	WJIV Form B, Teacher comments, student records
State/District Assessment Results:	
Current Performance/Assessment Summ	ary (include student strengths, student needs and impact of disability on student performance):
Strengths: Meshi possesses an innate in participate meaning fully in class discurproper capitalization as well as adding a Needs: Meshi needs complex tasks bro having choices on academic tasks. Her needs to produce clear and coherent wr Meshi also needs to work on developin approach, focusing on addressing what follows from and reflects on what is ex Impact of Disability: Meshi's Specific	SS Writing Fluency 97SS Spelling 92SS Writing Samples 95SS Intelligence; she is a clear thinker, and reasons soundly. When she is interested in the subject, she will ssion. Meshi has average spelling skills and writing fluency. She is able to write complete sentences with details. Seken down into smaller components and requires extra time to process information. She benefits from writing skills are very far below grade level. Meshi needs to work on grammar and punctuation skills. She iting in which the development, organization, and style are appropriate to task, purpose, and audience. g and strengthening her writing as needed by planning, revising, editing, rewriting, or trying a new is most significant for a specific purpose and audience. She needs to continue to provide a conclusion that perienced, observed, or resolved over the course of the narrative. Learning disability impairs her writing organizational skills which impacts her progress and involvement
in the general education curriculum.	

os Angeles Unified School District	
	INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Los Angeles Unified School District Student PITUSSI MESHI	
Last First	t MI
	Section E: Present Level of Performance
erformance Area:	Math
ategory:	V
ssessment/Monitoring Process sed:	WJIV From B results, student records, teacher comments
tate/District Assessment Results:	
urrent Performance/Assessment Summa	ary (include student strengths, student needs and impact of disability on student performance):
to the rest of the class or to a peer nearb	
ime to practice it with support in class. difficulty solving that deals with interest coefficients that have complex solutions closed under the operations of addition,	can be difficult to get her attention. She needs material to be taught very slowly with clear steps and then She is successful with a modified curriculum so she learns better than more material not so well. She has it, distance, time and percentages. Meshi will need to practice solving quadratic equations with real so She needs to understand that polynomials form a system analogous to the integers, namely, they are subtraction, and multiplication; add, subtract, and multiply polynomials. Meshi needs to solve simple riable, and give examples showing how extraneous solutions may arise.
Impact of disability: Meshi's Specific L general education curriculum.	earning disability impairs her problem solving skills which impacts her progress and involvement in the
Performance Area:	Vocational Education
ategory:	
ssessment/Monitoring Process	Teacher comments, student records
tate/District Assessment Results:	
urrent Performance/Assessment Summa	ary (include student strengths, student needs and impact of disability on student performance):
Grade 11 grades:	Law 11: C; Hebrew Language: D-; Algebra II: A-; Bible: B; Haftorah: A+; Anatomy and Physiology: A-; znea Leches: A+; Hebrew English Honors: B-; SAT Prep: B; Chumash Kria: F; Self Defense: B; Finance:
Davening: A+; Jewish History: B-; Hatz B; Tehillim: A+; Zumba:A+ Strengths: Meshi has perfect attendance in her math class. In her English class, s	e and a few tardies. She always turns in her classwork and most of the time her homework. She takes notes she is never disruptive or talks too much. She sometimes participates in class discussions and is motivated.
Davening: A+; Jewish History: B-; Hatz B; Tehillim: A+; Zumba:A+ Strengths: Meshi has perfect attendance in her math class. In her English class, s Needs: Meshi can get distracted and ne	she is never disruptive or talks too much. She sometimes participates in class discussions and is motivated. eds prompting to stay on task. Her English teacher states she is inattentive, but also appears to be ssed. She needs help to stay on task and follow directions. She can tend to talk too much in her math class

Student PTUSS1 MESH Sire Student PTUSS1 MESH Section E: Present Level of Performance Area: **Cognitive Abilities** **Accion E: Present Level of Performance Area: **Cognitive Abilities** **Accion E: Present Level of Performance Area: **Cognitive Abilities** **Accion E: Present Level of Performance Area: **Accion E: Present Level and I will be a student strengths, student needs and impact of disability on student performance): **CURRENT LEVEL/STRENCHISS Orbitals based on alternative assessment, Student's cognitive/processing abilities (the ability to leurn, apply knowledge, generalize, utilize abstract concepts) are estimated to fall within the Low Average range. Broadcarded test secres suggest that the relative strengths in the area of phenological presents within the Average range. Her visual processing skills fall within the Low Average range, Her visual processing skills fall within the Average range. Her visual processing skills fall within the Average range. Her visual processing skills fall within the Average range. Her visual processing skills fall within the Average range, Her visual processing skills fall within the Average range. Her visual processing skills fall within the Average range and advanced to the Average range. Her visual processing skills fall within the Average range and advanced to the Average range. Her visual processing skills fall within the Average range and advanced and advanced to the Average range. Her visual processing skills fall within the Average range and advanced and advanced to the same advanced and advanced to the Average range. Her visual process skills fall within the Low Average range and advanced to the Average range and advan	Los Angeles Unified School Distric	Page 6 (INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Section E: Present Level of Performance erformance Area: Cognitive Abilities Sategory: Alternative Assessment Seed: Late/District Assessment Results: N/A Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): CURRENT LEVEL/STRENGTHS: Overall, based on alternative assessment, Student's cognitive/processing abilities (the ability to learn, apply knowledge, generalize, utilize asbirated concepts) are estimated to fall within the Low Average range. Studenties (ste soores suggests that her relative strength is in the area of phonological processing which falls within the Low Average range. Her visual processing skills fall within the Low Average range. Her visual processing skills fall within the Low Average range. Her visual-motor intension skills fall within the Low Average range. Her visual-motor intension skills fall within the Low Average range. Her visual-motor intension skills fall within the Low Average range. It appears that her difficulty attending may have a negative impact on auditory memory skills and auditory comprehension skills. Student is demonstrating a psychological processing disorder in the area of attention at this time. IMPACT OF DISABILITY: Student's Specific Learning Disability impacts her ability to access the general education curriculum without the support of special education services due to the needs set forth above. BASC-3, Conners - 3, Interviews, Observations, Review of Records seed: atter(District Assessment Results: N/A current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): CURRENT LEVEL/STRENGTHS: Results of the current assessment indicate Meshi exhibits strengths in peer relations, and overall behavioral needs which adversely impact educational access and performance at this time. IMPACT OF DISABILITY: Student's Specific Learning Disability impacts her ability to access the general education curriculum without the		
erformance Area: Cognitive Abilities ategory: Sessessment/Monitoring Process Sect: Sect:	Last Firs	
Alternative Assessment Seed: ate/District Assessment Results: N/A arrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): TURRENT LEVEL/STRENGTHS: Overall, based on alternative assessment, Student's cognitive/processing abilities (the ability to learn, apply mowledge, generalize, utilize abstract concepts) are estimated to fall within the Low Average range. Standardized test scores suggest that her elative strength is in the area of phonological processing which falls within the Low Average range. Standardized test scores suggests that her elative strength is in the area of phonological processing skills fall within the Low Average range. Her visual-motor integration skills fall within the Low Average range. Student's performance suggests that conceptualization, expression, and association falls within the Low Average range. NEEDS: Meshi's relative weakness appears to be in the area of attention which falls within the Below Average range. It appears that her liftificulty attending may have a negative impact on auditory memory skills and auditory comprehension skills. Student is demonstrating a syschological processing disorder in the area of attention at this time. IMPACT OF DISABILITY: Student's Specific Learning Disability impacts her ability to access the general education curriculum without the upport of special education services due to the needs set forth above. Performance Area: Social Emotional Functioning Terror Performance/Assessment Results: N/A Arrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): CURRENT LEVEL/STRENGTHS: Results of the current assessment indicate Meshi exhibits strengths in peer relations, and overall behavior in her classroom. NEEDS: She demonstrated areas of need in inattention and learning problems. Meshi does not evidence social, emotional and/or behavioral teeds which adversely impact educational access and performan	erformance Area:	
ate/District Assessment Results: N/A WA WA WA WA WA WA WA WA WA	ategory:	
ate/District Assessment Results: N/A Arrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): CURRENT LEVEL/STRENGTHS: Overall, based on alternative assessment, Student's cognitive/processing abilities (the ability to learn, apply enowledge, generalize, utilize abstract concepts) are estimated to fall within the Low Average range. Standardized test scores suggest that her elative strength is in the area of phonological processing which falls within the Low Average range. Her overall auditory processing skills fall within the Low Average range. Her visual-motor integration skills fall within the Low Average range. Student's performance suggests that conceptualization, expression, and association falls within the Low Average range. NEEDS: Meshi's relative weakness appears to be in the area of attention which falls within the Below Average range. It appears that her liftificulty attending may have a negative impact on auditory memory skills and auditory comprehension skills. Student is demonstrating a sychological processing disorder in the area of attention at this time. IMPACT OF DISABILITY: Student's Specific Learning Disability impacts her ability to access the general education curriculum without the upport of special education services due to the needs set forth above. BASC-3, Conners - 3, Interviews, Observations, Review of Records seed: N/A Arrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): CURRENT LEVEL/STRENGTHS: Results of the current assessment indicate Meshi exhibits strengths in peer relations, and overall behavior in he classroom. NEEDS: She demonstrated areas of need in inattention and learning problems. Meshi does not evidence social, emotional and/or behavioral teeds which adversely impact educational access and performance at this time.		Alternative Assessment
TURRENT LEVEL/STRENGTHS: Overall, based on alternative assessment, Student's cognitive/processing abilities (the ability to learn, apply nowledge, generalize, utilize abstract concepts) are estimated to fall within the Low Average range. Standardized test scores suggest that her elative strength is in the area of phonological processing skills fall within the Low Average range. Her visual-motor integration skills fall within the Low Average range. Her visual-motor integration skills fall within the Low Average range. Student's performance suggests that conceptualization, expression, and association falls within the Low Average range. NEEDS: Meshi's relative weakness appears to be in the area of attention which falls within the Below Average range. It appears that her infificulty attending may have a negative impact on auditory memory skills and auditory comprehension skills. Student is demonstrating a sychological processing disorder in the area of attention at this time. IMPACT OF DISABILITY: Student's Specific Learning Disability impacts her ability to access the general education curriculum without the upport of special education services due to the needs set forth above. Integory: Social Emotional Functioning		
EURRENT LEVEL/STRENGTHS: Overall, based on alternative assessment, Student's cognitive/processing abilities (the ability to learn, apply mowledge, generalize, utilize abstract concepts) are estimated to fall within the Low Average range. Standardized test scores suggest that her elative strength is in the area of phonological processing which falls within the Low Average range. Her visual-motor integration skills fall within the Low Average range. Her visual-motor integration skills fall within the Newerage range. Student's performance suggests that conceptualization, expression, and association falls within the Low Average range. NEEDS: Meshi's relative weakness appears to be in the area of attention which falls within the Below Average range. It appears that her lifticulty attending may have a negative impact on auditory memory skills and auditory comprehension skills. Student is demonstrating a ssychological processing disorder in the area of attention at this time. IMPACT OF DISABILITY: Student's Specific Learning Disability impacts her ability to access the general education curriculum without the upport of special education services due to the needs set forth above. Social Emotional Functioning Tormance Area: Social Emotional Functioning BASC-3, Conners - 3, Interviews, Observations, Review of Records seed: ate/District Assessment Results: N/A Internt Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): CURRENT LEVEL/STRENGTHS: Results of the current assessment indicate Meshi exhibits strengths in peer relations, and overall behavior in the classroom. NEEDS: She demonstrated areas of need in inattention and learning problems. Meshi does not evidence social, emotional and/or behavioral teeds which adversely impact educational access and performance at this time.		
inowledge, generalize, utilize abstract concepts) are estimated to fall within the Low Average range. Standardized test scores suggest that her elative strength is in the area of phonological processing which falls within the Average range. Her visual processing skills fall within the Low Average range. Her visual-motor integration skills fall within the Low Average range. Her visual-motor integration skills fall within the Low Average range. Student's performance suggests that conceptualization, expression, and association falls within the Low Average range. NEEDS: Meshi's relative weakness appears to be in the area of attention which falls within the Below Average range. It appears that her ifficulty attending may have a negative impact on auditory memory skills and auditory comprehension skills. Student is demonstrating a sychological processing disorder in the area of attention at this time. IMPACT OF DISABILITY: Student's Specific Learning Disability impacts her ability to access the general education curriculum without the upport of special education services due to the needs set forth above. Social Emotional Functioning Integory: To special education services due to the needs set forth above. BASC-3, Conners - 3, Interviews, Observations, Review of Records seed: Attributed to the service of the current assessment summary (include student strengths, student needs and impact of disability on student performance): CURRENT LEVEL/STRENGTHS: Results of the current assessment indicate Meshi exhibits strengths in peer relations, and overall behavior in he classroom. NEEDS: She demonstrated areas of need in inattention and learning problems. Meshi does not evidence social, emotional and/or behavioral eeds which adversely impact educational access and performance at this time.		
support of special education services due to the needs set forth above. Social Emotional Functioning ategory: Sessessment/Monitoring Process sed: BASC-3, Conners - 3, Interviews, Observations, Review of Records sed: urrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): CURRENT LEVEL/STRENGTHS: Results of the current assessment indicate Meshi exhibits strengths in peer relations, and overall behavior in the classroom. NEEDS: She demonstrated areas of need in inattention and learning problems. Meshi does not evidence social, emotional and/or behavioral needs which adversely impact educational access and performance at this time. IMPACT OF DISABILITY: Student's Specific Learning Disability impacts her ability to access the general education curriculum without the	knowledge, generalize, utilize abstract relative strength is in the area of phono Average range. Her overall auditory provided and the strength of the strengt	concepts) are estimated to fall within the Low Average range. Standardized test scores suggest that her logical processing which falls within the Average range. Her visual processing skills fall within the Low occasing skills fall within the Low Average range. Her visual-motor integration skills fall within the suggests that conceptualization, expression, and association falls within the Low Average range. The pears to be in the area of attention which falls within the Below Average range. It appears that her impact on auditory memory skills and auditory comprehension skills. Student is demonstrating a e area of attention at this time.
BASC-3, Conners - 3, Interviews, Observations, Review of Records seed: ate/District Assessment Results: N/A urrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): CURRENT LEVEL/STRENGTHS: Results of the current assessment indicate Meshi exhibits strengths in peer relations, and overall behavior in the classroom. NEEDS: She demonstrated areas of need in inattention and learning problems. Meshi does not evidence social, emotional and/or behavioral needs which adversely impact educational access and performance at this time. IMPACT OF DISABILITY: Student's Specific Learning Disability impacts her ability to access the general education curriculum without the		
BASC-3, Conners - 3, Interviews, Observations, Review of Records sed: ate/District Assessment Results: N/A urrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): CURRENT LEVEL/STRENGTHS: Results of the current assessment indicate Meshi exhibits strengths in peer relations, and overall behavior in the classroom. NEEDS: She demonstrated areas of need in inattention and learning problems. Meshi does not evidence social, emotional and/or behavioral needs which adversely impact educational access and performance at this time. IMPACT OF DISABILITY: Student's Specific Learning Disability impacts her ability to access the general education curriculum without the	erformance Area:	Social Emotional Functioning
sed: ate/District Assessment Results: N/A arrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): CURRENT LEVEL/STRENGTHS: Results of the current assessment indicate Meshi exhibits strengths in peer relations, and overall behavior in he classroom. NEEDS: She demonstrated areas of need in inattention and learning problems. Meshi does not evidence social, emotional and/or behavioral needs which adversely impact educational access and performance at this time. IMPACT OF DISABILITY: Student's Specific Learning Disability impacts her ability to access the general education curriculum without the	ategory:	T
arrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): CURRENT LEVEL/STRENGTHS: Results of the current assessment indicate Meshi exhibits strengths in peer relations, and overall behavior in he classroom. NEEDS: She demonstrated areas of need in inattention and learning problems. Meshi does not evidence social, emotional and/or behavioral needs which adversely impact educational access and performance at this time. IMPACT OF DISABILITY: Student's Specific Learning Disability impacts her ability to access the general education curriculum without the		BASC-3, Conners - 3, Interviews, Observations, Review of Records
CURRENT LEVEL/STRENGTHS: Results of the current assessment indicate Meshi exhibits strengths in peer relations, and overall behavior in he classroom. NEEDS: She demonstrated areas of need in inattention and learning problems. Meshi does not evidence social, emotional and/or behavioral needs which adversely impact educational access and performance at this time. IMPACT OF DISABILITY: Student's Specific Learning Disability impacts her ability to access the general education curriculum without the	ate/District Assessment Results:	N/A
he classroom. NEEDS: She demonstrated areas of need in inattention and learning problems. Meshi does not evidence social, emotional and/or behavioral needs which adversely impact educational access and performance at this time. IMPACT OF DISABILITY: Student's Specific Learning Disability impacts her ability to access the general education curriculum without the	urrent Performance/Assessment Summ	ary (include student strengths, student needs and impact of disability on student performance):
needs which adversely impact educational access and performance at this time. IMPACT OF DISABILITY: Student's Specific Learning Disability impacts her ability to access the general education curriculum without the	he classroom.	
IMPACT OF DISABILITY: Student's Specific Learning Disability impacts her ability to access the general education curriculum without the support of special education services due to a disorder in attention processing.		
	IMPACT OF DISABILITY: Student's support of special education services designed.	Specific Learning Disability impacts her ability to access the general education curriculum without the ue to a disorder in attention processing.

T A	.l., II.''. 1 C.L. 1 D	INDIVIDUALIZED EDUCATION PROGRAM (IEP)	age 7 of 2
		ESHI Date of Birth 01-JUN-2003 Meeting Date 05-FEB-202	20
	Last	First MI Section F: Eligibility	
If applical	ble, areas discussed relat	d to disability or suspected disability:	
For Initial	l IEP, interventions attem	oted prior to determining eligibility:	
Eligible a	s a student with the disab	lity of:	
Code:	SLD	Specific Learning Disability	
	Not Applicable,	Blind or Partially Sighted	
	l Low Incidence Eligibil	ty (only for VI, DBL, DEA, HOH, or severe OI):	
Code:	_		
	Not Applicable,	Blind or Partially Sighted	
	s a Final IEP, the student	remains eligible for Special Education Services until the Effective Date below.	
Final IEP		Final IEP Effective Date:	
		d agrees that the educational needs of the student are not primarily due to:	
	cial Maladjustment	Temporary Physical Disability Lack of instruction in reading Limited English Proficiency	
La La	ck of instruction in math	Limited English Proficiency Environmental, Cultural or Economic Fa	actors

Student PITUSSI	MESHI	J	Date of Birth 01-JUN-2003	Meeting Date 05-FEB-2020
Last	First	MI		
		Section G: Annual G		
		Category: Mat	th Annual G amples showing how extraneous solutions	
ccuracy in 4/5 trials as m	easured by teacher-made tes	ts.		
	to be reported to parents by Progress Report or Report C	Card periods.	t of Progress and Achievement from Cur	rrent IEP" form(s) which
1		Methods of I		
State Assessments		Referenced	Criterion Referenced	Curriculum Based
Observation Other	Portfo		Work Samples	Informal
o other	Report Car	rd		
ncremental objective #1	related to the goal: rational and radical equation		Incremental objective #2 related to	· ·
give examples showing h	ow extraneous solutions manneasured by teacher-made to	ay arise with 70%	Meshi will solve simple rational and r examples showing how extraneous so 4/5 trials as measured by teacher-mad	lutions may arise with 80% accuracy
ate to be achieved:	June ▼ 2020 IEP REPORT		Date to be achieved: October CHIEVEMENT FROM CURRENT I	2020
Pate to be achieved: 4 GOAL MET OR EXCEEDED	JEP REPORT 3 SUBSTANTIAL PRO met)	OF PROGRESS AND A	CHIEVEMENT FROM CURRENT I ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g	ЕР
4 GOAL MET OR EXCEEDED	IEP REPORT	OF PROGRESS AND A	CHIEVEMENT FROM CURRENT I ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g	EP EP
4 GOAL MET OR EXCEEDED 1st Reporting Period	JEP REPORT 3 SUBSTANTIAL PRO met)	F OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal	CHIEVEMENT FROM CURRENT I ON OF MARKS 2 PARTIAL PROGRESS (1-49% of games) 4th Reporting Period (Secondary Only)	EP goal met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED Ist Reporting Period	3 SUBSTANTIAL PROmet) 2nd Reporting Period	F OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period	CHIEVEMENT FROM CURRENT I ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g	EP goal met) 1 NO PROGRES.
4 GOAL MET OR EXCEEDED st Reporting Period Date:	3 SUBSTANTIAL PROmet) 2nd Reporting Period	F OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period	CHIEVEMENT FROM CURRENT I ON OF MARKS 2 PARTIAL PROGRESS (1-49% of games) 4th Reporting Period (Secondary Only)	EP goal met) 1 NO PROGRES.
4 GOAL MET OR EXCEEDED Ist 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 I ON OF MARKS 2 PARTIAL PROGRESS (1-49% of games) 4th Reporting Period (Secondary Only) Date:	EP goal met) 1 NO PROGRES. Goal Achievement
4 GOAL MET OR EXCEEDED Ist 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 I ON OF MARKS 2 PARTIAL PROGRESS (1-49% of games) 4th Reporting Period (Secondary Only) Date:	EP goal met) I NO PROGRES. Goal Achievement Objective 1 Met: Yes No Objective 2 Met:
4 GOAL MET OR EXCEEDED Ist Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	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 I ON OF MARKS 2 PARTIAL PROGRESS (1-49% of grant o	EP goal met) I NO PROGRES. Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Us progress sufficient to meet annual goal? Yes No If "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	FOF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please	CHIEVEMENT FROM CURRENT I ON OF MARKS 2 PARTIAL PROGRESS (1-49% of games o	EP goal met) I NO PROGRES. Goal Achievement Objective 1 Met: Yes No Objective 2 Met:
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No	JEP REPORT 3 SUBSTANTIAL PROmet) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No	FOF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No	CHIEVEMENT FROM CURRENT I ON OF MARKS 2 PARTIAL PROGRESS (1-49% of games o	EP goal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "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 comment: Needs More Time	FOF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please	CHIEVEMENT FROM CURRENT I ON OF MARKS 2 PARTIAL PROGRESS (1-49% of grant o	EP goal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
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	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	FOF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess	CHIEVEMENT FROM CURRENT I ON OF MARKS 2 PARTIAL PROGRESS (1-49% of grant o	EP goal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
Progress Mark: Progress Mark: Is progress sufficient to meet 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 I ON OF MARKS 2 PARTIAL PROGRESS (1-49% of grant	EP goal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
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	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	Progress Mark: By progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	CHIEVEMENT FROM CURRENT I ON OF MARKS 2 PARTIAL PROGRESS (1-49% of gastering 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	EP goal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	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: By progress Sand A EXPLANATION GRESS (50-99% of goal and state of go	CHIEVEMENT FROM CURRENT I ON OF MARKS 2 PARTIAL PROGRESS (1-49% of grant	EP goal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
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: By progress Sand A EXPLANATION GRESS (50-99% of goal and state of goal and go	CHIEVEMENT FROM CURRENT I ON OF MARKS 2 PARTIAL PROGRESS (1-49% of grant	EP goal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
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	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: By progress Sand A EXPLANATION GRESS (50-99% of goal and state of go	CHIEVEMENT FROM CURRENT I ON OF MARKS 2 PARTIAL PROGRESS (1-49% of grant	EP goal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No

	chool District								
Student PITUSSI	MESHI		Date of Birth	01-JUN-20	03	Meeti	ng Date	05-FEB-	2020
Last	First	MI Section G: Annual G	oals and Ohie	ctives					
Formance Area:	Written Language	Category:	oais and Objec	▼	Annual Goa	1 #·			
		ich the development, organiza	4:				4:	M1.:) 1
		her writing as needed by plan purpose and audience with 90	-	-				-	
	o be reported to parents by Progress Report or Report	y completing the "IEP Repor Card periods.	t of Progress and	l Achieveme	nt from Curre	ent IEP"	form(s) w	vhich)
_		Methods of	Evaluation						
State Assessments	Norm	n Referenced	Criterion	Referenced			Curricului	m Based	
Observation	Portf	olio	Work Sai	mples		✓ In	nformal		
✓ Other	Report Ca	ard							
organization, and style are also needs to work on dev planning, revising, editing addressing what is most s	and coherent writing in w e appropriate to task, purp	ose, and audience. Meshi g her writing as needed by w approach, focusing on urpose and audience with	Meshi will prorganization, also needs to planning, reviaddressing wl	roduce clear a and style are work on devi ising, editing hat is most si	nd coherent vappropriate teloping and standard, rewriting, or gnificant for a	writing in task, put trengthen trying a specific	urpose, an ning her w new appr purpose	nd audiend rriting as roach, foc and audie	ce. Mes needed cusing o
Date to be achieved:	June ▼ 202 IEP REPOR	0 ▼ MO/YR	Date to be ach		October JRRENT IE	▼ P	2020	•	MO/Y
Oate to be achieved: 4 GOAL MET OR EXCEEDED	IEP REPOR	T OF PROGRESS AND A	CHIEVEMENT	Г FROM CU				▼ NO PRO	
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROmet)	EXPLANATION OF PROGRESS AND A	CHIEVEMENT	F FROM CUSS	URRENT IE	oal met)		NO PRO	MO/Y
4 GOAL MET OR	IEP REPOR	EXPLANATION OF PROGRESS AND A EXPLANATION OF STATE OF STA	CHIEVEMENT ON OF MARKS 2 PARTIAL	F FROM CUSS	URRENT IE	oal met)	1	NO PRO	
4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PRomet) 2nd Reporting Period	EXPLANATION OF PROGRESS AND A	CHIEVEMENT ON OF MARKS 2 PARTIAL A	F FROM CUSS	URRENT IE	oal met)	1	NO PRO	
4 GOAL MET OR EXCEEDED 1st Reporting Period Date:	3 SUBSTANTIAL PRomet) 2nd Reporting Period Date:	EXPLANATION OF PROGRESS AND A EXPLANATION OF PROGRESS (50-99% of goal and are period dotted).	CHIEVEMENT ON OF MARKS 2 PARTIAL A 4th Reporting Only) Date:	F FROM CUSS PROGRESS Reriod (See	URRENT IE	al met) Goal Ad	1	NO PRO	
4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PRomet) 2nd Reporting Period	EXPLANATION OF PROGRESS AND A EXPLANATION OF STATE OF STA	CHIEVEMENT ON OF MARKS 2 PARTIAL A 4th Reporting Only)	F FROM CUSS PROGRESS Reriod (See	URRENT IE	Goal Ad	l chieveme	NO PRO	
4 GOAL MET OR EXCEEDED 1st Reporting Period Date:	3 SUBSTANTIAL PRomet) 2nd Reporting Period Date:	EXPLANATION OF PROGRESS AND A EXPLANATION OF PROGRESS (50-99% of goal and are period dotted).	CHIEVEMENT ON OF MARKS 2 PARTIAL A 4th Reporting Only) Date:	F FROM CUSS PROGRESS Reriod (See	URRENT IE	Object	chievement I Mo	NO PRO ent et:	
4 GOAL MET OR EXCEEDED 1st Reporting Period Date:	3 SUBSTANTIAL PRomet) 2nd Reporting Period Date:	EXPLANATION OF PROGRESS AND A EXPLANATION OF PROGRESS (50-99% of goal and a strength of the st	CHIEVEMENT ON OF MARKS 2 PARTIAL A 4th Reporting Only) Date:	F FROM CUSS PROGRESS 3 Period (Sec	URRENT IE (1-49% of go	Object	l chieveme	NO PRO ent et: No	
EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to	EXPLANATION OF PROGRESS AND A EXPLANATION OF PROGRESS (50-99% of goal and are	CHIEVEMENT ON OF MARKS 2 PARTIAL A 4th Reporting Only) Date: Progress Mark Is progress suf	FROM CUSS PROGRESS g Period (See	URRENT IE (1-49% of go	Object	Chievement of the Control of the Con	NO PRO ent et: No et: No	OGRES
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: Is progress sufficient to meet annual goal?	EXPLANATION OF PROGRESS AND A EXPLANATION OF PROGRESS (50-99% of goal and a street	CHIEVEMENT ON OF MARKS 2 PARTIAL A 4th Reporting Only) Date: Progress Mark Is progress suf goal? Yes If "No" please	FROM CUSS PROGRESS 3 Period (Sec	URRENT IE (1-49% of go	Object	I chievement tive 1 Medicative 1 Medicative 2 Medicative	NO PRO ent et: No et: No	OGRES
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 REPOR 3 SUBSTANTIAL PROmet) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment:	EXPLANATION OGRESS (50-99% of goal String Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment:	CHIEVEMENT ON OF MARKS 2 PARTIAL A 4th Reporting Only) Date: Progress Mark Is progress suf goal? Yes If "No" please Needs Mo	FROM CUSS PROGRESS 3 Period (Section 1) Fricient to me No comment:	ORRENT IE	Object	Chievement of the Control of the Con	NO PRO ent et: No et: No	OGRES
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	JEP REPOR 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	EXPLANATION OGRESS (50-99% of goal and Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	CHIEVEMENT ON OF MARKS 2 PARTIAL A 4th Reporting Only) Date: Progress Mark Is progress suf goal? Yes If "No" please Needs Mo Excess Ab	FROM CUSA PROGRESS Reriod (Section 1) Fricient to me No comment: ore Time osence/Tardy	ORRENT IE	Object	Chievement of the Control of the Con	NO PRO ent et: No et: No	OGRES
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 REPOR 3 SUBSTANTIAL PROmet) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment:	EXPLANATION OGRESS (50-99% of goal String Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment:	CHIEVEMENT ON OF MARKS 2 PARTIAL A 4th Reporting Only) Date: Progress Mark Is progress suf goal? Yes If "No" please Needs Mo Excess Ab Assignme	FROM CUSS PROGRESS Reperiod (Secondary Comment: One Time	JRRENT IE (1-49% of go	Object	Chievement of the Control of the Con	NO PRO ent et: No et: No	OGRES
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	JEP REPOR 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	EXPLANATION OGRESS (50-99% of goal Strd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess	CHIEVEMENT ON OF MARKS 2 PARTIAL A 4th Reporting Only) Date: Progress Mark Is progress suf goal? Yes If "No" please Needs Mo Excess Ab Assignme Need to re	FROM CUSA PROGRESS Reriod (Section 1) Fricient to me No comment: ore Time osence/Tardy	JRRENT IE (1-49% of go	Object	Chievement of the Control of the Con	NO PRO ent et: No et: No	OGRES
A 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	JEP REPORE 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	EXPLANATION OGRESS (50-99% of goal String 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	CHIEVEMENT ON OF MARKS 2 PARTIAL A 4th Reporting Only) Date: Progress Mark Is progress suf goal? Yes If "No" please Needs Mo Excess Ab Assignme	FROM CUSS PROGRESS Reperiod (Secondary Comment: One Time	JRRENT IE (1-49% of go	Object	Chievement of the Control of the Con	NO PRO ent et: No et: No	OGRES
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	JEP REPORE 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	EXPLANATION OGRESS (50-99% of goal of	CHIEVEMENT ON OF MARKS 2 PARTIAL A 4th Reporting Only) Date: Progress Mark Is progress suf goal? Yes If "No" please Needs Mo Excess Ab Assignme Need to re	FROM CUSS PROGRESS Reperiod (Secondary Comment: One Time	JRRENT IE (1-49% of go	Object	Chievement of the Control of the Con	NO PRO ent et: No et: No	OGRES.
A 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	JEP REPORE 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	EXPLANATION OGRESS (50-99% of goal String 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	CHIEVEMENT ON OF MARKS 2 PARTIAL A 4th Reporting Only) Date: Progress Mark Is progress suf goal? Yes If "No" please Needs Mo Excess Ab Assignme Need to re	FROM CUSS PROGRESS Reperiod (Secondary Comment: One Time	JRRENT IE (1-49% of go	Object	Chievement of the Control of the Con	NO PRO ent et: No et: No	OGRES

Student PITUSSI	MESHI		Date of Birth 01-JUN-2003	Meeting Date 05-FEB-2020
Last	First	MI Seeding Co. According		
ormance Area:	04:	Section G: Annual G	oals and Objectives ▼ Annual Go	-1#.
		Category:	a text and analyze their development over	
ncluding how they interact		o produce a complex accour	nt; provide an objective summary of the te	xt with 90% accuracy in 4/5
	o be reported to parents by Progress Report or Report C	Card periods.	t of Progress and Achievement from Cur	rent IEP" form(s) which
		Methods of		
State Assessments	Norm Portfo	Referenced	Criterion Referenced Work Samples	Curriculum Based
Observation Other			Work Samples	☐ Informal
	Report card	u		a 1
ncremental objective #1	related to the goal: need to determine two or mo	ana thamas an aantual	Incremental objective #2 related to a Meshi with support will need to determ	0
including how they intera	e their development over the act and build on one another stive summary of the text we wher observations.	r to produce a complex	of a text and analyze their developmer how they interact and build on one and provide an objective summary of the to measured by teacher observations.	other to produce a complex account;
ate to be achieved:	June ▼ 2020 IEP REPORT		Date to be achieved: October CHIEVEMENT FROM CURRENT II	2020
4 GOAL MET OR	IEP REPORT	T OF PROGRESS AND A		ЕР
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROmet)	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 goal met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED Ist 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	EP
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROmet)	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 4th Reporting Period (Secondary	EP goal met) 1 NO PROGRESS
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:	EP goal met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED Ist 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)	EP goal met) I NO PROGRESS Goal Achievement Objective 1 Met:
4 GOAL MET OR EXCEEDED st Reporting Period Date: Progress Mark:	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date: Progress Mark:	TOF PROGRESS AND A EXPLANATIO GRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark:	CHIEVEMENT FROM CURRENT II ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark:	EP goal met) 1 NO PROGRESS Goal Achievement
4 GOAL MET OR EXCEEDED Let 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:	EP goal met) 1 NO PROGRESS Goal Achievement Objective 1 Met: Yes No
4 GOAL MET OR EXCEEDED Ist Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	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	Goal Achievement Objective 1 Met: Yes No Objective 2 Met:
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?	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?	Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? 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:	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	Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	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	Progress Mark: By progress Sand A EXPLANATION OF PROGRESS (50-99% of goal and some standard of goal and some sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	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	Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess	JEP REPORT 3 SUBSTANTIAL PROmet) 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 Excess Absence/Tardy Assignments Not Completed	Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
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	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 Need to review/revise Goal	Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? 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	Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	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	Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	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 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	Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? 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	Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	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 Need to review/revise Goal	Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No

Student PITUSSI	MESHI		Date of Birth 01-JUN-2003	Meeting Date 05-FEB-2020
Last	First	MI		
		Section G: Annual G		
		Category:	▼ Annual Go /5 trials as measured by teacher observation	
	o be reported to parents by Progress Report or Report C	Card periods.	t of Progress and Achievement from Cur	rrent IEP" form(s) which
		Methods of 1		
State Assessments		Referenced	Criterion Referenced	Curriculum Based
Observation	Portfo		Work Samples	Informal
o other	Report Car	rd		
ncremental objective #1		1.4.650/	Incremental objective #2 related to t	0
in 4/5 trials as measured	nd take notes in all of her cl by teacher observations.	lasses with 65% accuracy	Meshi will stay on task and take notes 4/5 trials as measured by teacher obser	
ate to be achieved:	June ▼ 2020 IEP REPORT		Date to be achieved: October CHIEVEMENT FROM CURRENT II	2020
4 GOAL MET OR EXCEEDED	JEP REPORT 3 SUBSTANTIAL PRO met)	T OF PROGRESS AND A	CHIEVEMENT FROM CURRENT II ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g	EP
4 GOAL MET OR EXCEEDED 1st Reporting Period	IEP REPORT	F OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal	CHIEVEMENT FROM CURRENT II ON OF MARKS	EP goal met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED	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	EP goal met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED Ist 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:	EP goal met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED Ist 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)	EP goal met) 1 NO PROGRESS Goal Achievement
4 GOAL MET OR EXCEEDED 1st 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:	EP goal met) I NO PROGRESS Goal Achievement Objective 1 Met:
4 GOAL MET OR EXCEEDED Ist Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	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	Goal Achievement Objective 1 Met: Yes No Objective 2 Met:
4 GOAL MET OR EXCEEDED Ist 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? Yes No If "No" please	Progress Mark: 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?	EP Goal Met: Objective 1 Met: Yes No Objective 2 Met: Yes No
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "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	EP Goal Met: Objective 1 Met: Yes No Objective 2 Met: Yes No
4 GOAL MET OR EXCEEDED Ist Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	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	Progress Mark: By progress Mark: Progress Mark: By progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	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:	EP Goal Met: Objective 1 Met: Yes No Objective 2 Met: Yes No
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess	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	Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess	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	EP Goal Met: Objective 1 Met: Yes No Objective 2 Met: Yes No
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? 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 Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	EP Goal Met: Objective 1 Met: Yes No Objective 2 Met: Yes No
EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No 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	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	EP Goal Met: Objective 1 Met: Yes No Objective 2 Met: Yes No
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	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 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	EP Goal Met: Objective 1 Met: Yes No Objective 2 Met: Yes No
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? 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: By 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 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 Need to review/revise Goal	EP Goal Met: Objective 1 Met: Yes No Objective 2 Met: Yes No
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	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 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	EP Goal Met: Objective 1 Met: Yes No Objective 2 Met: Yes No

	INDIVIDUALIZED EDUCATION PROGRAM (IEP)	Page 12 of 21
Los Angeles Unified School District	Date of Birds 01 HIN 2002	Meeting Date 05-FEB-2020
Student PITUSSI MESHI Last First	Date of Birth 01-JUN-2003	Meeting Date 05-FEB-2020
	n K: Participation in State and District-wide Assessments	
	essments determined for each grade by the California Department of	Education and/or the Los Angeles Unified
	School District.	

		Page 13 of 21 INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Los Angeles Unified Sch		
Student PITUSSI	MESHI	Date of Birth 01-JUN-2003 Meeting Date 05-FEB-2020 MI
Last	First Se	ection N: Procedural Safeguards and Follow-up Actions
✓ A Parent's Guide to Sp	ecial Education Ser	vices including Procedural Rights & Safeguards was provided to the parent in his/her primary language.
		nts were read aloud at the beginning of the IEP Team meeting.
		right to a written translation of the IEP.
Is the parent/guardian reque	sting translation servi	ices? • Yes No
	=	itten translation of the IEP in Hebrew
Specify the Individual Pa	ages to be translated:	
all Special Requests:		
	I viagra ald the studen	tt and parent(s)/guardian(s) have been informed that the educational decision-making rights will transfer to the
		ΓHIS SPACE DELIBERATELY LEFT BLANK.

		EDUCATION PROGRAM (IEP)		Page 14 of 21				
Los Angeles Unified School Distr		D.46P. 41		D.4.				
Student PITUSSI MESI		Date of Birth 01-JUN-200	3 Meetir	ng Date 05-FEB-2020				
Last Fi	irst MI	(B) (1) (1) (1)						
		t Participation and Consent						
Parent Par	rticipation		Parent Notification					
Parent/Student (18-21) has participa	ated in the IEP meeting.	Method US Mail	Whom EM	When 19-NOV-2019				
Parent/Student (18-21) indicated before the meeting that they would not be able to attend. 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 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. I (PARENT) acknowledge that the IEP meeting was rescheduled to the								
without them if they did not attend.			initials here ONLY if	the PARENT requested that				
Par	rent/Student (18-21) Agreen	nent to Components of the Pro	posed IEP					
A Parent/Student (18-21) may agree		* *						
implement those portions of the IEP	to which the parent/student (18	-21) agrees so as to not delay provi	ding instruction and	d services.				
Parent/Student (18-21) AGREES to	o all components of the IEP.							
Parent/Student (18-21) AGREES of	o all components of the proposed II	EP WITH THE SPECIFIC EXCEPT	ΓΙΟΝ(S) stated below	w:				
Assessment Sp	pecify							
Eligibility Sp	pecify							
Instructional SettingSp	pecify							
Services Sp	pecify							
The Parent/Student (18-21) DOES	•	ononents of the proposed IEP						
A Parent/Student (18-21) is not required not agree. If a parent/student (18-21) information on dispute resolution practices and Safeguards).) does wish to initiate a form of	dispute resolution as to the compor	nents of the propose	ed IEP, the parent can find				
	Parent Con	cerns and Comments						
Signature(s)			Date (05-FEB-2020				
Guardian	Student age 18-21 years age 21 years		Emancipated inor	Foster Parent				
Did the school district facilitate parent in				No Response				
I certify that I have received a covoluntary and can be done at anytim		egarding the IEP process. I underst	and that my compl	etion of the form is				
Signature(s)			Date	5-FEB-2020				
- ''	L		Date					

PARENT INPUT SURVEY

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

ALL INFORMATION IS CONFIDENTIAL

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

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 '10', please write concerns below.)			201 3-2
		2	Addition	al Comments

addrass show			
addrass show			
addrass show			
addrass show			
addross show			
gain, Thank y		mail. Postage is	s pre-paid.
		11111	
			NO POSTAGE NECESSARY
			IF MAILED IN THE UNITED STATES
			ONTED STATES
		0051	
FEOURCE	NETWORK		
UNIFIED SC			
	4093		
11.	المالية المسالية المالية	بالرابين المالين الليالين	
1.00		***************************************	
2	PAID BY ADD PAID BY ADD ESOURCE INIFIED SC CA 90099-	PAID BY ADDRESSEE PSOURCE NETWORK INIFIED SCHOOL DIST CA 90099-4093	ESOURCE NETWORK INIFIED SCHOOL DISTRICT CA 90099-4093

	Reconvened Meeting Date					
Student PITUSSI MESHI Last First M	Date of Birth 01-JUN-2	Meeting Date 05-FEB-2020				
	on R: Names and Signatures (Signatures on Fil	le)				
Team Member	Print Name	Signature				
urent/Guardian	Nataly Pitussi					
rent/Guardian						
udent Age 18 - 21 years						
udent Under Age 18 years	Meshi Pitussi					
urrogate Parent						
ster Parent						
amily Foster Home Provider						
dministrator	Karyn Mazin					
dministrative Designee	Avital Pakravan					
pecial Education Teacher	Nancy Essenpreis					
chool Psychologist	Ellen Herndon					
Phool Nurse						
elated Service Staff						
elated Service Staff						
elated Service Staff						
terpreter						
gn Language Interpreter						
gency Representative						
gency Representative						
gency Representative						
her						
her						
ther						
ther						

				INDIVIDUALIZE	D EDUCATION BROA	CD AM (JED)		Page 16 of 21
Los Angeles	Unified S	chool Dist	rict	INDIVIDUALIZE	D EDUCATION PRO	GRAM (IEP)		
Student		MES		MI	Date of	01-JUN-2003	Meeting	05-FEB-2020
	Last		First	MI	Birth		Date	
			LEAST	RESTRICTIV	E ENVIRONM	ENT ANALYSIS	S	
			То	Be Completed By t	he IEP Team at the IE	P Team Meeting		
				Student's	Current Placement Ty	<u>/pe:</u>		
General	Education	Class/Gen	eral Educati	on Site	O Special	Day Program/General	Education Site	
Special	Day Progra	am/Special	Education (Center	Nonpub	olic School		
			Care Facili		•			
	_				IED toom discussion r	acandina ula aanant fu	om the besinnin	at Stan A syntil tha
						egarding placement fro ates YES, it is also rec		
Placement is restrictive so required sup	n a more re etting with oports, serv mpelling r	the use of vices, accordance why	etting should supplementan nmodations they cannot	only occur if the nary aids and service and modifications in be provided. In selections	ature or severity of the s cannot be achieved a s not the sole justifica	abilities be educated in e student's disability is satisfactorily. The lack ation for placement in a deration is given to any	such that placer of current availa a more restrictive	nent in a less ability of a student's e setting, unless
Step A.		supports, s m/setting?				student's IEP be made	_	
	O Yes No	•		ver is YES, then a g the question below.		sroom/setting is the ap	propriate placem	ent. If the answer is
	Yes	O No	available i and/or mo	n a general education	on classroom/setting? provided within a rea	, services, accommoda If YES, all required su sonable timeline. If the	apports, services	
Step B.	Can the	supports, s	ervices, acco	ommodations and/o	r modifications in the	student's IEP be made	available on a g	reneral education site
Step D.		cial day pro	gram?					
	O Yes	O No	answer is	NO, go to the quest	ion below.	n a general education s		
	O Yes	O No	available i	n a special day prog lations and/or modi	gram on a general edu		l required suppor	

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

ruuciit	PITUSSI Last	MES	First	MI		Date of Birth	01-JUN-2003	Meeting Date	05-FEB-2020
	Α.1	NINIT I A I	LEACT	DECTRICT		DONME	NIT ANIAI VOIC	C (Cantinga 1)	
	A	NNUAL					ENT ANALYSIS P Team Meeting	s (Continued))
			10	Be Completed I	by the ILI Tea	in at the 1L	ream wiceting		
tep C.	Can the	supports, s					student's IEP be made		
	O Yes	O No	question b	elow.		_	s the appropriate plac		_
	Yes	O No	available modificat	in a special scho	ool setting? If Yovided within a	ES, all req	services, accommoda uired supports, servic timeline. If the answ	es, accommodation	ons and/or
tep D.							student's IEP be made		ome/hospital settin
	O Yes	O No	If the answ	wer is NO, go to	the question b	elow.	s the appropriate plac		
	O Yes	O No	available modificat	in a home/hospi	tal setting? If Yovided within a	ES, all req	services, accommod uired supports, servic timeline. If the answ	es, accommodati	ons and/or
tep E.	Can the facility?		ervices, acc	ommodations ar	nd/or modificat	tions in the	student's IEP be made	e available in a re	sidential care
	O Yes	O No		rently available, dent in this sett		e IEP what	supports, accommod	ations and/or mod	difications are requ

Student	Last	MESHI First	MI	Date of Birth	01-JUN-2003	Meeting Date	05-FEB-2020
	ANN			E ENVIRONMI	ENT ANALYSIS	S (Continued))
Step F.			ed in the contents of t is time, including (ch		ement being considered	d by the IEP tean	n, outweigh any
			cess to the full range				
				on taught by highly qu	alified staff		
			student may earn cree tunity for social inter-	-			
				opriate peer role mode	els		
				ies with typical peers			
		Limited access	s to peers in student's	home community			
		Lack of exposi	ure to appropriate bel	havioral models from	peers		
	•	Other: N/A	A				

rom Page 4) furriculum lacement	MESHI First As of Date: Final IEP Reason Final IEP Effective Date:	Date of Birth 01-JUN-MI Effective With this IEP 05-FEB-2020 Eligible (SLD)		Meeting Date 05-FEB-2020 anges Related to this IEP
from Page 4) Curriculum Placement	Final IEP Reason Final IEP Effective	05-FEB-2020	Future Cha	anges Related to this IEP
from Page 4) Curriculum Placement	Final IEP Reason Final IEP Effective	05-FEB-2020	Future Cha	anges Related to this IEP
Eligibility: from Page 4) Curriculum Placement	Final IEP Reason Final IEP Effective			
from Page 4) Curriculum Placement	Final IEP Effective	Eligible (SLD)		
Curriculum Placement	Final IEP Effective			
Placement				
		General Education		
	Type of School	District Resident School		
	Name of School	VAN NUYS SH		
nstructional Setting	Sotting	General Education		
~ · · · · · · · · · · · · · · · · ·	Setting	GE		
	Program			
	Special Day Minutes/Wk	0		
	Addresses Goals	(Mathematics),(Written Language),(Reading), (Vocational Education)		
Additional Factors	Low Incident Support	None		
	Assistive Technology Support	No		
	Transportation	None		
	Extended School Year/Intersession	Yes No		
	Parent Counseling and Training (PCT)	○ Yes ● No		
	ESY Transportation			
Accommodation, Modifications, Supports	Instructional Accommodations	small groups, extended time on assignments and projects up to 2 days, graphic organizers, repeat instructions, rubrics, seated away from distractions, scaffolding, modeling, clear directions, able to complete tests in the resource lab, study guide, notes on a flash card to use on tests,		
	Instructional Modifications	,		
	Other Supports, including Non- Academic and Extra- curricular Activities			
Preparation for Three Year Review IEP (At he second Annual Review IEP Meeting, he team must discuss and document the lecision to conduct or	Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary?	○ Yes ○ No		
ot conduct a three-	If the Parent does not agree, specify the area(s) to be reassessed.			
		Comments, as appropriate	1	

Page 18 of 21

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District IEP FAPE Part 2 - Summary of Services 05-FEB-2020 Student PITUSSI MESHI Date of Birth 01-JUN-2003 Meeting Date Last First MI

Last Fir	St WII		Date
		Effective With This IEP	Future Changes Related To This IEP
Service 1	Start Date:	Effective on Signature Date 05-FEB-2020	
RSP	End Date:		
RSP	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals:	Interval:	Weekly	
(Written Language)	Minutes/Interval:	110	
(Reading)	Minutes/Interval (Pullout from	0	
(Vocational Education)	Gen Ed):		
,	Service Delivery Model:	RSP: Collaborative Teaching and Planning*	
	RSP Area:	Literacy/l	ELA/ELD
	Responsible Personnel:	Resource Specialist Teacher	
		General Education Teacher	
Service 2	Start Date:	Effective on Signature Date 05-FEB-2020	
RSP	End Date:		
RSP	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals:	Interval:	Weekly	
(Mathematics)	Minutes/Interval:	270	
(Written Language)	Minutes/Interval (Pullout from Gen Ed):	270	
(Reading)	Service Delivery Model:	RSP: Direct Instruction	
(Vocational Education)	Service Delivery Model:	Services*	

	RSP Area:	Multiple Ac	ademic Areas
	Responsible Personnel:	Resource Specialist Teacher	
*			
Service 3	Start Date:	Effective on Simulation D.	
Service 3	Start Date:	Effective on Signature Date 05-FEB-2020	
RSP	End Date:		
RSP	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals:	Interval:	Weekly	
(Mathematics)	Minutes/Interval:	110	
(Vocational Education)	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	RSP: Collaborative Teaching and Planning*	
	RSP Area:	M	ath
	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	e of General Education	
	Effective With this IEP	Future Changes Related to this IEP
% of Time per Week outside of General Education	14	

Part 4 - Additional Discussion (This section is optional)

The IEP team discussed the continuum of placements and the IEP team offered Van Nuys High School RSP program. An ISP meeting will be conducted after this meeting.

Los Angeles Unified School District Student PITUSS MESH				NDIVIDII AT 17	ED EDUCATION BROCK AM	(IED)	Page 19 of 21
Student PTUSS MESH MI Date of Birth (01-JUN-2003 Meeting Date (05-1/EH-2020 PERCEPC LEARNING DISABILITIES CERTIFICATION Use this form at Initial. Three Year Reviews and comprehensive assessments for students eligible a baruing a Specific Learning Disability, including but not brinnical to students with characteristics of hystexis. This form is not required at Annual Review meetings. It is the concensus of the IFF man the student most the clipability ericins of Specific Learning Disability based upon the information which follows. This form serves are the written report of the IEF can consensus. Are there electroning relevant medical conditions which should be considered by the IEFP Team? Yes No. If Yes, describe 2. During the observation of the student in the general education setting, was behavior acted that relates to the audeents general academic functioning? Yes No. If Yes, describe 3. A severe discrepancy exists in one or more of the following scademic areas (Check all that apply) Is interrupt Comprehension Intelligence of the following psychological processes (Check all that apply) Is interrupt Comprehension Intelligence of the following psychological processes (Check all that apply) Is interrupt Comprehension Intelligence of the following psychological processes (Check all that apply) Is the comprehension Intelligence of the following psychological processes (Check all that apply) Is the remaining comprehension Intelligence of the comprehension Intelligence of the following psychological processes (Check all that apply) Is the remaining of the discrepancy is not primarily the result of Section of the following psychological processes (Check all that apply) Is the remaining of the discrepancy is not primarily the result of Section and Section (Section Processing Intelligence of Comprehension Intelligence of Comprehension Intelligence Intellige		I og Am			ED EDUCATION PROGRAM	(IEP)	(SLD ng 1 of 1)
List First MI SPECIFIC LEARNING DISABILITIES CERTIFICATION Use this form at Initial. There Year Reviews and comprehensive assessments for students (eighble as having a Specific Learning Disability, including but not limited to students with characteristies of Speciation. Its ordinary of the Comments of the IPP Team that the student metals the eligibility criteria for Specific Learning Disability, based upon the information which follows. This form serves as the written report to the IPP Team reservant. 1. Are there editectationally relevant medical conditions which should be considered by the IEP Team? 2. During the observation of the student in the general education setting, was behavior noted that relates to the student's general academic functioning? 2. During the observation of the student in the general education setting, was behavior noted that relates to the student's general academic functioning? 2. During the observation of the student in the general education setting, was behavior noted that relates to the student's general academic functioning? 2. During the observation of the student in the general education setting, was behavior noted that relates to the student's general academic functioning? 2. During the observation of the student in the general education setting, was behavior noted that relates to the student's general academic functioning? 3. A severe discrepancy exists in one or more of the following needed to the student's general academic functioning? 3. A severe discrepancy exists in one or more of the following needed to the student's general academic functioning? 3. A severe discrepancy exists in one or more of the following needed to the student's general academic functioning? 3. A severe discrepancy exists in one or more of the following needed to the student's general academic functioning? 4. The discrepancy exists in one or more of the following needed to the student's general academic functioning? 5. The Team agrees that the discrepancy is not primarily the result of t	Ctdot			DI DISTRICT	Date of Birdh 01 HE	NI 2002	
SPECIFIC LEARNING DISABILITIES CERTIFICATION Use his form at latital. Three Year Reviews and competencies accuments for sendens eligible as barvage a Specific Learning Disability based to include 9 students with characteristics of dylexus. This form is not required at Annual Review meetings. It is the consensation of the LIP Term that the student meets the eligibility criterion for Specific Learning Disability based upon the information which follows. This form serves us the written report of the IEP Term consensus. 1. Are there exhactanoually relevant medical conditions which should be considered by the IEP Term? Yes No If Yes, describe 2. During the observation of the student in the general education setting, was behavior noted that relates to the student's general academic functioning? Yes No If Yes, describe 3. A severe discrepancy exists in one or more of the following scaderric areas: (Check all that apply) Listening Comprehension Math Calculation Math Calculation Math Calculation The discrepancy is the result of a discorder in one or more of the following psychological processes: (Check all that apply) Attention Cognitive abilities including association, conceptualization and math Calculation The conservation of the student of a discorder in one or more of the following psychological processes: (Check all that apply) Sensory Mutor Skills Term agrees that the discrepancy is not primarily the result of intellectually Disabled	Student			MI	Date of Birth 01-JO.	N-2003	viceting Date 03-FEB-2020
Use this form at Initial. Trace Year Reviews and comprehensive assessments for sudents eligible as having a Specific Learning Disability, including but not limited to students with characteristics of objects. In Initia from sort senior day Annual Review necessary. It is the consensus of the IFP Team that the student motes the eligibility criteria for Specific Learning Disability based upon the information which follows. This form across as the written report of the IFP Team contensus. 1. Are free educationally relevant medical conditions which should be considered by the IEP Team? Yes No If Yes, describe 2. During the observation of the student in the general education setting, was behavior noted that relates to the student's general academic functioning? Yes No If Yes, describe 3. A revere discrepancy exists in one or more of the following academic areas: (Check all that replay) Listening Comprehension Math Calculation Math Calculation Math Reasoning Reading Comprehension Reading Fluency 4. The discrepancy is the result of a discorder in one or more of the following psychological processors: (Check all that apply) Note of Processing Sensory Matur Skills Cognitive abilities including association, conceptualization and Phoneological Processing Sensory Matur Skills expression Cognitive abilities including association, conceptualization and Phoneological Processing Sensory Matur Skills expression The Team agrees that the discrepancy is not primarily the result of Elimited selected experience Scolal mandadjustment Intellectually Disabled		பவர			NINC DISABII ITIES CEDTIE	TICATION	
initiated not students with characteristics of dysbexis. This form is not required at Annual Review meetings. It is the consensue of the FIP Team the the student meets the dipibility criteria for Specific Learning Disability based upon the information which follows. This form serves us the written report of the EP Team consensus. As the reductationally relevant medical conditions which should be considered by the IFP Team? ▼Yes ▼ Nu If Yes, theseribe 2. During the observation of the student in the general education setting, was behavior noted that relates to the student's general academic functioning? ▼Yes ▼ No If Yes, describe 3. A severe discrepancy exists in one or more of the following scademic areas: (Check all that apply) It is tening Comprohension ▼ Basic Reading Skills ▼ Math. Calculation 4. The discrepancy is the result of a disorred in one or more of the following psychological processes: (Check all that apply) Witten Expression ▼ Reading Comprohension ▼ Reading Reading Skills ▼ Math. Calculation ▼ Notation ▼ Sensory Motor Skills ▼ Cognitive shifties including association, conceptualization and ▼ Phonological Processing ▼ Sensory Motor Skills ▼ Cognitive shifties including association, conceptualization and ▼ Phonological Processing ▼ Sensory Motor Skills ▼ Lavisonmental. connomic or cultural disadvantage ▼ Sensory Skills ▼ Visual, hearing or motor impairment	Use this fo	rm at Initial Th					ing Disability, including but not
It is the consensus of the IFP Team that the student meets the elightility eriteria for Specific Learning Disability based upon the information which follows. This form serves as the written report of the IFP Team consensus. 1. Are there educationally relevant medical conditions which should be considered by the IEP Team? Yes No IFVes, describe 2. During the observation of the student in the general education setting, was behavior noted that relates to the student's general academic functioning? Yes No IFVes, describe 3. A severe discrepancy exists in one or more of the following academic areas: (Check all that apply) 4. The discrepancy exists in one or more of the following academic areas: (Check all that apply) 5. The function of the student of a disorder in one or more of the following psychological processor: (Check all that apply) 6. The function of the third of a disorder in one or more of the following psychological processor: (Check all that apply) 7. The function of the third of a disorder in one or more of the following psychological processor: (Check all that apply) 8. The function of the studing association, conceptualization and Phonological Processing 9. Second mandging the observance or collural disordering or motor impairment 1. The function of the studing association, conceptualization and Phonological Processing 1. The functional part of the studing association, conceptualization and Phonological Processing 2. Second anadiquistment 2. Second anadiquistment 3. In a functional part of the following of the processing of the							ing Disability, including but not
1. As evere discrepancy exists in one or more of the following academic areas: (Check all that apply) 1. As severe discrepancy exists in one or more of the following academic areas: (Check all that apply) 1. Listering Comprehension 1. Statemion 2. During the observation of the student in the general education setting, was behavior noted that relates to the student's general academic functioning? 2. During the observation of the student in the general education setting, was behavior noted that relates to the student's general academic functioning? 3. A severe discrepancy exists in one or more of the following academic areas: (Check all that apply) 3. Listering Comprehension 4. Written Expression 5. The discopancy is the result of a disorder in one or more of the following psychological processing: 6. Cognitive abilities including association, conceptualization and phonological Processing: 8. Sensory Motor Skills expression 8. The Ican agrees that the discrepancy is not primarily the result of the state of	It is the con	nsensus of the II	EP Team that the stud	ent meets the eligil	pility criteria for Specific Learning D	isability based upon	the information which follows.
2. During the observation of the student in the general education setting, was behavior noted that relates to the student's general academic functioning? Yes ® No II Yes, describe 3. A severe discrepancy exists in one or more of the following academic areas: (Check all that apply) Listening Comprehension What factuation What Reasoning Reading Comprehension Reading Fluency 4. The discrepancy is the result of a disorder in one or more of the following psychological processing Cognitive abilities including association, conceptualization and Phenological Processing Sensory Motor Skills Copraise abilities including association, conceptualization and Phenological Processing Sensory Motor Skills Copraise abilities including association, conceptualization and Phenological Processing Copraise abilities including association, conceptualization and Phenological Processing Copraise abilities including association, conceptualization and Copraise abilities including association conceptualization and copraise abilities including association conceptualization and copraise abilities including association conceptualization and cop							
2. During the observation of the student in the general education setting, was behavior noted that relates to the student's general academic functioning? Yes No. No., dosenbe 3. A severe discrepancy exists in one or more of the following academic areas: (Cheek all that apply) Listening Comprehension Basic Reading Stills Oral Expression Reading Comprehension With a disclusion Authoriton Cognitive abilities including association, conceptualization and expression Cognitive abilities including association, conceptualization and expression Stream agrees that the discrepancy is not primarily the result of the following psychological processing expression Cognitive abilities including association, conceptualization and expression Stream agrees that the discrepancy is not primarily the result of the following psychological processing expression The Team agrees that the discrepancy is not primarily the result of the following psychological processing expression The Team agrees that the discrepancy is not primarily the result of the following psychological processing expression The Team agrees that the discrepancy is not primarily the result of the following psychological processing expression The Team agrees that the discrepancy is not primarily the result of the following psychological processing expression The Team agrees that the discrepancy is not primarily the result of the following psychological processing expression The Team agrees that the discrepancy is not primarily the result of the following psychological processing expression The Team agrees that the discrepancy is not primarily the result of the following psychological processing expression The Team agrees that the discrepancy is not primarily the result of the following psychological processing expression and the followi			relevant medical cond	litions which shoul	d be considered by the IEP Team?	Yes No	
3. A severe discrepancy exists in one or more of the following academic areas: (Check all that apply) Listening Comprehension Written Expression Math Calculation Math Calculation Math Reasoning Reading Comprehension Reading Fluency 4. The discrepancy is the result of a disorder in one or more of the following psychological processes: (Check all that apply) Attention Visual Processing Additory Processing Sensory Motor Skills Cognitive abilities including association, conceptualization and expression 5. The Team agrees that the discrepancy is not primarily the result of: Limited school experience Poor school attendance Social maladjustment Intellectually Disabled Visual, hearing or motor impairment	ir yes, desc	cribe					
3. A severe discrepancy exists in one or more of the following academic areas: (Check all that apply) Listening Comprehension Written Expression Math Calculation Math Calculation Math Reasoning Reading Comprehension Reading Fluency 4. The discrepancy is the result of a disorder in one or more of the following psychological processes: (Check all that apply) Attention Visual Processing Additory Processing Sensory Motor Skills Cognitive abilities including association, conceptualization and expression 5. The Team agrees that the discrepancy is not primarily the result of: Limited school experience Poor school attendance Social maladjustment Intellectually Disabled Visual, hearing or motor impairment							
3. A severe discrepancy exists in one or more of the following academic areas: (Check all that apply) Listening Comprehension Written Expression Math Calculation Math Calculation Math Reasoning Reading Comprehension Reading Fluency 4. The discrepancy is the result of a disorder in one or more of the following psychological processes: (Check all that apply) Attention Visual Processing Additory Processing Sensory Motor Skills Cognitive abilities including association, conceptualization and expression 5. The Team agrees that the discrepancy is not primarily the result of: Limited school experience Poor school attendance Social maladjustment Intellectually Disabled Visual, hearing or motor impairment							
3. A severe discrepancy exists in one or more of the following academic areas: (Check all that apply) Listening Comprehension Written Expression Math Calculation Math Reasoning Reading Comprehension Reading Fluency 4. The discrepancy is the result of a disorder in one or more of the following psychological processes: (Check all that apply) Attention Visual Processing Additory Processing Sensory Motor Skills Cognitive abilities including association, conceptualization and expression S. The Team agrees that the discrepancy is not primarily the result of: Limited school experience Poor school attendance Social maladjustment Intellectually Disabled Visual, hearing or motor impairment							
3. A severe discrepancy exists in one or more of the following academic areas: (Check all that apply) Listening Comprehension Written Expression Math Calculation Math Calculation Math Reasoning Reading Comprehension Reading Fluency 4. The discrepancy is the result of a disorder in one or more of the following psychological processes: (Check all that apply) Attention Visual Processing Additory Processing Sensory Motor Skills Cognitive abilities including association, conceptualization and expression 5. The Team agrees that the discrepancy is not primarily the result of: Limited school experience Poor school attendance Social maladjustment Intellectually Disabled Visual, hearing or motor impairment							
3. A severe discrepancy exists in one or more of the following academic areas: (Check all that apply) Listening Comprehension Written Expression Math Calculation Math Reasoning Reading Comprehension Reading Fluency 4. The discrepancy is the result of a disorder in one or more of the following psychological processes: (Check all that apply) Attention Visual Processing Additory Processing Sensory Motor Skills Cognitive abilities including association, conceptualization and expression S. The Team agrees that the discrepancy is not primarily the result of: Limited school experience Poor school attendance Social maladjustment Intellectually Disabled Visual, hearing or motor impairment							
3. A severe discrepancy exists in one or more of the following academic areas: (Check all that apply) Listening Comprehension Written Expression Math Calculation Math Reasoning Reading Comprehension Reading Fluency 4. The discrepancy is the result of a disorder in one or more of the following psychological processes: (Check all that apply) Attention Visual Processing Additory Processing Sensory Motor Skills Cognitive abilities including association, conceptualization and expression S. The Team agrees that the discrepancy is not primarily the result of: Limited school experience Poor school attendance Social maladjustment Intellectually Disabled Visual, hearing or motor impairment							
3. A severe discrepancy exists in one or more of the following academic areas: (Check all that apply) Listening Comprehension Written Expression Math Calculation Math Reasoning Reading Comprehension Reading Fluency 4. The discrepancy is the result of a disorder in one or more of the following psychological processes: (Check all that apply) Attention Visual Processing Additory Processing Sensory Motor Skills Cognitive abilities including association, conceptualization and expression S. The Team agrees that the discrepancy is not primarily the result of: Limited school experience Poor school attendance Social maladjustment Intellectually Disabled Visual, hearing or motor impairment							
3. A severe discrepancy exists in one or more of the following academic areas: (Check all that apply) Listening Comprehension Written Expression Math Calculation Math Calculation Math Reasoning Reading Comprehension Reading Fluency 4. The discrepancy is the result of a disorder in one or more of the following psychological processes: (Check all that apply) Attention Visual Processing Additory Processing Sensory Motor Skills Cognitive abilities including association, conceptualization and expression 5. The Team agrees that the discrepancy is not primarily the result of: Limited school experience Poor school attendance Social maladjustment Intellectually Disabled Visual, hearing or motor impairment							
3. A severe discrepancy exists in one or more of the following academic areas: (Check all that apply) Listening Comprehension Written Expression Math Calculation Math Calculation Math Reasoning Reading Comprehension Reading Fluency 4. The discrepancy is the result of a disorder in one or more of the following psychological processes: (Check all that apply) Attention Visual Processing Additory Processing Sensory Motor Skills Cognitive abilities including association, conceptualization and expression 5. The Team agrees that the discrepancy is not primarily the result of: Limited school experience Poor school attendance Social maladjustment Intellectually Disabled Visual, hearing or motor impairment							
3. A severe discrepancy exists in one or more of the following academic areas: (Check all that apply) Listening Comprehension Written Expression Math Calculation Math Calculation Math Reasoning Reading Comprehension Reading Fluency 4. The discrepancy is the result of a disorder in one or more of the following psychological processes: (Check all that apply) Attention Visual Processing Additory Processing Sensory Motor Skills Cognitive abilities including association, conceptualization and expression 5. The Team agrees that the discrepancy is not primarily the result of: Limited school experience Poor school attendance Social maladjustment Intellectually Disabled Visual, hearing or motor impairment							
3. A severe discrepancy exists in one or more of the following academic areas: (Check all that apply) Listening Comprehension Written Expression Math Calculation Math Calculation Math Reasoning Reading Comprehension Reading Fluency 4. The discrepancy is the result of a disorder in one or more of the following psychological processes: (Check all that apply) Attention Visual Processing Additory Processing Sensory Motor Skills Cognitive abilities including association, conceptualization and expression 5. The Team agrees that the discrepancy is not primarily the result of: Limited school experience Poor school attendance Social maladjustment Intellectually Disabled Visual, hearing or motor impairment							
3. A severe discrepancy exists in one or more of the following academic areas: (Check all that apply) Listening Comprehension Written Expression Math Calculation Math Calculation Math Reasoning Reading Comprehension Reading Fluency 4. The discrepancy is the result of a disorder in one or more of the following psychological processes: (Check all that apply) Attention Visual Processing Additory Processing Sensory Motor Skills Cognitive abilities including association, conceptualization and expression 5. The Team agrees that the discrepancy is not primarily the result of: Limited school experience Poor school attendance Social maladjustment Intellectually Disabled Visual, hearing or motor impairment							
3. A severe discrepancy exists in one or more of the following academic areas: (Check all that apply) Listening Comprehension Written Expression Math Calculation Math Reasoning Reading Comprehension Reading Fluency 4. The discrepancy is the result of a disorder in one or more of the following psychological processes: (Check all that apply) Attention Visual Processing Additory Processing Sensory Motor Skills Cognitive abilities including association, conceptualization and expression S. The Team agrees that the discrepancy is not primarily the result of: Limited school experience Poor school attendance Social maladjustment Intellectually Disabled Visual, hearing or motor impairment							
3. A severe discrepancy exists in one or more of the following academic areas: (Check all that apply) Listening Comprehension Written Expression Math Calculation Math Reasoning Reading Comprehension Reading Fluency 4. The discrepancy is the result of a disorder in one or more of the following psychological processes: (Check all that apply) Attention Visual Processing Additory Processing Sensory Motor Skills Cognitive abilities including association, conceptualization and expression S. The Team agrees that the discrepancy is not primarily the result of: Limited school experience Poor school attendance Social maladjustment Intellectually Disabled Visual, hearing or motor impairment							
3. A severe discrepancy exists in one or more of the following academic areas: (Check all that apply) Listening Comprehension Written Expression Math Calculation Math Reasoning Reading Comprehension Reading Fluency 4. The discrepancy is the result of a disorder in one or more of the following psychological processes: (Check all that apply) Attention Visual Processing Additory Processing Sensory Motor Skills Cognitive abilities including association, conceptualization and expression S. The Team agrees that the discrepancy is not primarily the result of: Limited school experience Poor school attendance Social maladjustment Intellectually Disabled Visual, hearing or motor impairment							
3. A severe discrepancy exists in one or more of the following academic areas: (Check all that apply) Listening Comprehension Written Expression Math Calculation Math Reasoning Reading Comprehension Reading Fluency 4. The discrepancy is the result of a disorder in one or more of the following psychological processes: (Check all that apply) Attention Visual Processing Additory Processing Sensory Motor Skills Cognitive abilities including association, conceptualization and expression S. The Team agrees that the discrepancy is not primarily the result of: Limited school experience Poor school attendance Social maladjustment Intellectually Disabled Visual, hearing or motor impairment							
3. A severe discrepancy exists in one or more of the following academic areas: (Check all that apply) Listening Comprehension Written Expression Math Calculation Math Reasoning Reading Comprehension Reading Fluency 4. The discrepancy is the result of a disorder in one or more of the following psychological processes: (Check all that apply) Attention Visual Processing Additory Processing Sensory Motor Skills Cognitive abilities including association, conceptualization and expression S. The Team agrees that the discrepancy is not primarily the result of: Limited school experience Poor school attendance Social maladjustment Intellectually Disabled Visual, hearing or motor impairment							
If Yes, describe 3. A severe discrepancy exists in one or more of the following academic areas: (Check all that apply) Listening Comprehension Basic Reading Skills Oral Expression Written Expression Math Calculation Math Reasoning Reading Comprehension Reading Fluency 4. The discrepancy is the result of a disorder in one or more of the following psychological processes: (Check all that apply) Attention Visual Processing Auditory Processing Auditory Processing Sensory Motor Skills Cognitive abilities including association, conceptualization and expression S. The Team agrees that the discrepancy is not primarily the result of: Limited school experience Poor school attendance Social maladjustment Intellectually Disabled			of the student in the g	eneral education se	etting, was behavior noted that relates	to the student's gene	eral academic functioning?
3. A severe discrepancy exists in one or more of the following academic areas: (Check all that apply) Listening Comprehension Written Expression Math Calculation Math Reasoning Reading Comprehension Reading Fluency 4. The discrepancy is the result of a disorder in one or more of the following psychological processes: (Check all that apply) Attention Visual Processing Auditory Processing Cognitive abilities including association, conceptualization and expression 5. The Team agrees that the discrepancy is not primarily the result of: Limited school experience Poor school attendance Social maladjustment Intellectually Disabled							
Listening Comprehension Written Expression Wath Calculation Wath Reasoning Wath Reasoning 4. The discrepancy is the result of a disorder in one or more of the following psychological processes: (Check all that apply) Attention Cognitive abilities including association, conceptualization and expression 5. The Team agrees that the discrepancy is not primarily the result of: Limited school experience Poor school attendance Social maladjustment Wath Reasoning Reading Comprehension Reading Comprehension Reading Fluency Auditory Processes: (Check all that apply) Auditory Processing Sensory Motor Skills Phonological Processing Environmental, economic or cultural disadvantage Wisual, hearing or motor impairment	If Yes, desc	eribe					
Listening Comprehension Written Expression Wath Calculation Wath Reasoning Wath Reasoning 4. The discrepancy is the result of a disorder in one or more of the following psychological processes: (Check all that apply) Attention Cognitive abilities including association, conceptualization and expression 5. The Team agrees that the discrepancy is not primarily the result of: Limited school experience Poor school attendance Social maladjustment Wath Reasoning Reading Comprehension Reading Comprehension Reading Fluency Auditory Processing Phonological Processing Environmental, economic or cultural disadvantage W Social maladjustment W Intellectually Disabled Visual, hearing or motor impairment							
Listening Comprehension Written Expression Wath Calculation Wath Reasoning Wath Reasoning 4. The discrepancy is the result of a disorder in one or more of the following psychological processes: (Check all that apply) Attention Cognitive abilities including association, conceptualization and expression 5. The Team agrees that the discrepancy is not primarily the result of: Limited school experience Poor school attendance Social maladjustment Wath Reasoning Reading Comprehension Reading Comprehension Reading Fluency Auditory Processing Phonological Processing Environmental, economic or cultural disadvantage W Social maladjustment W Intellectually Disabled Visual, hearing or motor impairment							
Listening Comprehension Written Expression Wath Calculation Wath Reasoning Wath Reasoning 4. The discrepancy is the result of a disorder in one or more of the following psychological processes: (Check all that apply) Attention Cognitive abilities including association, conceptualization and expression 5. The Team agrees that the discrepancy is not primarily the result of: Limited school experience Poor school attendance Social maladjustment Wath Reasoning Reading Comprehension Reading Comprehension Reading Fluency Auditory Processing Phonological Processing Environmental, economic or cultural disadvantage W Social maladjustment W Intellectually Disabled Visual, hearing or motor impairment							
Listening Comprehension Written Expression Wath Calculation Wath Reasoning Wath Reasoning 4. The discrepancy is the result of a disorder in one or more of the following psychological processes: (Check all that apply) Attention Cognitive abilities including association, conceptualization and expression 5. The Team agrees that the discrepancy is not primarily the result of: Limited school experience Poor school attendance Social maladjustment Wath Reasoning Reading Comprehension Reading Comprehension Reading Fluency Auditory Processing Phonological Processing Environmental, economic or cultural disadvantage W Social maladjustment W Intellectually Disabled Visual, hearing or motor impairment							
Listening Comprehension Written Expression Wath Calculation Wath Reasoning Wath Reasoning Auditory Processing Cognitive abilities including association, conceptualization and expression The Team agrees that the discrepancy is not primarily the result of: Limited school experience Poor school attendance Intellectually Disabled Oral Expression Reading Comprehension Reading Fluency Authory Reading Comprehension Reading Fluency Authory Reading Comprehension Reading Fluency Social that apply) Phonological processing Phonological Processing Environmental, economic or cultural disadvantage Visual, hearing or motor impairment							
Listening Comprehension Written Expression Wath Calculation Wath Reasoning Wath Reasoning Auditory Processing Cognitive abilities including association, conceptualization and expression The Team agrees that the discrepancy is not primarily the result of: Limited school experience Poor school attendance Intellectually Disabled Oral Expression Reading Comprehension Reading Fluency Authory Reading Comprehension Reading Fluency Authory Reading Comprehension Reading Fluency Social that apply) Phonological processing Phonological Processing Environmental, economic or cultural disadvantage Visual, hearing or motor impairment							
Listening Comprehension Written Expression Wath Calculation Wath Reasoning Wath Reasoning Auditory Processing Cognitive abilities including association, conceptualization and expression The Team agrees that the discrepancy is not primarily the result of: Limited school experience Poor school attendance Intellectually Disabled Oral Expression Reading Comprehension Reading Fluency Authory Reading Comprehension Reading Fluency Authory Reading Comprehension Reading Fluency Social that apply) Phonological processing Phonological Processing Environmental, economic or cultural disadvantage Visual, hearing or motor impairment							
Listening Comprehension Written Expression Wath Calculation Wath Reasoning Wath Reasoning Auditory Processing Cognitive abilities including association, conceptualization and expression The Team agrees that the discrepancy is not primarily the result of: Limited school experience Poor school attendance Intellectually Disabled Oral Expression Reading Comprehension Reading Fluency Authory Reading Comprehension Reading Fluency Authory Reading Comprehension Reading Fluency Social that apply) Phonological processing Phonological Processing Environmental, economic or cultural disadvantage Visual, hearing or motor impairment							
Listening Comprehension Written Expression Wath Calculation Wath Reasoning Wath Reasoning Auditory Processing Cognitive abilities including association, conceptualization and expression The Team agrees that the discrepancy is not primarily the result of: Limited school experience Poor school attendance Intellectually Disabled Oral Expression Reading Comprehension Reading Fluency Authory Reading Comprehension Reading Fluency Authory Reading Comprehension Reading Fluency Social that apply) Phonological processing Phonological Processing Environmental, economic or cultural disadvantage Visual, hearing or motor impairment							
Listening Comprehension Written Expression Wath Calculation Wath Reasoning Wath Reasoning Auditory Processing Cognitive abilities including association, conceptualization and expression The Team agrees that the discrepancy is not primarily the result of: Limited school experience Poor school attendance Intellectually Disabled Oral Expression Reading Comprehension Reading Fluency Authory Reading Comprehension Reading Fluency Authory Reading Comprehension Reading Fluency Social that apply) Phonological processing Phonological Processing Environmental, economic or cultural disadvantage Visual, hearing or motor impairment							
Listening Comprehension Written Expression Wath Calculation Wath Reasoning Wath Reasoning 4. The discrepancy is the result of a disorder in one or more of the following psychological processes: (Check all that apply) Attention Cognitive abilities including association, conceptualization and expression 5. The Team agrees that the discrepancy is not primarily the result of: Limited school experience Poor school attendance Social maladjustment Wath Reasoning Reading Comprehension Reading Comprehension Reading Fluency Auditory Processing Phonological Processing Environmental, economic or cultural disadvantage W Social maladjustment W Intellectually Disabled Visual, hearing or motor impairment							
Listening Comprehension Written Expression Wath Calculation Wath Reasoning Wath Reasoning 4. The discrepancy is the result of a disorder in one or more of the following psychological processes: (Check all that apply) Attention Cognitive abilities including association, conceptualization and expression 5. The Team agrees that the discrepancy is not primarily the result of: Limited school experience Poor school attendance Social maladjustment Wath Reasoning Reading Comprehension Reading Comprehension Reading Fluency Auditory Processing Phonological Processing Environmental, economic or cultural disadvantage W Social maladjustment W Intellectually Disabled Visual, hearing or motor impairment							
Listening Comprehension Written Expression Wath Calculation Wath Reasoning Wath Reasoning 4. The discrepancy is the result of a disorder in one or more of the following psychological processes: (Check all that apply) Attention Cognitive abilities including association, conceptualization and expression 5. The Team agrees that the discrepancy is not primarily the result of: Limited school experience Poor school attendance Social maladjustment Wath Reasoning Reading Comprehension Reading Comprehension Reading Fluency Auditory Processing Phonological Processing Environmental, economic or cultural disadvantage W Social maladjustment W Intellectually Disabled Visual, hearing or motor impairment							
Listening Comprehension Written Expression Wath Calculation Wath Reasoning Wath Reasoning Auditory Processing Cognitive abilities including association, conceptualization and expression The Team agrees that the discrepancy is not primarily the result of: Limited school experience Poor school attendance Intellectually Disabled Oral Expression Reading Comprehension Reading Fluency Authory Reading Comprehension Reading Fluency Authory Reading Comprehension Reading Fluency Social that apply) Phonological processing Phonological Processing Environmental, economic or cultural disadvantage Visual, hearing or motor impairment							
Listening Comprehension Written Expression Wath Calculation Wath Reasoning Wath Reasoning Auditory Processing Cognitive abilities including association, conceptualization and expression The Team agrees that the discrepancy is not primarily the result of: Limited school experience Poor school attendance Intellectually Disabled Oral Expression Reading Comprehension Reading Fluency Authory Reading Comprehension Reading Fluency Authory Reading Comprehension Reading Fluency Social that apply) Phonological processing Phonological Processing Environmental, economic or cultural disadvantage Visual, hearing or motor impairment							
Listening Comprehension Written Expression Wath Calculation Wath Reasoning Wath Reasoning Auditory Processing Cognitive abilities including association, conceptualization and expression The Team agrees that the discrepancy is not primarily the result of: Limited school experience Poor school attendance Intellectually Disabled Oral Expression Reading Comprehension Reading Fluency Authory Reading Comprehension Reading Fluency Authory Reading Comprehension Reading Fluency Social that apply) Phonological processing Phonological Processing Environmental, economic or cultural disadvantage Visual, hearing or motor impairment							
Listening Comprehension Written Expression Wath Calculation Wath Reasoning Wath Reasoning Auditory Processing Cognitive abilities including association, conceptualization and expression The Team agrees that the discrepancy is not primarily the result of: Limited school experience Poor school attendance Intellectually Disabled Oral Expression Reading Comprehension Reading Fluency Authory Reading Comprehension Reading Fluency Authory Reading Comprehension Reading Fluency Social that apply) Phonological processing Phonological Processing Environmental, economic or cultural disadvantage Visual, hearing or motor impairment							
Listening Comprehension Written Expression Wath Calculation Wath Reasoning Wath Reasoning Auditory Processing Cognitive abilities including association, conceptualization and expression The Team agrees that the discrepancy is not primarily the result of: Limited school experience Poor school attendance Intellectually Disabled Oral Expression Reading Comprehension Reading Fluency Authory Reading Comprehension Reading Fluency Authory Reading Comprehension Reading Fluency Social that apply) Phonological processing Phonological Processing Environmental, economic or cultural disadvantage Visual, hearing or motor impairment	2 4	J:	:_4_ :	24L - C-11	1		
Written Expression Math Calculation Math Reasoning Reading Fluency 4. The discrepancy is the result of a disorder in one or more of the following psychological processes: (Check all that apply) Attention Visual Processing Cognitive abilities including association, conceptualization and expression 5. The Team agrees that the discrepancy is not primarily the result of: Limited school experience Poor school attendance Environmental, economic or cultural disadvantage Social maladjustment Intellectually Disabled Wisual, hearing or motor impairment							Darding Con. 1
4. The discrepancy is the result of a disorder in one or more of the following psychological processes: (Check all that apply) Attention Cognitive abilities including association, conceptualization and expression 5. The Team agrees that the discrepancy is not primarily the result of: Limited school experience Poor school attendance Finited school experience Poor school attendance Intellectually Disabled Visual, hearing or motor impairment							
Attention Visual Processing Cognitive abilities including association, conceptualization and expression Sensory Motor Skills Phonological Processing Environmental, economic or cultural disadvantage Social maladjustment Intellectually Disabled Visual, hearing or motor impairment	₩r	men Expression	, U	viain Calculation	wiath Keasoning		Reading Fluency
Attention Visual Processing Cognitive abilities including association, conceptualization and expression Sensory Motor Skills Phonological Processing Environmental, economic or cultural disadvantage Social maladjustment Intellectually Disabled Visual, hearing or motor impairment	4. The disc	repancy is the re	esult of a disorder in o	one or more of the	following psychological processes: (0	Check all that apply)	
Cognitive abilities including association, conceptualization and expression Phonological Processing expression 5. The Team agrees that the discrepancy is not primarily the result of: Limited school experience Poor school attendance Environmental, economic or cultural disadvantage Social maladjustment Intellectually Disabled Visual, hearing or motor impairment							Sensory Motor Skills
expression 5. The Team agrees that the discrepancy is not primarily the result of: Limited school experience Poor school attendance Environmental, economic or cultural disadvantage Social maladjustment Intellectually Disabled Visual, hearing or motor impairment							
 ✓ Limited school experience ✓ Poor school attendance ✓ Environmental, economic or cultural disadvantage ✓ Social maladjustment ✓ Intellectually Disabled ✓ Visual, hearing or motor impairment 			5		8 1111	-	
 ✓ Limited school experience ✓ Poor school attendance ✓ Environmental, economic or cultural disadvantage ✓ Social maladjustment ✓ Intellectually Disabled ✓ Visual, hearing or motor impairment 	5 Th. T	m nome 41 4 4	a diamer	mino amileo 41e e	a-fi		
Social maladjustment disadvantage Visual, hearing or motor impairment		-					
Social maladjustment Intellectually Disabled Visual, hearing or motor impairment	▼ Lir	nited school exp	erience	Poor s	chool attendance		ntai, economic or cultural
	✓ So	cial maladiustme	ent	✓ Intelle	ctually Disabled		ring or motor impairment
Unfamiliarity with the English language					county Disactor	— visuai, iidai	and or motor impulment

Eligibility: Eligible (SLD) Curriculum: General Education Transportation: None Low Incident Support: None Date District Received Parent Signature:
Program: GE Setting: General Education
Eligibility: Eligible (SLD) Curriculum: General Education Transportation: None Low Incident Support: None Date District Received Parent Signature: Service Code Desc Date Applies To RSP RSP Effective on Signature Date Signature Date RSP RSP Effective on Signature Date
Transportation: None Low Incident Support: None Date District Received Parent Signature: 05-Feb-2020 Service Code Desc Date Da
Date District Received Parent Signature: Service Service Desc Date D
Parent Signature: Service Code Desc Date Date Applies To Service Applies To Service Signature Date Signature Date Signature Date Date Signature Date Signat
Code Desc Date Applies To Minutes Goal(s) RSP RSP Effective on Signature Date Regular Weekly 1-5 RSP-Literacy/ELA/ELD Written Language, Reading Vocational Education RSP RSP Effective on Signature Date Regular Weekly 1-5 RSP-Multiple Academic Areas 270 Mathematics, Written Language, Reading, Vocational Education RSP RSP Effective on Signature Date Regular Weekly 1-5 RSP-Math 110 Mathematics, Vocational Education
RSP RSP Effective on Signature Date Regular Weekly 1-5 RSP-Math 110 Mathematics, Vocational Education For IEP Team Information
Signature Date Signature Date Academic Areas Language, Reading, Vocational Education RSP RSP Effective on Signature Date For IEP Team Information Language, Reading, Vocational Education Mathematics, Vocational Education
Signature Date Education For IEP Team Information

INI	DIVIDUALIZE	D EDUC	ATION	N PROGR	RAM (IEP)		Page 2
Angeles Unified School District Student PITUSSI MESHI Last First	MI		Dat Birt	e of	01-JUN-2003	Meeting Date	(ITP, pg. 1 of 3 05-FEB-2020
Last	INDIVIDUA	L TRANS			TTP)	Date	
dent was invited to IEP meeting: Yes elent received mentoring: info Yes No			,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	(1222))		
ent received memoring. The left referred and placed in an outside agency:		No					
es, name of agency:	▼						
lent participated in Work Experience Educatio		No No					
lent received college awareness preparation: inflent received career awareness: info Yes	No Yes) No					
		Activities	from	Cummont I	TP (not if first ITP)		
Area	t of Transition		pleted			If no, indicat	e reason
Education/Training Activity	O Yes	No	Picteu	First IT		ttending a priva	
Employment Activity		No	0	First IT	C ture in in	ttending a priva	
Independent Living Skills Activity (as	O Yes	O No	•	N/A	Student is a	uchding a priva	te sellooi
• • • • • • • • • • • • • • • • • • • •	O ICS	0 140		14/21			
needed) tion 1: Education/Training							
Assessment (at least one assessment must area).	be completed	in this		Date			Results: Indicatarea(s) of need (s)
Commercially-produced assessment		•	17-I	DEC-2019			ed in attending a
If other?					four-year c	ollege. She scor fessional catego	ed high in the
					skilled cate	gorv. She is into	erested in becoming
						geon or surgical	
					,	, ,	
		•					
If other?							
if other:							
ucation/Training Postsecondary Goal on completion of high school, the student will:		I:	f other	.9			
aroll in and attend 2 or 4 year college		▼ (i other	•			
, c							
Education/Training Activity to S	unnort Coal			Timeliı	no Por	son/Agency l	Dosnonsiblo
					ile rei	Son/Agency 1	xesponsible
list colleges/vocational schools that have program	ns in field of into	erest	04-I	FEB-2021	Student		
					Parent/Gu	ardian/Family	
					Counselor		
If other?					Special Ed	lucation Teache	r

Student PITUSSI MESHI	Date of 01-JU	N-2003 Meeting 05-FEB-2020		
Last First MI	Birth	Date		
INDIVIDUAL TRANS	SITION PLAN (ITP)			
ction 2: Employment				
Assessment (at least one assessment must be completed in this area).	Date	Assessment Name and Results: Indic interests/abilities and area(s) of need applicable)		
Commercially-produced assessment ▼	17-DEC-2019	COPS II: Meshi is interested in attending a		
If other?		four-year college. She scored high in the science professional category and science skilled category. She is interested in becomir an oral surgeon or surgical technologist.		
If other?				
1 0	f other?			
on completion of high school, the student will: competitively employed				
Employment Activity to Support Goal	Timeline	Person/Agency Responsible		
identify skills needed in various occupations of interest				
identity skins needed in various occupations of interest	04-FEB-2021	Student		
		Parent/Guardian/Family		
		Special Education Teacher		
If other?		Counselor		
etion 3: Independent Living (as needed) Assessment (at least one assessment must be completed in this area).	Date	Assessment Name and Results: Indicinterests/abilities and area(s) of need applicable)		
Assessment (at least one assessment must be completed in this area).	Date			
Assessment (at least one assessment must be completed in this area).	Date	interests/abilities and area(s) of need		
Assessment (at least one assessment must be completed in this area).	Date	interests/abilities and area(s) of need		
Assessment (at least one assessment must be completed in this area).	Date	interests/abilities and area(s) of need		
Assessment (at least one assessment must be completed in this area). If other?	Date	interests/abilities and area(s) of need		
Assessment (at least one assessment must be completed in this area). If other? If other? If other? Iependent Living Postsecondary Goal	Date f other?	interests/abilities and area(s) of need		
Assessment (at least one assessment must be completed in this area). If other? If other?		interests/abilities and area(s) of need		
Assessment (at least one assessment must be completed in this area). If other? If other? If other? If other? If other? In other? It other? It other? It other? It other? It other this area).		interests/abilities and area(s) of need		
Assessment (at least one assessment must be completed in this area). If other? It other? It other? It other? It other this area).	f other?	interests/abilities and area(s) of need applicable)		
Assessment (at least one assessment must be completed in this area). If other? It other? It other? It other? It other this area).	f other?	interests/abilities and area(s) of need applicable)		
Assessment (at least one assessment must be completed in this area). If other? It other? It other? It other? It other this area).	f other?	interests/abilities and area(s) of need applicable)		
Assessment (at least one assessment must be completed in this area). If other? If other? If other? Independent Living Postsecondary Goal on completion of high school, the student will: Independent Living Activity to Support Goal	f other?	interests/abilities and area(s) of need applicable)		
Assessment (at least one assessment must be completed in this area). If other? It other? It other? It other? It other this area).	f other?	interests/abilities and area(s) of need applicable)		
Assessment (at least one assessment must be completed in this area). If other? If other? If other? Independent Living Postsecondary Goal on completion of high school, the student will: Independent Living Activity to Support Goal	f other?	interests/abilities and area(s) of need applicable)		
Assessment (at least one assessment must be completed in this area). If other? If other? If other? Independent Living Postsecondary Goal on completion of high school, the student will: Independent Living Activity to Support Goal	f other?	interests/abilities and area(s) of need applicable)		

INDIVIDUALIZED EDUCATION PROGRAM (IEP) **Los Angeles Unified School District** (ITP, pg. 3 of 3) 05_FFB_2020

Student PITUSSI	MESHI		Date of	01-JUN-2003	Meeting	05-FEB-2020
Last	First	MI	Birth		Date	
		INDIVIDUAL	TRANSITION PLA	N (IEP)		
Course of study: A mu	ılti-year descripti			•	l exit year, in or	ler to enable the
A course of study (or IGP)	was reviewed wit		t their postseconda n relation to:	ary goal.		
Courses completed:	Yes No					
Courses currently enrolled	in: Yes •	No				
Courses still needed:	Yes No					
IGP or course of study was	s provided to the pa	arent or student over	age 18 as required:	✓ Yes		
Student is working towards	s: Certificate	of Completion	Diploma			
Additional courses/activition postsecondary goals, commontingent to availability:						
Student is taking required co	ourses to receive her	diploma.				
Future Agency Involvemen	<u>nt</u> :					
Are there agencies currently	ly or prospectively	providing or paying	for transition service	es? Yes No		
Do you give permission to	the District to invi	ite these agencies to the	he next IEP in which	h transition services w	vill be reviewed?	O Yes No
Agency Name:						
Agency Name:						▼
						•
Agency Name:						▼
						•)
1 D	1.1	11	1 1 1 .			
 Does the student's IEP is education/training, employ 	* * *			rer	1.	✓ Yes
2. Are the postsecondary g	oals updated annua	ally? ^{info}			2.	✓ Yes
3. Is there evidence that the transition assessment? <i>info</i>	e measurable posts	econdary goals were	based on age approp	priate	3.	✓ Yes
4. Are there transition serv	ices that will reaso	nably enable the stud	ent to meet their		4.	✓ Yes
postsecondary goals? <i>info</i> 5. Do the transition service	es include a course	of study that is a mul	ti-vear description o	of	5.	✓ Yes
coursework from the stude	nt's current year to	anticipated exit year			6.	✓ Yes
the student achieve the idea 6. Is (are) there annual IEP	-		n services needs?	fo	7.	✓ Yes
7. Is there evidence that the services were discussed? ⁱⁿ	e student was invit				8.	○ Yes ● N/A
8. If appropriate, is there e to the IEP team meeting w	vidence that a repr					