Student Identificat Number		080410M055		580927354		Eligible (OHI)
Student SONINO Last		NATHAN First	MI		Date of Birth:	04-AUG-2010
				eting Information		
	Pertin	nent Dates	AU		Type of Meeting	
Date of Initial IEP Team	n Meeting	04-JUN-201	.9	O Initial	Ame	endment of IEP dated
Date of Present Meeting	g	06-JUN-201	9		04-JUN	J-2019
Annual Review to be co	onducted by	04-JUN-202	20	Annual Review	Early	y Start Transition
Next Three Year Review conducted by	w will be	04-JUN-202	22	Three Year Review	Expu	ılsion Analysis
Three Year Review or F was conducted on	Evaluation	04-JUN-201	9	Other	O Indiv	vidual Transition Plan
Transition to Kindergar conducted by	ten to be					
Location of Meeting	N	NESTLE AVE	CHARTER	District Name	Los Angeles Unifie	ed School Dist
			Section B: Stu	dent Information		
Date of Birth	04-AUG-20	010	Age	8	Grade	3
Gender	Male Male	Female	Limited English Proficient Student	• Yes • No	Ethnic Code	White
Location of the Psych Folder		UNIT NOR'	Student has no Psych Folder			
ocation of the Cum Folder		VE CHART	Student has no Cum Folder			
Home Language	Hebrew		Student Language	Hebrew	Alternate Mode of Communication	
Home Address of Student	18624 CA	LVERT ST				
City	TARZANA	CA	ZIP Code	91356		
Home Telephone	(818) 758-9	9525	Daytime Telephone		Emergency Telephone	
School of Attendance	Nestle Ave	Charter	Location Code	5452		
School of Residence	Vanalden A	we El	Location Code	7411		
Name of Parent/Guardian	MAYA LIE	BERMAN	Telephone	310-625-1004		
Address	18624 Calv	ert Street, Tai	rzana, CA 91356			
City	TARZANA	CA	ZIP Code	91356		
Surogate Parent			Telephone			
Attends CURRENT SO of the following	CHOOL as a	result of one	Attends School of Reside	ence V	NESTLE AVE CHA	RTER
s the student living in a Home (FFH)?	a Family Foste	er	No O Yes	FFH#		
s FFH Provider related	to student?	\circ	No Yes	Relationship		
icensed Children's Ins	titution	\circ	No O Yes	LCI Name		
				LCI#		
Out of the home placen	nent made by		Regional Center	Department of Menta	al Health Depar	rtment of Children's Services
Child's family living wi	thin LAUSD's		Superior Court No Yes	Other		
ooundaries?	11 11		ripated minor, does he/she have		1: 1.0	\bigcirc No \bigcirc Yes

			INDIV	IDUAL	IZED ED	UCATION PROGR	AM (IEP)		Page 2 of
	SONINO JONATHA	N				Date of Binth	04-AUG-2010	Maating Data	06-JUN-2019
Student	Last First	LIN	M	<u> </u>		Date of Birth	04-AUG-2010	Meeting Date	06-JUN-2019
						nguage Acquisition	1		
Language Cla	assification:	Lin	mited Eng	glish Pro	oficient	Start Date:		15-SEP-2015	
Parent Waive	r:		Yes O	No		Reclassifica	ation Date:		
Elementary E Development	English Language Level:					Start Date:			
Secondary Er Development	nglish Language : Level:					Start Date:			
Communicati Level:	ion Observation Matrix					Start Date:			
			Se			nievement from Cur	rent IEP		
Goal for: (e:	xample - Reading)			Yes	nieved No	If No, explain t	he reason the goal	objective was not achie	ved
1				0		INITIAL		•	
	Objective 1 met			0	0				
	Objective 2 met			0	0				
2				0	0				
	Objective 1 met			0	0				
	Objective 2 met			0	0				
3	J			0	0				
	Objective 1 met			0	0				
	Objective 2 met								
4	Objective 2 met			0	0				
-	01: 4: 1 4			0	0				
	Objective 1 met			0	0				
	Objective 2 met				0				
5				\bigcirc					
	Objective 1 met			\bigcirc					
	Objective 2 met								
6				\bigcirc					
	Objective 1 met								
	Objective 2 met			\bigcirc					
7									
	Objective 1 met			\bigcirc					
	Objective 2 met			0	0				
8				0	0				
	Objective 1 met			0	0				
	Objective 2 met			0	0				
9	J			0	0				
	Objective 1 met								
	Objective 2 met			0	0				
10	Objective 2 met		\neg	0	0				
10	01: 4: 1			0	0				
	Objective 1 met			0	0				
	Objective 2 met								

		INDIVIDUALIZED EDUCATION PROGRAM (IEP)	Page 3 of 23
Los Angeles Unified School Distric	t		
Student SONINO JONA		Date of Birth 04-AUG-2010	Meeting Date 06-JUN-2019
Last Fi	rst	MI Section E: Present Level of Performance	
Performance Area:	Health		
Assessment/Monitoring Process Used:	Interview v	with mother	
State/District Assessment Results:			
Current Performance/Assessment Summ	ary (include s	student strengths, student needs and impact of disability on student pe	erformance):
Health Summary: Healthy 8 years and He is not on any routine medications a	9 months old t home or sch	student . ool.	
Strengths: General good health; Ambu Able to perform activities of daily livi passed vision screening on 05/08/19; lby LAUSD audiometrist. Area of Need: Health is not an area of Impact of Disability: Health does not and access in the educational program Accommodations: None.	ng like feedir hearing norma need. impact the stu	ng, dressing, and toileting. al: passed audio screening 03/20/19	
Performance Area:			
Assessment/Monitoring Process Used:			
State/District Assessment Results:			
Current Performance/Assessment Summ	ary (include s	student strengths, student needs and impact of disability on student pe	erformance):

			INDIVIDUA	LIZED EDUCATION	PROGRAM (IEP)		Page 4 of
Los Angeles Unified School							- (a.c
Student SONINO Last	JONATI		MI	Date	of Birth 04-AUG-2010	Meetin	g Date 06-JUN-2019
Last	FIIS	ı		E: Present Level of	Performance		
Performance Area:		Cognitiv	e / General Abi	lity and Basic Psycholog	ical Processes		
Assessment/Monitoring Proce	ess Used:	Psycho-e	ducational Ass	essment			
State/District Assessment Res	ults:	N/A					
Current Performance/Assessm	nent Summa	ry (include	e student streng	ths, student needs and in	npact of disability on student	performance):	
processing strengths and area range. Strengths were noted discrimination, closure, and a activity -i.e. eye-hand coordi perception, discrimination, w language). In addition, Jonat working with information the	as of need, of in visual (no sequence), s ination, gene working men han's Working at had to be rage range. J	bservation n-motor) ensory-mo ral body co nory and a ng Memon remember onathan h	ns, interviews a processing (abiotor (ability to control and handled uditory reasoning was within the for a short pas adequate abiotoccessing to the control and handled for a short pas adequate abiotoccessing the control and the control a	nd a review of data, Jona lity to recognize and into combine input of sensory d control), auditory proc- ing), and expression (abi- ne average range. He has beriod of time and on me- ility completing tasks tha	g performance on tasks atternations estimated cognitive aborper visual stimuli (i.e. track information - auditory, visual essing (ability to recognize arity to communicate wants, not a personal strength on tasks tasures of Executive Function t involved the control of thinld of time.	wility is within the cing, recognition al, tactile - with and interpret audieeds, and ideas that required evaluation with Working N	ne Average a, interpretation, output of motor tory stimuli (i.e. hrough aluating and Memory,
Performance Area:		Continue	d				
Assessment/Monitoring Proce	ess Used:						ĺ
State/District Assessment Res	ults:						
Current Performance/Assessm	nent Summa	ry (include	e student streng	ths, student needs and in	npact of disability on student	performance):	
scale indicates that Jonathan distractibility, difficulty focu addition, both parent and teathat Jonathan's Executive Function behavior, and attention. IMPACT OF DISABILITY: may have difficulty learning	has difficultising and statcher have retion difficultion score was As a result at a rapid rathe area of r	y focusing ying on ta ported that ties during in the bel of Jonathate, learning eading co	g on tasks requi sk, and sustaini t Jonathan exhi g administration ow average ran m's Other Heali g new material mprehension, a	ire visual attention. In ad- ing attention for extended ibits attention difficulties n of standardized academ age, indicating that he ha th Impairment (OHI), he , and understanding new and memorizing informat	other competing stimuli. His dition, attention difficulties (statement of time) were obserwith home and school setting its measures (WJ-IV Tests of stifficulty on tasks that requirement of the time of time of the time of time	short attention sived during testings. Furthermore Achievement). ired control of the classroom. I brally. Additional	pan, ng session. In , RST reports Finally, hinking, For example, he illy, Jonathan

	Page 5 of 23
e 06-JUN-	2019
ne day of v, smiled	
ery emed ll to	
sks. He or.	
gaged in rated	
vities er,	
Parent	
ults and	
es well small	
ASC-3 ention	
1	
own and iner read a task to	
wever, he staying	
-m, mg	
he may an may	
lessons,	

INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Student | SONINO JONATHAN **Date of Birth** 04-AUG-2010 **Meeting Dat** First MI **Section E: Present Level of Performance** Social-Emotional Status Performance Area: Assessment/Monitoring Process Used: Psycho-educational Assessment State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): STRENGTHS: In the social-emotional domain, Jonathan appears to be functioning mostly within normal limits for age and grade level. On t assessment, Jonathan made excellent eye contact, smiled, and responded appropriately when greeted by examiner. Jonathan was very friendly frequently, and seemed to be in good mood. He was well-groomed and dressed appropriately for the weather. During testing, Jonathan was well-groomed and dressed appropriately for the weather. During testing, Jonathan was well-groomed and dressed appropriately for the weather. friendly, cooperative, respectful, polite, and hard working. In general, he was attentive and approached most tasks in a careful manner. He see motivated to perform well and enjoyed most testing activities. At times, he became distracted, but he was easily redirected and responded we praise and positive reinforcement. Jonathan showed interest in most testing activities and asked relevant questions about testing materials / ta was able to transition with ease from one task to another. Jonathan interacted very well with examiner and demonstrated a good sense of hum Overall, Jonathan was a very nice, pleasant, and fun student work with throughout assessment session. During interview, Jonathan readily en reciprocal conversation with examiner. He was articulate, communicated clearly and spoke in completed and detailed sentences. He demonstr excellent communication skills. Jonathan shared information about himself, family, and school. Jonathan stated that some of his favorite activ include playing on his computer, skateboarding, playing with his friends, teaching his friends how to skate board, playing basketball and soci playing video games (Roblox), and playing on iPhone 8. At school, Jonathan shared that he has many friends and enjoys attending school. Academically, Jonathan stated that 'math, reading, and English' are difficult and Science 'too, sometimes.' Within the home setting, mother has reported that Jonathan is friendly, cooperative, and 'sometimes' he gets along with his siblings. BASC-3 Ratings indicate all average scores; no at-risk and/or clinically significant scores noted. Continued . . . Performance Area: Assessment/Monitoring Process Used: State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Within the school setting, teacher describes Jonathan as a nice, polite, respectful, and friendly student who gets along well with peers and ad who 'tries to do his best.' Socially, teacher reports that Jonathan relates positively to peers and adults, takes responsibility for his actions, cope with frustration, makes acceptable or appropriate decisions independently, plays appropriately with others on the playground, participates in group and large group activities, follows classroom, playground, and school rules, and demonstrates respect for authority figures at school. B Teacher Ratings indicated all average scores, except for, 'at-risk' score in Learning Problems; no clinically significant scores noted. Also, Atta Problems scale score fell right at the cut-off of average/at-risk range. AREAS OF NEED: During testing, occasionally, Jonathan rushed through tasks, answered too quickly, and needed to be encouraged slow do be more careful. He seemed motivated to perform well and enjoyed most testing activities. At times, Jonathan became distracted while exam instructions on how to complete testing activities and he would ask for directions to be repeated. Other times, he would stop in the middle of make a comment about the task he was working on. Jonathan needed to be redirected back to task at times throughout assessment session; he was easily redirected and responded well to praise and positive reinforcement. Throughout testing session, Jonathan exhibited some difficulty focused and on task and needed to be redirected back to task. Impact of Disability: As a result of Jonathan's Other Health Impairment (OHI), he may experience difficulty in the classroom. For example, have difficulty learning at a rapid rate, learning new material, and understanding new concepts that are presented orally. Additionally, Jonath. experience difficulty in the area of reading comprehension, and memorizing information. He may also experience difficulty attending to oral focusing on his assignments independetly, and keeping his work space organized.

Student SONINO JONAT	HAN Date of Birth 04-AUG-2010 Meeting Date 06-JUN-2	2019
Last Fir		
erformance Area:	Social-Emotional Status (Continued)	
Assessment/Monitoring Process Used:		
tate/District Assessment Results:		
urrent Performance/Assessment Summa	ary (include student strengths, student needs and impact of disability on student performance):	
Jonathan 'has some peer issues with sam school and tends to get 'very emotional; completing homework 'all the time' and and/or clinically significant scores noted	tting, mother has reported that Jonathan 'sometimes' gets along with his siblings. She also has reported that he age and older peers.' Mother reports that Jonathan exhibits significant difficulties focusing at home and she reports that Jonathan began to experience these difficulties in preschool. Jonathan has difficulty 'can't stay focused' long enough to complete it. BASC-3 Parent Ratings indicate all average scores; no at-risk l. However, ADHD-T 2 Parent Ratings indicate significant issues with Inattention and Hyperactivity / that Jonathan is 'Likely' exhibiting ADHD behaviors.	
work.' Teacher adds that Jonathan is 'ina low in English and Math.' According to the area of work habits, teacher reports to focused, on task, and working independent BASC-3 Teacher Ratings indicated 'at-rinoted. However, Attention Problems sea	ts that Jonathan 'lacks focus and finds it hard to pay attention and concentrate on lessons as well as seat ttentive, highly distracted, disorganized, lacks focus, restless, cannot seem to follow multi-step directions, and teacher, Jonathan has difficulty staying on task, 'feels bad that he can't stay focused,' and 'wants to do better.' In hat Jonathan works hastily rather than carefully, does not return homework on time, has difficulty staying ently, is frequently out of his seat, and needs to be monitored in order to stay on task and focused on his work. sk' score in Learning Problems; all other scores fell within the average range; no clinically significant scores ale score fell right at the cut-off of average/at-risk range. In addition, teacher completed the ADHDT-2 and an is 'Very Likely' exhibiting ADHD behaviors.	
erformance Area:	Continued	
Assessment/Monitoring Process Used:		
tate/District Assessment Results:		
urrent Performance/Assessment Summa	ry (include student strengths, student needs and impact of disability on student performance):	
	eporting Period), Jonathan earned S's (Sometimes) marks in all areas of Characteristics and Behaviors of a urner including Effectively communicates and Collaborates, Understands Other Perspectives, Thinks Critically,	
College-Prepared and Career-Ready Lea		
College-Prepared and Career-Ready Lea Solves Problems Creatively, and Values	urner including Effectively communicates and Collaborates, Understands Other Perspectives, Thinks Critically,	
College-Prepared and Career-Ready Lea Solves Problems Creatively, and Values	urner including Effectively communicates and Collaborates, Understands Other Perspectives, Thinks Critically,	
College-Prepared and Career-Ready Lea Solves Problems Creatively, and Values	urner including Effectively communicates and Collaborates, Understands Other Perspectives, Thinks Critically,	
College-Prepared and Career-Ready Lea Solves Problems Creatively, and Values	urner including Effectively communicates and Collaborates, Understands Other Perspectives, Thinks Critically,	
College-Prepared and Career-Ready Lea Solves Problems Creatively, and Values	urner including Effectively communicates and Collaborates, Understands Other Perspectives, Thinks Critically,	
College-Prepared and Career-Ready Lea Solves Problems Creatively, and Values	urner including Effectively communicates and Collaborates, Understands Other Perspectives, Thinks Critically,	

Student SONINO JONAT Last Fir	
Last Fir	
	st MI Section E: Present Level of Performance
Performance Area:	Language Function / Communication Status
Assessment/Monitoring Process Used:	Psycho-educational Assessment
State/District Assessment Results:	N/A
	ary (include student strengths, student needs and impact of disability on student performance):
Jonathan is a bilingual student who has a language spoken within Jonathan's hous in English in a General Education instru English Language Development yearly. understands and speaks both Hebrew an	A/communication domain, Jonathan appears to be functioning within normal limits for age and grade level. an LAUSD language classification of English Language Development (ELD) 4 - Well Developed. The primary ehold Hebrew; English is secondary language. Jonathan has been receiving all academic/language instruction ctional setting since Kindergarten. Review of records indicates that Jonathan has made average progress in According parent, Hebrew is the primary language spoken at home; English is secondary language. Jonathan d English. Per LAUSD school records, he is classified as an English Learner (EL) with current English Developed). Mother reports that Jonathan began to speak Hebrew at 12-months of age and he reached guage within normal limits.
Performance Area:	Continued
Assessment/Monitoring Process Used:	
State/District Assessment Results:	
	ary (include student strengths, student needs and impact of disability on student performance):
Jonathan does present with age appropri English. Significant concerns are not noted in lar assessed in English using the Woodcock English. It measures language processin Oral Language, Broad Oral Language, Oral Language, Jonathan performed in the listening ability, and verbal comprehens. Impact of Disability: As a result of Jonathan's Other Health bearning at a rapid rate, learning new man	Impairment (OHI), he may experience difficulty in the classroom. For example, he may have difficulty aterial, and understanding new concepts that are presented orally. Additionally, He may experience difficulty in memorizing information. He may also experience difficulty attending to oral lessons, focusing on his

I A L W. G LC L ID.	Page 8 of 23 INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Los Angeles Unified School District Student SONINO JONAT	HAN Date of Birth 04-AUG-2010 Meeting Date 06-JUN-2019
Last Fir	
	Section E: Present Level of Performance
Performance Area:	Language Function / Communication Status
Assessment/Monitoring Process Used:	Psycho-educational Status
State/District Assessment Results:	N/A
Current Performance/Assessment Summa	ry (include student strengths, student needs and impact of disability on student performance):
language. Results from the WJ-IV TOL addition, on the BASC-3 Functional Concommunication skills and is able to seek review of records, parent information, it strong academic oral language skills in I performance on cognitive and psychologissues do not appear to be the primary feinformation, parent information, review	erformed within the average range. Jonathan demonstrated strengths in both receptive language and expressive are consistent with examiner's observations during interview, parent information, and teacher information. In immunication scale, parent and teacher indicated that Jonathan demonstrates 'average' expressive and receptive out and find information independently. English Language Learner Summary: Assessment results including acher information, interviews, and standardized language and academic measures indicate that Jonathan has english suggesting that English is his dominant language at this time. Given assessment results, Jonathan's pical processing tests conducted in English should be considered valid. Therefore, second language acquisition ctors contributing to Jonathan's academic performance. Based on observations, interviews, teacher of records, and current assessment results, Jonathan's oral language skills in English appear to be within his educational setting. Jonathan is not exhibiting any needs in the area of language function.
AREAS OF NEED: None.	
IMPACT OF DISABILITY: None.	
D. C. A.	M. Altre
Performance Area:	Motor Abilities
Assessment/Monitoring Process Used:	Psycho-educational Assessment
State/District Assessment Results:	N/A
Current Performance/Assessment Summa	ry (include student strengths, student needs and impact of disability on student performance):
quick manner and did not always refer to observations, writing samples, and stand in the sensory motor domain. He appear of gross motor skills, based on observati working within normal limits. He is able to navigate the school environment safel	of fell within the low average range. Jonathan is left-hand dominant. He approached paper and pencil tasks in a geometric designs as he copied them. Jonathan's writing samples were neat and legible. Overall, based on ardized measures, Jonathan does not appear to be exhibiting any significant and/or severe processing deficits to have acquired the underlying skills to be able to complete paper and pencil tasks / assignments. In the area cons, teacher information, parent information, progress reports, and review of records, Jonathan appears to be to participate in physical education activities and access playground equipment without difficulty. He is able y independently. In addition, review of Progress Reports indicates that Jonathan has consistently met grade this time, Jonathan is not exhibiting any significant areas of need in the gross motor domain.
AREAS OF NEED: None.	
IMPACT OF DISABILITY: None.	

				INDIVIDUAL	IZED EDU	CATION PROC	DAM (IED)		Pa
os Angeles	Unified Scho	ol District		INDIVIDUAL	LIZED EDU	CATION PROG	RAM (IEP)		
Student		JONATI	HAN			Date of Birt	h 04-AUG-2010	Meetin	ng Date 06-JUN-2019
	Last	Firs	t	MI Section	E. Duccont l	Level of Perfor	manaa		
erformance.	Λrea·		Reading	Section	E: Present I	Level of Perior	mance		
		aga Haadi							
	Monitoring Proc			ervation, work s	sampies				
	Assessment Re		DIBELS						
VJ4: The Le onathan's so onathan's so entences or core was, 9 Strengths: J eatterns and as an emerg neaning of the Needs: Jona trategies su tetails. He h nd solution	etter-Word Iden core of 106 was core of 87 was I letters and deci 3 which is avera conathan has sho translate them it ging ability to re anknown words than struggles t ch as: predicting as not shown the s in text.	tification Tes average for I ow average for I ow average c de if the state age for his ag own an ability into spoken Ia ead text aloud. Jonathan's r o use context g or asking/are ability to idnan's eligibili	t measured to measured to measured to ment is true. Overall, a understan anguage by I with pacin middle of the clues to fi aswering quentify ther	Jonathan's abil ge. The Passage o students his a- ne. He was aske Jonathan's Bro d complex wor d using phonics, ng and expressi- he year DIBEL: and the meaning uestions. Jonath me, plot, setting	lity to identify e Comprehens ge. The Readi d to complete ad Reading S d families and syllabication on. Jonathan S assessment g of unfamilian han has not sh g or characters	r letters or words. ion Test measure ng Fluency Test as many items a core (95) is withing the last them to deceand word parts. is beginning to unhas him at BENC r words. When reown the ability to of grade level te	If disability on student He is not required to so a solidity to understand measured Jonathan's a sopossible within a 3-r in the average range for ode familiar words. Johanthan can read granderstand prefixes and HMARK. In adding Jonathan does in the fine find the main idea of ext. Jonathan has not your ory with its supporting the same of the first supporting the same of th	know the mean I what he reads bility to quick! minute time lim r his age. I mathan will che level sight who whey are unto tuse comprefer a story with itset been able to	or sees. y read simple iit. Jonathan's cose letter rords. Jonathan used to find the mension s supporting find problems
erformance.		eneral educa	Written La						
	Ionitoring Proc	ess Used·		ervation, work s	samples, teach	ner survev			<u></u>
	Assessment Re		1101,0000	a varion, work t	ampies, teach	ier survey			
			(:1 4 -		L4 14	. 4 4 !	f disability on student		
range for his that were ev measured Jo the high ave Strengths: J	age. The Writing alwated with result and any skill in rage range for honathan will use entences. When	ng Samples T pect to the qu formulating is age. Overa e a growing r writing Jona	est measur nality of ex and writing Il, Jonatha numbers of than will w	red Jonathan's a pression. His so g simple senten n's Broad Writt verbs, nouns au vrite composition a single paragra	bility to write core of 96 is a ces quickly. The Language and preposition ons that explain that inclusions the inclusions that include the inclusions the inclusions that include the inclusions the inclusions that include the inclusions the inclusion that include the inclusions the inclu	responses to a vaverage range for his test has a five Score (110) is with all phrases in his in personal events des a topic senter	ectly. His score of 113 triety of demands. He his age group. Senten- e minute time limit. Jo thin the average range writing. Jonathan has s or experiences. ce, supporting details ften suffer from poor	was asked to p ce Writing flue nathan's score for his age. shown an ability and a concludi	oroduce writings ncy test of 119 is within ty to write using ling sentence.

Last erformance Area:	DNATHAN First	MI Section E: Pr	Date of Birth 04-AUG-2010	Meeting Date 06-JUN-2019
Performance Area:				
		Sec. 21. 1	esent Level of Performance	
/M :: B	Mathemati	ics		
Assessment/Monitoring Process Use	ed: WJ4, teach	ner survey, observatio	on, work samples	
tate/District Assessment Results:				
current Performance/Assessment S	ummary (include	student strengths, stu	dent needs and impact of disability on student pe	erformance):
within the average range for his ag him. Jonathan's score of 89 was in facts quickly. He was presented wi range for his age. Overall, Jonathan	ge. The Applied Pr the low average r ith a series of simp n's Broad Math So	roblems Test measure ange for his age. The ble problems to comp core (94) is within the		roblems that were read to bility to solve simple math \$\cap590\$ is within the average
	ind the sum of thre		than is able to solve single and double digit addibers (42+21+13). Jonathan has begun to underst	
has not learned how to skip count a	all single digit nur Jonathan has not l	nbers. Jonathan has r earned grade level m	and thousand. She has not memorized all of his not yet shown an ability to solve simple division ath vocabulary that would help him solve word p	problems. Jonathan is unable
Impact of Disability: Jonathan's el education math curriculum.	igibility of OHI in	mpacts his ability to s	solve word problems which affects his ability to	participate in his general
Performance Area:				
Assessment/Monitoring Process Use	ed:			
tate/District Assessment Results:				

	** • • • • • • • • • • • • • • • • • •	1.D	INDIVIDUAL	IZED EDUCATION P	ROGRAM (IEP)		Page 11 c
	SONINO SONINO	JONATHAN		Date of	Birth 04-AUG-20	10 Meeting Da	nte 06-JUN-2019
Student	Last	First	MI			in in the state of	
		elated to disability og focused and follow				trating some peer issues.	
		ttempted prior to dete	ermining eligibility	<i>y</i> :			
mall grou	p, peer tutoring, re	peat directions					
igible as a	student with the d	lisability of:					
ode:	OHI	Other H	ealth Impairment				
	Not Applicab			Opartially Sighted			
dditional I ode:	Low Incidence Elig	gibility (only for VI,	DBL, DEA, HOH,	or severe OI):			
oue:					J		
	Not Applicab	le, OBlind	or	OPartially Sighted			
Date): This is a nal IEP Re		lent remains eligible	for Special Educa	tion Services until the E	ffective Date below.		
_		d and agrees that th		eds of the student are n			•
	al Maladjustment	41-		orary Physical Disability		Lack of instruction in	reading
Lack	of instruction in m	nath	Limite	ed English Proficiency		Environmental, Cultural	or Economic Factors

Student SONINO	JONATHAN		Date of Birth	04-AUG-2010	Meeting Date	06-JUN-2019
Last	First	MI Section G: Annual G	oals and Ohie	rtives		
erformance Area:	Mathe	matics Annual G	Annual Go			
		d problems as measured by			accuracy	
					W TO THE STATE OF	
royided at either Progress	Report or Report Card perio			chievement from Curre	nt IEP" form(s) whic	n Will be
S4-4- A	N	Methods of I		D - f 1	Committee for	D 1
State Assessments Observation Other	Portfol		Work Sai	Referenced nples	Curriculu Informal	m Based
	or multiplication to solve we s in 3 out of 4 trials with 60%		Jonathan will	objective #2 related to use division or multiplicates in 3 out of 4 trials w	cation to solve word p	oroblems as measu
ate to be achieved: 4 GOAL MET OR			ON OF MARKS	FROM CURRENT I	ЕР	▼ MO/YF
,		T OF PROGRESS AND A EXPLANATION	CHIEVEMENT	FROM CURRENT I	ЕР	
4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROCEED met) 2nd Reporting Period	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period	CHIEVEMENT ON OF MARKS 2 PARTIAL I	FROM CURRENT I	ЕР	I NO PROGRESS
4 GOAL MET OR EXCEEDED lst Reporting Period	3 SUBSTANTIAL PROC	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal	CHIEVEMENT ON OF MARKS 2 PARTIAL I	F FROM CURRENT I	EP goal met)	I NO PROGRESS
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Student SONINO	JONATHAN _		Date of Birth 04-AUG-2010	Meeting Date 06-JUN-2019
Last	First	MI	1 1011 /	
	W	Section G: Annual G	_	
erformance Area:		n Language	Annual Goal #:	
*	in 2 out of 3 trials with 80%		e organization is appropriate to the task, pu	irpose, and/or audience as
	be reported to parents by co Report or Report Card perio	ods.	f Progress and Achievement from Current	IEP" form(s) which will be
		Methods of		
State Assessments Observation Other	Portfol	Referenced	✓ Criterion Referenced✓ Work Samples	Curriculum Based Informal
ncremental objective #1	related to the goal:		Incremental objective #2 related to the	ne goal:
which the organization is a	ar and coherent writing of 2 of appropriate to the task, purposes in 2 out of 3 trials with 80%.	ose, and/or audience as	Jonathan will produce clear and coherer the organization is appropriate to the tas by work samples in 2 out of 3 trials with	sk, purpose, and/or audience as measure
ate to be achieved:	October ▼ 2019	▼ MO/YR T OF PROGRESS AND A	Date to be achieved: February CHIEVEMENT FROM CURRENT IE	▼ 2020 ▼ MO/YR
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Is progress sufficient to neet annual goal?			1 0	Objective 2 Met:
Is progress sufficient to meet annual goal? Yes No	meet annual goal?	meet annual goal?	goal?	Objective 2 Met: Yes No
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Student SONINO	JONATHAN		Date of Birth 04	I-AUG-2010	Meeting Date	06-JUN-2019
Last	First	MI Section G: Annual G	oals and Objective	es		
erformance Area:	Readir		Annual Goal #			
onathan will give details anccuracy.	nd examples from a literary t	ext when drawing inferences	from the text as mean	sured by observation	n in 4 out of 5 trials wi	th 80%
	be reported to parents by co Report or Report Card perio	ds.	-	evement from Curre	nt IEP" form(s) which	h will be
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State Assessments Observation Other	Norm l Portfol	Referenced	Criterion Ref Work Sample		Curriculur Informal	n Based
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Student SONINO	JONATHAN		Date of Birth 04-AUG-2010	Meeting Date 06-JUN-2019		
Last	First	MI Section Co. Annual C	and Ohiostives			
erformance Area:	DIC	Section G: Annual G	Annual Goal #:			
			e.g., distractions, factors you cannot chang	an anative behavious		
	-	minimal adult support as me		55, 115,111,111,111		
	be reported to parents by c Report or Report Card peri	ods.	f Progress and Achievement from Curre	ent IEP" form(s) which will be		
n		Methods of				
State Assessments Observation Other	Norm Portfo	Referenced lio	Criterion Referenced Work Samples	☐ Curriculum Based✓ Informal		
goal (e.g., distractions, fac	use strategies to overcome tors you cannot change, ne als per session with maxim	gative behaviors, negative	(e.g., distractions, factors you cannot	ies to overcome obstacles in achieving a change, negative behaviors, negative sion with minimal adult support as meas		
ate to be achieved:	October ▼ 2019		Date to be achieved: Februar			
	IEP KEPOF			ier		
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PRO	EXPLANATION GRESS (50-99% of goal	ON OF MARKS 2 PARTIAL PROGRESS (1-49% of	goal met) 1 NO PROGRESS		
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Date:	Date:	Date:	Only) Date:			
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:		
				O Yes O No		
Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Objective 2 Met: Yes No		
	O Yes O No	O Yes O No	O Yes O No	If "No" please explain:		
Yes No		If "No" please comment:	If "No" please comment:			
	If "No" please comment:	1				
Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other			

		INDIVIDUALIZED EDUC	CATION PROGRA	AM (IEP)	Page 16	of 23
Los Angeles Unified School	District					
Student SONINO	JONATHAN		Date of Birth	04-AUG-2010	Meeting Date 06-JUN-2019	
Last	First	MI				
Assessments administered will con		n K: Participation in Stat ments determined for each gra Dis			on and/or the Los Angeles Unified So	chool

Page 17 of 2 INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Los Angeles Unified School District
Student SONINO JONATHAN Date of Birth 04-AUG-2010 Meeting Date 06-JUN-2019 Last First MI
Section N: Procedural Safeguards and Follow-up Actions
A Parent's Guide to Special Education Services including Procedural Rights & Safeguards was provided to the parent in his/her primary language.
The IEP Team Meeting Introductory Statements were read aloud at the beginning of the IEP Team meeting.
The parent/guardian was informed of his/her right to a written translation of the IEP.
Is the parent/guardian requesting translation services? Yes No
If yes, the parent/guardian has requested a written translation of the IEP in Hebrew
Specify the Individual Pages to be translated:
Special Requests:
For students who are 17 years old, the student and parent(s)/guardian(s) have been informed that the educational decision-making rights will transfer to the student at 18 years of age, unless the court has determined otherwise.
THIS SPACE DELIBERATELY LEFT BLANK.

	INDIVIDUALIZED EDU	CATION PROGRAM (IEP)		Page 18 of 23
Los Angeles Unified School District Student SONING IONATHAN		Data of Rirth Od 1875 201	Maa	ting Data Oc. V.D. 2010
Student SONINO JONATHAN Last First	MI	Date of Birth 04-AUG-201) Mee	ting Date 06-JUN-2019
Last		ticipation and Consent		
Parent Participation	Section Q. 1 arent 1 ar	_	Parent Notification	
Parent Participation		Method	Whom	When
Parent/Student (18-21) has participated in the IE Parent/Student (18-21) indicated before the meet able to attend. Parent/Student (18-21) was notified 3 times of the Parent/Student (18-21) did not respond to any of the meeting was held without the Parent/Student (18-21) Parent/Student (18-21) did not attend and gave p them if they did not attend.	ting that they would not be the meeting time and place. meeting notifications and the present	Other I (PARENT) acknowledge that th	MR. AYALA e IEP meeting was	06-JUN-2019
2	(10.24)	IEP meeting be rescheduled.)		, inc 1711CE141 requesieu iiui inc
	· , , -	to Components of the Prop	osed IEP	
A Parent/Student (18-21) may agree to all or soi implement those portions of the IEP to which th			; instruction and	services.
Parent/Student (18-21) AGREES to all compon	ents of the IEP.			
Parent/Student (18-21) AGREES o all compone		H THE SPECIFIC EXCEPTION	N(S) stated below:	
Assessment Specify				
Eligibility Specify				
Instructional Setting Specify				
Services Specify				
The Parent/Student (18-21) DOES NOT AGRE A Parent/Student (18-21) is not required to initia agree. If a parent/student (18-21) does wish to it information on dispute resolution processes in the and Safeguards).	ate any form of dispute resolutiate a form of dispute resone District's publication, A F	lution as to components of the polution as to the components of	the proposed IEI	P, the parent can find cluding Procedural Rights
Signature(s)			Date	06-JUN-2019
Guardian Stud Parent 21 years	ent age 18-21 years age 18-	Surrogate Parent	Emancipated Min	nor Foster Parent
Did the school district facilitate parent involvement a				•
✓ I certify that I have received a copy of the P		g the IEP process. I understand	that my complet	ion of the form is voluntary
and can be done at anytime after the IEP meetin	g			
Signature(s)			Date	6-JUN-2019
		-		

PARENT INPUT SURVEY

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

ALL INFORMATION IS CONFIDENTIAL

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

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

se write below	nore you would like to ask us or tell us? or call the Parent Resource Network at 1-800-933-8133.
Ple	ase fold along dotted lines with the address showing. Seal and mail. Postage is pre-paid. Again, Thank you!
	BUSINESS REPLY MAIL FIRST-CLASS MAIL PERMIT NO. 33798 LOS ANGELES CA 90051 POSTAGE WILL BE PAID BY ADDRESSEE ATTN PARENT RESOURCE NETWORK LOS ANGELES UNIFIED SCHOOL DISTRICT
	PO BOX 613307 LOS ANGELES CA 90099-4093
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English	
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English	

		Reconvened Meeting Date
Student SONINO JONATHAN MI	Date of Birth 04-AU	Meeting Date 06-JUN-2019
Sectio	on R: Names and Signatures (Signatures on I	File)
Team Member	Print Name	Signature
arent/Guardian	MAYA LIBERMAN	
arent/Guardian		
tudent Age 18 - 21 years		
tudent Under Age 18 years		
urrogate Parent		
oster Parent		
amily Foster Home Provider		
Administrator	RICARDO AYALA	
Administrative Designee		
pecial Education Teacher	Russell Wise	
General Education Teacher	Jill Sethi	
school Psychologist	Cynthia Freeman	
chool Nurse	Nidhi Tomar	
telated Service Staff		
telated Service Staff		
delated Service Staff		
nterpreter		
ign Language Interpreter		
agency Representative		
agency Representative		
agency Representative		
Other		
ther		
Other		
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Class/General am/Special Ederal Complete the informs the Step that Disabilities Ederal Commodations of the cannot he or she need supports, serven/setting?	THAN irst LEAST I To B al Education Seducation Cent care Facility rmation below at indicates YF ducation Act (ng should onl ry aids and ser and modificate be provided. eds. vices, accomm If the answer go to the que If not current available in a	Site	Nonpub IEP team discussion reg ing the Step that indicate s that students with disab nature or severity of the s e achieved satisfactorily e sole justification for pla e LRE, consideration is g or modifications in the se general education classe on the required supports, tion classroom/setting? I	Day Program/General I Day Program I Day Prog	the beginning at Sed to complete State least restrictive that placement ailability of a studietive setting, unlearmful effect on the vailable in a generations and/or modifiports, services, ac	ep F. e environment. t in a less restrictive dent's required ess there is a he child or on the ral education t. If the answer is N ications be made ecommodations and
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0 110	available in a modifications	a general educat s must be provid	tion classroom/setting? I	f YES, all required supp	ports, services, ac	ecommodations and
		go to step B.				
supports, serv		modations and/c	or modifications in the s	rudent's IEP be made av	railable on a gene	eral education site in
O No	If the answer			a general education site	e is the appropriat	te placement. If the
O No	If not current available in a accommodati	tly available, can a special day pro- tions and/or mod	on the required supports, ogram on a general educe difications must be proven.	ation site? If YES, all re	equired supports,	services,
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2019				In	dividualized Education	n Program (IEP)		
	II 'C' 10	I ID:	• ,	INDIVIDUALIZE	D EDUCATION PRO	GRAM (IEP)		
Student		chool Distr	NATHAN		Date of	04-AUG-2010	Meeting	06-JUN-2019
Student	Last		First	MI	Birth	04-A0G-2010	Date	00-3014-2017
	A	ANNUA:	L LEAST	RESTRICTIV	'E ENVIRONMI	ENT ANALYSIS	(Continued)	
			То	Be Completed By	the IEP Team at the IE	P Team Meeting		
Step C.	Can the	supports, se				tudent's IEP be made av		
	O Yes	O No	question be	elow.		the appropriate placem		
	O Yes	O No	available in	a special school se	etting? If YES, all requ	ervices, accommodation aired supports, services e answer is NO, please	, accommodations	and/or modification
Step D.	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting? Ves. No. If the answer is YES, then a home/hospital setting is the appropriate placement.							
	O Yes	O No		er is YES, then a he er is NO, go to the		the appropriate placem	nent.	
	O Yes	O No	available in	a home/hospital se	etting? If YES, all requ	services, accommodati nired supports, services answer is NO, please	, accommodation	s and/or modification
Step E.	Can the	supports, so				rudent's IEP be made av		
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s Angeles	Unified Scho	ool District	INDIVIDUALIZEI	DEDUCATION PROC	GRAM (IEP)		
Student	SONINO	JONATHAN		Date of	04-AUG-2010	Meeting	06-JUN-2019
	Last	First	MI	Birth		Date	
	AN	NUAL LEAST	RESTRICTIVI	E ENVIRONME	ENT ANALYSIS	(Continued)	
		То	Be Completed By the	ne IEP Team at the IE	P Team Meeting		
Step F.			in the contents of this uding (check all that	-	ent being considered b	y the IEP team, o	utweigh any potenti
		Diminished acce	ess to the full range o	f the curriculum			
	•	Missed general of	education instruction	taught by highly qual	ified staff		
		Rate at which str	udent may earn credi	ts for graduation			
		Lack of opportu	nity for social interac	etion			
		Lack of opportu	nities for age-approp	riate peer role models			
		Amount of socia	lization opportunities	s with typical peers			
		Limited against	o peers in student's h	ome community			
		Lillined access t					
			-	vioral models from p	eers		

Last First M	Student SONINO	School District JONATHAN	IEP FAPE To Date of Birth 04-AUC	Meeting Date 06-JUN-2019
As of Date: As of Date: 66-JUN-2019				111Cting Date 00-3011-2019
As of Date 106-JUN-2019		'		
Eligible (OHI)				Future Changes Related to this IEP
Final IEP Reason Final		As of Date:	06-JUN-2019	
Final LEP Elective Date: Curriculum Placement Type of School Name of School NESTLE AVE CHARTER Instructional Setting Setting Program Special Day Minutes/WK Addresses Goals Low Incident Support Transportation Extended School Yes No Year/Intersession Parent Counseling and Training (PCT) ESY Transportation Accommodation, Modifications, Supports Accommodation, Modifications Accommodation, Modifications Supports Instructional Accommodation Accommodation Accommodation Accommodation Other Supports Instructional Accommodations Accomm			Eligible (OHI)	
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Low Incidence	conduct or not conduct a three-year comprehensive	If the Parent does not agree, specify the area(s)		
			Comments, as appropriate	
Assistive Technology	A 141 70 1 1	L		

/11/2019	Individualized Education Program (IEP)
Participation in General Education	
General Education	

Page 22 of 23 INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District **IEP FAPE Part 2 - Summary of Services** Meeting Date 06-JUN-2019 Student | SONINO JONATHAN Date of Birth 04-AUG-2010 Last First MI **Effective With This IEP Future Changes Related To** This IEP Effective on Signature Date Service 1 Start Date: 06-JUN-2019 RSP End Date: **RSP** Service applies to: Regular 1-5 Frequency: This service addresses the Interval: Weekly following goals: Minutes/Interval: 45 (Written Language) Minutes/Interval (Pullout from 45 (Reading) Gen Ed): RSP: Direct Instruction Services* Service Delivery Model: RSP Area: Literacy/ELA/ELD Responsible Personnel: Resource Specialist Teacher General Education Teacher Service 2 Start Date: Effective on Signature Date 06-JUN-2019 04 End Date: **Counseling and Guidance** Service applies to: Regular Frequency: 1-5 This service addresses the Interval: Weekly following goals: Minutes/Interval: 30 (DIS COUNSELING) Minutes/Interval (Pullout from 30 Gen Ed): Service Delivery Model: Direct Service (By a Single Provider)* Licensed/Credentialed Provider Responsible Personnel:

	*		
Service 3	Start Date:	Effective on Signature Date 06-JUN-2019	
RSP	End Date:		
RSP	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals:	Interval:	Weekly	
(Mathematics)	Minutes/Interval:	45	
	Minutes/Interval (Pullout from Gen Ed):	45	
	Service Delivery Model:	RSP: Direct Instruction Services*	
	RSP Area:	Ma	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 of General Education

	Effective With this IEP	Future Changes Related to this IEP
% of Time per Week outside of General Education	8	•

Part 4 - Additional Discussion (This section is optional)

ESY was discussed and the IEP team did not feel that the student was a good candidate for extended school year SUMMER 2019.

PCT was offered to the parent and they were provided with information on the LAUSD Parent Portal and Parent Counseling and Training Meetings for FALL 2019.

FAPE Summary Grid Program: GE Setting: General Education Curriculum: General Education Transportation: None Low Incident Support: None Date District Received Parent Signature: Service Service Service Service Interval Frequency Area Total Addresses No	Program: GE Setting: General Education	Program: GE Setting: General Education Cligibility: Curriculum: General Education Charasportation: None Charasportation: None Charasportation: None Code Desc Date Date Date Date Applies To Code Guidance Signature Date RSP RSP Effective on Signature Date RSP RSP Effective on Signature Date Code Desc Date Regular Weekly 1-5 RSP-Math As Mathematics For IEP Team Information Setting: General Education Courriculum: General Education Courriculum: General Education None Low Incident Support: None Low Incident Support: None Courriculum: General Education Setting: None Low Incident Support: None Courriculum: General Education None Low Incident Support: None Low Incident Support: None Courriculum: General Education None Low Incident Support: None Low Incident Support: None Courriculum: General Education Setting: Courriculum: General Education None Low Incident Support: None Courriculum: General Education None Low Incident Support: None Low Incident Support: None Courriculum: General Education None Low Incident Support: None Courriculum: General Education Setting: Courriculum: General Education None Low Incident Support: None Courriculum: General Education Service Low Incident Support: None Courriculum: Courri	tudent		ONATHAN			Date of	f Birth 04-AUG-2010)	Meeting Date 06-J	UN-2019
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