Los Angeles Unified	School Distri	ct	INDIVID	UALIZED	EDUCATION PROGRAM (I	EP)			ge 1 of
Student Identificati Number		102907M044		SSID	2556932872		Elig	ible (SLD)	
Student ANCON		DAV				Date of Birth:	29	-OCT-2007	
Last		First	MI	Section A:	Meeting Information				
	Pertin	ent Dates				Type of 1	Meeting		
Date of Initial IEP Team	Meeting	11-JAN-2018					<u> </u>		
Date of Present Meeting	e	07-MAR-202	4		◯ Initial		Amendm	nent of IEP dated	
nnual Review to be co		07-MAR-202	5		Annual Review		C Forly Str	art Transition	
lext Three Year Review	will be	16-NOV-2026	;		Three Year Review	7	Expulsio		
onducted by hree Year Review or E	valuation	17-NOV-2023	;		Other			al Transition Plan	
vas conducted on									
ransition to Kindergart onducted by	en to be								
ocation of Meeting	N	O HOLLYWD	SH		District Name	Los Angel	es Unified Sc	chool Distri	
				Section B	Student Information				
Date of Birth	29-OCT-20		Age		16	Grade		10	
Gender	<sup>●</sup> Male <sup>⊂</sup>	) Female	Ethnic (	Code	White				
location of the Psych	REGION N	ORTH	Student Folder	has no Psy	ch 🗌				
location of the Cum Folder	NO HOLLY	WD SH	Student Folder	has no Cur	ı U				
Iome Language	Hebrew		Student	Language	Hebrew	Alternate M Communica			
Iome Address of Student	11818 RIVI	ERSIDE DR AP	T 113						
City	VALLEY V	'LG CA	ZIP Coo	le	91607				
Iome Telephone	(818) 378-9	410	Daytim	e Telephone		Emergency	Telephone		
chool of Attendance	No Hollywo	d Sh	Locatio	n Code	8786				
chool of Residence	No Hollywo	d Sh	Locatio	n Code	8786				
lame of arent/Guardian	Ester Ancor	nina	Telepho	one	Same				
ddress	Same								
lity		CA	ZIP Coo	le					
urogate Parent			Telepho	one					
Attends CURRENT SC f the following	HOOL as a re	esult of one	Attends S	School of R	vesidence v	•			
orth Hollywood HS									
s the student living in a Iome (FFH)?	Family Foster	🔘 No	O Yes		FFH#				
s FFH Provider related	to student?		$O \cap Yes$		Relationship				
icensed Children's Inst	itution	$\bigcirc$ No	$O_{Yes}$		LCI Name				
		_			LCI#				
Out of the home placem	ent made by	-	gional Cento perior Court		O Department of Ment	al Health (	⊖ Departme	ent of Children's Serv	ices
Child's family living wi	hin LAUSD's		Yes	-					1
	old or older o	r is an emancina	tad minar d	1 / . 1	nave educational decision-maki	na richta?		$\bigcirc$ No $\bigcirc$ Yes	

	I	NDIVIDUAL	IZED EDUC	CATION PROGRAM (IEP)		Page 2 of 2
- ,	Unified School District					
Student	ANCONINA NADAV			Date of Birth 29-OCT-	2007	
	Last First	MI Secti	on C: Lang	uage Acquisition		
Language Cla	ssification:	Initi	ally Identifie	d Fluent English Proficier	Start Date:	06-SEP-2012
Withdrawal by	Parent Request:	$\bigcirc$ y	íes 🔿 No		Reclassification Date:	
ELPAC Perfor	mance Level and Performance Descriptor:			►	Test Date:	
Alternate ELP	AC Performance Level and Performance			►	Test Date:	
Descriptor:						
		Section Da	: Goal Achiev	vement from Current IEP		
		Ach	ieved			
Goal for: (ex	ample - Reading)	Yes	No	If No, explain the reason t	the goal/objective was not achi	eved
1	Mathematics	$\bigcirc$	$\bigcirc$	Attendance		
Category	(Math 🗸					
	Objective 1 met	$\bigcirc$	$\bigcirc$	Attendance		
	Objective 2 met	$\bigcirc$	$\bigcirc$	Attendance		
2	Vocational Education	$\bigcirc$	$\bigcirc$	Attendance		
Category	Vocational Education					
	Objective 1 met	$\bigcirc$	$\bigcirc$	Attendance		
	Objective 2 met	$\bigcirc$	$\bigcirc$	Attendance		
3	Reading	$\bigcirc$	$\bigcirc$	Attendance		
Category	(Reading 🗸					
	Objective 1 met	$\bigcirc$	$\bigcirc$	Attendance		)
	Objective 2 met	$\bigcirc$	$\bigcirc$	Attendance		
4	Behavioral Support	$\bigcirc$	$\bigcirc$	Attendance		
Category	Behavior Intervention					
	Objective 1 met	$\bigcirc$	$\bigcirc$	Attendance		)
	Objective 2 met	0	$\bigcirc$	Attendance		
5	Writing	0	$\bigcirc$	Attendance		
Category	Writing V					
	Objective 1 met	0	0	Attendance		
	Objective 2 met	0	0	Attendance		
6		0	0			
Category	↓			(		
	Objective 1 met	0	0			
_	Objective 2 met	0	0			
7		$\bigcirc$	$\bigcirc$			
Category	♥	$\sim$	$\sim$			
	Objective 1 met	0	0			
0	Objective 2 met	0	0			
8 Catagowy		$\bigcirc$	$\bigcirc$			
Category	Chiestine 1 met	$\sim$	$\frown$			
	Objective 1 met	0	0			
9	Objective 2 met	0	0			
9 Category		0	0			
Category	V Objective 1 met	$\cap$	$\frown$			
	Objective 1 met Objective 2 met	0	0			
10		0	0			
10 Category	↓	$\bigcirc$	$\bigcirc$			
Category	• Objective 1 met	$\cap$	$\frown$			
	Objective 1 met Objective 2 met	0	0			
	Objective 2 met	0	$\bigcirc$			

Los Angeles Unified School Dist	rict	INDIVIDUAL	IZED EDUCATION PROGR	AM (IEP)		
Student ANCONINA N	ADAV		Date of Birth	29-OCT-2007	Meeting Date	07-MAR-2024
Last	First	MI			<u>-</u>	(
Performance Area:	Reading		<b>C: Present Level of Perform</b>	ance		
	Reading		~			
Category: Assessment/Monitoring Process Use		5	samples and observations; Tea	ahar ranarta, raaarda		
e			•	•		
State/District Assessment Results: Current Performance/Assessment Su		2	Standard Scale Score - 434 - Ne	•		
STRENGTHS: Nadav is a 10th-gra meaning of words and phrases as th specific word choices on meaning a those with multiple or conflicting n given support and guidance from st or central idea of a text and analyze CHALLENGES: Nadav's absentee earning 35% in his English class. N support analysis of what the text say IMPACT of DISABILITY: Nadav'	ney are used in the and tone when git notivations) deve aff. Nadav has b is its developmen tism is greatly in ladav will need t ys explicitly as w	the text, including fi iven examples by the elop throughout a te- een approaching te- t throughout the tex- npacting his academ o continue working well as inferences d	gurative and connotative meaning te teacher. Nadav has been apprext, interact with other character analysis of the novel The Great t when prompted and engaged inc progress in reading. Nadav v on his previous reading goal of rawn from the text.	ngs, and then analyzing oaching the analysis of s, and advance the plot at Gatsby, and he has be in the lesson. vas not able to meet his f citing strong and thoro	the cumulative impaches the cumulative impaches the complex characteristic or develop the theme een able to determine previous goal and is ugh textual evidence	ct of ters (e.g., when a theme currently to
affect his mastery of grade-level rea without accommodations and suppo	ort.	nalysis standards, w	hich impacts his access, progre	ss, and involvement in the	he general education	setting
Performance Area:	Writing					
Category:	Writing		~			
Assessment/Monitoring Process Use	d: Informal	assessments, work	samples and observations; Tea	cher reports; records		
State/District Assessment Results:						
Current Performance/Assessment Su	mmary (include	student strengths, s	student needs and impact of disa	ability on student perform	mance):	
STRENGTHS: When present and e reflection, and research when given routinely for shorter and longer tim support. Recently Nadav's class wo from staff. CHALLENGES: Nadav's absentee complete the 5-paragraph essay wh strengthening his multi-paragraph v significant for a specific purpose an	a graphic organiz e frames for a ra rked on writing tism is greatly in ich impacted his writing as needed	ters and teacher mo nge of tasks, purpo a 5-paragraph comp pacting his acaden overall grade in Eu	deling, support, and guidance. V ses, and audiences when provid bare and contrast essay using a t nic progress in writing. Nadav d Iglish 10-A. Nadav needs to con	When attending class Na led graphic organizers, s leacher-made graphic or lid not meet his previous ntinue to work on his pre-	iday can approach we entence frames, and ganizer with with gu s goal and he was not evious goal of develo	iting teacher idance able to pping and
IMPACT of DISABILITY: Nadav' affects his mastery of grade-level w education setting without accommo	s specific learnir	n and distribution s				

	Page 4 of INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Los Angeles Unified School District	
Student ANCONINA NADAV	
Last Firs	st MI Section E: Present Level of Performance
Performance Area:	Mathematics
Category:	Math 🗸
Assessment/Monitoring Process Used:	Informal assessments, work samples and observations; Teacher reports; records
State/District Assessment Results:	08/23/23 - iReady Overall Standard Scale Score - 417 - Needs Improvement
Current Performance/Assessment Summary	(include student strengths, student needs and impact of disability on student performance):
meet his previous math goal of: When pro function's roots are the x-intercepts with 8 working on identifying points, lines, line s angles) with teacher guidance. Nadav has	d in Geometry - B. Nadav was able to pass Algebra I in June of 2023 during summer school which allowed him to vided with the formula for solving quadratic equations, Nadav will graph quadratic functions and explain why a 0% accuracy in 4 of 5 trials as measured by student work samples. When present in class, Nadav has been segments, and rays including their angle relationships (supplementary, complementary, linear pairs, vertical been able to approach the use of algebra to solve geometric problems involving angle measures (supplementary, ess). Most recently, Nadav has been approaching geometric transformations, specifically translations of points and plane.
	greatly impacting his academic progress in Geometry - B. Nadav did not pass the first semester of Geometry - A. s a new math goal that focuses on the standards for geometry and includes support with using coordinates to prove nd with full independence.
	fic learning disability manifested by visual processing deficits, attention challenges and oppositional defiance, lication standards, which impacts his access, progress, and involvement in the general education setting without
Performance Area:	Vocational Education
Category:	Vocational Education
Assessment/Monitoring Process Used:	Records review, attendance records, teacher/parent input, observations
State/District Assessment Results:	
Current Performance/Assessment Summary	v (include student strengths, student needs and impact of disability on student performance):
absences. Teachers report that when Nada in math. Teachers report that Nadav can be	has earned 35/210 credits toward graduation. Nadav is maintaining a 48% attendance average for full-day v is present and engaged in class he is highly capable of accessing and progressing with the standards, especially e respectful to peers and school staff and he can navigate the campus independently. Teachers report that Nadav is by his peers and makes and keeps friends easily.
with the necessary materials to complete h support. Nadav will need more help and su	neet his previous goal of utilizing an alarm clock and school calendar, Nadav will attend all his classes, and arrive his work with 80% accuracy in 5 out of 6 trials. Teachers report that Nadav avoids classes and is indifferent to apport with accepting his learning challenges and receiving help when it's provided for support, feedback, or utilizing the accommodations he has for success.
	fic learning disability manifested by visual processing deficits, attention challenges and oppositional defiance, lp and support, which impacts his access, progress, and involvement in the general education setting without

os Angeles	Unified School	District		INDIVIDUAL	LIZED EDUCAT	TON PROGR	AM (IEP)		Page
0	ANCONINA	NADAV	7			Date of Birth	29-OCT-2007	Meeting Date	07-MAR-2024
	Last	Firs		MI	)			8	
erformance /	Area		Behavior	Intervention	E: Present Leve	el of Perform	ance		
ategory:	iicu.			r Intervention	~				
	Ionitoring Process	Used:		review, attendance		parent input of	bservations		
	Assessment Resul			,		parent input, o			
			v (include :	student strengths.	student needs and	l impact of disa	bility on student per	rformance):	
STRENGTE expectations	IS: Teachers repor . When engaged a engaging in positiv	t that Nadav nd present i ve interactio	v can indep in class, Na ons with po	pendently navigate adav can follow 2-	e the campus and -3 step directions especially in class	is familiar with with minimal g	his teachers and cla guidance or promptin	assroom guidelines and ng. Nadav has shown so Nadav is highly capable	
nas been abs Consequentl	ent 155 individual	class perio 5 out of 6	ds. Nadav	s attendance avera	age of 48% is far	below the Dist	rict's goal for studen	missed 58 full days of s tts which is 96% attenda d more time and suppor	nce.
affects his al	DISABILITY: Na bility to realize the productions and s	consequen	ific learnin ices of his :	g disability manife absenteeism, whic	ested by visual proceeding of the second sec	ocessing defici ess, progress, a	ts, attention challen and involvement in t	ges and oppositional def he general education set	iance, ting
rformance	Area:								
tegory:					~				
sessment/N	Ionitoring Process	Used:							
ate/District	Assessment Resul	ts:							

Los Angeles Unified School District		INDIVIDUALIZED EDUCATION PROGRAM (I	(IEP)	Page 6 of
Los Angeles Unified School District Student ANCONINA NADA		Date of Birth 29-0	OCT-2007 Meeting Da	te 07-MAR-2024
	irst	MI		07 Maii 2024
		Section E: Present Level of Performance		
Performance Area:	Health			
Category:	Health	~		
Assessment/Monitoring Process Used:	parent, re	w of school health records		
State/District Assessment Results:	n/a			
Current Performance/Assessment Summa	ry (include s	lent strengths, student needs and impact of disability	on student performance):	
school health records and parent (Ester A	Anconina) as	al IEP completed by Rick Velasco, R.N., Credentiale formant on 16-year- and 4 months old male, 10th gra no daily medications or other known health problem	ader. No history of serious illness, all	review of ergies,
Strengths: Good general health; last phy per parent. Student is independent with a		4; passed vision screening with correction and passe y living and mobility.	ed audio screening in 2024 at physici	an's clinic
Area of Need: Health is not an area of n	leed.			
Impact of Disability: Nadav's health doe	es not impac	eir involvement and progress in their educational pro-	ogram.	
Accommodations/Modification. None o	n health.			
Rick Velasco R. N., CSN				
03/07/2024				
05/07/2024				
Performance Area:				
Category:		~		
Assessment/Monitoring Process Used:				
State/District Assessment Results:				
Current Performance/Assessment Summa	rv (include s	lent strengths, student needs and impact of disability	y on student performance):	

( A	. TI			INDIV	IDUAI	LIZED EDUCAT	ION PROGE	RAM (IEP)			Page
	S Unified School I ANCONINA Last	District NADAV Fir		MI	[	Section F: Eli		29-OCT-20	07	Meeting Date	07-MAR-2024
applicable,	areas discussed rel:	ated to disa	ability or s	suspected d	isabilit		giointy				
or Initial IE	P, interventions atte	empted pric	or to detern	mining elig	ibility:						
ligible as a	student with the dis	ability of:									
Code:	SLD		Specific	Learning D	Disabilit	ty					
	ONot Applicable	 2,	OBlind of	or		OPartially Sigh	ted				
dditional L	ow Incidence Eligib				HOH, c						
Code:											
	ONot Applicable	<del>,</del>	OBlind of	or		OPartially Sigh	ted				
Date): This is a I inal IEP Rea	Final IEP, the studer ason:	nt remains	eligible fo	or Special E	Educatio		ne Effective I Final IEP Effe				)
	m has considered a	and agrees	s that the					rily due to:	_		
_	Maladjustment				-	orary Physical Dis				of instruction in rea	-
🗹 Lack o	of instruction in mat	th		<ul> <li>✓</li> </ul>	Limite	ed English Proficie	ency		🗹 Enviro	onmental, Cultural o	or Economic Facto

		IADAV		Date of Birth 29-OCT-2	007	Meeting Date 07-MAR-2024
La	st	First	MI Section G: Annual G	oals and Objectives		
ormance Area:	Behavior	al Support		avior Intervention V	Annual Goa	1#: 5
			ays a week using negotiation a			
ore-determined acade						
rogress on annual go rovided at either Pro			mpleting the "IEP Report of P ls.	rogress and Achievement from	m Current IEP"	form(s) which will be
			Methods of	$\square$		
<ul> <li>State Assessment</li> <li>Observation</li> <li>Other</li> </ul>	S	Norm Portfo	Referenced lio	Criterion Referenced Work Samples		<ul><li>└── Curriculum Based</li><li>✓ Informal</li></ul>
	tion and struct	ured choice techniqu	d 3 academic classes 5 days ues to ask for a break only		iation and struct	ance, Nadav will attend 4 academic cla aured choice techniques to ask for a bro ademic task.
Date to be achieved:			► MO/YR			
ate to be achieved.	July	▶ 2024		Date to be achieved:	November	▶ 2024 ► MO/YR
ale to be achieved.	July		RT OF PROGRESS AND A			✓ 2024 ✓ MO/YR
4 GOAL MET OR	3 SU	IEP REPO	RT OF PROGRESS AND A		IRRENT IEP	
4 GOAL MET OR EXCEEDED	3 SU met	IEP REPO UBSTANTIAL PROC	RT OF PROGRESS AND A EXPLANATIO	CHIEVEMENT FROM CU DN OF MARKS 2 PARTIAL PROGRESS	<b>RRENT IEP</b> (1-49% of goal	
4 GOAL MET OR EXCEEDED 1st Reporting Perio	3 SU met	IEP REPO	RT OF PROGRESS AND A EXPLANATION	CHIEVEMENT FROM CU DN OF MARKS	<b>RRENT IEP</b> (1-49% of goal	met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED Ist Reporting Perio Date:	3 SU met d 2nd R Date:	IEP REPO UBSTANTIAL PROC	RT OF PROGRESS AND A EXPLANATIO GRESS (50-99% of goal 3rd Reporting Period	CHIEVEMENT FROM CU DN OF MARKS 2 PARTIAL PROGRESS 4th Reporting Period (Sec Only)	<b>RRENT IEP</b> (1-49% of goal	met) <i>I NO PROGRESS</i> Goal Achievement Objective 1 Met:
4 GOAL MET OR EXCEEDED 1st Reporting Perio Date:	3 SU met d 2nd R Date:	IEP REPO	RT OF PROGRESS AND A EXPLANATIO GRESS (50-99% of goal 3rd Reporting Period Date:	CHIEVEMENT FROM CU DN OF MARKS 2 PARTIAL PROGRESS 4th Reporting Period (Sec Only) Date:	<b>RRENT IEP</b> (1-49% of goal	met) <i>I NO PROGRESS</i> Goal Achievement
4 GOAL MET OR EXCEEDED 1st Reporting Perio Date: Progress Mark: Is progress sufficient	<i>3 SU</i> met) <b>d 2nd R</b> Date: Progree	IEP REPO	RT OF PROGRESS AND A EXPLANATIO GRESS (50-99% of goal 3rd Reporting Period Date:	CHIEVEMENT FROM CU DN OF MARKS 2 PARTIAL PROGRESS 4th Reporting Period (Sec Only) Date:	(1-49% of goal condary	met) <i>I NO PROGRESS</i> Goal Achievement Objective 1 Met:
4 GOAL MET OR EXCEEDED Ist Reporting Perio Date: Progress Mark: s progress sufficient neet annual goal? Yes O No	<i>3 SU</i> met) <b>d 2nd R</b> Date: Progree t to Is prog meet a O Ye	IEP REPO	RT OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date:	CHIEVEMENT FROM CU DN OF MARKS 2 PARTIAL PROGRESS 4th Reporting Period (Sec Only) Date: Progress Mark: Is progress sufficient to me goal? Yes O No	(1-49% of goal condary	met) <i>I NO PROGRESS</i> Goal Achievement Objective 1 Met: Objective 2 Met:
4 GOAL MET OR EXCEEDED         1st Reporting Period         Date:         Progress Mark:         Is progress sufficient meet annual goal?         Yes       No	<i>3 SU</i> met) <b>d 2nd R</b> Date: Progree t to Is prog meet a O Ye	IEP REPO	RT OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date:	CHIEVEMENT FROM CU DN OF MARKS 2 PARTIAL PROGRESS 4th Reporting Period (Sec Only) Date: Progress Mark: Is progress sufficient to me goal?	(1-49% of goal condary	met) <i>I NO PROGRESS</i> Goal Achievement Objective 1 Met: Objective 2 Met: Yes No Objective 2 Met: Yes No
4 GOAL MET OR         EXCEEDED         1st Reporting Period         Date:         Progress Mark:         Is progress Mark:         Is progress sufficient         meet annual goal?         Yes       No         If "No" please comm         Needs More Tim         Excess	3 SU met) d 2nd R Date: Progree t to Is prog meet a Yea hent: If "No he N Ez	IEP REPO	RT OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date:	CHIEVEMENT FROM CU DN OF MARKS 2 PARTIAL PROGRESS ( 4th Reporting Period (Sec Only) Date: Progress Mark: Is progress sufficient to me goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	IRRENT IEP	met) <i>I NO PROGRESS</i> Goal Achievement Objective 1 Met: Objective 2 Met: Yes No Objective 2 Met: Yes No
4 GOAL MET OR EXCEEDED         1st Reporting Period         Date:         Progress Mark:         Is progress Mark:         Is progress sufficient         meet annual goal?         Yes       No         If "No" please comm         Needs More Tim	<i>3 SU</i> met) <b>d 2nd R</b> Date: Progree to Is progree to Is progree meet a Q Ye nent: If "No ne Ni Absen ot Q As	IEP REPO	RT OF PROGRESS AND A         EXPLANATIO         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 CU DN OF MARKS 2 PARTIAL PROGRESS ( 4th Reporting Period (Sec Only) Date: Progress Mark: Is progress sufficient to me goal? Yes No If "No" please comment: Needs More Time	PRRENT IEP (1-49% of goal condary condary cet annual	met) <i>I NO PROGRESS</i> Goal Achievement Objective 1 Met: Objective 2 Met: Yes No Objective 2 Met: Yes No

With support and guidance, Nadav will cite strong and thorough textual evidence         o support his analysis of what the text says explicitly as well as inferences drawn from the text 10 a opportunities with an average score of 70% or higher, as neasured by informal assessments, work samples, and teacher observations.         with minimal support and guidance, Nadav will cite strong and thorough textual evidence to support his malysis of what the text says explicitly as well as inferences drawn from the text 10 a opportunities with an average score of 70% or higher, as neasured by informal assessments, work samples, and teacher observations.         ate to be achieved:       July       2024       MO/YR         Date to be achieved:       November       2024       MO/YR         LEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP         EXPLANATION OF MARKS         4 GOAL MET OR       3 SUBSTANTIAL PROGRESS (50-99% of goal       2 PARTIAL PROGRESS (1-49% of goal met)       I NO PROGRESS NO ACHIEVEMENT FROM CURRENT IEP         INO Progress Mark:       Progress Mark:       Progress Mark:       Progress (So-99% of goal       2 PARTIAL PROGRESS (1-49% of goal met)       I NO PROGRESS (So-99% of goal       2 PARTIAL PROGRESS (1-49% of goal met)       I NO PROGRESS (So-99% of goal         SUBSTANTIAL PROGRESS Mark:       Progress Mark:       Progress Mark:       Progress Mark:       Objective 1 Met:       (N es)         as progress sufficient to meet annual go	Student (	ANCONINA	NADAV		Date of Birth 29-OCT-2007	Meeting Date 07-MAR-2024
manace Ace: Reading Category: Reading Annual Goal #: [		Last	First			
adav will independently cite strong and thorough textual evidence to support his analysis of what the text says explicitly as well as inferencee. drawn from the text is a program and teacher observations.         agrees on annual goals to be reported to parents by completing the "IEP Report of Progress and Achievement from Current IEP" form(s) which will be well as inferenceed.         State Assessments       Norm Referenced         Observation       Portfolio         Othervation       Portfolio         Othervation       Portfolio         Termental objective 17 related to the goal:       With mainted apport and guidance. Nadov will cite strong and thorough textual evidence to support his analysis of what the text says explicitly as well as inferences drawn on the text is a portraintilies with an average score of 75% or higher, a measured by informal assessments, work samples, and teacher observations.         with mainted apport and guidance. Nadov will cite strong and thorough textual evidence to support his analysis of what the text says explicitly as well as inferences drawn on the text is a portaintilies with an average score of 75% or higher, a measured by informal assessments, work samples, and teacher observations.         ate to be achieved:       July       2024       MOYIR         Date to be achieved:       July       2024       MOYIR         Ate to be achieved:       July       2024       MOYIR         Ate to be achieved:       July       2024       MOYIR         Ate to be achieved:       July						
xt in 4 opportunities with an average score of 80% or higher, as measured by informal assessments, work samples, and teacher observations.         signess on annual goals to be reported to parents by completing the "IEP Report of Progress and Achievement from Current IEP" form(s) which will be violed at either Progress Report or Report Card periods.         State Assessments       Ortfolio         Observation       Ortfolio         Informal       Criterion Referenced         Work Samples       Ortfolio         Informal analysis of what the test ary explicitly as well as inferences drawn on the test in 2 opportunities with an average score of 75% or higher, as enaured by informal assessments, work samples, and teacher observations.         Intermental objective 42 related to the goal:       Informal assessments, work samples, and teacher observations.         Intermental objective 41 related to the goal:       Informal assessments, work samples, and teacher observations.         Intermental objective 41 related to the goal:       Informal assessments, work samples, and teacher observations.         Into the test in 2 opportunities with an average score of 75% or higher, as ensaured by informal assessments, work samples, and teacher observations.         Into the test in 2 opportunities with an average score of 75% or higher, as ensaured by informal assessments, work samples, and teacher observations.         Into the test in 2 opportunities with an average score of 75% or higher, as ensaured by informal assessments, work samples, and teacher observations.         Into the test in 2 opport			2	ē.	č (	
State Assessments       Norm Referenced       Curriculum Based         Observation       Portfolio       Informal         Observation       Portfolio       Work Samples       Informal         Observation       portfolio       With minimal support and guidance, Nadav will cite strong and thorough textual evidence remental objective #1 related to the goal:       Informal         If a support and guidance, Nadav will cite strong and thorough textual evidence reamerate objective #1 related to the goal:       With minimal support and guidance, Nadav will cite strong and thorough textual evidence to support this analysis of what the text asys explicitly as well as inferences drawn form the text in 3 opportunities with an average score 07% of righter, as easured by informal assessments, work samples, and teacher observations.         at te to be achieved:       July V       2024       MOYR <b>EXPLANTION OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP EXPLANTION OF MARKS</b> 4 GOAL MET OR       3 SUBSTANTIAL PROGRESS (50-99% of goal       2 PARTIAL PROGRESS (1-49% of goal met)       I NO PROGRESS         State Colspan="2">Objective 1 Met:         Progress Mark:         Progress Mark:       Progress Mark:       Progress Mark:       Progress Mark:       Objective 1 Met:       Objective 2 Met:						
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Inclusion       Instruction	Student	ANCONINA	NADAV		Date of Birth 29-OCT-2007	Meeting Date 07-MAR-2024
mance Ace:       Writing       Category:       Writing       Annual Goal #:       2         stake will independently use a tacker-made graphic organizer to develop and strengthen his multi-paragraph writing as needed by planning, revising, editing, eventing, or trying a new approach. focusing on didensein the second strengthen his multi-paragraph writing as needed by planning, revising, editing, events       Quiricultum Based         orgress on annual goals to be reported to parents by completing the "IEP Report of Progress and Achievement from Current IEP" form(s) which will be violed at either Progress Report or Report Card periods.       Methods of Evaluation         State Assessments       Norm Referenced       Criterion Referenced       Criterion Referenced       Curricultum Based         Observation       Portfolio       Criterion Referenced       Work Samples       Curricultum Based         Observation       Portfolio       Criterion Referenced       Criterion Referenced       Curricultum Based         Otherer       Informal       Informal       Informal       Informal         With tacher-directed support and the use of teacher-made graphic organizers, takaw uil develop and strengthen is multi-paragraph writing as needed by the superises of 170% or higher or an average of 2.84 or 3.54       Informal         atacher-made rubric.       Intermental objective #1 related to the goal:       With tacher-fraced support and the use of teacher-made graphic organizers, takaw will develop and strengthen is an average of 2.84 or 3.54       Int		Last	First		and Objectives	
tadav will independently use a tracher-made graphic organizer to develop and strengthen his multi-paragraph writing as needed by planning, revising, editing, editing, editing, exercising,			7			C = 1 #. 2
writing, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience in at least 3 opportunities with an wrenge score of 80% or higher or an average of 3.2.4 or 4/5 on a teacher-made rubric.			2	<u> </u>		
witchods of Evaluation         State Assessments       Norm Referenced         Observation       Portfolio         Other       Work Samples         With reinker Literion Referenced       Work Samples         Other       Work Samples         Informal       Informal         Other       Work Samples         Informal       With minimal reacher-fracted to the goal:         With minimal reacher directed support and the use of teacher-made graphic organizers, Nadav will develop and strengthen his multi-paragraph writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on didressing what is most significant for a specific purpose and audience in at least 1         opportunity with an average score of 70% or higher or an average of 2.8/4 or 3.6/5       Date to be achieved:       November v       2024 v       MO/YR         Let to be achieved:       Luly v       2024 v       MO/YR       Date to be achieved:       November v       2024 v       MO/Y         EEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP       EXELPTION OF MARKS       I NO PROGRESS         4 GOAL MET OR       3 SUBSTANTIAL PROGRESS (50-99% of goal       2 PARTIAL PROGRESS (1-49% of goal met)       I NO PROGRESS         1st Reporting Period       Date:       Date:       Objective 1 Met:       Yes No       No         here:       Date:<	ewriting, or	trying a new ap	proach, focusing on addres	sing what is most significant for		
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Idea to be define feet.       Information of the second admetric.       Information of the second	Vadav will o planning, re uddressing v opportunity	develop and stre vising, editing, s vhat is most sig with an average	engthen his multi-paragrap rewriting, or trying a new a nificant for a specific purp	h writing as needed by approach, focusing on ose and audience in at least 1	organizers, Nadav will develop and st by planning, revising, editing, rewritin addressing what is most significant fo opportunities with an average score of	rengthen his multi-paragraph writing as need ng, or trying a new approach, focusing on r a specific purpose and audience in at least
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adav will independently use coordinates to prove simple geometric theorems algebraically with full independence in 5 opportunities with an average score of % or higher as measured by informal observations, assessments, and work samples.  State Assessments  Geometric Progress Report or Report Card periods.  Methods of Evaluation  State Assessments  Methods of Evaluation  Methods of Evaluation  State Assessments  Methods of Evaluation  Methods of Methods on Benevations,  Methods of Methods and Benevative and Bene	Student ANCONINA	A NADAV		Date of Birth 29-OCT-2007	Meeting Date 07-MAR-2024
mance Area: Mathematics Category: Math  Annual Goal #: 3 adda will independence in 5 opportunities with an average score of We or higher as measured by informal observations, assessments, and work samples.  argress on annual goals to be reported to parents by completing the "IEP Report of Progress and Achievement from Current IEP" form(s) which will be wided at either Progress Report of Report Card periods.  Methods of Evaluation  State Assessments Other Other  Methods of Evaluation  State Assessments Other  Perifolio  Methods of Evaluation  State Assessments Other  Perifolio  Methods of Evaluation  State Assessments Other  Perifolio  Methods of Evaluation  Methods of Evaluation  Methods of Evaluation  State Assessments Other  Perifolio  Methods of Evaluation  State Assessments Other  Perifolio  Methods of Evaluation  Methods of Evaluation  Methods of Evaluation  State Assessments Other  Perifolio  Methods of Evaluation  Methods of Perifolio  Methods of the evaluation  Methods  Method  Met	Last	First		aala and Obiaativas	
adav will independently use coordinates to prove simple geometric theorems algebraically with full independence in 5 opportunities with an average score of % or higher as measured by informal observations, assessments, and work samples.            gress on annual goals to be reported to parents by completing the "IEP Report of Progress and Achievement from Current IEP" form(s) which will be vided at either Progress Report or Report Card periods.             State Assessments           Overn Referenced           Circircine Referenced           Curriculum Based             Other           Derrental objective #1 related to the gal:           Informal             It hearber support and guidance, Nadav will use coordinates to prove simple           Informal             Other           Informal observations,         assessments, and work samples             Representation           Informal observations,         assessments, and work samples             Reporting Period           Informal observations,         assessments, and work samples					1 // 2
#% or higher as measured by informal observations, assessments, and work samples.   agress on annual goals to be reported to parents by completing the "LEP Report of Progress and Achievement from Current IEP" form(s) which will be Valed at either Progress Report or Report Carl periods. State Assessments   State Assessments   Observation   Portfolio   Other   Curriculum Based Portfolio Other Curriculum Based Curriculum Based Curriculum Based Curriculum Based Other Curriculum Based Curriculum Based Other Curriculum Based Curriculum Based Other Curriculum Based Curriculum Based Curriculum Based Other Curriculum Based Curriculum Based Other Curriculum Based Curriculum Based Curriculum Based Other Curriculum Based Curriculum Based Other Curriculum Based Curriculum Based Other Curriculum Based Curriculum Based Curriculum Based Other Curriculum Based Second 75% of higher as measured by informal observations, assessments, and work samples. Internet to break samples. Internet to be achieved: July V 2024 V MOYR Date to be achieved: November V 2024 V MOYR Date to be achieved: November V 2024 V MOYR Date: Disperses sufficient to meet annual goal? No If Not Please comment: If Not Please comment: If Not Please c		)	3,		
vided at either Progress Report Card periods.         State Assessments       Own Referenced         Observation       Portfolio         Other       Work Samples         If the there support and guidance, Nadav will use coordinates to prove simple onetric theorems algebraically with full independence in 3 opportunities with an average score of 70% or higher as measured by informal observations, assessments, and work samples.         If the theorems algebraically with full independence in 3 opportunities with an average score of 70% or higher as measured by informal observations, assessments, and work samples.         If the to be achieved:       July ♥ 2024 ♥ MO/YR         Date to be achieved:       July ♥ 2024 ♥ MO/YR         Date to be achieved:       July ♥ 2024 ♥ MO/YR         Date to be achieved:       July ♥ 2024 ♥ MO/YR         Date to be achieved:       July ♥ 2024 ♥ MO/YR         Date:       Date to be achieved:         November ♥ 2024 ♥ MO/YR       Date to be achieved:         November ♥       2024 ♥ MO/YR         Date:       Date:         Objective 12       I// MO/YR         Date:       Date:         Date:       Date:         Date:       Date:         Date:       Date:         Date:       Date:         Objective 1 Met:       Opsels and fin the mortanal goal?					
State Assessments       Own Referenced       Criterion Referenced       Curiculum Based         Observation       Portfolio       Work Samples       Informal         remental objective #1 related to the goal:       Informal       Informal         the techer support and guidance, Nadav will use coordinates to prove simple ometric theorems algebraically with full independence in 3 opportunities with an erage score of 70% or higher as measured by informal observations, sessments, and work samples.       With minimal teacher support and guidance, Nadav will use coordinates to prove simple geometric theorems algebraically with full independence in 3 opportunities with an average score of 75% or higher as measured by informal observations, sessments, and work samples.         te to be achieved:       July       2024       MOYR         Date to be achieved:       November       2024       MOYR         LEXPLANATION OF MARKS         4 GOAL MET OR a SUBSTANTIAL PROGRESS (50-99% of goal       2 PARTIAL PROGRESS (149% of goal met)       I NO PROGRESS S         4 Reporting Period Date:       2nd Reporting Period       2nd Reporting Period       2nd Achievement         origins sufficient to meet annual goal?       Is progress sufficient to meet annual goal?       Progress Mark:       Progress Mark:       Objective 1 Met:         Progress Name:       Is progress sufficient to meet annual goal?       Is progress sufficient to meet annual goal?       Is prog			ls.		P" form(s) which will be
Observation Other       Portfolio       ✓ Work Samples       ✓ Informal         Observation Other       Informal       Informal         Termental objective #1 related to the goal:       Informal         The tacher support and guidance, Nadav will use coordinates to prove simple connetric theorems algebraically with full independence in 3 opportunities with ange score of 75% or higher as measured by informal observations, assessments, and work samples.       Informal observations, assessments, and work samples.         te to be achieved:       July       2024       MOYYR         Date to be achieved:       November       2024       MOYR         LEXPLANATION OF MARKS         4 GOAL MET OR as SUBSTANTIAL PROGRESS (50-99% of goal ate:       2 PARTIAL PROGRESS (1-49% of goal met)       1 NO PROGRESS S0 0-99% of goal 2 PARTIAL PROGRESS (1-49% of goal met)       1 NO PROGRESS S0 0-99% of goal 2 PARTIAL PROGRESS (1-49% of goal met)       1 NO PROGRESS S0 0-99% of goal 2 PARTIAL PROGRESS (1-49% of goal met)       1 NO PROGRESS S0 0-99% of goal 2 PARTIAL PROGRESS (1-49% of goal met)       1 NO PROGRESS S0 0-99% of goal 2 PARTIAL PROGRESS S0 0-99% of goal 3 Progress sufficient to met annual goal?       Sold Reporting Period 2 Date:       Sold Achievement         regress Mark:       Progress Mark:       Progress sufficient to meet annual goal?       Progress sufficient to meet annual goal?       Sold Shore Time Excess bennee Tardy Abence Tardy Abence Tardy Abence Tardy Abence Tardy Abence Tardy Abence Tardy Abence Tardy Abence Tardy				$\square$	
cremental objective #1 related to the goal:       Incremental objective #2 related to the goal:         With minimal cacher support and guidance, Nadav will use coordinates to prove simple comeric theorems algebrically with full independence in a opportunitie with an average score of 75% or higher as measured by informal observations, assessments, and work samples.         Intermental objective #2 related to the goal:         With minimal teacher support and guidance, Nadav will use coordinates to prove simple commertic theorems algebrically with full independence in 4 opportunities with an average score of 75% or higher as measured by informal observations, assessments, and work samples.         ate to be achieved:       July ♥ 2024 ♥ MO/YR         Date to be achieved:       July ♥ 2024 ♥ MO/YR         Date to be achieved:       July ♥ 2024 ♥ MO/YR         Date to be achieved:       July ♥ 2024 ♥ MO/YR         Date to be achieved:       July ♥ 2024 ♥ MO/YR         Date to be achieved:       July ♥ 2024 ♥ MO/YR         Date to be achieved:       July ♥ 2024 ♥ MO/YR         Date:       Date to be achieved:       November ♥ 2024 ♥ MO/YR         Jate:       Date:       Date:       Incremental objective file         St BCDIANTIAL PROGRESS (50-99% of goal 2 PRITIAL PROGRESS (1-49% of goal met)       I NO PROGRESS ACOMARY         St Reporting Period Date:       Date:       Date:       Objective 1 Met:         Streporting Period Date:       Date	Observation				
Ide to be definition.	eometric theorems algebre verage score of 70% or h	raically with full independence igher as measured by information	e in 3 opportunities with an	simple geometric theorems algebraically with an average score of 75% or higher a	with full independence in 4 opportunitie
EXPLANATION OF MARKS         4 GOAL MET OR EXCEEDED       3 SUBSTANTIAL PROGRESS (50-99% of goal met)       2 PARTIAL PROGRESS (1-49% of goal met)       1 NO PROGRESS         st Reporting Period hate:       2nd Reporting Period Date:       3rd Reporting Period Date:       4th Reporting Period (Secondary Only) Date:       Goal Achievement         rogress Mark:       Progress Mark:       Progress Mark:       Progress Mark:       Objective 1 Met:       9 Yes         sprogress sufficient to neet annual goal?       Is progress sufficient to meet annual goal?       Is progress comment:       If "No" please comm	te to be achieved:				
4 GOAL MET OR EXCEEDED       3 SUBSTANTIAL PROGRESS (50-99% of goal met)       2 PARTIAL PROGRESS (1-49% of goal met)       1 NO PROGRESS         st Reporting Period Date:       2nd Reporting Period Date:       3rd Reporting Period Date:       4th Reporting Period (Secondary Only) Date:       Goal Achievement         rogress Mark:       Progress Mark:       Progress Mark:       Progress Mark:       Objective 1 Met:         sprogress sufficient to nect annual goal?       Is progress sufficient to meet annual goal?       If "No" please comment:       If "No		ІЕР КЕРО			
st Reporting Period       2nd Reporting Period       3rd Reporting Period       4th Reporting Period (Secondary Only)       Goal Achievement         Date:       Date:       Date:       Objective 1 Met:       Objective 1 Met:       Objective 1 Met:       Yes No         Progress Mark:       Progress Mark:       Progress Mark:       Progress Mark:       Progress Mark:       Objective 1 Met:       Yes No         s progress sufficient to neet annual goal?       Is progress sufficient to meet annual goal?       Is progress sufficient to meet annual goal?       Secondary       Objective 2 Met:       Objective 2 Met:         Yes       No       Yes       No       Yes       No       If "No" please comment:       Needs More Time       Need to review/revise Goal					al met) 1 NO PROGRESS
Date:       Date:       Date:       Only)         Date:       Date:       Date:       Only)         Date:       Date:       Date:       Only)         Date:       Date:       Only)       Date:       Only)         Date:       Date:       Only)       Date:       Only)         Progress Mark:       Progress Mark:       Progress Mark:       Objective 1 Met:         s progress sufficient to neet annual goal?       Is progress sufficient to meet annual goal?       Is progress sufficient to meet annual goal?       Objective 2 Met:         Yes       No       Yes       No       Yes       No         f "No" please comment:       If "No" please comment:       If "No" please comment:       If "No" please comment:       If "No" please comment:         Needs More Time         Excess       Absence/Tardy       Assignments Not Completed       Need to review/revise Goal       Other       Other         Need to       review/revise Goal       Need to review/revise Goal       Other       Other       Image: Comment       Image: Comment       Image: Comment         Need to       neview/revise Goal       Need to review/revise Goal <t< td=""><td></td><td></td><td><b>3rd Reporting Period</b></td><td>4th Reporting Period (Secondary</td><td>Goal Achievement</td></t<>			<b>3rd Reporting Period</b>	4th Reporting Period (Secondary	Goal Achievement
Progress Mark:       Progress Mark:       Progress Mark:       Progress Mark:       Progress Mark:       Objective 1 Met:         s progress sufficient to       Is progress					
Indicess Mark.       Progress Mark.       Progress Mark.       Progress Mark.       Progress Mark.         Image: Stress Mark.       Image: Stress Mark.       Progress Mark.       Progress Mark.       Image: Stress Mark.         Image: Stress Mark.       Image: Stress Mar				Date:	
sprogress sufficient to neet annual goal?       Is progress sufficient to meet annual goal?       If "No" please comment:       Is progress sufficient to meet annual goal?       Is progress sufficient to meet annual goal?	rogress Mark	Progress Mark	Progress Mark	Progress Mark:	Objective 1 Met:
sprogress sufficient to neet annual goal?       Is progress sufficient to meet annual goal?       Is progress sufficient to meet annual goal?       Objective 2 Met:       Is progress sufficient to meet annual goal?         Yes       No       Yes       No       Yes       No       If "No" please comment:       If "No" please completed	logious mark.				$\bigcirc$ Yes $\bigcirc$ No
s progress sufficient to meet annual goal?       Is progress sufficient to meet annual goal?       It is progress sufficient to meet annua					
f "No" please comment:       If "No" please comment:       If "No" please comment:       If "No" please comment:         Operation       Needs More Time       Needs More Time       Needs More Time         Excess       Excess       Excess       Excess         Assignments Not       Assignments Not       Assignments Not       Assignments Not         Ompleted       Ompleted       Ompleted       Other         Need to       review/revise Goal       review/revise Goal       Other					
Needs More Time       Needs More Time       Needs More Time         Excess       Excess       Excess         Absence/Tardy       Absence/Tardy       Excess         Assignments Not       Assignments Not       Assignments Not         Completed       Completed       Completed         Need to       Need to       Need to         eview/revise Goal       review/revise Goal       Other	⊃ Yes ○ No	$\bigcirc$ Yes $\bigcirc$ No	$\bigcirc$ Yes $\bigcirc$ No	$\bigcirc$ Yes $\bigcirc$ No	If "No" please explain:
Excess       Excess       Excess       Excess Absence/Tardy         Absence/Tardy       Absence/Tardy       Absence/Tardy       Assignments Not         Assignments Not       Assignments Not       Assignments Not       Need to review/revise Goal         Need to       Need to       Need to       Other         eview/revise Goal       review/revise Goal       Other	f "No" please comment:	If "No" please comment:	If "No" please comment:	If "No" please comment:	
Excess       Excess       Excess       Excess         Absence/Tardy       Absence/Tardy       Absence/Tardy       Assignments Not         Assignments Not       Assignments Not       Assignments Not       Assignments Not         Completed       Completed       Completed       Other         Need to       review/revise Goal       Other	☐ Needs More Time	Needs More Time	Needs More Time	Needs More Time	
Assignments Not       Assignments Not       Assignments Not       Need to         Completed       Need to       Need to       Other         eview/revise Goal       review/revise Goal       review/revise Goal	Excess	Excess			
Assignments Not       Assignments Not       Assignments Not       Need to         Completed       Completed       Completed       Other         Need to       Need to       review/revise Goal       Other	Absence/Tardy	Absence/Tardy	Absence/Tardy	Assignments Not Completed	
Need to review/revise Goal Need to review/revise Goal					
eview/revise Goal review/revise Goal				Other	
		Other			

Student ANCONI	NA NADAV		Date of Birth 29-OCT-2007	Meeting Date 07-MAR-2024
Last	First	MI		
			l Goals and Objectives	
rmance Area:	Vocational Education	Category:	Vocational Education   Annual	Goal #: 4
ork/tests, ask for repeti		r newly submitted work to be gra	pt help politely, decline support respectfully, a ided, etc.) in five academic classes as measure	
	to be reported to parents ss Report or Report Card	periods.	of Progress and Achievement from Current II	EP" form(s) which will be
2		Methods	of Evaluation	
<ul> <li>State Assessments</li> <li>Observation</li> <li>Other</li> </ul>		Norm Referenced Portfolio	Criterion Referenced Work Samples	<ul><li>Curriculum Based</li><li>Informal</li></ul>
ccommodations for suc sk for extended time or ewly submitted work to	n work/tests, ask for repeti	ely, decline support respectfully, ition or clarification, ask for academic classes as measured by	accommodations for success (i.e acception for extended time on work/tests, ask for	guidance, Nadav will utilize all necessary of help politely, decline support respectfully, or repetition or clarification, ask for newly our academic classes as measured by inform ort work habit marks.
ate to be achieved:	July V	2024 V MO/YR	Date to be achieved: Novemb	
	IEP R		D ACHIEVEMENT FROM CURRENT IN	SP
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL . met)	EXPLANA PROGRESS (50-99% of goal	<b>TION OF MARKS</b> 2 PARTIAL PROGRESS (1-49% of g	goal met) 1 NO PROGRESS
st Reporting Period	2nd Reporting Peri	od 3rd Reporting Period	4th Reporting Period (Secondary	Goal Achievement
Date:	Date:	Date:	Only)	
			Date:	
				Objective 1 Met:
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	
				O Yes O No
s progress sufficient to neet annual goal?	Is progress sufficien meet annual goal?	t to Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Objective 2 Met:
⊃ Yes ○ No	$\bigcirc$ Yes $\bigcirc$ No	$\bigcirc$ Yes $\bigcirc$ No	$\bigcirc$ Yes $\bigcirc$ No	If "No" please explain:
f "No" please commen	t: If "No" please comm	nent: If "No" please commen	t: If "No" please comment:	
☐ Needs More Time	Needs More Tir	ne 🗌 Needs More Time	Needs More Time	
Excess	Excess	Excess	Excess Absence/Tardy	
Absence/Tardy	Absence/Tardy	Absence/Tardy	Assignments Not Completed	
Assignments Not	Assignments No		Need to review/revise Goal	
Completed	Completed Need to	Completed	Other	
_ Need to eview/revise Goal	└── Need to review/revise Goal	☐ Need to review/revise Goal		
	Other	Other		—
Other				
Other				

	<b>D</b>	INDIVIDUALIZE	D EDUCATION PROGR	AM (IEP)	Page 13 of 24
Los Angeles Unified School			D.4. 601 (1	20.007 2007	Mosting Date 07 MAD 2024
Student ANCONINA Last	NADAV First	MI	Date of Birth	29-001-2007	Meeting Date 07-MAR-2024
Last			ı in State and District-w	ide Assessments	
Assessments administered will o	conform to those asses	ssments determined for	each grade by the Californi District.	ia Department of Educ	ation and/or the Los Angeles Unified School
		No asse	essment tests found.		

	INDIVIDUALIZED EDUC	ATION PROGRAM (IEP)		Page 14 of 24
Los Angeles Unified School District				
Student ANCONINA NADAV Last First	MI	Date of Birth 29-OCT-2007	Meeting	07-MAR-2024
Last First	1 <b>V11</b>		Date	
S	ection N: Procedural Safegu	ards and Follow-up Actions		
A Parent's Guide to Special Education Ser	vices including Procedural F	Rights & Safeguards was provided	to the parent in his/l	ner primary language.
✓ The IEP Team Meeting Introductory Statement	nts were read aloud at the beg	inning of the IEP Team meeting.		
✓ The parent/guardian was informed of his/her	right to a written translation o	f the IEP.		
Is the parent/guardian requesting computer gener	rated translation?* O Yes	🔘 No		
Select Preferred Language: *Computer generated translation provides access to an imme translation IEP documentation should not be considered an o substitute for formal written translation services by a District and/or a formal translation of the IEP at any time. Only form	fficial IEP document. While this serve translator. Parents/Guardians who el	ice is offered and available to assist parents/g ect access to computer generated written IEP	uardians to participate in	IEP development, it is not a
Is the parent/guardian requesting official translat	ion? 🔘 Yes 🔿 No 🛛 S	elect Preferred Language: Hebrew		~
Specify the Individual Pages to be translated:				
Special Requests:				
For students who are 17 years old, the studen student at 18 years of age, unless the court has		ve been informed that the education	al decision-making	rights will transfer to the
Pandemic Learn	ning Loss Consideration of C	Compensatory and/or Recoupment	t Services	
<u>Compensatory Education Consideration:</u>		Recoupment Services Consider		
<ul> <li>The IEP team has reviewed and discussed wheducation is required due to the COVID-19 p determined:</li> <li>Student received all of their special educations required.</li> <li>Student did not receive all of their special of and services required by their IEP. Compensator details are documented in FAPE 2- Summa</li> <li>Student did not receive all of the special of and services required by their IEP. However, education was warranted for the reasons do team in FAPE Part 2 Part 4.</li> <li>Compensatory education consideration was</li> </ul>	andemic. The IEP team has on and related aids and ory education is not education and related aids asatory education offer ary of Services. Induction and related aids er, no compensatory becumented by the IEP as documented on IEP dated	<ul> <li>The IEP team has reviewed an and considered factors that m the school facility closures as IEP team has determined:</li> <li>Student has made expected progress is in alignment with achievement. No recoupme</li> <li>Student experienced learning closures caused by the COV services are necessary. The to address past learning loss included in FAPE Part 2, Paservice grid, as necessary).</li> <li>Recoupment services consise 17-FEB-2023 (Inactive) Review R</li></ul>	ay have impacted st a result of the COV progress toward IE th expectations of pr nt services are recor- ng loss as a result of /ID-19 pandemic ar IEP team discussed s. Recoupment serv- art 4 of the IEP (incl deration was docum	udent's learning during /ID-19 pandemic. The P goals and/or rogress/goal mmended. The school facility nd recoupment recoupment services ices offer details are luding completion of a
O Preschool Only Consideration (Transition IE	P)			
O 30-Day IEP Consideration (Out-of-District)				
$\bigcirc$ Student attends private school within district	boundaries and resides outsid	e of district boundaries (Eligibility I	Determination Only	)
ſ	THIS SPACE DELIBER	ATELY LEFT BLANK.		

	INDIVIDUALIZED EDU	CATION PROGRAM (IEP)	Page 15 of 24
Los Angeles Unified School District			
Student         ANCONINA         NADAV           Last         First	MI	Date of Birth 29-OCT-2007	Meeting Date 07-MAR-2024
		ticipation and Consent	
Parent Participation	200000 201000000	-	Notification
-			Vhom When
<ul> <li>Parent/Student (18-21) has participated in the IEP n</li> <li>Parent/Student (18-21) indicated before the meeting to attend.</li> <li>Parent/Student (18-21) was notified 3 times of the r</li> <li>Parent/Student (18-21) did not respond to any of the me</li> </ul>	g that they would not be able necting time and place. eting notifications and the	Other	EC 06-MAR-2024
meeting was held without the Parent/Student (18-21) pro Parent/Student (18-21) did not attend and gave perr them if they did not attend.			eting was rescheduled to this date at my e ONLY if the PARENT requested that the IEP
Parent/Stu	dent (18-21) Agreement (	meeting be rescheduled.) to Components of the Proposed IE	Р
A Parent/Student (18-21) may agree to all or some	· / J	• •	-
implement those portions of the IEP to which the p			and services.
Parent/Student (18-21) AGREES to all component			
Parent/Student (18-21) AGREES to all component	ts of the proposed IEP WITH	THE SPECIFIC EXCEPTION(S) stated	below:
Assessment     Specify       Eligibility     Specify			
Instructional Setting Specify			
Services Specify			
The Parent/Student (18-21) DOES NOT AGREE	with any of the components of	the proposed IEP.	
A Parent/Student (18-21) is not required to initiate a parent/student (18-21) does wish to initiate a forr dispute resolution processes in the District's public	any form of dispute resoluti n of dispute resolution as to	on as to components of the proposed IE the components of the proposed IEP, th	ne parent can find information on
dispute resolution processes in the District's public		s and Comments	occum un rugnis una sujeguaras).
Signature(s)			Date 07-MAR-2024
Parent O Guardian     Studen years	nt age 18-21 years age 18-21	O Surrogate Parent O Emanc	ipated Minor O Foster Parent
Did the school district facilitate parent involvement as a	means of improving services	and results for your child? $igodoldsymbol{0}$ Yes $igodoldsymbol{0}$ No	No Response
I certify that I have received a copy of the Pare can be done at anytime after the IEP meeting	ent Input Survey regarding t	he IEP process. I understand that my co	mpletion of the form is voluntary and
Signature(s)			<b>Date</b> 7-MAR-2024
			2



## Parent IEP Experience Survey Encuesta sobre la experiencia de los padres en el IEP.

Please take a moment to complete the survey below by scanning the QR code with your smart phone camera. You can also take the survey at this link: Por favor tómese un momento para completar la siguiente encuesta escaneando el código QR con la cámara de su teléfono inteligente. También puede realizar la encuesta en este enlace:

## http://lausd.PARENT-IEP-EXPERIENCE.alchemer.com/s3/

Please ask your school staff if in need of assistance. En caso que necesite asistencia, por favor solicitesela al personal de la escuela.



s Angeles Unified School District				Reconvened Meeting	
Student ANCONINA NADAV Last First M	11	Date of Birth	29-OCT-2007		07-MAR-2024
Sec	tion R: Names	and Signatures (Signatu	res on File)		
Team Member		Print Name		Signa	ature
arent/Guardian	Est	er Anconina			
arent/Guardian					
tudent Age 18 - 21 years					
tudent Under Age 18 years	Nac	lav Anconina			
urrogate Parent					
öster Parent					
amily Foster Home Provider					
dministrator					
Administrative Designee	Irm	a Griffiths			
special Education Teacher	Nat	alie Trejo			
General Education Teacher					
School Psychologist					
School Nurse	Ric	ardo Velasco			
Related Service Staff					
Related Service Staff					
Related Service Staff					
aterpreter					
ign Language Interpreter					
agency Representative					
agency Representative					
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	ANCONINA Last		DAV First	MI	Date of Birth 29-OCT-2007	Meeting Date	07-MAR-2024		
			LEAS	ST RESTRICTIVE	E ENVIRONMENT ANALYSIS	5			
			Т		e IEP Team at the IEP Team Meeting				
				<u>Student's C</u>	urrent Placement Type:				
O General	Education (	Class/Gene	eral Education	Site	O Special Day Program/General	Education Site			
O Special	Day Program	m/Special ]	Education Cer	nter	O Nonpublic School				
⊖ Home/E	lospital or R	Residential	Care Facility						
IRECTIO					n discussion regarding placement from the tep that indicates YES, it is also required to		A until the team reaches		
use of suppl accommoda cannot be pr needs.	ementary ai tions and m rovided. In s	ids and service of the selecting the selecti	vices cannot b is is not the so ie LRE, consid	be achieved satisfactorily ble justification for place deration is given to any	of the student's disability is such that placer y. The lack of current availability of a stude ement in a more restrictive setting, unless t potential harmful effect on the child or on ifications in the student's IEP be made avai	ent's required support here is a compelling the quality of servi	orts, services, g reason why they ces that he or she		
Step A.		m/setting?				_			
	Yes	○ No		If the answer is YES, then a general education classroom/setting is the appropriate placement. If the answer is NO, go to the question below.					
	○ Yes	○ No	in a genera	al education classroom/s	required supports, services, accommodatio setting? If YES, all required supports, servi ble timeline. If the answer is NO, please an	ces, accommodatio	ons and/or modification		
Step B.		supports, s		nmodations and/or mod	ifications in the student's IEP be made avai	ilable on a general o	education site in a		
	() Yes	🔿 No		ver is YES, then a specia to the question below.	al day program on a general education site	is the appropriate p	lacement. If the answer		
	⊖ Yes	○ No	If not curre in a specia modification	ently available, can the r l day program on a gene	required supports, services, accommodatio eral education site? If YES, all required sup ithin a reasonable timeline. If the answer is	pports, services, acc	commodations and/or		

s Angeles Unified School District Student NACONNA NADAV Last NADAV First MI Date of Birth 20-OCT.2007 Meeting 07.MAR-202 Date ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued) To Be Completed By the IEP Team at the IEP Team Meeting Step C. C at the supports, services, accommodations and/or modifications in the student's IEP be made available in a special school setting? If yes No If the answer is YES, then a special school setting? If yes No I for currently available, can the required supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital school setting? If yes No I for currently available, can the required supports, services, accommodations and/or modifications must provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to S Step D. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting? Yes No I for currently available, can the required supports, services, accommodations and/or modifications be made available in a home/hospital setting? Yes No I for currently available, can the required supports, services, accommodations and/or modifications be made available in a home/hospital setting? Yes No I for currently available, can the required supports, services, accommodations and/or modifications must provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to S Yes No I for currently available, can the required supports, services, accommodations and/or modifications and/or modifi	-	Unified Se	hool Distrig		INDIVIDUALIZEI				
To Be Completed By the IEP Team at the IEP Team Meeting         Step C.       Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a special school setting?         Yes       No       If the answer is YES, then a special school setting is the appropriate placement. If the answer is NO, go to the queleow.         Yes       No       If not currently available, can the required supports, services, accommodations and/or modifications be made available in a special school setting? If YES, all required supports, services, accommodations and/or modifications must b provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to S         Step D.       Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting?         Yes       No       If the answer is YES, then a home/hospital setting is the appropriate placement. If the answer is NO, go to the question below.         Yes       No       If the answer is YES, then a home/hospital setting is the appropriate placement. If the answer is NO, go to the question below.         Yes       No       If the answer is YES, then a home/hospital setting is the appropriate placement. If the answer is NO, go to the question below.         Yes       No       If the answer is YES, then a home/hospital setting?         Yes       No       If not currently available, can the required supports, services, accommodations and/or modifications must b provided within a reasonable timeline. If the answer is NO, pl	Student	ANCONINA	A NAI	DAV	MI	Date of Birth	29-OCT-2007	0	07-MAR-2024
Step C.       Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a special school setting?			ANNUA				,	Continued)	
Yes       No       If the answer is YES, then a special school setting is the appropriate placement. If the answer is NO, go to the quebelow.         Yes       No       If not currently available, can the required supports, services, accommodations and/or modifications be made available in a special school setting? If YES, all required supports, services, accommodations and/or modifications must b provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to S         Step D.       Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting?         Yes       No       If the answer is YES, then a home/hospital setting is the appropriate placement. If the answer is NO, go to the question below.         Yes       No       If the answer is YES, then a home/hospital setting is the appropriate placement. If the answer is NO, go to the question below.         Yes       No       If the answer is YES, then a home/hospital setting is the appropriate placement. If the answer is NO, go to the question below.         Yes       No       If not currently available, can the required supports, services, accommodations and/or modifications must b provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to S         If not currently available, can the required supports, services, accommodations and/or modifications must b provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to S         If not currently available, articulate in the turely is NO, please articu	Sten C	Can the s	supports, sei					ble in a special so	chool setting?
Yes       No       If not currently available, can the required supports, services, accommodations and/or modifications must to in a special school setting? If YES, all required supports, services, accommodations and/or modifications must to provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to S         Step D.       Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting?         Yes       No       If the answer is YES, then a home/hospital setting is the appropriate placement. If the answer is NO, go to the question below.         Yes       No       If the answer is YES, all required supports, services, accommodations and/or modifications be made available in a home/hospital setting?         Yes       No       If the answer is YES, then a home/hospital setting is the appropriate placement. If the answer is NO, go to the question below.         Yes       No       If note-currently available, and the required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to S         Image: Step E.       Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a residential care facility?         Yes       No       If not currently available, anticulate in the IEP what supports, accommodations and/or modifications are required supports, accommodations and/or modifications are required supports, accommodations and/or modifications are required	step e.			If the answer				-	
Step E.       Can the supports, services, accommodations and/or modifications and/or modificati		() Yes	() No	If not current in a special so	chool setting? If YE	S, all required supports, se	ervices, accommoda	tions and/or mod	ifications must be
Yes       No       If the answer is YES, then a home/hospital setting is the appropriate placement. If the answer is NO, go to the question below.         Yes       No       If not currently available, can the required supports, services, accommodations and/or modifications be made av in a home/hospital setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to S         Step E.       Can the supports, services, accommodations and/or modifications are required supports, accommodations and/or modifications are required supports, accommodations and/or modifications are required supports, services, accommodations and/or modifications in the student's IEP be made available in a residential care facility?									
Step E.       Can the supports, services, accommodations and/or modifications and/or modifications and/or modifications and/or modifications and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to S         Step E.       Can the supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to S         Step E.       Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a residential care facility?         Yes       No         If not currently available, articulate in the IEP what supports, accommodations and/or modifications are required	Step D.	Can the s	supports, ser	rvices, accomm	odations and/or mo	difications in the student's	IEP be made availa	ble in a home/ho	spital setting?
Step E.       Can the supports, services, accommodations and/or modifications and/or modifications and/or modifications and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to S         Step E.       Can the supports, services, accommodations and/or modifications and/or modifications and/or modifications and/or modifications and/or modifications and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to S         Step E.       Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a residential care facility?         Yes       No		○ Yes	🔿 No				propriate placement		
Step E.       Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a residential care facility?         O Yes       No         If not currently available, articulate in the IEP what supports, accommodations and/or modifications are required		○ Yes	○ No	If not current in a home/hos	ly available, can the spital setting? If YE	e required supports, service ES, all required supports, se	ervices, accommoda	tions and/or mod	ifications must be
$\bigcirc$ Yes $\bigcirc$ No If not currently available, articulate in the IEP what supports, accommodations and/or modifications are required									
	Step E.	Can the s	supports, ser	vices, accomm	odations and/or mo	difications in the student's	IEP be made availa	ble in a residentia	al care facility?
	Step E.			If not current	ly available, articul				•
	Step E.			If not current	ly available, articul				·
	Step E.			If not current	ly available, articul				·
	Step E.			If not current	ly available, articul				-
	Step E.			If not current	ly available, articul				·
	Step E.			If not current	ly available, articul				·

Student	ANCONINA Last	NADAV First	MI	Date of Birth 29-OCT-2007	Meeting Date	07-MAR-2024
	AN	INUAL LEAS	T RESTRICTIV	E ENVIRONMENT ANALYSIS	G (Continued)	
		,	To Be Completed By	the IEP Team at the IEP Team Meeting		
Step F.			in the contents of this uding (check all that a	IEP, and the placement being considered by pply):	the IEP team, outwo	eigh any potential
		Missed general of Rate at which st Lack of opportu Lack of opportu Amount of socia Limited access t	udent may earn credit nity for social interact nities for age-appropr alization opportunities to peers in student's ho	aught by highly qualified staff s for graduation ion iate peer role models with typical peers		

Los Angeles Unified S			PE Part 1 - Eligibility, Placements and Supports
Student ANCONINA	NADAV	Date of Birth 29-OC	T-2007 Meeting Date 07-MAR-2024
Last	First	MI	
		Effective With this IEP	Future Changes Related to this IEP
	As of Date:		Future changes Related to this TEF
DI: 11 114	As of Date.	07-MAR-2024	
Eligibility: (from Page 4)		Eligible (SLD)	
(	Final IEP Reason Final IEP Effective Date:		
Curriculum		General Education	
Placement	Type of School	District Resident School	
	Name of School	Virtual Academy-STEAM	
Instructional Setting	Setting	General Education	
ist actional Setting	0	GE	
	Program		
	Special Day Minutes/Wk		
	Addresses Goals	5(Behavioral Support),4(Vocational Education),2(Writing),3(Mathematics),1(Reading)	
Additional Factors	Low Incident Support	None	
	Assistive Technology Support		
	Transportation	None	
	Extended School Year/Intersession	O Yes O No	
	Parent Counseling and Training (PCT)	• Yes O No	
	ESY Transportation		
Accommodation, Modifications, Supports	Instructional Accommodations	Extended time on assignments and assessments until the end of the semester, use of graphic organizers/sentence frames for writing, frequent checks for understanding, reteaching, repetition, prompting, visual supports, written directions, reduced number of problems with curriculum intact (at teacher discretion), access to calculator for math tasks, break tasks/assignments into chunks, structured collaborative peer group opportunities, peer models/tutoring, positive behavior supports, positive reinforcement for attendance, and for engaging positively with peers, allow short, negotiated breaks when a pre- determined task is completed.	
	Instructional Modifications		
	Other Supports, including Non-Academic and Extra-curricular Activities		
Preparation for Three Year Review IEP (At the second Annual Review IEP Meeting, the team must discuss and document the decision to	Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary?	• Yes O No	
document the decision to conduct or not conduct a three-year comprehensive reassessment.)			

Low Incidence Equipment		
Assistive Technology Equipment		
Participation in General Education	All GE	

	INDIVIDUALIZED EDUC		Page 19
os Angeles Unified School Distr		IEP FAPE Part 2 - Summary of S	
tudent ANCONINA NADA Last Fi	AV MI	Date of Birth 29-OCT-2007	Meeting Date 07-MAR-2024
Läst ri		Effective With This IEP	Future Changes Related To This IEP
Service 1	Start Date:	Effective on Signature Date 07-MAR-2024	
RSP	End Date:		
RSP	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following <b>goals:</b>	Interval:	Weekly	
5(Behavioral Support)	Minutes/Interval:	60	
4(Vocational Education)	Minutes/Interval (Pullout from Gen Ed):	0	
3(Mathematics)	Service Delivery Model:	RSP: Collaborative Teaching and Planning*	
	RSP Area:	Ma	lath
	Responsible Personnel:	General Education Teacher	
		Special Education Teacher	
Service 2	Start Date:	Effective on Signature Date 07-MAR-2024	
RSP	End Date:		
RSP	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following <b>goals:</b>	Interval:	Weekly	

5(Behavioral Support)	Minutes/Int	terval:	60		
4(Vocational Education)	Minutes/Interval (Pullout from	n Gen Ed):	0		
2(Writing)	Service Delivery M	Aodel: F	RSP: Collaborative Teac	hing and	
1(Reading)		10401. 1	Planning*	ining und	
	RSP	Area:		Literacy/E	LA/ELD
	Responsible Perso	onnel:	General Education Te	eacher	
			Special Education Te	acher	
*					
otes: arents of students who are Medi-Cal e Iedi-Cal Non-Authorization to Bill for					
Part 3 - Percentage of	Time Outside of Ge	neral ]	Education		
	Eff	ective With	h this IEP	Future C	hanges Related to this IEP

## Part 4 - Compensatory Education/Recoupment Services Discussion

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

An annual IEP meeting was held for Nadav on 3/7/24. The IEP team was composed of a special education teacher, general education teacher, his mother, school nurse and the administrator designee. Introductions were made and introductory statements read. The IEP team reviewed last year's goal's progress, present levels of performance, current goals and ITP. The IEP team discussed a continuum of options from the least restrictive environment to the most restrictive. At this time the team believes that Nadav will receive Ed Benefit through the virtual academy to meet his educational needs. His mother agreed with the current offer of FAPE.

.os Ange	les Unifie	d School I	District		DIVIDUA	LIZED EDU	CATION PROGRAM IEP FAPE Part 2	( )	ary of Services	
	ANCONIN		NADAV				Date of Birth 29-			07-MAR-2024
	Last		First	:	MI					
						FAPE Su	mmary Grid			
Progran	Program: GE					Setting:		General Education		
Eligibili	ty:	Eligible (SLD)			Curriculum:		General Education			
Transpo	ortation: None					Low Incident Supp	oort:	None		
	strict Reco Signature:			07-	-Mar-2024					
Service Code	Service Desc	Sta Dat		Service Applies To	Interval	Frequency	Area	Total Minute	Addresses cs Goal(s)	No Consent
RSP	RSP	Effectiv Signatur		Regular	Weekly	1-5	RSP- Literacy/ELA/ELD	60	Behavioral Support, Vocational Education, Writing, Reading	,
RSP	RSP	Effectiv Signatur		Regular	Weekly	1-5	RSP-Math	60	Behavioral Support, Vocational Education, Mathematics	,

emergency conditions caused by fire, flood, impassable roads, epidemic, earthquake, imminent major safety hazard as determined by local law enforcement, a transportation services strike by nonschool entity, or other official order issued to meet a state of emergency or war, the IEP will be provided by one or more of the means stated below, to the greatest extent possible in light of the emergency circumstances and District policy.

Means of Delivery, to greatest extent possible ("x" all that could apply for student, depending on emergency circumstances):

	Teacher-posted lessons, asynchronous (online or other media)	Virtual class meetings, synchronous	Personalized learning tools (virtual or paper packets, as available)	Scheduled teacher appointments (virtual or in-person, as available)	Scheduled email check- ins (parent or student)	Virtual office hours (drop- in; parent or student)
Specialized Academic Instruction and Related Services						
Transition Services						
Supplementary Aids and Services (provided in general education classes and other general ed environments)						

As soon as practicable following the determination that instruction or services, or both, cannot be provided either at the school or in person for more than 10 days due to a qualifying state of emergency, the parent will be notified as to the specific means by which the student's IEP will be provided, in light of the emergency circumstances present at that time. The IEP will be provided by alternative means as necessitated during the period of emergency conditions, only.

Comments above do not constitute a change to the District's offer of FAPE or IEP. Because the nature of any future emergency cannot be known in advance, the specific means by which the IEP shall be provided in a future emergency will be determined at the time, in light of the circumstances.

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

						Page 21 of
			INDIVIDUALIZED EDUCAT Behavior Interventio			
		Eau Pak	tvior Interfering with Student's Learning of			
	Los A	ngeles Unified School		in the Learning of This/Ther Teers	(Behavior Interv	ention Plan, pg. 1 of
Student	ANCONINA	NADAV		of Birth 29-OCT-2007	Meeting Date	07-MAR-2024
	Last	First	MI			
1		peding learning is:	Describe wha			
1	poor attendar			lting in peer conflicts		
2	It impedes lear	-	f work production disrupts other	students <b>v</b> requires instruct	tion to stop 🗸	
	instructional ti	me is lost regative	ve interaction with peers 🗸			
	other					
3	The need for a	Behavior Intervention Pla	an: $\bigcirc$ early stage intervention $\bigcirc$ mod	derate 🔘 serious 🔘 extreme		
3	<b>F</b>					
4	Frequency or 1	ntensity or duration of beh		Intensity Duration (min)		
-	1 Reported b	N/ (	hourly V and/or V	observed by		
	Reported b	GE teachers		RSP Staff		
PREVEN	ITION		PART 1	ENVIRONMENTAL FA	CTORS AND NECES	SARY CHANGES
		What are the predictor	s for the behavior? (Situations in which th	e behavior is likely to occur: peop	le, time, place, subject	, etc).
	5	$\square_{n}$				1 0 11 111
		Disruption in routin	nes UWork level higher than student's ability	Verbal directives		k of predictability er stimulation
		Unstructured time	Internal physical/emoti	onal Room conditions		cific room arrangement
		Events from previo	state			enne room arrangement
		environments	Lack of freedom, choic desirable activities, friends			
			Under stimulation			
		Other Describe:				
	ion <b>6</b>	What supports the stue that needs changing?)	dent using the problem behavior? (What is	s missing in the environment/curri	culum or what is in the	e environment/curriculu
Observati Analysis	1011 -	that needs changing.)				
Analysis	Present in th	ne environment:	Classroom seating arrangement	Noise levels		tions (adult and/or peers
	Missing in t	he environment:	Peer status gained for	Inappropriate materials (ag		d.)esolution skills
			misbehavior		Effectiv parent	ve communication with
			Re-teaching	Task structuring Consequences not clear to		unications system
			Social skills instruction	Consequences not clear to	student	2
			Choices			
	U Other (	Missing/Present):				
		REMO	VE STUDENT'S NEED TO	) USE THE PROBLEM	M BEHAVIOR	
		What environmental cl	hanges, structure and supports are needed		e this behavior? (Chan	ges in
			Interactions to remove the likelihood of b	ehavior)		
nterventi	ion 7					
nterventi	ion 7	Time/Space/Materials/		-1	:	- 11
Interventi	ion 7	Time/Space/Materials/ Time Changes:	Give more time on ta	<b>— 1</b>	·	ach a closure system
Interventi	ion 7	Time/Space/Materials/		sks Allow completion	Given	ach a closure system ve less time on tasks udy carrels
Interventi	ion 7	Time/Space/Materials/ Time Changes:	Give more time on ta	Provide a break	as Given Str	ve less time on tasks
nterventi	ion 7	Time/Space/Materials/ Time Changes: Space Changes:	Give more time on ta Signal transition Preferred seating Personal space	Provide a break Different work are Hands-on learning Notebook organiz	eas Giv g ✔ Tas er   En	ve less time on tasks idy carrels sks organized larged print size books
Interventi	ion 7	Time/Space/Materials/ Time Changes: Space Changes: Material Changes:	Give more time on ta Signal transition Preferred seating Personal space Accommodated work High interest materia	Provide a break Different work are Hands-on learning Notebook organiz S	i Gi' eas Gi' g ✓ Ta: er En er Ma	ve less time on tasks idy carrels sks organized larged print size books odel
Interventi	ion 7	Time/Space/Materials/ Time Changes: Space Changes: Material Changes:	Give more time on ta Signal transition Preferred seating Personal space Accommodated work High interest materia Use specific supporti	Provide a break     Different work are     Hands-on learning     Notebook organiz     Cue the student ve    Praise successes	as Gi' eas Stu g ✓ Tas er En ✔ Mo Pee	ve less time on tasks idy carrels sks organized larged print size books
Interventi	ion 7	Time/Space/Materials/ Time Changes: Space Changes: Material Changes:	Give more time on ta Signal transition Preferred seating Personal space Accommodated work High interest materia Use specific supporti words	<ul> <li>Provide a break</li> <li>Different work are</li> <li>Hands-on learning</li> <li>Notebook organiz</li> <li>Is</li> <li>Cue the student</li> <li>ve</li> <li>Praise successes</li> <li>Use calm, de-esca</li> </ul>	as Gi' eas Stu g ✓ Tas er En ✔ Mo Pee	ve less time on tasks idy carrels sks organized larged print size books odel
Interventi	ion 7	Time/Space/Materials/ Time Changes: Space Changes: Material Changes:	Give more time on ta Signal transition Preferred seating Personal space Accommodated work High interest materia Use specific supporti	<ul> <li>Provide a break</li> <li>Different work are</li> <li>Hands-on learning</li> <li>Notebook organiz</li> <li>Is</li> <li>Cue the student</li> <li>ve</li> <li>Praise successes</li> <li>Use calm, de-esca</li> </ul>	as Gi' eas Stu g ✓ Tas er En ✔ Mo Pee	ve less time on tasks idy carrels sks organized larged print size books odel
Interventi	ion 7	Time/Space/Materials/ Time Changes: Space Changes: Material Changes: Interaction:	Give more time on ta Signal transition Preferred seating Personal space Accommodated work High interest materia Use specific supporti words	<ul> <li>Provide a break</li> <li>Different work are</li> <li>Hands-on learning</li> <li>Notebook organiz</li> <li>Is</li> <li>Cue the student</li> <li>ve</li> <li>Praise successes</li> <li>Use calm, de-esca</li> </ul>	as Gi' eas Stu g ✓ Tas er En ✔ Mo Pee	ve less time on tasks idy carrels sks organized larged print size books odel
Interventi		Time/Space/Materials/ Time Changes: Space Changes: Material Changes: Interaction:	Give more time on ta Signal transition Preferred seating Personal space Accommodated work High interest materia Use specific supporti words Verbally praise studer Use specific support communications	<ul> <li>Provide a break</li> <li>Different work are</li> <li>Hands-on learning</li> <li>Notebook organiz</li> <li>Cue the student</li> <li>Ve</li> <li>Praise successes</li> <li>Use calm, de-esca</li> <li>anguage</li> </ul>	as Given Study g ✓ Tas er En ✓ Ma Decision	ve less time on tasks idy carrels sks organized larged print size books odel
Interventi	ion 7 Who will es RSP Case	Time/Space/Materials/ Time Changes: Space Changes: Material Changes: Interaction:	Give more time on ta Signal transition Preferred seating Personal space Accommodated work High interest materia Use specific supporti words Verbally praise studer Use specific support	<ul> <li>Provide a break</li> <li>Different work are</li> <li>Hands-on learning</li> <li>Notebook organiz</li> <li>Cue the student</li> <li>Ve</li> <li>Praise successes</li> <li>Use calm, de-esca</li> <li>anguage</li> </ul>	as Given Study Stu	ve less time on tasks idy carrels sks organized larged print size books odel

🗌 Following schedules & 📃 Learning new social skills 📃 Learning how to negotiate 🗹 Learning structured ch			For Behavior Interferi	ing with Student's Learning or the Lear	rning of His/Her Peers	
Last         First         NIL           ALTERNATIVE         PARE II         FONCTIONAL FACTORS AND NEW BEHAVIORS TO TEACH AND SUPPORT           ALTERNATIVE         Team believes the behavior occurs because: (Function of behavior in terms of getting, protect or avoiding something)         Attention (next)           8         Team believes the behavior occurs because: (Function of behavior in terms of getting, protect or avoiding something)         Attention (next)           10         Describe:         Tangible (desired activity)         Attention (next)           9         mel m an acceptable way?)         State (too long)         Describe:           9         mel m an acceptable way?)         Multicitie (desired line)         Attention (peer)           9         mel m an acceptable way?)         Multicitie (desired line)         Attention (peer)           11         What teaching Strategion/Necessary Curriculum/Materials are needed?         Imaging on work using negotation and following all teacher guidelines.           10         What teaching Strategion/Necessary Curriculum/Materials are needed?         Imaging on work at a scient completing on excels kitle         Imaging on work at a scient completing on excels it kitle           10         What teaching Strategion/Necessary Curriculum/Materials are needed?         Imaging on work at a scient completing on excels it kitle           11         Physicol:         Imaging completing on excels it kitl		Los A	Angeles Unified School District			
ALTERNATIVE       PART II       FUNCTIONAL FACTORS AND NEW BEHAVIORS TO EXCIT AND SUPPORT         8       To data believes the behavior occurs because: (Function of behavior in terms of getting, protest or avoiding something)       To data behavior occurs because: (Function of behavior in terms of getting, protest or avoiding something)         0       To data:       Seasony input       Imagible (distribution (peer)       Attention (staff)         10       Describe:       Task (too difficult)       Task (too darp)       Task (too darp)         0       mest in an acceptable way?       Task (too darp)       Task (too darp)         0       mest in an soceptable way?       Task (too darp)       Task (too darp)         0       mest in an acceptable way?       Task (too darp)       Task (too darp)         0       mest in an acceptable way?       Task (too darp)       Task (too darp)         0       mest in an acceptable way?       Task (too darp)       Task (too darp)         10       If Reter communication skills       Arger management       Communication system       Claiming to seconic releases         11       Polowing schedules &       Claiming to task that is too long or difficult and leave his assigned area he can be provided a break after completing one section of biosity       Claiming to request be calculated way?         10       Imalybic       Polowing schedules &       <	Student				29-OCT-2007 Mee	eting Date 07-MAR-2024
8       Team believes the behavior accurs because: (Function of behavior is terms of getting, protect or avoiding semething)       Attention (gett)         9       To Avoid:       Semeory input       Attention (pert)       Attention (add)         0       Describe:       Task (too difficult)       Task (too difficult)       Task (too large)         0       Describe:       Task (too difficult)       Task (too large)       Task (too large)         0       What teaching Strategies/Necessary Curriculum/Materials are needed?       10       To teaming new scripts or generating new sceled is the large management is assigned work using negotiation and following all teacher guidelines.         10       Better communication skills       Learning new sceled skills       Learning new sceled skills       Learning new sceled skills         11       Physical:       Imagination       Imagination       Imagination       Recognition of student's structure of the too has and too have in the signed work will chanking in the signed work is the set of the too has in the set of the	ALTERNI					U AND GUDDODT
8       To Get: To Avoid:       Sensory input       Artention (peer)       Attention (staff)         To Avoid:       Transfile (desired activity)       Attention (staff)       Attention (staff)         Describe:       What team believes the student should do INSTEAD of the problem behavior? (How should the student excepte/protes/favoid or get hicker of met in an acceptable way?)       Itention (peer)       Tack (too casy)         9       What teaching Strategies/Necessary Curriculum/Materials are needed?       Itention (peer)       Tack (too casy)         10       What teaching Strategies/Necessary Curriculum/Materials are needed?       Itention (peer)       Stoff management system insigned work using negotiation and following all teacher guidelines.         10       What teaching Strategies/Necessary Curriculum/Materials are needed?       Itenting to use conflict       Itenting to use conflict         10       Pellowing checkles & Iterning new social skills       Learning new social skills       Learning new social skills       Learning to use conflict         11       Pellowing checkles & Iterning new social skills       Learning new social skills       Learning new social skills       Learning new social skills         11       Projecon:       RSP Case Manager       Tall School Staff       Describer:       Iterning to use conflict         11       Physical:       High-fives       Prespecopy:       Prestorecopinion       I	ALIEKNA	AIIVE				
1       Construction (statil)         1       A knownia (statil)         1       A knownia (statil)         2       A knownia (statil)         1       Describe:         1       A knownia (statil)         1       To A void:         1       To A void:         1       Describe:         1       Mutation believes the student should do INSTEAD of the problem behavior? (How should the student escape/protest/avoid or get his/her net in an acceptable way?)         Analysis       1         1       Mutation of fillicult and leave his assigned area he can be provided a break after completing one section of his assigned work using negotiation and following all teacher guidelines.         10       Image: Communication skills       Anger management is communication skills       Learning networks is kills       Learning networks is kills         10       Image: Communication skills       Learning networks is kills       Learning networks is kills       Learning networks is kills         11       Pollowing schedules       Image: Communication skills       Learning networks is kills       Learning networks is kills         11       Pollowing schedules       Image: Communication skills       Learning networks is kills       Decoribe: Communication skills         11       Pollowing schedules       Imageting networks is kills <td></td> <td>8</td> <td></td> <td></td> <td></td> <td></td>		8				
9 <ul> <li>Describe:</li> <li>Task (too difficult)</li> <li>Describe:</li> <li>Task too long or difficult and leave his assigned area he can be provided a break after completing one section of his assigned work using negotiation and following all teacher gaidelines.</li> </ul> <li> <ul> <li>What teaching Strategies/Necessary Curriculum/Materials are needed?</li> <li>What teaching strategies/Necessary Curriculum/Materials are needed?</li> </ul> </li> <li> <ul> <li>What teaching strategies/Necessary Curriculum/Materials are needed?</li> <li>What teaching strategies/Necessary Curriculum/Materials are needed?</li> <li>What teaching strategies/Necessary Curriculum/Materials are needed?</li> </ul> </li> <li> <ul> <li>What teaching strategies/Necessary Curriculum/Materials are needed?</li> <li>Who will establish?</li> <li>Who will e</li></ul></li>			lo Get:			└ Attention (staff)
Security in the security of the secure security of the security of the security of the securi			To Avoid:			Attention (staff)
Describe:						
9       met in an acceptable way?)         Analysis       I'Madav wants to avoid a task that is too long or difficult and leave his assigned area he can be provided a break after completing one section of his assigned work using negotiation and following all teacher guidelines.         10       What teaching Strategies/Necessary Curriculum/Materials are needed?         10       Better communication skills       Anger management         I clearning new scripts       Iclearning new scripts       Iclearning new scripts         I clearning new scripts       organization       Frequency:         What are reinforcement procedures to use or stabilishing, maintaining, and generalizing the replacement behavior(s)?       Physical:         What are reinforcement procedures to use or stabilishing, maintaining, and generalizing the replacement behavior(s)?       Physical:         11       What are reinforcement procedures to use or stabilishing, maintaining, and generalizing the replacement behavior(s)?         Physical:       Use specific praises       Recognition of student's str         Perfered detivity       Describe:       Other         Contingent Access:       Dime on the computer       Prefered detivity         Prefered detivity       Describe:       Other       Stating Location         Positive phone calls or notes       Describe:       Other       Stating Location         Prefered detivity       Prefere			Describe:	,		
11 Nadav wants to avoid a task that is too long or difficult and leave ins assigned area he can be provided a break after completing one section of his assigned work using negotiation and following all teacher guidelines.         10       What teaching Strategies/Necessary Curriculum/Materials are needed?         10       Peter communication skills       Anger management         10       Peter communication skills       Communication system         11       Pollowing schedules &       Dearning new social skills       Communication system         12       Pollowing schedules &       Dearning new social skills       Communication system         12       Pollowing schedules &       Dearning new social skills       Communication system         13       What teaching Rev scripts       organization       Provide a break after completing one social skills         14       Who will exabilish?       Who will monitor?       Frequency:         RSP Case Manager       All School Staff       Daily         14       What are reinforcement procedures to use for stabilishing, maintaining, and generalizing the replacement behavior(s)?         Physical:       Profered activity       Smiles       Peer recognition         14       Physical:       Positor phone calls or notes       Peer recognition         15       Positor phone calls or notes       Posinor phone calls or notes       Posit		on 9		uld do INSTEAD of the problem beha	ivior? (How should the student esca	ppe/protest/avoid or get his/her nee
10         Image: Section of the sectin of the section of the sectin of the section	Anarysis		•	÷	a he can be provided a break after	completing one section of his
Intervention       RSP Case Manager       All School Staff       Daily         Image: Product of the problem behavior of the problem behav		10	Better communication skills Following schedules & routines Learning new scripts	Anger management Learning new social skills Learning notebook	Learning how to negotiate	Self-management system
Intervention       RSP Case Manager       All School Staff       Daily         Image: Product of the problem behavior of the problem behav			Who will establish?	Who will monitor?	Frequency:	
11       Physical:       High-fives       Smiles       Handshake         intervention       Pat on the back       Pat on the back       Peer recognition       Listen to music         Verbal:       Ontingent Access:       Time on the computer       Preferred activity       Peer recognition       Listen to music         Tangibles       To home       Positive phone calls or notes       Describe:       Other       Other         Tokens and Points:       Tokens       Points       Points       Seating Location         Privileges:       Other ideas:       Selection of reinforcer based on: Student need and desired incentives       Exempt assignment       Extra test points         Selection of reinforcer for using replacement behavior       Frequency       REACTIVE STRATEGIES         212       What strategies will be employed if the problem behavior occurs again, 1. Prompt student to switch to the replacement behavior, 2. Describe how staff shoul handle the problem behavior if it occurs again, 3. Positive discussion with student after behavior ends, 4. Any necessary further classroom or school conseque the classroom without permission ask him to stay and pick an assignment of his choice to work on so he can earn a break. 3. If Nadav leaves the				N N N N N N N N N N N N N N N N N N N		
Physical:       High-fives       Smiles       Handshake         Intervention       Pat on the back       Peer recognition         Use specific praises       Recognition of student's str       Peer recognition         Contingent Access:       Preferred activity       Peer recognition         Describe:       Other       Other         Tangibles       Tokens       Points         Privileges:       Exempt assignment       Points         Other ideas:       Selection of reinforcer based on:       Student need and desired incentives         Selection of reinforcer for using replacement behavior       Frequency         RSP Staff and GE Staff       As earned         12       What strategies will be employed if the problem behavior occurs again, (1. Prompt student to switch to the replacement behavior, 2. Describe how staff shoul handle the problem behavior if it occurs again, 3. Positive discussion with student after behavior ends, 4. Any necessary further classroom or school conseque the classroom without permission ask him to stay and pick an assignment of his choice to work on so he can earn a break. 3. If Nadav leaves the		11	What are reinforcement procedures t	to use for establishing, maintaining, and	d generalizing the replacement beha	avior(s)?
EFFECTIVE REACTION       PAT III       Reactive stratest points         Perfective REACTION       PAT III       Reactive stratest points         Prequency       RSP Staff and GE Staff       As carned         12       What strategies will be employed if the problem behavior occurs again. (1. Prompt student to switch to the replacement behavior; 2. Describe how staff shoul handle the problem behavior if it occurs again. 3. Positive discussion with student after behavior ends, 4. Any necessary further classroom or school conseque the classroom without permission ask him to stay and pick an assignment of his choice to work on so he can earn a break. 2. If Nadav begins to leave the classroom without permission ask him to stay and pick an assignment of his choice to work on so he can earn a break. 3. If Nadav leaves the			Physical:	High-fives	Smiles	✓ Handshake
effective REACTION       PAT III       Reactive StrateGIES         effective REACTION       PAT III       REACTIVE STRATEGIES         12       What strategies will be employed if the problem behavior occurs again. (1. Prompt student to switch to the replacement behavior, 2. Describe how staff shoul handle the problem behavior if it occurs again, 3. Positive discussion with student after behavior ends, 4. Any necessary further classroom or school conseque the classroom without permission ask him to stay and pick an assignment of his choice to work on so he can earn a break. 2. If Nadav begins to leave the classroom without permission ask him to stay and pick an assignment of his choice to work on so he can earn a break. 3. If Nadav leaves the	nterventio	m				
Contingent Access:       Influe on the computer       Pree time       Describe:       Other         Problem calls or notes       Other       Other       Seating Location         Tangibles       Tokens and Points:       Tokens       Points       Seating Location         Privileges:       Other ideas:       Selection of reinforcer based on:       Student need and desired incentives       Extra test points         Selection of reinforcer for using replacement behavior       Prequency       REACTIVE STRATEGIES         By whom?       Frequency       REACTIVE STRATEGIES         What strategies will be employed if the problem behavior occurs again. (1. Prompt student to switch to the replacement behavior, 2. Describe how staff shoul handle the problem behavior if it occurs again, 3. Positive discussion with student after behavior ends, 4. Any necessary further classroom or school conseque the classroom without permission ask him to stay and pick an assignment of his choice to work on so he can earn a break. 2. If Nadav begins to leave the classroom without permission ask him to stay and pick an assignment of his choice to work on so he can earn a break. 3. If Nadav leaves the			Verbal:		Recognition of student's str	
EFFECTIVE REACTION       PART III       REACTIVE STRATEGIES         What strategies will be employed if the problem behavior occurs again. (1. Prompt student to switch to the replacement behavior, 2. Describe how staff shoul handle the problem behavior if it occurs again, 3. Positive discussion with student after behavior ends, 4. Any necessary further classroom or school conseque the classroom without permission ask him to stay and pick an assignment of his choice to work on so he can earn a break. 3. If Nadav leaves the			Contingent Access:		Free time	
Image: Tokens and Points: Tokens       Tokens       Points         Privileges:       Exempt assignment       Extra test points         Other ideas:       Selection of reinforcer based on: Student need and desired incentives       Selection of reinforcer for using replacement behavior of reinforcer for general increase in positive behaviors         By whom?       Frequency         RSP Staff and GE Staff       As earned         12       What strategies will be employed if the problem behavior occurs again. (1. Prompt student to switch to the replacement behavior, 2. Describe how staff shoul handle the problem behavior if it occurs again, 3. Positive discussion with student after behavior ends, 4. Any necessary further classroom or school consequer the classroom without permission ask him to stay and pick an assignment of his choice to work on so he can earn a break. 2. If Nadav leaves the					Describe:	
Indexins and rouns.       Exempt assignment       Points         Privileges:       Exempt assignment       Extra test points         Other ideas:       Selection of reinforcer based on:       Student need and desired incentives         Selection of reinforcer for using replacement behavior       reinforcer for general increase in positive behaviors         By whom?       Frequency         RSP Staff and GE Staff       As earned         12       What strategies will be employed if the problem behavior occurs again. (1. Prompt student to switch to the replacement behavior, 2. Describe how staff shoul handle the problem behavior if it occurs again, 3. Positive discussion with student after behavior ends, 4. Any necessary further classroom or school consequer the classroom without permission ask him to stay and pick an assignment of his choice to work on so he can earn a break. 2. If Nadav begins to leave the classroom without permission ask him to stay and pick an assignment of his choice to work on so he can earn a break. 3. If Nadav leaves the			Tangibles	$\square$	Certificate sent home	Seating Location
EFFECTIVE REACTION       PART III       REACTIVE STRATEGIES         12       What strategies will be employed if the problem behavior occurs again. (1. Prompt student to switch to the replacement behavior, 2. Describe how staff shoul handle the problem behavior if it occurs again, 3. Positive discussion with student after behavior ends, 4. Any necessary further classroom or school consequer the class, redirect and prompt him to finish his assigned task and then he will earn a break. 2. If Nadav begins to leave the classroom without permission ask him to stay and pick an assignment of his choice to work on so he can earn a break. 3. If Nadav leaves the				$\square$	$\square$	
EFFECTIVE REACTION       PART III       REACTIVE STRATEGIES         12       What strategies will be employed if the problem behavior occurs again, 3. Positive discussion with student after behavior ends, 4. Any necessary further classroom or school consequer         1. If Nadav is planning to leave the class, redirect and prompt him to finish his assigned task and then he will earn a break. 2. If Nadav begins to leave the classroom without permission ask him to stay and pick an assignment of his choice to work on so he can earn a break. 3. If Nadav leaves the			Privileges:		Extra test points	
EFFECTIVE REACTION       PART III       REACTIVE STRATEGIES         12       What strategies will be employed if the problem behavior occurs again. (1. Prompt student to switch to the replacement behavior, 2. Describe how staff shoul handle the problem behavior if it occurs again, 3. Positive discussion with student after behavior ends, 4. Any necessary further classroom or school consequer the classroom without permission ask him to stay and pick an assignment of his choice to work on so he can earn a break. 2. If Nadav begins to leave the			Other ideas:			
RSP Staff and GE Staff       As earned         EFFECTIVE REACTION       PART III         REFECTIVE REACTION       PART III         REACTIVE STRATEGIES         What strategies will be employed if the problem behavior occurs again. (1. Prompt student to switch to the replacement behavior, 2. Describe how staff shoul handle the problem behavior if it occurs again, 3. Positive discussion with student after behavior ends, 4. Any necessary further classroom or school consequent the classroom without permission ask him to stay and pick an assignment of his choice to work on so he can earn a break. 2. If Nadav begins to leave the classroom without permission ask him to stay and pick an assignment of his choice to work on so he can earn a break. 3. If Nadav leaves the			reinforcer for using replacement	behavior 🗸 reinforcer for general is	ncrease in positive behaviors	
EFFECTIVE REACTION       PART III       REACTIVE STRATEGIES         12       What strategies will be employed if the problem behavior occurs again. (1. Prompt student to switch to the replacement behavior, 2. Describe how staff shoul handle the problem behavior if it occurs again, 3. Positive discussion with student after behavior ends, 4. Any necessary further classroom or school consequent the classroom without permission ask him to stay and pick an assignment of his choice to work on so he can earn a break. 2. If Nadav leaves the			Ċ			
12 What strategies will be employed if the problem behavior occurs again. (1. Prompt student to switch to the replacement behavior, 2. Describe how staff shoul handle the problem behavior if it occurs again, 3. Positive discussion with student after behavior ends, 4. Any necessary further classroom or school consequent 1. If Nadav is planning to leave the class, redirect and prompt him to finish his assigned task and then he will earn a break. 2. If Nadav begins to leave the classroom without permission ask him to stay and pick an assignment of his choice to work on so he can earn a break. 3. If Nadav leaves the				(		
12 What strategies will be employed if the problem behavior occurs again. (1. Prompt student to switch to the replacement behavior, 2. Describe how staff shoul handle the problem behavior if it occurs again, 3. Positive discussion with student after behavior ends, 4. Any necessary further classroom or school consequent 1. If Nadav is planning to leave the class, redirect and prompt him to finish his assigned task and then he will earn a break. 2. If Nadav begins to leave the classroom without permission ask him to stay and pick an assignment of his choice to work on so he can earn a break. 3. If Nadav leaves the						
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the classroom without permission ask him to stay and pick an assignment of his choice to work on so he can earn a break. 3. If Nadav leaves the	12					
	12	1 If Naday is	s planning to leave the class, redirect a	nd prompt him to finish his assigned	task and then he will earn a break	x. 2. If Nadav begins to leave
classroom without permission, notify the main office and campus aides, document all walking out incidents in Misis. 4. Contact Nadav's parent of the	12	1. 11 1. adda v 1.				2. If Nedey leaves the
Personnel?	12		n without permission ask him to stay as	nd pick an assignment of his choice t	to work on so he can earn a break.	. 5. II Nadav leaves tile

			's Learning or the Learning of His/Her Pe	eers
	Los Angeles Unified Sch	ool District		havior Intervention Plan, pg. 3 of 3
Student	ANCONINA NADAV	MI	Date of Birth 29-OCT-2007	Meeting Date 07-MAR-2024
OUTCO	Last First	PART IV		ORAL GOALS
		PARI IV	DERAVI	UKAL GUALS
13	Behavioral Goal: Goal #: 5			
	Nadav will independently attend a completing a pre-determined acade		ek using negotiation and structured choice t	techniques to ask for a break only after
bservation	The above behavioral goal is to: Reduce frequency of problem and Analysis Conclusion		nt behavior and may also include: eneral skills that remove student's need to	use the problem behavior
Are FAI	curriculum accommodations or mod	lifications also necessary? Whe	re described?	)
	_			J
	environmental supports/changes nec	occom.9		
		cossary :		
-	inforcement of replacement behavio	r alone enough? (no new teach	ing is necessary)?	
0	-			
_	both teaching of new replacement b	ehavior AND reinforcement ne	eded?	
0				
	BIP to be coordinated with other ag	ency's service plans? Agency?		
				)
$\bigcirc$	Yes 🔘 No			
Pers	on responsible for contact between a	agencies.		J
				J
	JNICATION	PART V	COMMU	NICATION PROVISIONS
14	Manner and content of commu	nication:		
	Phone calls	Email	Written n	otes
	Daily reports	Daily chartin	g Behavior	al logs
	Weekly reports			
	Other			
	Data:9	F		
	Between? School and Home	Frequency? As needed		

	INDIVIDUA	LIZED EDUCA	TION PROGR	AM (IEP)		Page 24 of 2
Los Angeles Unified School District Student ANCONINA NADAV		)	Date of Birth	29-OCT-2007	Meeting	(ITP, pg. 1 of 3) 07-MAR-2024
Last First	MI				Date	
tudent was invited to IEP meeting: Ves	INDIV	IDUAL TRANS	ITION PLAN (	ITP)		
tudent received mentoring: <sup>info</sup> O Yes <b>O</b> No tudent referred and placed in an outside agency: <sup>ii</sup>	1fo OYes	No				
f yes, name of agency: tudent participated in Work Experience Education	n: <sup>info</sup> Yes	<b>N</b> -				
tudent participated in work Experience Education tudent received college awareness preparation.						
tudent received conege awareness: $info$ $\bigcirc$ Yes		NO				
		sition Activities f	from Current I	TP (not if first ITP)		
Area		Comple		(111.)	If no, indica	te reason
Education/Training Activity	O Yes	○ No ○	First ITP	Student's e		sm and assessment refusa
Employment Activity	O Yes	No				sm and assessment refusa
	O Yes			Student's e	Accessive absenteen	sin and assessment rerusa
Independent Living Skills Activity (as needed)	U les		IN/A			
Section 1: Education/Training						
Assessment (at least one assessment must be c area).	ompleted in this	s Date	e As		Results: Indicat ) of need (if appl	e interests/abilities an icable)
Commercially-produced assessment	~	01-MAR-2024	4 N	adav refused assessment	and was absent	
If other?						
	~					
If other?						
	]					
Education/Training Postsecondary Goal						
pon completion of high school, the student will:		If	other?			
Other - (textbox)		✓ N	ladav refused to n	neet to discuss post-secon-	dary education plans	or options
Education/Training Activity to Suppo	ort Goal	Timel	ine	Perso	n/Agency Respo	nsible
develop a personal career / education plan	)				8 7 ° ° F *	
develop a personal career / education plan		01-MAR-2025		Transition Teacher		×
				Special Education Teac	her	•
				Counselor		~
If other?						~
If other?						* *
If other?						
If other?						~

INDIVIDUAI Los Angeles Unified School District	JZED EDUCATION	PROGRAM (IEP)	(ITP, pg. 2 of 3)
Student ANCONINA NADAV	Date	e of Birth 29-OCT-2007	Meeting 07-MAR-2024
Last First MI	DUAL TRANSITIO	N DI AN (ITD)	Date
	DUAL I KANSI I DI	N FLAN (IIF)	
Section 2: Employment Assessment (at least one assessment must be completed in this area).	Date		Results: Indicate interests/abilities and of need (if applicable)
Commercially-produced assessment  If other?	01-MAR-2024	Nadav refused assessment a	and was absent
✓ If other?			
Employment Postsecondary Goal Upon completion of high school, the student will:	If other	r?	
be self employed	~		
Employment Activity to Support Goal	Timeline	Perso	n/Agency Responsible
develop a career plan and identify career goals	01-MAR-2025	Transition Teacher	~
		Special Education Teach	
		Counselor	✓
If other?			· · · · · · · · · · · · · · · · · · ·
			•
			♥
Section 3: Independent Living (as needed) Assessment (at least one assessment must be completed in this area).	Date	Assessment Name and area(s)	Results: Indicate interests/abilities and of need (if applicable)
· · · · · · · · · · · · · · · · · · ·			
If other?			
•			
If other?			
Independent Living Postsecondary Goal	If other	r?	
Upon completion of high school, the student will:	~		
Independent Living Activity to Support Goal	Timeline	Perso	n/Agency Responsible
			•
			♥
			✓
If other?			✓
			· · · · · · · · · · · · · · · · · · ·
			•
	1		

INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District (ITP, pg. 3 of 3)								
Student ANCONINA NADAV Last First	MI	Date of Birth 29-OCT-2007	Meeting Date	07-MAR-2024				
	INDIVIDUAL TRANSITION PLAN (IEP)							
Course of study: A multi-year description of st A course of study (or IGP) was reviewed with pare	their	postsecondary goal.	in order to enab	le the student to meet				
Courses completed: Yes No Courses currently enrolled in: Yes No Courses still needed: Yes No								
IGP or course of study was provided to the parent of	or student over age 18	as required: 🗹 Yes						
Student is working towards: O Certificate of Co Additional courses/activities discussed that may sup community experiences, participation in other scho Nadav is enrolled in a course of study that enables him to gr requirements for graduation as well as the electives chosen b	pport post secondary g ool clubs or organization aduate with a diploma and	goals (e.g. SLC participation, electives or inst ons, etc.) NOTE: these are suggestions and co attend a community college or four-year college. Cou	ontingent to availa	bility: et the district's A-G				
Future Agency Involvement: Are there agencies currently or prospectively provi Do you give permission to the District to invite the Agency Name:			ewed? O Yes	<b>~</b>				
Agency Name:				<b>~</b>				
				~				
<ol> <li>Does the student's IEP include appropriate measu education/training, employment and, as needed, inc</li> </ol>		goals that cover	:	I. 🗸 Yes				
2. Are the postsecondary goals updated annually? <sup>in</sup>				2. 🗸 Yes				
3. Is there evidence that the measurable postsecond assessment? <i>info</i>	ary goals were based	on age appropriate transition	÷	3. 🗹 Yes				
4. Are there transition services that will reasonably <i>info</i>	enable the student to	meet their postsecondary goals?		4. 🗸 Yes				
5. Do the transition services include a course of stu the student's current year to anticipated exit year an identified postsecondary goals? <i>info</i>	•	-		5. 🗸 Yes 6. 🗸 Yes 7. 🗸 Yes				
6. Is (are) there annual IEP goal(s) related to the stu	dent's transition servi	ces needs? info		3. () Yes 💽 N/A				
7. Is there evidence that the student was invited to t discussed? <i>info</i>	he IEP team meeting	where transition services were	·	, U 103 V IVA				
8. If appropriate, is there evidence that a representa team meeting with the prior consent of the parent of								