Los Angeles Unified S	School Distri	ict	INDIVIDUALIZED EDU	UCATION PROGRAM (IF	EP)	Page 1 c	
Student Identification Number		120706M083	SSID 13	359763503		Eligible (OHI)	
Student ANCONI	NA NO.	AM			Date of Birth:	07-DEC-2006	
Last		First	MI Section A: Me	eting Information			
	Pertin	nent Dates	Section A. Mc	cting information	Type of Meeti	ing	
Date of Initial IEP Team	Meeting	04-APR-2017	7	O	<u> </u>	A CHER L . 1	
Date of Present Meeting	C	07-MAR-2024		O Initial	Amendment of IEP dated		
annual Review to be con	nducted by	07-MAR-202	25	Annual Review		Early Start Transition	
lext Three Year Review	•		5	Three Year Review	_	Expulsion Analysis	
onducted by hree Year Review or Ev		14 NOV 202	2	Other		ndividual Transition Plan	
as conducted on	vaiuation	14-NOV-2022	2				
ransition to Kindergarto onducted by	en to be						
ocation of Meeting	N	O HOLLYWD	SH	District Name	Los Angeles Un	nified School Distri	
			Section B: Stu	ident Information			
ate of Birth	07-DEC-20		Age	17	Grade	11	
ender	Male C) Female	Ethnic Code	White			
ocation of the Psych older	REGION N	ORTH	Student has no Psych Folder				
ocation of the Cum older	NO HOLLY	/WD SH	Student has no Cum Folder				
ome Language	Hebrew		Student Language	Hebrew	Alternate Mode of Communication	of	
ome Address of tudent	11818 RIVI	ERSIDE DR AF	T 113				
ity	VALLEY V	'ILLAGI CA	ZIP Code	91607			
ome Telephone	(818) 378-9	410	Daytime Telephone		Emergency Telep	hone	
chool of Attendance	No Hollywo	d Sh	Location Code	8786			
chool of Residence	No Hollywo	d Sh	Location Code	8786			
lame of arent/Guardian	ANCONIN	A, ESTHER	Telephone				
ddress							
lity		CA	ZIP Code				
urogate Parent			Telephone				
ttends CURRENT SC f the following	HOOL as a re	sult of one	Attends School of Reside	nce 🗸			
s the student living in a lome (FFH)?	Family Foster	\bigcirc_{N}	o O Yes	FFH#			
s FFH Provider related	to student?	\bigcirc_{N}	o O Yes	Relationship			
icensed Children's Insti	itution		o O Yes	LCI Name			
	-	- 11		LCI#			
Out of the home placeme	ent made by	_	egional Center	O Department of Mental	l Health O D	epartment of Children's Services	
Child's family living wit	hin LAUSD's		uperior Court o O Yes	Other			
oundaries?			ated minor, does he/she have			○ No ○ Yes	

		INDIVIDUAL	IZED EDUC	Page 2 c CATION PROGRAM (IEP)
- /	Unified School District	1101,120.		
Student	ANCONINA NOAM Last First	MI a		Date of Birth 07-DEC-2006
		Secti		uage Acquisition
Language Clas			-	d Fluent English Proficier Start Date:
Withdrawal by	y Parent Request:	0	Yes O No	Reclassification Date:
ELPAC Perfor	rmance Level and Performance Descriptor:			▼ Test Date:
Alternate ELP. Descriptor:	AC Performance Level and Performance			▼ Test Date:
				vement from Current IEP
			nieved	
Goal for: (ex	ample - Reading)	Yes	No	If No, explain the reason the goal/objective was not achieved
1	Writing	0		Goals implemented in October still working on progress
Category	Writing			
	Objective 1 met	O	\circ	
	Objective 2 met	0		Goals implemented in October still working on prog
2	Vocational Education	0		Goals implemented in October still working on progress
Category	Vocational Education ✓			
	Objective 1 met	0	O	Goals implemented in October still working on prog
	Objective 2 met	0	0	Goals implemented in October still working on prog
3	Reading	0	0	Goals implemented in October still working on progress
Category	Reading 🗸		-	
	Objective 1 met	0	0	Goals implemented in October still working on prog
	Objective 2 met	O	<u> </u>	Goals implemented in October still working on prog
4	Math	Ö	<u> </u>	Goals implemented in October still working on progress
Category	Math 💙			Oddis implemented in October sum working on p. 25.255
	Objective 1 met	0	<u> </u>	Goals implemented in October still working on prog
	Objective 2 met	0		Goals implemented in October still working on prog
5		\tilde{O}		
Category	~			
	Objective 1 met	\bigcirc	\bigcirc	
	Objective 2 met	$\overline{0}$	0	
6		$\overline{}$	0	
Category	\			
Carego-,	Objective 1 met	\cap	0	
	Objective 2 met	0	0	
7	Objective 2 met	0	0	
Category	\		\cup	
Caugury	Objective 1 met	0	0	
	Objective 2 met	0		
8	Objective 2 met		0	
Category	\	0	0	
Category	Objective 1 met			
	Objective 2 met	0	0	
9	Objective 2 met	0	0	
		0	0	
Category	V			
	Objective 1 met	0	0	
	Objective 2 met	0	0	
10		0	0	
Category	~			
	Objective 1 met	0	0	
	Objective 2 met			

Page 3 of 23 INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Student ANCONINA NOAM Date of Birth 07-DEC-2006 Meeting Date 07-MAR-2024 First ΜI **Section E: Present Level of Performance** Performance Area: Reading Reading V Category: Assessment/Monitoring Process Used: Observations; Grades; Teachers Reports State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: From Noam's most recent IEP from October and updated teacher information Noam demonstrates proficiency in reading and decoding words at grade level. He exhibits the ability to respond to knowledge level questions based on the text. Noam shows skill in identifying the main idea in a passage and accurately sequencing a series of events. Additionally, he can analyze and compare the point of view in various narratives, distinguishing between firstand third-person perspectives. Noam is also capable of identifying central ideas and drawing accurate summaries of texts that are independent of his prior knowledge or personal opinions. Needs: Noam faces challenges in understanding complex words within a given context. Analyzing information in the text and extracting meaning proves to be a struggle for him. It is crucial for Noam to enhance his reading skills, ensuring accuracy and fluency, in order to enhance his comprehension abilities. Additionally, Noam encounters difficulty in identifying the perspective of a speaker. Impact of Disability: Noam's eligibility of Other Health Impairment (OHI) impedes his ability to comprehend longer textual passages, which impacts his ability to progress in the general education curriculum. Performance Area: Writing Category: Writing Assessment/Monitoring Process Used: Observations; Grades; Teachers Reports State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: From Noam's most recent IEP from October 2023 Noam possesses the ability to compose a sentence that includes both a subject and a predicate. Furthermore, he has the capacity to elaborate on his writing by constructing a paragraph that consists of a topic sentence along with four supporting details. By utilizing a graphic organizer, Noam has the capability to craft a four-paragraph essay with adequate support. Needs: Noam is working on improving his vocabulary and writing skills to ensure a smooth and logical flow in his work. He is dedicated to enhancing his ability to write in standard English and adhere to proper grammar rules. However, Noam faces challenges when it comes to providing strong and comprehensive textual evidence to support his analysis of explicit text statements and inferences drawn from the text. He also struggles with writing informative and explanatory texts, such as narrating historical events, explaining scientific procedures or experiments, and describing technical processes. Impact of Disability: Noam's eligibility of Other Health Impairment (OHI) impedes his ability to write longer essays, which impacts his ability to progress in the general education curriculum.

Page 4 of 23 INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Student ANCONINA NOAM Date of Birth 07-DEC-2006 Meeting Date 07-MAR-2024 First ΜI **Section E: Present Level of Performance** Performance Area: Math Math V Category: Assessment/Monitoring Process Used: Observation; Grades; Teacher Reports State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: As per review from Noam's October 2023 IEP and updated teacher impute Noam has the ability to independently perform various basic math operations such as addition, subtraction, multiplication, and division. Additionally, he can solve linear equations with a single variable on his own. He has also shown proficiency in the fundamental skills required in Geometry. Noam can easily identify the x and y axis, plot points on a given plane, and tackle problems involving functions. Noam's Algebra II teacher shared that he has been meeting all of the skills when he is in class. Needs: Noam is quite independent in math, but he sometimes has trouble recognizing the slope of an equation. He finds it challenging to calculate the results of functions when it comes to addition, subtraction, multiplication, and division. Impact of Disability: Noam's eligibility of Other Health Impairment (OHI) impedes his ability to comprehend muti-step math problems, which impacts his ability to progress in the general education curriculum. Performance Area: Vocational Education Vocational Education Category: Assessment/Monitoring Process Used: Observation; Grades; Teacher Reports State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: Review from Noam's previous October IEP indicates that Naom has a strong desire to learn. He attends most classes daily. Noam works well independently as well as with most adults. He completes homework/classwork assignments in most classes and asks for assistance as needed. He completes assignments and has demonstrated mastery in US History, Auto shop, and Algebra II where he is earning an A with excellent marks in work habits and cooperation. His American Literature teacher reported that Noam is an intelligent student with great potential. Noam participates in class discussions and will volunteer to read at times. He woks well in the general education setting, with his peers as well as during small group instruction. When in Algebra II, he assists other students when they are in need of support. He is able to re-teach concepts to others. Needs: Noam needs to carefully organize and get ready for exams and quizzes to show his expertise. It's also important for him to establish a timetable and enhance his time management abilities. Unfortunately, Noam's inconsistent attendance in his American Literature class is having a negative effect on his academic progress. He should make an effort to finish any missing assignments and strive for improvement. Additionally, Noam's US History teacher has noticed a decline in his attendance. Impact of Disability: Noam's eligibility of Other Health Impairment (OHI) impedes his ability to comprehend longer textual passages, which impacts his ability to progress in the general education curriculum.

Page 5 of 23 INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Student ANCONINA NOAM Date of Birth 07-DEC-2006 Meeting Date 07-MAR-2024 First MI **Section E: Present Level of Performance** Health Performance Area: V Health Category: Assessment/Monitoring Process Used: parent, review of school health records State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Health Summary: Nursing Health Assessment for Annual IEP completed by Rick Velasco, R.N., Credentialed School Nurse on 03/07/2024 with review of school health records and parent (Ester Anconina) as informant on 16-year- and 4 months old male, 10th grader. No history of serious illness, allergies, accident, surgery, or hospitalization in past year; no daily medications or other known health problems. Strengths: Good general health; last physical exam 2024; passed vision screening with correction and passed audio screening in 2024 at physician's clinic per parent. Student is independent with activities of daily living and mobility. Area of Need: Health is not an area of need. Impact of Disability: Noam's health does not impact their involvement and progress in their educational program. Accommodations/Modification. None on health. Rick Velasco R. N., CSN 03/07/2024 Performance Area: Category: Assessment/Monitoring Process Used: State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):

							Page 6 of 23
Los Angeles	s Unified School	District	INDIVIDUA	LIZED EDUCATION PROG	RAM (IEP)		
Student	ANCONINA Last	NOAM First	MI	Date of Birt	h 07-DEC-2006	Meeting Date 07-MAR-2	024
				Section F: Eligibility			
If applicable,	, areas discussed rela	ated to disability o	r suspected disabilit	ty:			
For Initial IE	P, interventions atte	mpted prior to dete	ermining eligibility:				
_	student with the dis						
Code:	OHI		Health Impairment	<u> </u>			
Additional L	Not Applicable ow Incidence Eligib			OPartially Sighted or severe OI):			
Code:							
	ONot Applicable	, OBline	d or	OPartially Sighted			
	meet eligibility crite	eria for Special Ed	ucation Services (Ir	nitial IEP).			
or No Longe	er Eligible for Speci	al Education Servi	ces (Review IEP).				
_	er Eligible (Effective						
☐ This is a l Final IEP Rea		nt remains eligible	for Special Educati	on Services until the Effective Final IEP Eff			
		and agrees that th	e educational need	ds of the student are not prim			
_	l Maladjustment	Ü		porary Physical Disability		ck of instruction in reading	
Lack of	of instruction in mat	th	✓ Limit	ted English Proficiency	✓ En	vironmental, Cultural or Economic	Factors

Los Angeles Unified Scho	ool District		INDIVIDU	ALIZED EDUC	ATION PROGR	AM (IEP)				-
Student ANCONINA	NOAM				Date of Birth	07-DEC-2	006	Mee	eting Date 07-M	AR-2024
Last	First		MI	— on G: Annual G						
formance Area:	eading		Category:		ding	wes 🗸	Annual Go	al#:	1	
Noam will evaluate a speake						ance, premis	ses, links amoi	ng ideas,	, word choice, poin	ts
of emphasis, and tone used v	vith 75% accurac	y in 4 out o	f 5 trials.							
Progress on annual goals to brovided at either Progress F				-		evement from	n Current IEF	" form(s	s) which will be	
\neg	(\neg		Methods of						
State Assessments Observation Other	(Norm Portfo	Referenced olio		Criterion I Work San	Referenced aples			Curriculum Base Informal	d
Incremental objective #1 re	elated to the goa	l:			Incremental o	bjective #2	related to the	e goal:		
Noam will cite 1 pieces of s of what the text says explicit determining where the text 5 trials.	strong and thorou	gh textual erences dra	awn from the	e text, including	Noam will cite of what the tex	2 pieces of at says explication	strong and the	orough to inferen	extual evidence to sees drawn from the ain with 75% accur	text, includir
Date to be achieved:	July			MO/YR	Date to be achi		November		2024	MO/YR
		IEP REPO	ORT OF PR	OGRESS AND A	ON OF MARKS	FROM CU	RRENT IEP	•		
4 GOAL MET OR EXCEEDED	3 SUBSTAN	TIAL PROC	GRESS (50-9		2 PARTIAL P	ROGRESS	(1-49% of goa	al met)	1 NO F	PROGRESS
1st Reporting Period	2nd Reporting	g Period	3rd Rep	orting Period	4th Reporting	Period (Sec	condary	Goal	Achievement	
Date:	Date:		Date:		Only)					
					Date:					
Progress Mark:	Progress Mark	:	Progress	Mark:	Progress Mark:				jective 1 Met:	
									Yes O No	
Is progress sufficient to meet annual goal?	Is progress suf meet annual go			ss sufficient to ual goal?	Is progress suff goal?	icient to me	et annual	_ `	jective 2 Met: Yes No	
O yes O No	O Yes O	No	O Yes	O _{No}	O Yes O N	lo			No" please explair	ı:
If "No" please comment:	If "No" please	comment:	If "No" p	lease comment:	If "No" please of	comment:			•	
Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	Needs Mo Excess Absence/Tardy Assignmen Completed Need to	nts Not	Absence Assi Complet	Tardy gnments Not ed d to	Needs Mor Excess Abs Assignmen Need to rev Other	sence/Tardy	pleted			
review/revise Goal Other	review/revise (Goal	review/re	evise Goal						

os Angeles Unified Sch		INDIVIDUALIZED EDUC	ATION PROGRAM (IEP)	
Student ANCONINA	NOAM		Date of Birth 07-DEC-2006	Meeting Date 07-MAR-2024
Last	First	MI		Material Date (V) Marie 2021
		Section G: Annual G		
ormance Area:	Behavioral Support C	Category: Bel	navior Intervention Annual Go	pal #: 5
	be reported to parents by con Report or Report Card period		Progress and Achievement from Current IEF	" form(s) which will be
		Methods of	Evaluation	
State Assessments Observation Other	Norm I Portfol	Referenced io	Criterion Referenced Work Samples	Curriculum Based Informal
ncremental objective #1 re	elated to the goal:		Incremental objective #2 related to the	e goal:
accuracy in 4 out of 5 trials			accuracy in 4 out of 5 trials.	
rate to be achieved:	July ∨ 2024	✓ MO/YR	Date to be achieved: November	r 💙 2024 🕶 MO/Y
tate to be achieved:		RT OF PROGRESS AND A	CHIEVEMENT FROM CURRENT IEF	
ate to be achieved: 4 GOAL MET OR EXCEEDED		RT OF PROGRESS AND A		2024
4 GOAL MET OR	IEP REPOI	RT OF PROGRESS AND A	CHIEVEMENT FROM CURRENT IEF	2024
4 GOAL MET OR EXCEEDED 1st Reporting Period	JEP REPOI	RT OF PROGRESS AND A EXPLANATION EXECUTE: EXEC	CHIEVEMENT FROM CURRENT IEP ON OF MARKS 2 PARTIAL PROGRESS (1-49% of goa 4th Reporting Period (Secondary Only)	al met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROGmet) 2nd Reporting Period	RT OF PROGRESS AND A EXPLANATION EXECUTE: EXPLANATION EXECUTE: EXPLANATION EXPL	CHIEVEMENT FROM CURRENT IEP ON OF MARKS 2 PARTIAL PROGRESS (1-49% of goa 4th Reporting Period (Secondary	al met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED 1st Reporting Period Date:	3 SUBSTANTIAL PROGmet) 2nd Reporting Period	RT OF PROGRESS AND A EXPLANATION EXECUTE: EXPLANATION EXECUTE: EXPLANATION EXPL	CHIEVEMENT FROM CURRENT IEP ON OF MARKS 2 PARTIAL PROGRESS (1-49% of goa 4th Reporting Period (Secondary Only)	al met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED 1st Reporting Period Date:	3 SUBSTANTIAL PROGmet) 2nd Reporting Period Date:	RT OF PROGRESS AND A EXPLANATION RESS (50-99% of goal 3rd Reporting Period Date:	CHIEVEMENT FROM CURRENT IEP ON OF MARKS 2 PARTIAL PROGRESS (1-49% of goa 4th Reporting Period (Secondary Only) Date:	al met) I NO PROGRESS Goal Achievement
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark:	3 SUBSTANTIAL PROGmet) 2nd Reporting Period Date:	RT OF PROGRESS AND A EXPLANATION RESS (50-99% of goal 3rd Reporting Period Date:	CHIEVEMENT FROM CURRENT IEP ON OF MARKS 2 PARTIAL PROGRESS (1-49% of goa 4th Reporting Period (Secondary Only) Date:	al met) I NO PROGRESS Goal Achievement Objective 1 Met:
4 GOAL MET OR EXCEEDED Ist Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	JEP REPOI 3 SUBSTANTIAL PROG met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to	RT OF PROGRESS AND A EXPLANATION OF GOAL 3rd Reporting Period Date: Progress Mark: Is progress sufficient to	CHIEVEMENT FROM CURRENT IEP ON OF MARKS 2 PARTIAL PROGRESS (1-49% of goa 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual	al met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
4 GOAL MET OR EXCEEDED 1st Reporting Period	JEP REPORT SUBSTANTIAL PROGRECT STATES AND STANTIAL PROGRECT STANT	RT OF PROGRESS AND A EXPLANATION RESS (50-99% of goal) 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	CHIEVEMENT FROM CURRENT IEP ON OF MARKS 2 PARTIAL PROGRESS (1-49% of goa 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal?	al met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met:

Los Angeles Unified Sch	nool District		INDIVIDUALIZED EDU	CATION PROGR	AM (IEP)		
Student ANCONINA				Date of Birth	07-DEC-200	6	Meeting Date 07-MAR-2024
Last	First		MI Section C. Annual	Cools and Obics	4:		
formance Area:	Writing		Section G: Annual Category:	Vriting	tives	Annual Goal #	t: 2
Noam will cite 3 pieces of s							
including determining when	re the text leaves i	natters unce	rtain 75% of the time 5 out	of 5 trials.			
Progress on annual goals to provided at either Progress			ls.	-	evement from (Current IEP" fo	orm(s) which will be
				of Evaluation			
State Assessments Observation Other		Norm Portfo	Referenced lio	Criterion Work San	Referenced uples		Curriculum Based Informal
Incremental objective #1 1	related to the go	al:		Incremental o	bjective #2 re	lated to the go	al:
Noam will cite 1 pieces of of what the text says explid determining where the text 5 trials.	citly as well as in	ferences dra	wn from the text, including	of what the tex	t says explicitl	y as well as inf	igh textual evidence to support anal erences drawn from the text, includ neertain with 75% accuracy in 5 out
Date to be achieved:	July	2024	₩ MO/YR	Date to be ach	eved:	November •	2 024 ▶ MO/YI
		IEP REPO	RT OF PROGRESS AND	ACHIEVEMENT	FROM CUR	RENT IEP	
		IEP REPO		ACHIEVEMENT	FROM CUR	RENT IEP	
4 GOAL MET OR EXCEEDED				TION OF MARKS		RENT IEP 49% of goal m	net) 1 NO PROGRESS
	3 SUBSTAN	TIAL PROC	EXPLANA	TION OF MARKS	PROGRESS (1-	49% of goal m	net) 1 NO PROGRESS
EXCEEDED	3 SUBSTAN met)	TIAL PROC	EXPLANA GRESS (50-99% of goal	2 PARTIAL F 4th Reporting Only)	PROGRESS (1-	49% of goal m	<u> </u>
EXCEEDED 1st Reporting Period	3 SUBSTAN met) 2nd Reportin	TIAL PROC	EXPLANA GRESS (50-99% of goal 3rd Reporting Period	TION OF MARKS 2 PARTIAL F 4th Reporting	PROGRESS (1-	49% of goal m	<u> </u>
EXCEEDED 1st Reporting Period	3 SUBSTAN met) 2nd Reportin	TIAL PROC	EXPLANA GRESS (50-99% of goal 3rd Reporting Period	2 PARTIAL F 4th Reporting Only)	PROGRESS (1-	49% of goal m	<u> </u>
EXCEEDED 1st Reporting Period Date:	3 SUBSTAN met) 2nd Reportin Date:	TIAL PROC	EXPLANA' GRESS (50-99% of goal 3rd Reporting Period Date:	2 PARTIAL F 4th Reporting Only) Date:	PROGRESS (1-	49% of goal m	Goal Achievement
EXCEEDED 1st Reporting Period Date: Progress Mark:	3 SUBSTAN met) 2nd Reportin Date: Progress Mark	g Period	EXPLANA GRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark:	TION OF MARKS 2 PARTIAL F 4th Reporting Only) Date: Progress Mark:	Period (Secon	49% of goal m	Objective 1 Met: Yes No
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EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	3 SUBSTAN met) 2nd Reportin Date: Progress Mark Is progress sufmeet annual go Yes If "No" please Needs Mo Excess Absence/Tardy	g Period :: :: :: :: No comment: ore Time	EXPLANA 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 Absence/Tardy	Progress Mark: Progress Mark: Is progress suff goal? Yes Needs Moto Excess Ab. Assignmer	Period (Secondicient to meet and secondicient	49% of goal mandary (Objective 1 Met: Yes No Objective 2 Met: Yes No
EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	3 SUBSTAN met) 2nd Reportin Date: Progress Mark Is progress suf meet annual ge Yes If "No" please Needs Mo Excess Absence/Tardy Assignme Completed	g Period : fficient to oal? No comment: ore Time	EXPLANA 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 Absence/Tardy Assignments Not Completed	Progress Mark: Is progress suff goal? Yes Needs Mol Excess Ab. Assignmer Need to re:	Period (Secondicient to meet and secondicient	49% of goal mandary (Objective 1 Met: Yes No Objective 2 Met: Yes No

os Angeles Unified Sch	nool District	INDIVIDUALIZED EDUC	ATION PROGRAM (IEP)		
Student ANCONINA			Date of Birth 07-DEC-2006	Meeting Date 07-MAR-2024	
Last	First	MI Section G: Annual G			
ormance Area:	Math			pal #: 3	
		8 7	tly with 80% of the time in 5 out of 5 trials.		
	he asserted to asserte by	mulating the WED Dagget of F	No conserved Ashironous of Grant Company III		
	Report or Report Card perior	ds.	Progress and Achievement from Current IEF	form(s) which will be	
\neg		Methods of			
State Assessments		Referenced	Criterion Referenced	Curriculum Based	
Observation	Portfo	olio	Work Samples Informal		
Other					
ncremental objective #1 1			Incremental objective #2 related to th		
	differences, products, and quot f the time in 4 out of 5 trials		Noam will Evaluate sums, differences, p independently with 75% of the time in 4	* *	
Date to be achieved:	July 2 024	4 • MO/YR	Date to be achieved: November	r ∨ 2024 ∨ MO/YR	
	IEP REPO	ORT OF PROGRESS AND A	CHIEVEMENT FROM CURRENT IEF	1	
	IEP REPO		CHIEVEMENT FROM CURRENT IEF	•	
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Los Angeles Unified Sch	ool District	INDI	VIDUALIZED EDU	CATION PROGRAM (IF	EP)		C
Los Angeles Unified Scho Student ANCONINA				Date of Birth 07-DI	EC-2006	Meet	ing Date 07-MAR-2024
Last	First		MI Section G: Annual	Goals and Objectives	2000	meet	0/ MARC 2024
formance Area:	Vocational Education	Categ		ocational Education	Annual Go	al #:	4
Noam will use an organizer	to plan, prepare and ir	mprove test t	aking and study skills v	vith 85% of the time in 5 o	ut of 5 trials.		
Progress on annual goals to	he reported to parents	s by complet	ing the "IEP Report of	Progress and Achievement	from Current IEP	" form(s)	which will be
provided at either Progress F				f Evaluation		101111(3)	William Will Co
State Assessments		Norm Refer			and		Curriculum Board
Observation Other		Portfolio	enced	☐ Criterion Referenced ☐ Curriculum Based ☐ Work Samples ☐ Informal			
Incremental objective #1 re	elated to the goal:			Incremental objective	e #2 related to the	goal:	
Noam will use an organizer skills 75% of the time in 5	r to plan, prepare and	improve test	taking and study		nizer to plan, prep	are and in	nprove test taking and study
Date to be achieved:	July V	2024 REPORT C	MO/YR OF PROGRESS AND	Date to be achieved: ACHIEVEMENT FROM	November I CURRENT IEP		2024 V MO/N
			EXPLANAT	TON OF MARKS			
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL met)	L PROGRES	S (50-99% of goal	2 PARTIAL PROGRI	ESS (1-49% of goa	l met)	1 NO PROGRES
			S (50-99% of goal d Reporting Period	4th Reporting Period		<u> </u>	1 NO PROGRES
EXCEEDED	met)	riod 3r	·	4th Reporting Period Only)		<u> </u>	
EXCEEDED 1st Reporting Period	met) 2nd Reporting Per	riod 3r	d Reporting Period	4th Reporting Period		Goal A	chievement
EXCEEDED 1st Reporting Period	met) 2nd Reporting Per	riod 3r	d Reporting Period	4th Reporting Period Only)		Goal A	
EXCEEDED 1st Reporting Period Date:	met) 2nd Reporting Per Date:	riod 3r	d Reporting Period	4th Reporting Period Only) Date:		Goal A	chievement
EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to	met) 2nd Reporting Per Date: Progress Mark: Is progress sufficient	riod 3r Da Promit to Is	d Reporting Period tte: ogress Mark: progress sufficient to	4th Reporting Period Only) Date:	(Secondary	Goal A	chievement
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Page	12	of 23
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INDIVIDUALIZED EDUCATION PROGRAM (IEP) **Los Angeles Unified School District** Student ANCONINA NOAM Date of Birth 07-DEC-2006 Meeting Date 07-MAR-2024 First MI Section K: Participation in State and District-wide Assessments Assessments administered will conform to those assessments determined for each grade by the California Department of Education and/or the Los Angeles Unified School Student will participate in Regular State and District Assessments. **CAASPP Subject** (Designated Supports and/or Accommodations identified below are applicable) ELA and Math Designated Supports: - Test in a separate/smaller setting

Student will participate in Regular State and District Assessments. **CAST Subject** (Designated Supports and/or Accommodations identified below are applicable) Science Designated Supports: - Test in a separate/smaller setting (non-embedded support) - Simplified Test Directions (non-embedded support)

- Simplified or paraphrased test directions (non-embedded designated support)

INDIVIDUALIZED EDUC	Page 13 of 23 ATION PROGRAM (IEP)
Los Angeles Unified School District	
Student ANCONINA NOAM	Date of Birth 07-DEC-2006 Meeting 07-MAR-2024
Last First MI	Date
Section N: Procedural Safegu	- I
✓ A Parent's Guide to Special Education Services including Procedural R	lights & Safeguards was provided to the parent in his/her primary language.
The IEP Team Meeting Introductory Statements were read aloud at the begi	nning of the IEP Team meeting.
The parent/guardian was informed of his/her right to a written translation of	f the IEP.
Is the parent/guardian requesting computer generated translation?* \bigcirc Yes	● No
Select Preferred Language: **Computer generated translation provides access to an immediate written translation of the IEP but translation IEP documentation should not be considered an official IEP document. While this servisubstitute for formal written translation services by a District translator. Parents/Guardians who ele and/or a formal translation of the IEP at any time. Only formal translations will be considered office.	ce is offered and available to assist parents/guardians to participate in IEP development, it is not a set access to computer generated written IEP translation are still able to receive oral interpretation
Is the parent/guardian requesting official translation? \bigcirc Yes \bigcirc No $\>$ See	elect Preferred Language: Hebrew
Specify the Individual Pages to be translated:	
Special Requests:	
	we been informed that the educational decision-making rights will transfer to the
Pandemic Learning Loss Consideration of C	Compensatory and/or Recoupment Services
Compensatory Education Consideration:	Recoupment Services Consideration:
 ✓ The IEP team has reviewed and discussed whether compensatory education is required due to the COVID-19 pandemic. The IEP team has determined: ✓ Student received all of their special education and related aids and services required by their IEP. Compensatory education is not required. ✓ Student did not receive all of their special education and related aids 	 ✓ The IEP team has reviewed and discussed student's progress/achievement and considered factors that may have impacted student's learning during the school facility closures as a result of the COVID-19 pandemic. The IEP team has determined: ○ Student has made expected progress toward IEP goals and/or progress is in alignment with expectations of progress/goal achievement. No recoupment services are recommended.
and services required by their IEP. Compensatory education offer details are documented in FAPE 2- Summary of Services. Student did not receive all of the special education and related aids and services required by their IEP. However, no compensatory education was warranted for the reasons documented by the IEP team in FAPE Part 2 Part 4.	Student experienced learning loss as a result of the school facility closures caused by the COVID-19 pandemic and recoupment services are necessary. The IEP team discussed recoupment services to address past learning loss. Recoupment services offer details are included in FAPE Part 2, Part 4 of the IEP (including completion of a service grid, as necessary).
Compensatory education consideration was documented on IEP dated	Recoupment services consideration was documented on IEP dated
•	
 Preschool Only Consideration (Transition IEP) 30-Day IEP Consideration (Out-of-District) Student attends private school within district boundaries and resides outside 	e of district boundaries (Eligibility Determination Only)
THIS SPACE DELIBER	ATELY LEFT BLANK.

Los Angeles Unified School District	INDIVIDUALIZED EDU	CATION PROGRAM (IEP)	Page 14 of
Student ANCONINA NOAM		Date of Birth 07-1	DEC-2006	Meeting Date 07-MAR-2024
Last First	MI	<u>G</u>		- (
	Section Q: Parent Par	ticipation and Cons	ent	
Parent Participation			Parent No	tification
Parent/Student (18-21) has participated in the IEP m		Method	Who	
Parent/Student (18-21) has participated in the IEP m Parent/Student (18-21) indicated before the meeting attend. Parent/Student (18-21) was notified 3 times of the m	that they would not be able	Other	EC	C 07-MAR-2024
arent/Student (18-21) did not respond to any of the mee neeting was held without the Parent/Student (18-21) pre Parent/Student (18-21) did not attend and gave perm nem if they did not attend.	eting notifications and the sent			ng was rescheduled to this date at my
		request(meeting be rescheduled.		ONLY if the PARENT requested that the IE
Parent/Stud	lent (18-21) Agreement			
A Parent/Student (18-21) may agree to all or some of implement those portions of the IEP to which the parents of the IEP to which the IEP to w	arent/student (18-21) agree			nd services.
Parent/Student (18-21) AGREES to all components				
Parent/Student (18-21) AGREES to all components	s of the proposed IEP WITH	THE SPECIFIC EXCE	EPTION(S) stated bel	low:
Assessment Specify				
Eligibility Specify				
Instructional Setting Specify				
Services Specify				
parent/student (18-21) does wish to initiate a form lispute resolution processes in the District's publication	ation, A Parent's Guide to S	Special Education Servi		
	Parent Concern	s and Comments		
Signature(s) Parent Guardian Studen	t age 18-21 years age 18-21	Surrogate Parent	(Emancina	Date 07-MAR-2024 ted Minor
Parent Guardian Studen years	t age 18-21 years age 18-21	O Surrogate Parent	○ Emancipa	ted Minor
Parent Guardian Studen	means of improving services	and results for your child	i? ○ Yes ○ No ○	tted Minor Foster Parent No Response



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.*



INI os Angeles Unified School District	DIVIDUALIZED EDUCATION PROGRAM (IEP)	Page 1
os Angeles Chimea School District		Reconvened Meeting Date
Student ANCONINA NOAM Last First	Date of Birth 07-DEC-20	
	ection R: Names and Signatures (Signatures on File)	
Team Member	Print Name	Signature
Parent/Guardian	ANCONINA, ESTHER	
Parent/Guardian		
Student Age 18 - 21 years		
Student Under Age 18 years		
Surrogate Parent		
Foster Parent		
Family Foster Home Provider		
Administrator	Amelia Cumulada	
Administrative Designee		
Special Education Teacher		
General Education Teacher		
School Psychologist		
School Nurse		
Related Service Staff		
Related Service Staff		
Related Service Staff		
interpreter		
Sign Language Interpreter		
Agency Representative		
Agency Representative		

Agency Representative

Other

Other

Other

Other

_	II:C. 1 C.			DIVIDUALIZEI	D EDUCATION PROGRAM (IEP)			Page 16
	ANCONIN Last			MI	Date of Birth 07-DEC-20	006	Meeting Date	07-MAR-2024
			LEAST R	ESTRICTIV	E ENVIRONMENT ANA	LYSIS		
			То Ве	Completed By t	he IEP Team at the IEP Team Meetin	ng		
				Student's	Current Placement Type:			
General	Education	Class/Gener	al Education Site		O Special Day Program/	General Educa	tion Site	
Special	Day Progra	m/Special E	ducation Center		O Nonpublic School			
Home/H	Iospital or I	Residential C	Care Facility					
a more re se of suppl ccommoda	uals with Destrictive sedementary a	isabilities E ting should ids and serv	ducation Act (IDE only occur if the n ices cannot be ach is is not the sole jus	A) requires that ature or severity ieved satisfactor tification for pla	Step that indicates YES, it is also re students with disabilities be educate of the student's disability is such th ily. The lack of current availability of cement in a more restrictive setting, y potential harmful effect on the chi	d in the least ro at placement in of a student's ro unless there is	estrictive enver a less restricequired suppose a compelling	ctive setting with the orts, services, g reason why they
Step A.		supports, se m/setting?	rvices, accommod	ations and/or mo	odifications in the student's IEP be m	nade available i	in a general e	ducation
	O Yes	O No	If the answer is the question belo		eral education classroom/setting is the	he appropriate	placement. It	f the answer is NO, g
	O Yes	O No	in a general edu	cation classroom	e required supports, services, accom \(\setting? \) If YES, all required suppo- \(\text{nable timeline.} \) If the answer is NO,	rts, services, ac	ecommodatio	ns and/or modificati

Step B.		supports, se day progran	ervices, accommodations and/or modifications in the student's IEP be made available on a general education site in a an?
	O Yes	○ No	If the answer is YES, then a special day program on a general education site is the appropriate placement. If the answer is NO, go to the question below.
	O Yes	○ No	If not currently available, can the required supports, services, accommodations and/or modifications be made available in a special day program on a general education site? 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 Step C.

INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Student ANCONINA Date of Birth 07-DEC-2006 07-MAR-2024 Meeting First ΜI Last Date ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued) To Be Completed By the IEP Team at the IEP Team Meeting Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a special school setting? Step C. If the answer is YES, then a special school setting is the appropriate placement. If the answer is NO, go to the question O Yes O No If not currently available, can the required supports, services, accommodations and/or modifications be made available O Yes O No in a special school 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 Step D. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting? Step D. If the answer is YES, then a home/hospital setting is the appropriate placement. O Yes O No If the answer is NO, go to the question below. If not currently available, can the required supports, services, accommodations and/or modifications be made available O Yes O No 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 Step E. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a residential care facility? Step E. If not currently available, articulate in the IEP what supports, accommodations and/or modifications are required for the O No student in this setting.

Angeles	Unified School	District	INDIVIDUALIZE	D EDUCATION PROGRAM (IEP)	
Student	ANCONINA	NOAM		Date of Birth 07-DEC-2006	Meeting 07-MAR-2024
	Last	First	MI		Date
	AN	NUAL LEAS	ST RESTRICTIV	E ENVIRONMENT ANALYSIS ((Continued)
			To Be Completed By t	he IEP Team at the IEP Team Meeting	
Step F.			in the contents of this luding (check all that a	IEP, and the placement being considered by the pply):	ne IEP team, outweigh any potential
		Diminished acc	cess to the full range of	the curriculum	
			Č	the curriculum aught by highly qualified staff	
		Missed general	Č	aught by highly qualified staff	
		Missed general Rate at which s	education instruction t	aught by highly qualified staff s for graduation	
		Missed general Rate at which s Lack of opports	education instruction t	aught by highly qualified staff s for graduation ion	
		Missed general Rate at which s Lack of opports Lack of opports	education instruction to student may earn credits unity for social interact	aught by highly qualified staff s for graduation ion ate peer role models	
	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	Missed general Rate at which s Lack of opport Lack of opport Amount of soci	education instruction to student may earn credits unity for social interact unities for age-appropri	aught by highly qualified staff s for graduation ion ate peer role models with typical peers	
		Missed general Rate at which s Lack of opport Lack of opport Amount of soci Limited access	education instruction to student may earn credits unity for social interact unities for age-appropri- ialization opportunities to peers in student's ho	aught by highly qualified staff s for graduation ion ate peer role models with typical peers	

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Los Angeles Unified S		INDIVIDUALIZED EDUCATION PROGRA I			- Eligibility, Placements and Supports
Student ANCONINA	NOAM	Date of Birth	07-DE0	C-2006	Meeting Date 07-MAR-2024
Last	First	MI			
		Effective With this IEP		Future (Changes Related to this IEP
	As of Date:	07-MAR-2024			
Eligibility:		Eligible (OHI)			
(from Page 4)	Final IEP Reason	Liigibio (Grii)			
	Final IEP Effective Date:				
Curriculum		General Education			
Placement	Type of School	District Resident School			
	Name of School	Virtual Academy-STEAM			
Instructional Setting	g ut				
instructional Setting	Setting	General Education			
	Program	GE			
	Special Day Minutes/Wk				
	Addresses Goals	2(Writing),1(Reading),3(Math),4(Vocation Education)	al		
Additional Factors	Low Incident Support	None			
	Assistive Technology				
	Support				
	Transportation	None			
	Extended School Year/Intersession	Yes No			
	Parent Counseling and Training (PCT)	Yes			
	ESY Transportation				
Accommodation, Modifications, Supports	Instructional Accommodations	Extended time on assignments and assessme until the end of the semester, use of graphic organizers/sentence frames for writing, frequenchecks for understanding, reteaching, repetit prompting, visual supports, written direction reduced number of problems with curriculur intact (at teacher discretion), access to calcul for math tasks, break tasks/assignments into chunks, structured collaborative peer group opportunities, peer models/tutoring, positive behavior supports, positive reinforcement fo attendance, and for engaging positively with peers, allow short, negotiated breaks when a determined task is completed.	nent ion, is, n lator		
	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 No			
conduct or not conduct a three-year comprehensive reassessment.)					
		Comments, as appropriate			

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP) IEP FAPE Part 2 - Summary of Services

Los Angeles Unified School District

Student ANCONINA NOAM Last Fin		Date of Birth 07-DEC-2006	Meeting Date 07-MAR-2024
		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 goals:	Interval:	Weekly	
3(Math)	Minutes/Interval:	60	
4(Vocational Education)	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	RSP: Direct Instruction Services*	
	RSP Area:	М	ath
	Responsible Personnel:	Other Provider(s)	
		Resource Specialist 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 goals:	Interval:	Weekly	

2(Writing)	Minutes/Interval:	60	
1(Reading)	Minutes/Interval (Pullout from Gen Ed):	0	
4(Vocational Education)	Service Delivery Model:	RSP: Direct Instruction Services*	
	RSP Area:	Literacy/I	ELA/ELD
	Responsible Personnel:	Other Provider(s)	
		Resource Specialist Teacher	
*			

Notes

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

Part 3 - Percentage of Time Outside of General Education Effective With this IEP Future Changes Related to this IEP % of Time per Week outside of General Education Part 4 - Compensatory Education/Recoupment Services Discussion

Part 4 - Additional Discussion (This section is optional)

An annual IEP meeting was held for Noam 03/7/24. The IEP team was composed of a special education teacher, general education teacher, his mother 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. At this time the team believes that Noam will receive Ed Benefit through the virtual academy to meet his educational needs. His mother agreed with the current offer of FAPE.

INDIVIDUALIZED EDUCATION PROGRAM (IEP) **Los Angeles Unified School District IEP FAPE Part 2 - Summary of Services** Student ANCONINA NOAM Date of Birth 07-DEC-2006 Meeting Date 07-MAR-2024 First ΜI Last **FAPE Summary Grid** Program: GE **Setting:** General Education Eligibility: Eligible (OHI) **Curriculum:** General Education **Transportation:** None **Low Incident Support:** None 07-Mar-2024 **Date District Received Parent Signature:** Service Service Start Service Interval Frequency Area **Total** Addresses No Code Desc **Date Applies** Minutes Goal(s) Consent To RSP RSP Effective on 1-5 RSP-60 Regular Weekly Writing, Reading, Signature Date Literacy/ELA/ELD Vocational Education RSP 1-5 Math, Vocational **RSP** Effective on Regular Weekly RSP-Math 60 Signature Date Education

Alternative Remote/Distance Learning Services During Emergency Conditions

If instruction or services, or both, cannot be provided to the pupil either at the school or in person for more than 10 school days due to 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 grea	itest extent possible ("x" all that could a	pply for student, depe	nding on emergency circ	umstances):	
	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.

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ervention Plan, pg. 1 of 3) ate 07-MAR-2024
CESSARY CHANGES
ject, etc).
Lack of predictability Over stimulation Specific room arrangement
n the environment/curriculum
eractions (adult and/or peers) Aftitat.) esolution skills ective communication with
mmunications system
OR Changes in
Teach a closure system Give less time on tasks Study carrels

INDIVIDUALIZED EDUCATION PROGRAM

	Los A	ngeles Unified School	District		ning of His/Her Peers (Behavior Intervention Plan, pg. 1 o
Student	ANCONINA	NOAM		Date of Birth	07-DEC-2006	Meeting Date 07-MAR-2024
	Last	First	MI			
_	The behavior in	peding learning is:		Describe what it looks l		
1	poor attendar	ce	•	✓ Student is frequently a	absent from class	
2	It impedes lear	ning because: lack of	of work production 🗸	disrupts other students	requires instruction	n to stop
2	instructional ti	me is lost negativ	ve interaction with peers		_	_
	other					
3	The need for a	Behavior Intervention Pla	an: early stage interv	rention moderate	serious extreme	
3		1		D 1 1 1 1	D (()	
4		ntensity or duration of bel	navior: Frequency (x)	Period Intensity	Duration (min)	
7	4X			weekly • medium		
	Reported b	Resource/gen ed tea	icher	and/or observe	d by Resource/gen ed t	teacher
		_				
PREVEN	ITION		PART 1			FORS AND NECESSARY CHANGES
	-	What are the predictor	s for the behavior? (Situat	ions in which the behavior	is likely to occur: people,	time, place, subject, etc).
	5	Disruption in routi	work 1	evel higher than	Verbal directives	Lack of predictability
		Time of day	student's a		Peer conflict	Over stimulation
		Unstructured time		al physical/emotional	Room conditions	Specific room arrangeme
		Events from previo	state		Room conditions	Specific room arrangeme
		environments	Lack o	f freedom, choice,		
				activities, friends stimulation		
		Other Describe:	Under	stimulation		
			dent using the problem be	haziar? (What is missing i	n the environment/curricul	lum or what is in the environment/curricu
servati	ion 6	that needs changing?)	dent using the problem be	mavior: (what is missing i	ii the environment/curricu	ium of what is in the environment/curricu
nalysis		0 0 ,				
1a1y515	Present in th	e environment:	Classroom seating	g arrangement No	ise levels	✓ Interactions (adult and/or ped)
	Missing in t	he environment:	Peer status gained	for Ina	appropriate materials (age-	appropri 🗹 🖸 nother resolution skills
			misbehavior	Scl	hedule	Effective communication wit
			Transition skills	✓ Tas	sk structuring	parent
			Re-teaching	✓ Co	nsequences not clear to stu	ident Communications system
			Social skills instru	iction		
	Other (Missing/Present):	Choices			
	Other (wiissing/i resent).			J	
		REMO	VE STUDENT'S	S NEED TO USE	THE PROBLEM	BEHAVIOR
		What environmental cl	hanges, structure and supr	orts are needed to remove	the student's need to use the	his behavior? (Changes in
	ion 7	Time/Space/Materials/	Interactions to remove the	e likelihood of behavior)		ν δ
ervent		T' CI				
ervent		Time Changes:	✓ Give	more time on tasks	Allow completion in	
ervent						
ervent		Space Changes:		al transition	Provide a break	Give less time on tasks
ervent			✓ Prefe	al transition erred seating	Different work areas	Study carrels
ervent		Space Changes: Material Changes:	Prefe	al transition erred seating onal space	Different work areas Hands-on learning	Study carrels Tasks organized
ervent			✓ Prefe □ Perso ✓ Acco	al transition rred seating onal space mmodated work	Different work areas Hands-on learning Notebook organizer	☐ Study carrels ☑ Tasks organized ☐ Enlarged print size book
ervent		Material Changes:	✓ Prefe ☐ Perso ✓ Acco ✓ High	al transition rred seating onal space mmodated work interest materials	Different work areas Hands-on learning Notebook organizer Cue the student	Study carrels Tasks organized Enlarged print size book Model
ervent		Material Changes:	✓ Prefe ☐ Perso ✓ Acco ✓ High ✓ Use s	al transition rred seating onal space mmodated work	Different work areas Hands-on learning Notebook organizer Cue the student Praise successes	Study carrels Tasks organized Enlarged print size book Model Peer Models
tervent		Material Changes:	✓ Prefe ☐ Perso ✓ Acco ✓ High ✓ Use s words	al transition cred seating onal space mmodated work interest materials specific supportive	Different work areas Hands-on learning Notebook organizer Cue the student Praise successes Use calm, de-escalat	Study carrels Tasks organized Enlarged print size book Model Peer Models
ervent		Material Changes:	✓ Prefe ☐ Perso ✓ Acco ✓ High ✓ Use s words ✓ Verba	al transition pred seating polar space pred seating polar space pred seating pred s	Different work areas Hands-on learning Notebook organizer Cue the student Praise successes	Study carrels Tasks organized Enlarged print size book Model Peer Models
ervent		Material Changes:	Prefe Perso Acco High Use s words Verba Use s	al transition cred seating conal space mmodated work interest materials specific supportive ally praise student specific support	Different work areas Hands-on learning Notebook organizer Cue the student Praise successes Use calm, de-escalat	Study carrels Tasks organized Enlarged print size book Model Peer Models
ervent		Material Changes:	✓ Prefe ☐ Perso ✓ Acco ✓ High ✓ Use s words ✓ Verba	al transition cred seating conal space mmodated work interest materials specific supportive ally praise student specific support	Different work areas Hands-on learning Notebook organizer Cue the student Praise successes Use calm, de-escalat	Study carrels Tasks organized Enlarged print size book Model Peer Models
ervent	Who will so	Material Changes: Interaction: Other	Prefe Perso Acco High Use s words Verba Use s commun	al transition pred seating polal space mmodated work interest materials specific supportive ally praise student specific support ications	Different work areas Hands-on learning Notebook organizer Cue the student Praise successes Use calm, de-escalat	Study carrels Tasks organized Enlarged print size book Model Peer Models
tervent	Who will es	Material Changes: Interaction: Other tablish?	Prefe Perso Acco High Use s words Verba Use s commun	al transition cred seating conal space mmodated work interest materials specific supportive ally praise student specific support	Different work areas Hands-on learning Notebook organizer Cue the student Praise successes Use calm, de-escalat	Study carrels Tasks organized Enlarged print size book Model Peer Models ing

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ention Plan, pg. 2 of 3) 07-MAR-2024
PPORT
ention (staff)
ention (staff) x (too long)
void or get his/her need
f-management systems arning structured choice arning to request breaks
ndshake
er recognition ten to music
ner Location

INDIVIDUALIZED EDUCATION PROGRAM Behavior Intervention Plan For Behavior Interfering with Student's Learning or the Learning of His/Her Peers Los Angeles Unified School District (Behavior Interve Student ANCONINA NOAM Date of Birth 07-DEC-2006 **Meeting Date** ΜI Last First ALTERNATIVE PART II FUNCTIONAL FACTORS AND NEW BEHAVIORS TO TEACH AND SUI Team believes the behavior occurs because: (Function of behavior in terms of getting, protest or avoiding something) 8 To Get: Sensory input Attention (peer) ☐ Atte Tangible (desired item) Tangible (desired activity) To Avoid: Sensory input Attention (peer) Atte Task Task (too difficult) Task (too easy) Describe: What team believes the student should do INSTEAD of the problem behavior? (How should the student escape/protest/a 9 met in an acceptable way?) Observation Analysis Student should ask for assistance as needed. He should be provided short breaks when he is overwhelmed. What teaching Strategies/Necessary Curriculum/Materials are needed? 10 Better communication skills Anger management Communication system Following schedules & Learning new social skills Learning how to negotiate __ Lea routines Learning to use conflict Learning notebook Learning new scripts organization resolution Other Who will establish? Who will monitor? Frequency: Resource teacher Resource/gen ed teachers weekly What are reinforcement procedures to use for establishing, maintaining, and generalizing the replacement behavior(s)? 11 Physical: **S**miles Har High-fives Intervention ☐ Pat on the back Pee Use specific praises Verbal: Recognition of student's str... Contingent Access: Free time Preferred activity Oth Positive phone calls or notes Describe: Tangibles to home Sea Certificate sent home __ Tokens Points Tokens and Points: Exempt assignment Extra test points Privileges: Other ideas: Selection of reinforcer based on: desired activities reinforcer for using replacement behavior reinforcer for general increase in positive behaviors Frequency resource/gen ed teachers weekly 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 should 12 handle the problem behavior if it occurs again, 3. Positive discussion with student after behavior ends, 4. Any necessary further classroom or school consequences)

Noam will ask for support if he is working on a task too difficult. He will be cued and redirected if he gets distracted. Personnel? Resource teacher

INDIVIDUALIZED EDUCATION PROGRAM

Behavior Intervention Plan

Los Angeles Unified School District (Behavior Interven							
Student	ANCONINA NOAM			Date of Birth	Date of Birth 07-DEC-2006 Meeting Date 07-MAR-2024		
	Last	First	MI			•	
OUTCO	MES		PART IV	BEHAVIORAL GOALS			
13	Behavioral Go	al: Goal #: 5					
	Noam will ask f	or a break when is i	s overwhelmed or under sti	mulated with 85% accura	acy in 4 out of 5 trials.		
		vioral goal is to:	Increase use of replace	ment behavior and may		4 11 11 :	
			behavior U Develop nev	w general skills that rem	ove student's need to u	se the problem behavior	
	and Analysis Con curriculum accom		fications also necessary? V	Where described?			
	ıl pages						
O 3	Yes O No						
Are	environmental sup	ports/changes nece	essary?				
_	Yes O No						
Is re	inforcement of rep	lacement behavior	alone enough? (no new tea	aching is necessary)?			
O 7	Yes No						
Are	both teaching of n	ew replacement bel	havior AND reinforcement	needed?			
_	Yes O No	1					
_		ated with other age	ency's service plans? Agend	2V?			
Ims	BIP to be coordin	ated with other age	ancy's service plans? Agend	zy:			
0	Yes O No						
Perso	on responsible for	contact between ag	gencies.				
COMMUNICATION P		PART V		COMMUN	ICATION PROVISIONS		
14		content of commun			COMMON	ICATION I ROVISIONS	
	Phone cal	1_	✓ Email		Written not		
	Daily rep		Daily cha		Behavioral		
	Weekly re		Daily cha	rting	□ Benaviorai	logs	
	_	eports					
	Other						
	Between?		Frequency?				
		nd teacher	Frequency? Weekly				

INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District (ITP, pg. 2 of 3) 07-MAR-2024 Student | ANCONINA Date of Birth 07-DEC-2006 Meeting First MI Date Last INDIVIDUAL TRANSITION PLAN (ITP) Section 2: Employment Assessment Name and Results: Indicate interests/abilities and Assessment (at least one assessment must be completed in this Date area(s) of need (if applicable) area). 06-MAR-2024 Job Survival Success Scale: 30/48 Dependability; 36/48 Ethical Transition Surveys, Checklists, or Informal Questionnaires Behavior; 38/48 Human Relations; 37/48 Getting Ahead; 33/48 If other? Responsibility. Noem is proactive and does what is necessary to succeed. Noam is interested in sales, business, and entrepreneurship. If other? If other? **Employment Postsecondary Goal** Upon completion of high school, the student will: be competitively employed **Employment Activity to Support Goal Timeline** Person/Agency Responsible identify training requirements needed for various occupations of interest 05-MAR-2025 Student V Parent/Guardian/Family V Other School Staff V V If other? V Section 3: Independent Living (as needed) Assessment Name and Results: Indicate interests/abilities and area(s) of need (if applicable) Assessment (at least one assessment must be completed in this Date area). V If other? V If other? If other? **Independent Living Postsecondary Goal** Upon completion of high school, the student will: **Independent Living Activity to Support Goal** Timeline Person/Agency Responsible V V If other? V V

INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District (ITP, pg. 3 of 3) 07-MAR-2024 Student ANCONINA Date of Birth 07-DEC-2006 Meeting First ΜI Date Last INDIVIDUAL TRANSITION PLAN (IEP) Course of study: A multi-year description of student's coursework from current year to anticipated exit year, in order to enable the student to meet their postsecondary goal. A course of study (or IGP) was reviewed with parent and student in relation to: 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 or student over age 18 as required: Yes Student is working towards: Certificate of Completion Diploma Additional courses/activities discussed that may support post secondary goals (e.g. SLC participation, electives or instruction related to postsecondary goals, community experiences, participation in other school clubs or organizations, etc.) NOTE: these are suggestions and contingent to availability: Noam will continue to work to meet his A-G requirements. He will enroll in available electives of interest. **Future Agency Involvement:** Are there agencies currently or prospectively providing or paying for transition services? Yes o No Do you give permission to the District to invite these agencies to the next IEP in which transition services will be reviewed? O Yes Agency Name: V Agency Name: Agency Name: 1. Does the student's IEP include appropriate measurable postsecondary goals that cover Yes education/training, employment and, as needed, independent living? info Yes 2. Are the postsecondary goals updated annually? info 3. Is there evidence that the measurable postsecondary goals were based on age appropriate transition 3. **Y**es assessment? info Yes 4. Are there transition services that will reasonably enable the student to meet their postsecondary goals? Yes 5. Do the transition services include a course of study that is a multi-year description of coursework from **6. Y**es the student's current year to anticipated exit year and that is designed to help the student achieve the identified postsecondary goals? info 7. **Y**es 6. Is (are) there annual IEP goal(s) related to the student's transition services needs? info 8. Yes N/A 7. Is there evidence that the student was invited to the IEP team meeting where transition services were discussed? info 8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student who has reached the age of majority? info