

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Identification Number

102907M044

SSID

2556932872

Eligible (SLD)

Student

ANCONINA

NADAV

MI

Date of Birth:

29-OCT-2007

Last

First

Section A: Meeting Information

Pertinent Dates

Type of Meeting

Date of Initial IEP Team Meeting

11-JAN-2018

Date of Present Meeting

17-MAY-2024

Annual Review to be conducted by

07-MAR-2025

Next Three Year Review will be conducted by

16-NOV-2026

Three Year Review or Evaluation was conducted on

17-NOV-2023

Transition to Kindergarten to be conducted by

Initial

Amendment of IEP dated

07-MAR-2024

Annual Review

Early Start Transition

Three Year Review

Expulsion Analysis

Other

Individual Transition Plan

Location of Meeting

VIRTUAL ACADEMY-LEADERS

District Name

Los Angeles Unified School Distri

Section B: Student Information

Date of Birth

29-OCT-2007

Age

16

Grade

10

Gender

Male Female

Ethnic Code

White

Location of the Psych Folder

SUPPORT UNIT NORT

Student has no Psych Folder

Location of the Cum Folder

VIRTUAL ACADEMY-

Student has no Cum Folder

Home Language

Hebrew

Student Language

Hebrew

Alternate Mode of Communication

Home Address of Student

11818 RIVERSIDE DR APT 113

City

VALLEY VILLAGI CA

ZIP Code

91607

Home Telephone

(818) 378-9410

Daytime Telephone

Emergency Telephone

School of Attendance

Virtual Academy-Leader

Location Code

7922

School of Residence

No Hollywd Sh

Location Code

8786

Name of Parent/Guardian

Telephone

Address

City

ZIP Code

Surogate Parent

Telephone

Attends **CURRENT SCHOOL** as a result of one of the following

Open Enrollment Program

VA LPS

Is the student living in a Family Foster Home (FFH)?

No Yes

FFH#

Is FFH Provider related to student?

No Yes

Relationship

Licensed Children's Institution

No Yes

LCI Name

LCI#

Out of the home placement made by

Regional Center

Department of Mental Health

Department of Children's Services

Superior Court

Other

Child's family living within LAUSD's boundaries?

No Yes

If the student is 18 years old or older or is an emancipated minor, does he/she have educational decision-making rights?

No Yes

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Last ANCONINA

First NADAV

Date of Birth 29-OCT-2007

Last

First

MI

Section C: Language Acquisition

Language Classification:

Initially Identified Fluent English Proficient

Start Date:

06-SEP-2012

Withdrawal by Parent Request:

Yes No

Reclassification Date:

ELPAC Performance Level and Performance Descriptor:

Test Date:

Alternate ELPAC Performance Level and Performance Descriptor:

Test Date:

Section D: Goal Achievement from Current IEP

		Achieved		
Goal for: (example - Reading)		Yes	No	If No, explain the reason the goal/objective was not achieved
1	Mathematics	<input type="radio"/>	<input checked="" type="radio"/>	Attendance
Category	Math			
	Objective 1 met	<input type="radio"/>	<input checked="" type="radio"/>	Attendance
	Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	Attendance
2	Vocational Education	<input type="radio"/>	<input type="radio"/>	Attendance
Category	Vocational Education			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	Attendance
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	Attendance
3	Reading	<input type="radio"/>	<input checked="" type="radio"/>	Attendance
Category	Reading			
	Objective 1 met	<input type="radio"/>	<input checked="" type="radio"/>	Attendance
	Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	Attendance
4	Behavioral Support	<input type="radio"/>	<input checked="" type="radio"/>	Attendance
Category	Behavior Intervention			
	Objective 1 met	<input type="radio"/>	<input checked="" type="radio"/>	Attendance
	Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	Attendance
5	Writing	<input type="radio"/>	<input checked="" type="radio"/>	Attendance
Category	Writing			
	Objective 1 met	<input type="radio"/>	<input checked="" type="radio"/>	Attendance
	Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	Attendance
6		<input type="radio"/>	<input type="radio"/>	
Category				
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	
7		<input type="radio"/>	<input type="radio"/>	
Category				
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	
8		<input type="radio"/>	<input type="radio"/>	
Category				
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	
9		<input type="radio"/>	<input type="radio"/>	
Category				
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	
10		<input type="radio"/>	<input type="radio"/>	
Category				
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	

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Section E: Present Level of Performance

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):

STRENGTHS: Nadav is a 10th-grade student in English 10-B. When present and engaged in the class, Nadav has been approaching how to define the meaning of words and phrases as they are used in the text, including figurative and connotative meanings, and then analyzing the cumulative impact of specific word choices on meaning and tone when given examples by the teacher. Nadav has been approaching the analysis of how complex characters (e.g., those with multiple or conflicting motivations) develop throughout a text, interact with other characters, and advance the plot or develop the theme when given support and guidance from staff. Nadav has been approaching text analysis of the novel *The Great Gatsby*, and he has been able to determine a theme or central idea of a text and analyze its development throughout the text when prompted and engaged in the lesson.

CHALLENGES: Nadav's absenteeism is greatly impacting his academic progress in reading. Nadav was not able to meet his previous goal and is currently earning 35% in his English class. Nadav will need to continue working on his previous reading goal of citing strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

IMPACT of DISABILITY: Nadav's specific learning disability manifested by visual processing deficits, attention challenges and oppositional defiance, affect his mastery of grade-level reading and text analysis standards, which impacts his access, progress, and involvement in the general education setting without accommodations and support.

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):

STRENGTHS: When present and engaged in class, Nadav can show some evidence of using literary and informational texts to support his analysis, reflection, and research when given graphic organizers and teacher modeling, support, and guidance. When attending class Nadav can approach writing routinely for shorter and longer time frames for a range of tasks, purposes, and audiences when provided graphic organizers, sentence frames, and teacher support. Recently Nadav's class worked on writing a 5-paragraph compare and contrast essay using a teacher-made graphic organizer with with guidance from staff.

CHALLENGES: Nadav's absenteeism is greatly impacting his academic progress in writing. Nadav did not meet his previous goal and he was not able to complete the 5-paragraph essay which impacted his overall grade in English 10-A. Nadav needs to continue to work on his previous goal of developing and strengthening his multi-paragraph writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

IMPACT of DISABILITY: Nadav's specific learning disability manifested by visual processing deficits, attention challenges, and oppositional defiance, affects his mastery of grade-level writing production and distribution standards, which impacts his access, progress, and involvement in the general education setting without accommodations and support.

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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):

STRENGTHS: Nadav is currently enrolled in Geometry - B. Nadav was able to pass Algebra I in June of 2023 during summer school which allowed him to meet his previous math goal of: When provided with the formula for solving quadratic equations, Nadav will graph quadratic functions and explain why a function's roots are the x-intercepts with 80% accuracy in 4 of 5 trials as measured by student work samples. When present in class, Nadav has been working on identifying points, lines, line segments, and rays including their angle relationships (supplementary, complementary, linear pairs, vertical angles) with teacher guidance. Nadav has been able to approach the use of algebra to solve geometric problems involving angle measures (supplementary, complementary, linear pairs, vertical angles). Most recently, Nadav has been approaching geometric transformations, specifically translations of points and various geometric shapes on a coordinate plane.

CHALLENGES: Nadav's absenteeism is greatly impacting his academic progress in Geometry - B. Nadav did not pass the first semester of Geometry - A. He is currently earning a 0%. Nadav needs a new math goal that focuses on the standards for geometry and includes support with using coordinates to prove simple geometric theorems algebraically and with full independence.

IMPACT of DISABILITY: Nadav's specific learning disability manifested by visual processing deficits, attention challenges and oppositional defiance, affect his mastery of grade-level math application standards, which impacts his access, progress, and involvement in the general education setting without accommodations and support.

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 (include student strengths, student needs and impact of disability on student performance):

STRENGTHS: Records show that Nadav has earned 35/210 credits toward graduation. Nadav is maintaining a 48% attendance average for full-day absences. Teachers report that when Nadav is present and engaged in class he is highly capable of accessing and progressing with the standards, especially in math. Teachers report that Nadav can be respectful to peers and school staff and he can navigate the campus independently. Teachers report that Nadav is very social and he seems to be well-liked by his peers and makes and keeps friends easily.

CHALLENGES: Nadav was not able to meet his previous goal of utilizing an alarm clock and school calendar, Nadav will attend all his classes, and arrive with the necessary materials to complete his work with 80% accuracy in 5 out of 6 trials. Teachers report that Nadav avoids classes and is indifferent to support. Nadav will need more help and support with accepting his learning challenges and receiving help when it's provided for support, feedback, or improvement. Nadav will need support in utilizing the accommodations he has for success.

IMPACT of DISABILITY: Nadav's specific learning disability manifested by visual processing deficits, attention challenges and oppositional defiance, affects his ability to accept and receive help and support, which impacts his access, progress, and involvement in the general education setting without accommodations and support.

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Section E: Present Level of Performance

Performance Area: Behavior Intervention

Category: Behavior Intervention

Assessment/Monitoring Process Used: Records review, attendance records, teacher/parent input, observations

State/District Assessment Results:

Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):

STRENGTHS: Teachers report that Nadav can independently navigate the campus and is familiar with his teachers and classroom guidelines and expectations. When engaged and present in class, Nadav can follow 2-3 step directions with minimal guidance or prompting. Nadav has shown some evidence of engaging in positive interactions with peers and teachers, especially in class discussions. Teachers report that Nadav is highly capable and can be inquisitive about academic content when engaged, present, and on task.

CHALLENGES: Nadav's absenteeism is greatly impacting his academic progress. Since August 14th of 2023, Nadav has missed 58 full days of school and has been absent 155 individual class periods. Nadav's attendance average of 48% is far below the District's goal for students which is 96% attendance. Consequently, Nadav is failing 5 out of 6 academic classes and he is credit deficient from 9th grade. Nadav is going to need more time and support with attending 6 classes a day, 5 days a week.

IMPACT of DISABILITY: Nadav's specific learning disability manifested by visual processing deficits, attention challenges and oppositional defiance, affects his ability to realize the consequences of his absenteeism, which impacts his access, progress, and involvement in the general education setting without accommodations and support.

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):

Empty text box for current performance/assessment summary.

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Section E: Present Level of Performance

Performance Area: Health

Category: Health

Assessment/Monitoring Process Used: parent, review of school health records

State/District Assessment Results: n/a

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, injury, 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: Nadav'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):

Empty text box for current performance/assessment summary.

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Section F: Eligibility

If applicable, areas discussed related to disability or suspected disability:

[Empty text box for disability discussion]

For Initial IEP, interventions attempted prior to determining eligibility:

[Empty text box for interventions]

Eligible as a student with the disability of:

Code: SLD Specific Learning Disability
[Not Applicable, Blind or Partially Sighted]

Additional Low Incidence Eligibility (only for VI, DBL, DEA, HOH, or severe OI):

Code: [Not Applicable, Blind or Partially Sighted]

Does not meet eligibility criteria for Special Education Services (Initial IEP).

or

No Longer Eligible for Special Education Services (Review IEP).

No Longer Eligible (Effective Date):

This is a Final IEP, the student remains eligible for Special Education Services until the Effective Date below.

Final IEP Reason: Final IEP Effective Date:

The IEP Team has considered and agrees that the educational needs of the student are not primarily due to:

- Checkmarks for Social Maladjustment, Lack of instruction in math, Temporary Physical Disability, Limited English Proficiency, Lack of instruction in reading, Environmental, Cultural or Economic Factors

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
 Last First MI

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

Nadav will independently attend all academic classes 5 days a week using negotiation and structured choice techniques to ask for a break only after completing a pre-determined academic task.

Progress 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 provided at either Progress Report or Report Card periods.

Methods of Evaluation

- State Assessments
- Observation
- Other
- Norm Referenced
- Portfolio
-
- Criterion Referenced
- Work Samples
- Curriculum Based
- Informal

Incremental objective #1 related to the goal:

With teacher prompting and guidance, Nadav will attend 3 academic classes 5 days a week using negotiation and structured choice techniques to ask for a break only after completing a pre-determined academic task.

Incremental objective #2 related to the goal:

With minimal teacher prompting and guidance, Nadav will attend 4 academic classes 5 days a week using negotiation and structured choice techniques to ask for a break only after completing a pre-determined academic task.

Date to be achieved: MO/YR

Date to be achieved: MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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		
1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary Only)	Goal Achievement	
Date: <input type="text"/>	Date: <input type="text"/>	Date: <input type="text"/>	Date: <input type="text"/>		
Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No	
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No	
If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please explain: <input type="text"/>	

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
 Last First MI

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

Nadav will independently cite strong and thorough textual evidence to support his analysis of what the text says explicitly as well as inferences drawn from the text in 4 opportunities with an average score of 80% or higher, as measured by informal assessments, work samples, and teacher observations.

Progress 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 provided at either Progress Report or Report Card periods.

Methods of Evaluation

- State Assessments
- Observation
- Other
- Norm Referenced
- Portfolio
-
- Criterion Referenced
- Work Samples
- Curriculum Based
- Informal

Incremental objective #1 related to the goal:

With support and guidance, Nadav will cite strong and thorough textual evidence to support his analysis of what the text says explicitly as well as inferences drawn from the text in 2 opportunities with an average score of 70% or higher, as measured by informal assessments, work samples, and teacher observations.

Incremental objective #2 related to the goal:

With minimal support and guidance, Nadav will cite strong and thorough textual evidence to support his analysis of what the text says explicitly as well as inferences drawn from the text in 3 opportunities with an average score of 75% or higher, as measured by informal assessments, work samples, and teacher observations.

Date to be achieved: MO/YR

Date to be achieved: MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

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

1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary Only)	Goal Achievement
Date: <input type="text"/>	Date: <input type="text"/>	Date: <input type="text"/>	Date: <input type="text"/>	
Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No If "No" please explain: <input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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Date of Birth 29-OCT-2007

Meeting Date 17-MAY-2024

Section G: Annual Goals and Objectives

Performance Area: Writing Category: Writing Annual Goal #: 2

Nadav will independently use a teacher-made graphic organizer to develop and strengthen his multi-paragraph writing as needed by planning, revising, editing, rewriting, 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 average score of 80% or higher or an average of 3.2/4 or 4/5 on a teacher-made rubric.

Progress 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 provided at either Progress Report or Report Card periods.

Methods of Evaluation

- State Assessments, Observation, Other, Norm Referenced, Portfolio, Criterion Referenced, Work Samples, Curriculum Based, Informal

Incremental objective #1 related to the goal:

With teacher-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 addressing 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 on a teacher-made rubric.

Incremental objective #2 related to the goal:

With minimal teacher-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 addressing what is most significant for a specific purpose and audience in at least 2 opportunities with an average score of 75% or higher or an average of 3/4 or 3.8/5 on a teacher-made rubric.

Date to be achieved: July 2024 MO/YR

Date to be achieved: November 2024 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

Table with 5 columns: 4 GOAL MET OR EXCEEDED, 3 SUBSTANTIAL PROGRESS (50-99% of goal met), 2 PARTIAL PROGRESS (1-49% of goal met), 1 NO PROGRESS, and Goal Achievement. Rows include reporting periods, progress marks, and achievement status.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

Nadav will independently use coordinates to prove simple geometric theorems algebraically with full independence in 5 opportunities with an average score of 80% or higher as measured by informal observations, assessments, and work samples.

Progress 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 provided at either Progress Report or Report Card periods.

Methods of Evaluation

- State Assessments
- Observation
- Other
- Norm Referenced
- Portfolio
-
- Criterion Referenced
- Work Samples
- Curriculum Based
- Informal

Incremental objective #1 related to the goal:

With 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 70% or higher as measured by informal observations, assessments, and work samples.

Incremental objective #2 related to the goal:

With minimal teacher support and guidance, Nadav will use coordinates to prove simple geometric theorems algebraically with full independence in 4 opportunities with an average score of 75% or higher as measured by informal observations, assessments, and work samples.

Date to be achieved: MO/YR

Date to be achieved: MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

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			
1st Reporting Period		2nd Reporting Period		3rd Reporting Period		4th Reporting Period (Secondary Only)		Goal Achievement							
Date: <input type="text"/>		Date: <input type="text"/>		Date: <input type="text"/>		Date: <input type="text"/>									
Progress Mark: <input type="text"/>		Progress Mark: <input type="text"/>		Progress Mark: <input type="text"/>		Progress Mark: <input type="text"/>		Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No							
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No		Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No		Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No		Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No		Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No							
If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other		If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other		If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other		If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other		If "No" please explain: <input type="text"/>							

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Date of Birth 29-OCT-2007

Meeting Date 17-MAY-2024

Section G: Annual Goals and Objectives

Performance Area: Vocational Education Category: Vocational Education Annual Goal #: 4

Nadav will independently utilize all necessary accommodations for success (i.e accept help politely, decline support respectfully, ask for extended time on work/tests, ask for repetition or clarification, ask for newly submitted work to be graded, etc.) in five academic classes as measured by informal teacher observations, and progress report work habit marks.

Progress 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 provided at either Progress Report or Report Card periods.

Methods of Evaluation

- State Assessments, Observation, Other, Norm Referenced, Portfolio, Criterion Referenced, Work Samples, Curriculum Based, Informal

Incremental objective #1 related to the goal:

With teacher prompting and guidance, Nadav will utilize all necessary accommodations for success (i.e accept help politely, decline support respectfully, ask for extended time on work/tests, ask for repetition or clarification, ask for newly submitted work to be graded etc.) in three academic classes as measured by informal teacher observations, and progress report work habit marks.

Incremental objective #2 related to the goal:

With minimal teacher prompting and guidance, Nadav will utilize all necessary accommodations for success (i.e accept help politely, decline support respectfully, ask for extended time on work/tests, ask for repetition or clarification, ask for newly submitted work to be graded etc.) in four academic classes as measured by informal teacher observations, and progress report work habit marks.

Date to be achieved: July 2024 MO/YR

Date to be achieved: November 2024 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

Table with 5 columns: 4 GOAL MET OR EXCEEDED, 3 SUBSTANTIAL PROGRESS (50-99% of goal met), 2 PARTIAL PROGRESS (1-49% of goal met), 1 NO PROGRESS, Goal Achievement. Rows include reporting periods, progress marks, and achievement status.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student ANCONINA

Last

NADAV

First

MI

Date of Birth 29-OCT-2007

Meeting Date 17-MAY-2024

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 District.

No assessment tests found.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student ANCONINA NADAV MI

Date of Birth 29-OCT-2007

Meeting Date 17-MAY-2024

Section N: Procedural Safeguards and Follow-up Actions

- A Parent's Guide to Special Education Services including Procedural Rights & Safeguards was provided to the parent in his/her primary language.
The IEP Team Meeting Introductory Statements were read aloud at the beginning of the IEP Team meeting.
The parent/guardian was informed of his/her right to a written translation of the IEP.

Is the parent/guardian requesting computer generated translation?* Yes No

Select Preferred Language:

*Computer generated translation provides access to an immediate written translation of the IEP but translated content has not been fully vetted by a District translator. Any computer generated translation IEP documentation should not be considered an official IEP document.

Is the parent/guardian requesting official translation? Yes No Select Preferred Language: Hebrew

Specify the Individual Pages to be translated:

Special Requests:

For students who are 17 years old, the student and parent(s)/guardian(s) have been informed that the educational decision-making rights will transfer to the student at 18 years of age, unless the court has determined otherwise.

Pandemic Learning Loss Consideration of Compensatory and/or Recoupment Services

Compensatory Education 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 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.
Compensatory education consideration was documented on IEP dated

17-FEB-2023 (Inactive) Review - Annual

Recoupment Services Consideration:

- 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.
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).
Recoupment services consideration was documented on IEP dated

17-FEB-2023 (Inactive) Review - Annual

- Preschool Only Consideration (Transition IEP)
30-Day IEP Consideration (Out-of-District)
Student attends private school within district boundaries and resides outside of district boundaries (Eligibility Determination Only)

THIS SPACE DELIBERATELY LEFT BLANK.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student ANCONINA NADAV MI

Date of Birth 29-OCT-2007

Meeting Date 17-MAY-2024

Section Q: Parent Participation and Consent

Parent Participation

- Parent/Student (18-21) has participated in the IEP meeting.
Parent/Student (18-21) indicated before the meeting that they would not be able to attend.
Parent/Student (18-21) was notified 3 times of the meeting time and place.
Parent/Student (18-21) did not respond to any of the meeting notifications and the meeting was held without the Parent/Student (18-21) present.
Parent/Student (18-21) did not attend and gave permission to proceed without them if they did not attend.

Parent Notification

Table with 3 columns: Method, Whom, When. Rows include Email notifications to S. Kotleba on 06-MAY-2024, 10-MAY-2024, and 16-MAY-2024.

I (PARENT) acknowledge that the IEP meeting was rescheduled to this date at my request. (Parent initials here ONLY if the PARENT requested that the IEP meeting be rescheduled.)

Parent/Student (18-21) Agreement to Components of the Proposed IEP

A Parent/Student (18-21) may agree to all or some of the components of a proposed IEP. The District will implement those portions of the IEP to which the parent/student (18-21) agrees so as to not delay providing instruction and services.

- Parent/Student (18-21) AGREES to all components of the IEP.
Parent/Student (18-21) AGREES to all components 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 any form of dispute resolution as to components of the proposed IEP to which the parent does not agree. If a parent/student (18-21) does wish to initiate a form of dispute resolution as to the components of the proposed IEP, the parent can find information on dispute resolution processes in the District's publication, A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards).

Parent Concerns and Comments

Large empty box for parent concerns and comments.

Signature(s) [] [] Date []

- Parent Guardian Student age 18-21 years age 18-21 Surrogate Parent Emancipated Minor Foster Parent

Did the school district facilitate parent involvement as a means of improving services and results for your child? Yes No No Response

I certify that I have received a copy of the Parent Input Survey regarding the IEP process. I understand that my completion of the form is voluntary and can be done at anytime after the IEP meeting

Signature(s) [] [] Date 17-MAY-2024



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.



INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Reconvened Meeting Date

Student
 Last First MI

Date of Birth

Meeting Date

Section R: Names and Signatures (Signatures on File)

Team Member	Print Name	Signature
Parent/Guardian	<input type="text" value="Ester Anconina"/>	<input type="text"/>
Parent/Guardian	<input type="text"/>	<input type="text"/>
Student Age 18 - 21 years	<input type="text"/>	<input type="text"/>
Student Under Age 18 years	<input type="text" value="Nadav Anconina"/>	<input type="text"/>
Surrogate Parent	<input type="text"/>	<input type="text"/>
Foster Parent	<input type="text"/>	<input type="text"/>
Family Foster Home Provider	<input type="text"/>	<input type="text"/>
Administrator	<input type="text"/>	<input type="text"/>
Administrative Designee	<input type="text" value="Irma Griffiths"/>	<input type="text"/>
Special Education Teacher	<input type="text" value="Natalie Trejo"/>	<input type="text"/>
General Education Teacher	<input type="text"/>	<input type="text"/>
School Psychologist	<input type="text"/>	<input type="text"/>
School Nurse	<input type="text" value="Ricardo Velasco"/>	<input type="text"/>
Related Service Staff <input type="text"/>	<input type="text"/>	<input type="text"/>
Related Service Staff <input type="text"/>	<input type="text"/>	<input type="text"/>
Related Service Staff <input type="text"/>	<input type="text"/>	<input type="text"/>
Interpreter	<input type="text"/>	<input type="text"/>
Sign Language Interpreter	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Reconvened Meeting Date

Student
 Last First MI

Date of Birth

Meeting Date

Section R: Names and Signatures (Signatures on File)

Team Member	Print Name	Signature
Parent/Guardian	<input type="text" value="E. Anaconina"/>	<input type="text"/>
Parent/Guardian	<input type="text"/>	<input type="text"/>
Student Age 18 - 21 years	<input type="text"/>	<input type="text"/>
Student Under Age 18 years	<input type="text" value="N. Anaconina"/>	<input type="text"/>
Surrogate Parent	<input type="text"/>	<input type="text"/>
Foster Parent	<input type="text"/>	<input type="text"/>
Family Foster Home Provider	<input type="text"/>	<input type="text"/>
Administrator	<input type="text"/>	<input type="text"/>
Administrative Designee	<input type="text" value="S. Kotleba"/>	<input type="text" value="S. Kotleba"/>
Special Education Teacher	<input type="text" value="H. Kouzian"/>	<input type="text" value="H. Kouzian"/>
General Education Teacher	<input type="text" value="E. Morrett"/>	<input type="text" value="E. Morrett"/>
School Psychologist	<input type="text"/>	<input type="text"/>
School Nurse	<input type="text"/>	<input type="text"/>
Related Service Staff <input type="text"/>	<input type="text"/>	<input type="text"/>
Related Service Staff <input type="text"/>	<input type="text"/>	<input type="text"/>
Related Service Staff <input type="text"/>	<input type="text"/>	<input type="text"/>
Interpreter	<input type="text"/>	<input type="text"/>
Sign Language Interpreter	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student ANCONINA NADAV MI

Date of Birth 29-OCT-2007

Meeting Date 17-MAY-2024

LEAST RESTRICTIVE ENVIRONMENT ANALYSIS

To Be Completed By the IEP Team at the IEP Team Meeting

Student's Current Placement Type:

Form with radio buttons for placement types: General Education Class, Special Day Program, Home/Hospital, etc.

DIRECTIONS: Complete the information below as part of the IEP team discussion regarding placement from the beginning at Step A until the team reaches the Step that indicates YES. After reaching the Step that indicates YES, it is also required to complete Step F.

The Individuals with Disabilities Education Act (IDEA) requires that students with disabilities be educated in the least restrictive environment. Placement in a more restrictive setting should only occur if the nature or severity of the student's disability is such that placement in a less restrictive setting with the use of supplementary aids and services cannot be achieved satisfactorily.

Step A. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a general education classroom/setting? Includes Yes/No options and explanatory text.

Step B. Can the supports, services, accommodations and/or modifications in the student's IEP be made available on a general education site in a special day program? Includes Yes/No options and explanatory text.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student ANCONINA

NADAV

Date of Birth 29-OCT-2007

Meeting

17-MAY-2024

Last

First

MI

Date

ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)

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?	
	<input type="radio"/> Yes <input type="radio"/> No	If the answer is YES, then a special school setting is the appropriate placement. If the answer is NO, go to the question below.
	<input type="radio"/> Yes <input type="radio"/> 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 be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step D.
<div style="border: 1px solid black; height: 80px;"></div>		

Step D.	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting?	
	<input type="radio"/> Yes <input type="radio"/> 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.
	<input type="radio"/> Yes <input type="radio"/> No	If not currently available, can the required supports, services, accommodations and/or modifications be made available 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.
<div style="border: 1px solid black; height: 80px;"></div>		

Step E.	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a residential care facility?	
	<input type="radio"/> Yes <input type="radio"/> No	If not currently available, articulate in the IEP what supports, accommodations and/or modifications are required for the student in this setting.
	<div style="border: 1px solid black; height: 80px;"></div>	

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Last ANCONINA

First NADAV

MI

Date of Birth 29-OCT-2007

Meeting Date 17-MAY-2024

Last

First

MI

Date

ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)

To Be Completed By the IEP Team at the IEP Team Meeting

Step F.	The student's needs as reflected in the contents of this IEP, and the placement being considered by the IEP team, outweigh any potential harmful effects at this time, including (check all that apply):	
	<input type="checkbox"/>	Diminished access to the full range of the curriculum
	<input type="checkbox"/>	Missed general education instruction taught by highly qualified staff
	<input checked="" type="checkbox"/>	Rate at which student may earn credits for graduation
	<input type="checkbox"/>	Lack of opportunity for social interaction
	<input type="checkbox"/>	Lack of opportunities for age-appropriate peer role models
	<input type="checkbox"/>	Amount of socialization opportunities with typical peers
	<input type="checkbox"/>	Limited access to peers in student's home community
	<input checked="" type="checkbox"/>	Lack of exposure to appropriate behavioral models from peers
	<input type="checkbox"/>	Other: <input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 1 - Eligibility, Placements and Supports

Student ANCONINA

NADAV

Date of Birth 29-OCT-2007

Meeting Date 17-MAY-2024

Last

First

MI

		Effective With this IEP	Future Changes Related to this IEP
		As of Date:	12-AUG-2024
Eligibility: (from Page 4)		Eligible (SLD)	
		<i>Final IEP Reason</i> <i>Final IEP Effective Date:</i>	
Curriculum		General Education	General Education
Placement	Type of School	District Resident School	Continuation School
	Name of School	VIRTUAL ACADEMY-LEADERSHIP & PUBLIC S	EARHART HS
Instructional Setting	Setting	General Education	General Education
	Program	GE	GE
	Special Day Minutes/Wk		
	Addresses Goals	5(Behavioral Support),4(Vocational Education),2(Writing),3(Mathematics),1(Reading)	5(Behavioral Support),4(Vocational Education),2(Writing),3(Mathematics),1(Reading)
Additional Factors	Low Incident Support	None	None
	Assistive Technology Support		
	Transportation	None	None
	Extended School Year/Intersession	<input type="radio"/> Yes <input checked="" type="radio"/> No	
	Parent Counseling and Training (PCT)	<input checked="" type="radio"/> Yes <input type="radio"/> 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.	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 conduct or not conduct a three-year comprehensive reassessment.)	Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary?	<input checked="" type="radio"/> Yes <input type="radio"/> No	
	If the Parent does not agree, specify the area(s) to be reassessed.		
Comments, as appropriate			

Low Incidence Equipment	
Assistive Technology Equipment	
Participation in General Education	Student will participate in General Education Classes for 100% of the instructional day.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student ANCONINA NADAV MI
 Last First MI

Date of Birth 29-OCT-2007

Meeting Date 17-MAY-2024

		Effective With This IEP	Future Changes Related To This IEP
Service 1	Start Date:	Effective on Signature Date	12-AUG-2024
RSP	End Date:	11-JUN-2024	
RSP	Service applies to:	Regular	Regular
	Frequency:	1-5	1-5
This service addresses the following goals:	Interval:	Weekly	Weekly
5(Behavioral Support)	Minutes/Interval:	60	60
4(Vocational Education)	Minutes/Interval (Pullout from Gen Ed):	0	0
3(Mathematics)	Service Delivery Model:	RSP: Collaborative Teaching and Planning*	RSP: Collaborative Teaching and Planning
	RSP Area:	Math	
	Responsible Personnel:	General Education Teacher	General Education Teacher
		Resource Specialist Teacher	Resource Specialist Teacher
* Service 2	Start Date:	Effective on Signature Date	12-AUG-2024
RSP	End Date:	10-JUN-2024	
RSP	Service applies to:	Regular	Regular
	Frequency:	1-5	1-5
This service addresses the following goals:	Interval:	Weekly	Weekly

5(Behavioral Support)	Minutes/Interval:	60	60
4(Vocational Education)	Minutes/Interval (Pullout from Gen Ed):	0	0
2(Writing)	Service Delivery Model:	RSP: Collaborative Teaching and Planning*	RSP: Collaborative Teaching and Planning
1(Reading)	RSP Area:	Literacy/ELA/ELD	
	Responsible Personnel:	General Education Teacher	General Education Teacher
		Resource Specialist Teacher	Resource Specialist Teacher
		District Assigned Qualified Provider	District Assigned Qualified Provider
*			

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	<input type="text" value="0"/>	

Part 4 - Compensatory Education/Recoupment Services Discussion

COMPENSATORY STATEMENT-The IEP team has reviewed and discussed whether compensatory education is required due to the Covid-19 pandemic. The IEP team has determined:

Student did receive all of their special education related services required by their IEP. Compensatory education services and minutes are not necessary.

RECOUPMENT STATEMENT-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 experiences of progress/goal achievement. No recoupment services are recommended.

Part 4 - Additional IEP Team Considerations & Parental Input

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.

AMENDMENT 5/17-IEP team met. Parent was not in attendance and authorized the team to proceed without her. Future FAPE was changed to reflect Amelia Earhart Continuation School. IEP was sent to parent via Adobe.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student
 Last First MI

Date of Birth Meeting Date

FAPE Summary Grid

Program:	GE		Setting:	General Education					
Eligibility:	Eligible (SLD)		Curriculum:	General Education					
Transportation:	None		Low Incident Support:	None					
Date District Received									
Parent Signature:									
Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)	No Consent
RSP	RSP	Effective on Signature Date	Regular	Weekly	1-5	RSP-Literacy/ELA/ELD	60	Behavioral Support, Vocational Education, Writing, Reading	--
RSP	RSP	Future Changes 12-Aug-2024	Regular	Weekly	1-5	RSP-Literacy/ELA/ELD	60	Behavioral Support, Vocational Education, Writing, Reading	--
RSP	RSP	Effective on Signature Date	Regular	Weekly	1-5	RSP-Math	60	Behavioral Support, Vocational Education, Mathematics	--
RSP	RSP	Future Changes 12-Aug-2024	Regular	Weekly	1-5	RSP-Math	60	Behavioral Support, Vocational Education, Mathematics	--

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 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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Transition Services	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Supplementary Aids and Services (provided in general education classes and other general ed environments)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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.

For IEP Team Information

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

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 Intervention Plan, pg. 1 of 3)

Student **ANCONINA NADAV** **MI** Date of Birth **29-OCT-2007** Meeting Date **17-MAY-2024**

The behavior impeding learning is: Describe what it looks like:
1 poor attendance ▼ truancy resulting in peer conflicts

2 It impedes learning because: lack of work production disrupts other students requires instruction to stop
instructional time is lost negative interaction with peers
other

3 The need for a Behavior Intervention Plan: early stage intervention moderate serious extreme

4 Frequency or intensity or duration of behavior: Frequency (x) Period Intensity Duration (min)
1 1 hourly ▼ medium ▼ 50
 Reported by GE teachers and/or observed by RSP Staff

PREVENTION PART I ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

5 What are the predictors for the behavior? (Situations in which the behavior is likely to occur: people, time, place, subject, etc.)
 Disruption in routines Work level higher than student's ability Verbal directives Lack of predictability
 Time of day Peer conflict Over stimulation
 Unstructured time Internal physical/emotional state Room conditions Specific room arrangement
 Events from previous environments Lack of freedom, choice, desirable activities, friends
 Under stimulation
 Other Describe:

Observation Analysis 6

What supports the student using the problem behavior? (What is missing in the environment/curriculum or what is in the environment/curriculum that needs changing?)
Present in the environment: Classroom seating arrangement Noise levels Interactions (adult and/or peers)
Missing in the environment: Peer status gained for misbehavior Inappropriate materials (age-appropriate) Conflict resolution skills
 Transition skills Schedule Effective communication with parent
 Re-teaching Task structuring Communications system
 Social skills instruction Consequences not clear to student
 Choices
 Other (Missing/Present):

REMOVE STUDENT'S NEED TO USE THE PROBLEM BEHAVIOR

Intervention 7

What environmental changes, structure and supports are needed to remove the student's need to use this behavior? (Changes in Time/Space/Materials/Interactions to remove the likelihood of behavior)

Time Changes: Give more time on tasks Allow completion in parts Teach a closure system
Space Changes: Signal transition Provide a break Give less time on tasks
Material Changes: Preferred seating Different work areas Study carrels
Interaction: Personal space Hands-on learning Tasks organized
 Accommodated work Notebook organizer Enlarged print size books
 High interest materials Cue the student Model
 Use specific supportive words Praise successes Peer Models
 Verbally praise student Use calm, de-escalating language
 Use specific support communications

Other
Who will establish? Who will monitor? Frequency
RSP Case Manager All GE Staff Daily

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 Intervention Plan, pg. 2 of 3)

Student Date of Birth Meeting Date

ALTERNATIVE PART II FUNCTIONAL FACTORS AND NEW BEHAVIORS TO TEACH AND SUPPORT

8 Team believes the behavior occurs because: (Function of behavior in terms of getting, protest or avoiding something)

To Get: Sensory input Attention (peer) Attention (staff)

To Avoid: Tangible (desired item) Tangible (desired activity) Attention (staff)

Sensory input Attention (peer) Task (too easy)

Task (too difficult) Task (too long)

Describe:

9 What team believes the student should do INSTEAD of the problem behavior? (How should the student escape/protest/avoid or get his/her need met in an acceptable way?)

If Nadav 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?

Better communication skills Anger management Communication system Self-management systems

Following schedules & routines Learning new social skills Learning how to negotiate Learning structured choice

Learning new scripts Learning notebook organization Learning to use conflict resolution Learning to request breaks

Other

Who will establish? Who will monitor? Frequency:

11 What are reinforcement procedures to use for establishing, maintaining, and generalizing the replacement behavior(s)?

Physical: High-fives Smiles Handshake

Verbal: Pat on the back Recognition of student's str... Peer recognition

Contingent Access: Use specific praises Free time Listen to music

Time on the computer Describe:

Preferred activity Other

Tangibles Positive phone calls or notes to home Certificate sent home Seating Location

Tokens and Points: Tokens Points

Privileges: Exempt assignment Extra test points

Other ideas:

Selection of reinforcer based on:

reinforcer for using replacement behavior reinforcer for general increase in positive behaviors

By whom? Frequency

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 should handle the problem behavior if it occurs again, 3. Positive discussion with student after behavior ends, 4. Any necessary further classroom or school consequences)

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 classroom without permission, notify the main office and campus aides, document all walking out incidents in Misis. 4. Contact Nadav's parent of the Personnel?

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 Intervention Plan, pg. 3 of 3)

Student ANCONINA NADAV MI
Last First MI

Date of Birth 29-OCT-2007

Meeting Date 17-MAY-2024

OUTCOMES

PART IV

BEHAVIORAL GOALS

13 Behavioral Goal: Goal #: 5

Nadav will independently attend all academic classes 5 days a week using negotiation and structured choice techniques to ask for a break only after completing a pre-determined academic task.

- The above behavioral goal is to: Increase use of replacement behavior and may also include:
 Reduce frequency of problem behavior Develop new general skills that remove student's need to use the problem behavior

Observation and Analysis Conclusion

Are curriculum accommodations or modifications also necessary? Where described?

FAPE 1

Yes No

Are environmental supports/changes necessary?

Yes No

Is reinforcement of replacement behavior alone enough? (no new teaching is necessary)?

Yes No

Are both teaching of new replacement behavior AND reinforcement needed?

Yes No

This BIP to be coordinated with other agency's service plans? Agency?

Yes No

Person responsible for contact between agencies.

COMMUNICATION

PART V

COMMUNICATION PROVISIONS

14 Manner and content of communication:

- Phone calls Email Written notes
 Daily reports Daily charting Behavioral logs
 Weekly reports
 Other

Between? School and Home Frequency? As needed

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

(ITP, pg. 1 of 3)

Student ANCONINA NADAV MI

Date of Birth 29-OCT-2007

Meeting Date 17-MAY-2024

INDIVIDUAL TRANSITION PLAN (ITP)

- Student was invited to IEP meeting: Yes
Student received mentoring: No
Student referred and placed in an outside agency: No
If yes, name of agency:
Student participated in Work Experience Education: No
Student received college awareness preparation: No
Student received career awareness: No

Achievement of Transition Activities from Current ITP (not if first ITP)

Table with 3 columns: Area, Completed, and If no, indicate reason. Rows include Education/Training Activity, Employment Activity, and Independent Living Skills Activity.

Section 1: Education/Training

Table with 3 columns: Assessment (at least one assessment must be completed in this area), Date, and Assessment Name and Results: Indicate interests/abilities and area(s) of need (if applicable).

Education/Training Postsecondary Goal

Upon completion of high school, the student will: Other - (textbox) Nadav refused to meet to discuss post-secondary education plans or options

Table with 3 columns: Education/Training Activity to Support Goal, Timeline, and Person/Agency Responsible. Includes dropdown menu for responsible parties.

Student ANCONINA

NADAV

Date of Birth 29-OCT-2007

Meeting

17-MAY-2024

Last

First

MI

Date

INDIVIDUAL TRANSITION PLAN (ITP)

Section 2: Employment

Assessment (at least one assessment must be completed in this area).	Date	Assessment Name and Results: Indicate interests/abilities and area(s) of need (if applicable)
Commercially-produced assessment If other?	01-MAR-2024	Nadav refused assessment and was absent

Employment Postsecondary Goal If other?
 Upon completion of high school, the student will:
 be self employed

Employment Activity to Support Goal	Timeline	Person/Agency Responsible
develop a career plan and identify career goals If other?	01-MAR-2025	Transition Teacher Special Education Teacher Counselor

Section 3: Independent Living (as needed)

Assessment (at least one assessment must be completed in this area).	Date	Assessment Name and Results: Indicate interests/abilities and area(s) of need (if applicable)

Independent Living Postsecondary Goal If other?
 Upon completion of high school, the student will:

Independent Living Activity to Support Goal	Timeline	Person/Agency Responsible

Student ANCONINA

NADAV

Date of Birth 29-OCT-2007

Meeting Date

17-MAY-2024

Last

First

MI

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:

Nadav is enrolled in a course of study that enables him to graduate with a diploma and attend a community college or four-year college. Courses taken would meet the district's A-G requirements for graduation as well as the electives chosen by Nadav. Support and intervention classes, credit recovery, tutoring/mentoring, and social clubs will also benefit Nadav.

Future Agency Involvement:

Are there agencies currently or prospectively providing or paying for transition services? Yes No

Do you give permission to the District to invite these agencies to the next IEP in which transition services will be reviewed? Yes No

Agency Name:

Agency Name:

Agency Name:

1. Does the student's IEP include appropriate measurable postsecondary goals that cover education/training, employment and, as needed, independent living? *info*

1. Yes

2. Are the postsecondary goals updated annually? *info*

2. Yes

3. Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessment? *info*

3. Yes

4. Are there transition services that will reasonably enable the student to meet their postsecondary goals? *info*

4. Yes

5. Do the transition services include a course of study that is a multi-year description of coursework from the student's current year to anticipated exit year and that is designed to help the student achieve the identified postsecondary goals? *info*

5. Yes

6. Yes

6. Is (are) there annual IEP goal(s) related to the student's transition services needs? *info*

7. Yes

7. Is there evidence that the student was invited to the IEP team meeting where transition services were discussed? *info*

8. Yes N/A

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*