Student Identificati	on	102907M044		SSID	2556932872			Elig	ible (SLD)	
Number Student ANCONI	NA NA	DAV					Date of Birth:	29	-OCT-2007	
Last		First	МІ						001200,	
	D 4			Section A: N	leeting Inforn	nation	T 6 1	<i></i>		
	Perti	ent Dates			ЧC		Type of M	leeting		
te of Initial IEP Team	Meeting	11-JAN-2018			◯ Initial			Amendn	nent of IEP dated	
te of Present Meeting		17-MAY-202	4					07-MAR-2	024	
nnual Review to be con	2	07-MAR-202			Annua	al Review		Early Sta	art Transition	
ext Three Year Review nducted by	will be	16-NOV-202	5		0	Year Review		Expulsio		
aree Year Review or E	valuation	17-NOV-202	3		Other			◯ Individu	al Transition Plan	
ransition to Kindergart onducted by	en to be						)			
ocation of Meeting	V	IRTUAL ACAI	DEMY-LEAI	DERS	District	Name	Los Angele	es Unified So	chool Distri	
			;	Section B: S	tudent Inform	ation				
ate of Birth	29-OCT-20	)	Age		16		Grade		10	
ender	O Male C	) Female	Ethnic C	Code	White					
ocation of the Psych older	SUPPORT	UNIT NORT	Student Folder	has no Psych						
ocation of the Cum older		ACADEMY-	Student Folder	has no Cum						
ome Language	Hebrew		Student	Language	Hebrew		Alternate Me Communica			
ome Address of udent	11818 RIV	ERSIDE DR AP	PT 113							
ty	VALLEY V	'ILLAGI CA	ZIP Cod	e	91607					
ome Telephone	(818) 378-9	410	Daytime	Telephone			Emergency	Telephone		
chool of Attendance	Virtual Aca	demy-Leadeı	Location	n Code	7922					
chool of Residence	No Hollyw	d Sh	Location	n Code	8786					
ame of arent/Guardian			Telepho	ne						
ddress										
ity		CA	ZIP Cod							
irogate Parent			Telepho							
ttends CURRENT SC the following	HOOL as a re	esult of one	Open Enr	ollment Progr	am	~				
A LPS										
the student living in a ome (FFH)?	Family Foster		o O Yes		FFH	¥				
FFH Provider related	to student?		o 🔿 Yes		Relat	tionship				
censed Children's Inst	itution	$\bigcirc$ No	$_{\rm o}$ $\bigcirc$ Yes			Name				
ut of the home placem	ent made by	0	egional Cente		LCI# Departm Other	nent of Mental	Health (	) Departmo	ent of Children's Ser	vices
hild's family living wit	hin LAUSD's		o O Yes		C Ould					

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

Los Angeles Unified School District Student ANCONINA NADAY Last Fir Performance Area: Category: Assessment/Monitoring Process Used:	rst MI Section				
Last Fir Performance Area: Category:	rst MI Section	Date of Birth	29-OCT-2007	Meeting Date	17-MAY-2024
Category:				8	
Category:	Dooding	n E: Present Level of Perform	ance		
	Reading	~			
Assessment/Monitoring Process Used:	Reading		1 , 1		
		ork samples and observations; Tea	• •		
State/District Assessment Results:		ll Standard Scale Score - 434 - Neo	•		
Current Performance/Assessment Summar STRENGTHS: Nadav is a 10th-grade stu meaning of words and phrases as they are specific word choices on meaning and to those with multiple or conflicting motiva given support and guidance from staff. N or central idea of a text and analyze its de CHALLENGES: Nadav's absenteeism is earning 35% in his English class. Nadav support analysis of what the text says exp	Ident in English 10-B. Whe e used in the text, including ne when given examples by tions) develop throughout (adav has been approaching evelopment throughout the s greatly impacting his acac will need to continue work	In present and engaged in the class, g figurative and connotative meanin y the teacher. Nadav has been appr a text, interact with other character g text analysis of the novel The Gre text when prompted and engaged i demic progress in reading. Nadav v ing on his previous reading goal of	Anadav has been approad ags, and then analyzing the oaching the analysis of h s, and advance the plot o at Gatsby, and he has been n the lesson.	ching how to define the cumulative impar- ow complex charact r develop the theme en able to determine previous goal and is	ct of ters (e.g., when e a theme currently
IMPACT of DISABILITY: Nadav's spec affect his mastery of grade-level reading without accommodations and support.					
Performance Area:	Writing				
Category:	Writing	►			
Assessment/Monitoring Process Used:	Informal assessments, w	ork samples and observations; Tead	cher reports; records		
State/District Assessment Results:					
Current Performance/Assessment Summar	ry (include student strength	s, student needs and impact of disa	bility on student perform	nance):	
STRENGTHS: When present and engage reflection, and research when given graph routinely for shorter and longer time fram support. Recently Nadav's class worked of from staff. CHALLENGES: Nadav's absenteeism is complete the 5-paragraph essay which im	hic organizers and teacher a nes for a range of tasks, pur on writing a 5-paragraph co s greatly impacting his acaac apacted his overall grade in	modeling, support, and guidance. V rposes, and audiences when provid mpare and contrast essay using a t lemic progress in writing. Nadav d English 10-A. Nadav needs to cor	When attending class Nac ed graphic organizers, se eacher-made graphic org id not meet his previous itinue to work on his pre	lav can approach we intence frames, and anizer with with gu goal and he was not vious goal of develo	iting teacher idance able to pping and
strengthening his multi-paragraph writing significant for a specific purpose and aud		vising, editing, rewriting, or trying	a new approach, focusin	ng on addressing wh	at is most
IMPACT of DISABILITY: Nadav's spec affects his mastery of grade-level writing education setting without accommodation	production and distributio				

Los Angeles Unified School District	I	INDIVIDUALI	IZED EDUC	ATION PROGR	AM (IEP)			Page -	+ 01 .
Student ANCONINA NADAV	/			Date of Birth	29-OCT-2007	Meeting	Date	17-MAY-2024	1
Last First		MI				) Wreeting	, Date	17 10111 2024	1
			: Present L	evel of Perform	ance				
Performance Area:	Mathematics								
Category:	Math		•	✓					
Assessment/Monitoring Process Used:	Informal asso	essments, work	samples and	observations; Tea	cher reports; record	ls			
State/District Assessment Results:	08/23/23 - iR	Ready Overall S	tandard Scale	Score - 417 - Ne	eds Improvement				
Current Performance/Assessment Summary	y (include stud	lent strengths, s	tudent needs a	and impact of disa	ability on student p	erformance):			
STRENGTHS: Nadav is currently enrolle meet his previous math goal of: When pro- function's roots are the x-intercepts with 8 working on identifying points, lines, line s angles) with teacher guidance. Nadav has complementary, linear pairs, vertical angle various geometric shapes on a coordinate CHALLENGES: Nadav's absenteeism is	ovided with the 30% accuracy is segments, and been able to a es). Most recen plane.	e formula for so in 4 of 5 trials a rays including pproach the use ntly, Nadav has	olving quadrat is measured b their angle rel e of algebra to been approac	ic equations, Nad y student work sa ationships (suppl- solve geometric hing geometric tr	av will graph quad mples. When prese ementary, complen problems involving ansformations, spe	ratic functions and ent in class, Nadav h nentary, linear pairs g angle measures (s cifically translation	explain nas bee , vertio upplen s of po	n why a en cal nentary, pints and	
He is currently earning a 0%. Nadav need simple geometric theorems algebraically a	ls a new math g and with full ir	goal that focuse ndependence.	es on the stand	ards for geometry	y and includes supp	port with using coor	dinate	s to prove	
IMPACT of DISABILITY: Nadav's speci affect his mastery of grade-level math app accommodations and support.									
Performance Area:	Vocational E	ducation							
Category:	Vocational I	Education	•	•					
Assessment/Monitoring Process Used:	Records revi	ew, attendance	records, teach	er/parent input, o	bservations				
State/District Assessment Results:									
Current Performance/Assessment Summary	v (include stud	lent strengths, s	tudent needs a	and impact of disa	ability on student p	erformance):			
STRENGTHS: Records show that Nadav absences. Teachers report that when Nada in math. Teachers report that Nadav can b very social and he seems to be well-liked	has earned 35 av is present an be respectful to	/210 credits tow nd engaged in cl peers and scho	vard graduatio lass he is high ool staff and h	on. Nadav is main ly capable of accorded actions of the second se	taining a 48% atter essing and progress	idance average for the standa	rds, es	pecially	
CHALLENGES: Nadav was not able to r with the necessary materials to complete l support. Nadav will need more help and s improvement. Nadav will need support in	his work with a support with ac	80% accuracy is cepting his lear	n 5 out of 6 tr ming challeng	ials. Teachers rep es and receiving	ort that Nadav avoi	ids classes and is in	differe	ent to	
IMPACT of DISABILITY: Nadav's speci affects his ability to accept and receive he accommodations and support.									

0		District		INDIVIDUA	LIZED EDUCAT	Ion Incom			
	ANCONINA	NADAV				Date of Birth	29-OCT-2007	Meeting Date	17-MAY-2024
	Last	Firs	t	MI				Ũ	
erformance	Area		Behavior	: Intervention	E: Present Lev	el of Perform	ance		
Category:				or Intervention	~	)			
•••	Aonitoring Process	Used:			ce records, teacher	parent input, of	bservations		
	Assessment Resul			,	,	1 1 /			
Current Perfo	ormance/Assessmen	nt Summary	(include	student strengths	, student needs and	d impact of disa	bility on student perf	formance):	
expectations evidence of	s. When engaged a	nd present i ve interactio	n class, Na ons with po	adav can follow 2 eers and teachers	2-3 step directions , especially in clas	with minimal g	uidance or prompting	ssroom guidelines and g. Nadav has shown son adav is highly capable	
has been abs Consequent	sent 155 individual	class perio 5 out of 6 a	ds. Nadav	's attendance ave	rage of 48% is far	below the Dist	rict's goal for student	nissed 58 full days of s s which is 96% attendar l more time and support	nce.
affects his al		consequen						es and oppositional defi e general education set	
Performance	Area:								
ategory:					~	)			
ssessment/N	Monitoring Process	Used:				·			
tate/District	Assessment Resul	ts:							

Los Angeles Unified School District		INDIVIDUALIZ	ZED EDUCATION PROGR	AM (IEP)		Page 6 of 2
Student ANCONINA NADA	v		Date of Birth	29-OCT-2007	Meeting Date	17-MAY-2024
	rst	MI	Date of Difti	27 001 2007	Meeting Date	17-101111 2024
		Section E:	Present Level of Perform	ance		
Performance Area:	Health					
Category:	Health		►			
Assessment/Monitoring Process Used:	parent, revi	ew of school heal	th records		]	
State/District Assessment Results:	n/a					
Current Performance/Assessment Summa	ry (include stu	ident strengths, stu	udent needs and impact of disa	bility on student perform	mance):	
Health Summary: Nursing Health Assess school health records and parent (Ester A injury, accident, surgery, or hospitalization	Anconina) as i	nformant on 16-ye	ear- and 4 months old male, 10	th grader. No history of	n 03/07/2024 with re Serious illness, allerg	view of gies,
Strengths: Good general health; last phy per parent. Student is independent with a				passed audio screening	in 2024 at physician	's clinic
Area of Need: Health is not an area of n	eed.					
Impact of Disability: Nadav's health doe	es not impact 1	their involvement	and progress in their education	nal program.		
Accommodations/Modification. None of	n health.					
Rick Velasco R. N., CSN						
03/07/2024						
03/07/2024						
Performance Area:						
Category:			~			
Assessment/Monitoring Process Used:						
State/District Assessment Results:						
Current Performance/Assessment Summa	rv (include stu	ident strengths, stu	udent needs and impact of disa	bility on student perform	mance):	

Los Angeles Unified School District Student NONNA DADY NON ADAY NON ADAY NON ADAY NON ADAY Non ADAY Non Aday Stress M Non Applicable, areas discussed related to disability or suspected disability: For Initial IEP, interventions attempted prior to determining eligibility: Eligible as a student with the disability of: Eligible as a student remains eligible (Flexive IIP). No Longer Eligible (Flexive IIP). No Longer Eligible (Flexive IIP). No Longer Eligible for Special Education Services (Review IEP). No Longer Eligible as a student remains eligible for Special Education Services until the Effective Date below. Enal IEP Reason: Enc Term has considered and agrees that the educational needs of the student are not primarily due to: Eligible as a distribution of the distribution of the student are not primarily due to: Eligible as a distribution of the distribution of the distribution of the student are not primarily due to: Eligible a	DIVIDUALIZED EDUCATION PROGRAM (IEP)	Page
applicable, areas discussed related to disability or suspected disability:         or Initial IEP, interventions attempted prior to determining eligibility:         ligible as a student with the disability of:         ode:       Specific Learning Disability         Igible as a student with the disability of:         ode:       Specific Learning Disability         Igible as a student with the disability of:         ode:       Specific Learning Disability         Igible as a student eligibility (only for VI, DBL, DEA, HOH, or severe OI):         ode:       Image: I	Date of Birth     29-OCT-2007     Meeting Date     17-MA       MI     Image: Control of the second sec	Y-2024
r Initial IEP, interventions attempted prior to determining eligibility: igible as a student with the disability of: det: SLD		
igible as a student with the disability of: de: SLD Specific Learning Disability ●Not Applicable, Blind or Partially Sighted dditional Low Incidence Eligibility (only for VI, DBL, DEA, HOH, or severe OI): ode: ●Not Applicable, Blind or Partially Sighted Does not meet eligibility criteria for Special Education Services (Initial IEP). No Longer Eligible for Special Education Services (Review IEP). No Longer Eligible (Effective Date) Date): This is a Final IEP, the student remains eligible for Special Education Services until the Effective Date below. nal IEP Reason: Final IEP Effective Date: te IEP Team has considered and agrees that the educational needs of the student are not primarily due to: Social Maladjustment I Temporary Physical Disability I Lack of instruction in reading		
igible as a student with the disability of: de: SLD Specific Learning Disability ●Not Applicable, Blind or Partially Sighted dditional Low Incidence Eligibility (only for VI, DBL, DEA, HOH, or severe OI): ode: ●Not Applicable, Blind or Partially Sighted Does not meet eligibility criteria for Special Education Services (Initial IEP). No Longer Eligible for Special Education Services (Review IEP). No Longer Eligible (Effective Date) Date): This is a Final IEP, the student remains eligible for Special Education Services until the Effective Date below. nal IEP Reason: Final IEP Effective Date: te IEP Team has considered and agrees that the educational needs of the student are not primarily due to: Social Maladjustment I Temporary Physical Disability I Lack of instruction in reading		
ligible as a student with the disability of: ode: SLD Specific Learning Disability		
ode: SLD   Specific Learning Disability <ul> <li>Not Applicable,</li> <li>Blind or</li> <li>Partially Sighted</li> </ul> dditional Low Incidence Eligibility (only for VI, DBL, DEA, HOH, or severe OI): <li>ode:</li> <li>Not Applicable,</li> <li>Blind or</li> <li>OPartially Sighted</li> Does not meet eligibility criteria for Special Education Services (Initial IEP).   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. nal 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: Social Maladjustment Social Maladjustment Social Maladjustment	g eligibility:	
ode: SLD Specific Learning Disability <ul> <li>Not Applicable,</li> <li>Blind or</li> <li>Partially Sighted</li> </ul> dditional Low Incidence Eligibility (only for VI, DBL, DEA, HOH, or severe OI): <li>ode:</li> <li>Not Applicable,</li> <li>Blind or</li> <li>Partially Sighted</li> Does not meet eligibility criteria for Special Education Services (Initial IEP).   No Longer Eligible for Special Education Services (Review IEP).   No Longer Eligible (Effective Date:   Date):   This is a Final IEP, the student remains eligible for Special Education Services until the Effective Date below. inal 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: If Social Maladjustment If Temporary Physical Disability If Lack of instruction in reading		
ode: SLD Specific Learning Disability <ul> <li>Not Applicable,</li> <li>Blind or</li> <li>Partially Sighted</li> </ul> dditional Low Incidence Eligibility (only for VI, DBL, DEA, HOH, or severe OI): <li>ode:</li> <li>Not Applicable,</li> <li>Blind or</li> <li>Partially Sighted</li> Does not meet eligibility criteria for Special Education Services (Initial IEP).   No Longer Eligible for Special Education Services (Review IEP).   No Longer Eligible (Effective Date:   Date):   This is a Final IEP, the student remains eligible for Special Education Services until the Effective Date below. inal 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: If Social Maladjustment If Temporary Physical Disability If Lack of instruction in reading		
ode: SLD   Specific Learning Disability <ul> <li>Not Applicable,</li> <li>Blind or</li> <li>Partially Sighted</li> </ul> dditional Low Incidence Eligibility (only for VI, DBL, DEA, HOH, or severe OI): <li>ode:</li> <li>Not Applicable,</li> <li>Blind or</li> <li>Partially Sighted</li> Does not meet eligibility criteria for Special Education Services (Initial IEP).   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.   nal IEP Reason:   Final IEP Reason:   Final IEP Team has considered and agrees that the educational needs of the student are not primarily due to:   If Social Maladjustment		
<ul> <li>Not Applicable, Blind or Partially Sighted</li> <li>dditional Low Incidence Eligibility (only for VI, DBL, DEA, HOH, or severe OI):</li> <li>ode: <ul> <li>Not Applicable, Blind or Partially Sighted</li> </ul> </li> <li>Does not meet eligibility criteria for Special Education Services (Initial IEP).</li> <li>No Longer Eligible for Special Education Services (Review IEP).</li> <li>No Longer Eligible (Effective</li></ul>	ing Disability	
dditional Low Incidence Eligibility (only for VI, DBL, DEA, HOH, or severe OI): ode: oNot Applicable, OBlind or OPartially Sighted Does not meet eligibility criteria for Special Education Services (Initial IEP). 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. nal 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: v Social Maladjustment v Lack of instruction in reading		
<ul> <li>Not Applicable, Blind or Partially Sighted</li> <li>Does not meet eligibility criteria for Special Education Services (Initial IEP).</li> <li>No Longer Eligible for Special Education Services (Review IEP). No Longer Eligible (Effective Date Education Services (Review IEP).</li> <li>This is a Final IEP, the student remains eligible for Special Education Services until the Effective Date below. nal IEP Reason: Final IEP Effective Date</li> <li>He IEP Team has considered and agrees that the educational needs of the student are not primarily due to:</li> <li>Social Maladjustment</li> <li>Temporary Physical Disability</li> <li>Lack of instruction in reading</li> </ul>		
<ul> <li>Does not meet eligibility criteria for Special Education Services (Initial IEP).</li> <li>No Longer Eligible for Special Education Services (Review IEP). No Longer Eligible (Effective</li></ul>		
<ul> <li>No Longer Eligible for Special Education Services (Review IEP).</li> <li>No Longer Eligible (Effective</li></ul>	OPartially Sighted	
No Longer Eligible for Special Education Services (Review IEP).   No Longer Eligible (Effective	Services (Initial IEP).	
No Longer Eligible (Effective Date):     This is a Final IEP, the student remains eligible for Special Education Services until the Effective Date below.   inal IEP Reason:   Final IEP Effective Date: <b>he IEP Team has considered and agrees that the educational needs of the student are not primarily due to:</b> Image:	view (ED)	
inal 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: Social Maladjustment Temporary Physical Disability Lack of instruction in reading		
inal 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: Social Maladjustment Temporary Physical Disability Lack of instruction in reading		
Social Maladjustment Temporary Physical Disability Lack of instruction in reading		
	ational needs of the student are not primarily due to:	
✓ Lack of instruction in math ✓ Limited English Proficiency ✓ Environmental, Cultural or Econor		
	✓ Limited English Proficiency ✓ Environmental, Cultural or Econo	omic Facto

	NINA	NADAV			Date of Birth	29-OCT-2007		Meeting Date 17-M.	AY-2024
La	ist	First		MI Section G: Annual G	oals and Objac	tives			
rmance Area:	Beha	vioral Support			avior Interventio		Annual Goal #	#: 5	
		••		ys a week using negotiation a					
ore-determined acade	5		5565 5 44	ys a week using negetiation a		ice teomiques to		a only and completing	
rogress on annual go rovided at either Pro				npleting the "IEP Report of P s.	rogress and Achi	evement from C	urrent IEP" fo	orm(s) which will be	
		$\Box$		Methods of	$\square$			$\square$	
<ul> <li>State Assessmen</li> <li>Observation</li> <li>Other</li> </ul>	ts		Norm I Portfol	Referenced	Criterion Work Sar	Referenced nples		<ul><li>└── Curriculum Base</li><li>✓ Informal</li></ul>	d
	tion and st	ructured choice	techniqu	13 academic classes 5 days es to ask for a break only	5 days a week		on and structur	ace, Nadav will attend 4 red choice techniques to lemic task.	
Date to be achieved:	Ju	ly 🗸	2024	► MO/YR	Date to be ach	ieved:	November •	✔ 2024 ✔	MO/YR
Date to be achieved:	Ju			✓ MO/YR RT OF PROGRESS AND A				✔ 2024 ✔	MO/YR
4 GOAL MET OR		IEP 3 SUBSTANTIA	REPOI	RT OF PROGRESS AND A	CHIEVEMENT ON OF MARKS	FROM CURR	ENT IEP		MO/YR
4 GOAL MET OR EXCEEDED		IEP 3 SUBSTANTIA met)	REPOP	RT OF PROGRESS AND A EXPLANATIO RESS (50-99% of goal	CHIEVEMENT ON OF MARKS 2 PARTIAL I	FROM CURR	ENT IEP 9% of goal m	net) 1 NO F	)
4 GOAL MET OR EXCEEDED 1st Reporting Perio	od 2n	IEP 3 SUBSTANTIA	REPOP	RT OF PROGRESS AND A EXPLANATION	CHIEVEMENT ON OF MARKS 2 PARTIAL I	FROM CURR	ENT IEP 9% of goal m		)
4 GOAL MET OR EXCEEDED Ist Reporting Perio Date:	od 2n Da	IEP 3 SUBSTANTIA met) d Reporting Pe	REPOP	RT OF PROGRESS AND A EXPLANATIO RESS (50-99% of goal 3rd Reporting Period	CHIEVEMENT ON OF MARKS 2 PARTIAL I 4th Reporting Only)	FROM CURR	ENT IEP 9% of goal m	net) <i>1 NO F</i> Goal Achievement Objective 1 Met:	)
4 GOAL MET OR EXCEEDED Ist Reporting Perio Date:	od 2n Da	IEP 3 SUBSTANTIAL met) d Reporting Pe ate:	REPOP	RT OF PROGRESS AND A EXPLANATION RESS (50-99% of goal 3rd Reporting Period Date:	CHIEVEMENT DN OF MARKS 2 PARTIAL 1 4th Reporting Only) Date:	FROM CURR	ENT IEP 9% of goal m	net) <i>I NO F</i> Goal Achievement	)
4 GOAL MET OR EXCEEDED 1st Reporting Perio Date: Progress Mark: Is progress sufficien	od 2n Da Pr	IEP 3 SUBSTANTIAL met) d Reporting Pe ate:	REPOI	RT OF PROGRESS AND A EXPLANATION RESS (50-99% of goal 3rd Reporting Period Date:	CHIEVEMENT ON OF MARKS 2 PARTIAL I 4th Reporting Only) Date: Progress Mark	FROM CURR	SENT IEP 9% of goal m lary (	net) <i>1 NO F</i> Goal Achievement Objective 1 Met:	)
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Student	ANCONINA	NADAV		Date of Birth 29-OCT-2007	Meeting Date 17-MAY-2024
	Last	First	MI	~	
	G			Goals and Objectives	
rmance Are		Vriting	<u> </u>	Annual	
ewriting, or	trying a new ap	proach, focusing on add		then his multi-paragraph writing as needed for a specific purpose and audience in at leas	
rogress on a ovided at e	nnual goals to ther Progress F	be reported to parents by Report or Report Card po	eriods.	Progress and Achievement from Current I	EP" form(s) which will be
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<ul> <li>State As</li> <li>Observa</li> <li>Other</li> </ul>	sessments tion	$\Box$	orm Referenced ortfolio	Criterion Referenced Work Samples	<ul><li>Curriculum Based</li><li>Informal</li></ul>
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Student ANCONI	NA NADAV		Date of Birth 29-OCT-2007	Meeting Date 17-MAY-2024
Last	First			
		Section G: Annual G		
mance Area:	Mathematics	Category: Mat	Annual G Annual G cally with full independence in 5 opportunit	
% or higher as measur	ed by informal observations, a	ssessments, and work samples.		
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) <sub>Yes</sub> O <sub>No</sub>	$\bigcirc$ Yes $\bigcirc$ No	$\bigcirc$ Yes $\bigcirc$ No	$\bigcirc$ Yes $\bigcirc$ No	If "No" please explain:
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Excess	Excess	Excess	Excess Absence/Tardy	
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bsence/lardy	Assignments Not	Assignments Not	Need to review/revise Goal	
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With teacher prompting and guidance, Nadav will utilize all necessary         ccommodations for success (i.e accept help politely, decline support respectfully, sk for extended time on work/tests, ask for repetition or clarification, ask for a submitted work to be graded etc.) in three academic classes as measured by informal teacher observations, and progress report work habit marks.         ate to be achieved:       July       2024       MO/YR         Date to be achieved: November       2024       MO/YR         LEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP EXPLANATION OF MARKS         4 GOAL MET OR EXCEEDED       3 SUBSTANTIAL PROGRESS (50-99% of goal met)       2 PARTIAL PROGRESS (1-49% of goal met)       I NO PROGRE I NO PROGRESS (1-49% of goal met)       I NO PROGRE I NO PROGRESS (1-49% of goal met)       I NO PROGRE I NO PROGRESS (1-49% of goal met)       I NO PROGRE I NO PROGRE Methy         Ist Reporting Period Date:       Date:       Date:       Objective I Met:       Objective I Met:         Progress Mark:       Progress Mark:       Progress Mark:       Progress Mark:       Objective I Met:       Objective 2 Met:         Is progress sufficient to meet annual goal?       Is progress comment:       If "No" please comment:       If "No" please comment:       If "No" please comment:       If "No" please comment:       If "	Student	ANCONINA	NADAV		Date of Birth 29-OCT-20	07 N	Ieeting Date 17-N	MAY-2024
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State Assessments       Norm Referenced       Criterion Referenced       Curiculum Based         Observation       Portfolio       Work Samples       Informal         Other       Informal       Informal       Informal         With eacher prompting and guidance, Nadav will utilize all necessary       With minimal teacher prompting and guidance, Nadav will utilize all necessary         sk for extended time on work/tests, ask for repetition or clarification, ask for       State Assessments       Work state ask for repetition or clarification, ask for         ewly submitted work to be graded etc.) in three academic classes as measured by informal teacher observations, and progress report work habit marks.       Informal teacher observations, and progress report work habit marks.         ate to be achieved:       July       2024       MO/YR       Date to be achieved:       November       2024       MC <b>EXPLANATION OF MARKS</b> 4 GOAL MET OR         SUBSTANTIAL PROGRESS (50-99% of goal       2 PARTIAL PROGRESS (1-49% of goal met)       I NO PROGRES <b>EXPLANATION OF MARKS</b> 4 GOAL MET OR <b>SUBSTANTIAL PROGRESS (50-99% of goal</b> 2 PARTIAL PROGRESS (1-49% of goal met)       I NO PROGRES <b>SUBSTANTIAL PROGRESS (50-99% of goal</b> 2 PARTIAL PROGRESS (1-49% of goal met)       I NO PROGRES </td <td>ogress on a ovided at e</td> <td>innual goals to b ither Progress R</td> <td>e reported to parents by con eport or Report Card period</td> <td>mpleting the "IEP Report of P ls.</td> <td>rogress and Achievement from</td> <td>Current IEP" for</td> <td>m(s) which will be</td> <td></td>	ogress on a ovided at e	innual goals to b ither Progress R	e reported to parents by con eport or Report Card period	mpleting the "IEP Report of P ls.	rogress and Achievement from	Current IEP" for	m(s) which will be	
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With teacher prompting and guidance, Nadav will utilize all necessary         tecommodations for success (i.e accept help politely, decline support respectivily, sk for extended time on work/tests, ask for repetition or clainffcation, 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.       With minimal teacher prompting and guidance, Nadav will utilize all necessary accommodations for success (i.e accept help politely, decline support respectivily, isk for extended time on work/tests, ask for repetition or clainffcation, ask for m submitted work to be graded etc.) in three academic classes as measured by informal teacher observations, and progress report work habit marks.         hate to be achieved:       July       2024       MO/YR         Date to be achieved:       July       2024       MO/YR         LEP 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 PROGRE IN OPROGRESS (1-49% of goal met)         Ist Reporting Period Date:       2nd Reporting Period Date:       3rd Reporting Period Date:       4th Reporting Period (Secondary Only)       Goal Achievement         Is progress sufficient to meet annual goal?       Is progress comment:       If "No" please comment:       If "No" please comment:								
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Excess     Excess     Excess     Excess Absence/Tardy       Absence/Tardy     Absence/Tardy     Assignments Not Completed	_			Needs More Time				
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Los Angeles Unified School			D.4. (D. 4	20 OCT 2007	Mosting Date 17 MAY 2024
Student ANCONINA Last	NADAV First	MI	Date of Birth	29-001-2007	Meeting Date 17-MAY-2024
Last		ion K: Participation i	n State and District_w	ide Assessments	
Assessments administered will o	conform to those asses	ssments determined for ea	ach grade by the Californ District.	ia Department of Educ	ation and/or the Los Angeles Unified School
		No assess	ment tests found.		

	INDIVIDUALIZED EDUC.	ATION PROGRAM (IEP)		Page 14 of 25		
Los Angeles Unified School District						
Student ANCONINA NADAV Last First	MI	Date of Birth 29-OCT-2007	Meeting Date	17-MAY-2024		
			Date			
-	Section N: Procedural Safegu	-				
A Parent's Guide to Special Education Se	ervices including Procedural R	tights & Safeguards was provided t	o the parent in his/l	er primary language.		
The IEP Team Meeting Introductory Statem	ents were read aloud at the begi	nning of the IEP Team meeting.				
✓ The parent/guardian was informed of his/he	r right to a written translation of	f the IEP.				
Is the parent/guardian requesting computer gen	erated translation?* O Yes	🖲 No				
Select Preferred Language: *Computer generated translation provides access to an imm translation IEP documentation should not be considered an substitute for formal written translation services by a Distr and/or a formal translation of the IEP at any time. Only for	official IEP document. While this servi ict translator. Parents/Guardians who ele	ce is offered and available to assist parents/guest access to computer generated written IEP	ardians to participate in	n IEP development, it is not a		
Is the parent/guardian requesting official transle	ation? 🔘 Yes 🔾 No 🛛 Se	elect Preferred Language: Hebrew		~		
Specify the Individual Pages to be translated	1:					
Special Requests:						
For students who are 17 years old, the stude student at 18 years of age, unless the court		ve been informed that the educationa	Il decision-making	rights will transfer to the		
<u>Pandemic Lea</u>	rning Loss Consideration of C	<u>Compensatory and/or Recoupment</u>	Services			
<u>Compensatory Education Consideration:</u>		Recoupment Services Considera				
<ul> <li>The IEP team has reviewed and discussed we education is required due to the COVID-19 determined:</li> <li>Student received all of their special education services required by their IEP. Compensative required.</li> <li>Student did not receive all of their special and services required by their IEP. Compensative details are documented in FAPE 2- Summ</li> <li>Student did not receive all of the special and services required by their IEP. Howe education was warranted for the reasons of team in FAPE Part 2 Part 4.</li> <li>Compensatory education consideration was</li> </ul>	a pandemic. The IEP team has ation and related aids and tory education is not l education and related aids ensatory education offer nary of Services. education and related aids ver, no compensatory documented by the IEP	<ul> <li>The IEP team has reviewed and discussed student's progress/achievement and considered factors that may have impacted student's learning durin the school facility closures as a result of the COVID-19 pandemic. The IEP team has determined:</li> <li>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.</li> <li>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).</li> <li>Recoupment services consideration was documented on IEP dated</li> </ul>				
		17-FEB-2023 (Inactive) Rev	iew - Annual	~		
17-FEB-2023 (Inactive) Review - Annual	~					
<ul> <li>Preschool Only Consideration (Transition I</li> <li>30-Day IEP Consideration (Out-of-District)</li> <li>Student attends private school within district</li> </ul>	)	e of district boundaries (Eligibility E	Determination Only	)		
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	IN	DIVIDUALIZED EDUC	TATION PROCEMM (II	FD)	Page 15 of 25
Los Angeles Unified School Dist				<b>ET</b> )	
	ADAV		Date of Birth 29-00	CT-2007	Meeting Date 17-MAY-2024
Last	First	MI	inimation and Comm	- 4	
		ection Q: Parent Part	icipation and Consei		
Parent	Participation		Method	Parent Noti Who	
<ul> <li>Parent/Student (18-21) has particip</li> <li>Parent/Student (18-21) indicated by to attend.</li> <li>Parent/Student (18-21) was notified Parent/Student (18-21) did not respond meeting was held without the Parent/St</li> <li>Parent/Student (18-21) did not attend them if they did not attend.</li> </ul>	efore the meeting that d 3 times of the meeting to any of the meeting udent (18-21) present	they would not be able ng time and place. notifications and the  on to proceed without	Email Email Email I (PARENT) acknowledge	S. Kotl S. Kotl S. Kotl	leba 06-MAY-2024 leba 10-MAY-2024
	Parent/Student		meeting be rescheduled.)		vET if the TARENT requested that the TET
A Parent/Student (18-21) may agree		. , ,	•	•	
implement those portions of the IEI	to which the paren	t/student (18-21) agrees			id services.
O Parent/Student (18-21) AGREES	-				
O Parent/Student (18-21) AGREES		the proposed IEP WITH	THE SPECIFIC EXCEP	TION(S) stated belo	ow:
	Specify				
Eligibility     Instructional Setting	Specify Specify				
	Specify				
The Parent/Student (18-21) DOES	1 .	any of the components of	the proposed IFP		
	uired to initiate any to initiate a form of	form of dispute resolution as to	on as to components of the components of the p	proposed IEP, the pa	
	s control procession	Parent Concerns		es (1110111111111111111111111111111111111	
Signature(s)	$\neg$				Date
Parent O Guardian	-	e 18-21 years age 18-21	O Surrogate Parent	O Emancipate	ed Minor O Foster Parent
Did the school district facilitate parent	years	ns of improving services	and results for your child?	○ Yes ○ No ●	No Response
	copy of the Parent Ir				letion of the form is voluntary and
Signature(s)					Date 17-MAY-2024
					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.



s Angeles Unified School District	Reconvened Meeting Date						
Student ANCONINA NADAV Last First MI		Date of Birth			Meeting Dat	te 17-MAY-2024	
Section	on R: Names	and Signatures (Signatu	res on File)				
Team Member		Print Name			Signa	ture	
arent/Guardian	Es	ter Anconina					
arent/Guardian							
tudent Age 18 - 21 years							
tudent Under Age 18 years	Na	dav Anconina					
urrogate Parent							
öster Parent							
amily Foster Home Provider							
Administrator							
Administrative Designee	Im	na Griffiths					
Special Education Teacher	Na	talie Trejo					
General Education Teacher							
School Psychologist							
School Nurse	Ri	cardo Velasco					
Related Service Staff							
Related Service Staff							
Related Service Staff							
nterpreter							
Sign Language Interpreter							
gency Representative							
Agency Representative							
Agency Representative							
Dther							
Uther							
Other							
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s Angeles Unified School District			econvened Meeting		
Student ANCONINA NADAV		Date of Birth			te 17-MAY-2024
Last First	MI				
	Section R: Nam	es and Signatures (Signatur	es on File)		
Team Member		Print Name		Signa	ature
Parent/Guardian		E. Anaconina			
arent/Guardian	(				
tudent Age 18 - 21 years	(				
tudent Under Age 18 years		N. Anaconina			
Surrogate Parent	(				
Soster Parent	(				
amily Foster Home Provider	(				
Administrator	(				
Administrative Designee		S. Kotleba		R	
pecial Education Teacher		H. Kouzian		Kint	
General Education Teacher		E. Morrett		Ent	
school Psychologist	(				
school Nurse	(				
Related Service Staff					
Related Service Staff					
Related Service Staff					
nterpreter	(				
ign Language Interpreter	(				
Agency Representative	(				
Agency Representative	(				
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Other					
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ther					
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	INDIVIDUALIZED EDUCATION PROGRAM (IEP) es Unified School District			Page 18 of 2			
	ANCONINA Last		ADAV First	MI	Date of Birth 29-OCT-2007	Meeting Date	17-MAY-2024
			LEAS	T RESTRICTIV	E ENVIRONMENT ANALYSIS	5	
			Т		e IEP Team at the IEP Team Meeting		
				Student's C	Current Placement Type:		
O General	Education (	Class/Gene	eral Education	Site	O Special Day Program/General	Education Site	
O Special	Day Prograi	m/Special	Education Cer	nter	O Nonpublic School		
O Home/H	lospital or R	Residential	Care Facility				
DIRECTIO					n discussion regarding placement from the Step that indicates YES, it is also required to		until the team reaches
in a more re use of suppl accommoda	strictive set ementary ai tions and m	ting should ids and ser odificatior	d only occur if vices cannot b as is not the so	the nature or severity of e achieved satisfactoril le justification for plac	tudents with disabilities be educated in the l of the student's disability is such that placer ly. The lack of current availability of a stude ement in a more restrictive setting, unless the potential harmful effect on the child or on	nent in a less restric ent's required suppo here is a compelling	tive setting with the orts, services, g reason why they
Step A.		supports, s m/setting?	ervices, accon	nmodations and/or mod	lifications in the student's IEP be made avai	ilable in a general e	ducation
	Yes	O No	If the answ the questio		ral education classroom/setting is the appro-	priate placement. If	the answer is NO, go t
	○ Yes	○ No	If not curre in a genera	ently available, can the all education classroom/	required supports, services, accommodation setting? If YES, all required supports, servi able timeline. If the answer is NO, please an	ces, accommodatio	ns and/or modifications
Step B.		supports, s ay prograr		nmodations and/or mod	lifications in the student's IEP be made avai	ilable on a general e	education site in a
	() Yes	() No		ver is YES, then a speci to the question below.	al day program on a general education site	is the appropriate p	lacement. If the answer
	○ Yes	○ No	If not curre in a special modification	ently available, can the l day program on a gen	required supports, services, accommodation leral education site? If YES, all required sup within a reasonable timeline. If the answer is	pports, services, acc	ommodations and/or

s Angeles	Unified Scl	haal Distric	٠t	INDIVIDUALIZE	D EDUCATION PROGRAM (IEP)	)		
-	ANCONINA Last	A NAI		MI	Date of Birth 29-OCT	-2007	Meeting Date	17-MAY-2024
		ANNUA			E ENVIRONMENT ANA he IEP Team at the IEP Team Mee		Continued)	
Step C.	Can the s	supports, ser	vices, accon	nmodations and/or mo	odifications in the student's IEP be	made availab	le in a special so	chool setting?
	◯ Yes	🔿 No	If the answ below.	ver is YES, then a spe	cial school setting is the appropria	te placement.	If the answer is	NO, go to the ques
	() Yes	() No	in a special	l school setting? If YI	e required supports, services, acco ES, all required supports, services, neline. If the answer is NO, please	accommodati	ons and/or mod	ifications must be
Step D.	Can the s	supports, ser	vices, accon	nmodations and/or mo	odifications in the student's IEP be	made availab	le in a home/hos	spital setting?
	○ Yes	() No		ver is YES, then a hon ver is NO, go to the qu	ne/hospital setting is the appropria uestion below.	te placement.		
	○ Yes	○ No	in a home/	hospital setting? If YI	e required supports, services, acco ES, all required supports, services, neline. If the answer is NO, please	accommodati	ions and/or mod	ifications must be
Step E.	Can the s	supports, ser			odifications in the student's IEP be			-
	🔘 Yes	🔿 No		ently available, articul this setting.	late in the IEP what supports, acco	mmodations a	ind/or modificat	ions are required fo

Student	ANCONINA Last	NADAV First	MI	Date of Birth 29-OCT-2007	Meeting 17-MAY-2024 Date
	AN			'E ENVIRONMENT ANALYSIS the IEP Team at the IEP Team Meeting	(Continued)
Step F.			in the contents of this uding (check all that a	IEP, and the placement being considered by pply):	the IEP team, outweigh any potential
		Missed general of Rate at which str Lack of opportur Lack of opportur Amount of socia Limited access t	udent may earn credit nity for social interac nities for age-appropr lization opportunities o peers in student's ho	taught by highly qualified staff s for graduation tion iate peer role models s with typical peers	

Los Angeles Unified S			E Part 1 - Eligibility, Placements and Supports
Student ANCONINA Last	First	Date of Birth 29-OCT	Meeting Date         17-MAY-2024
Last	Tilst		
		Effective With this IEP	Future Changes Related to this IEP
	As of Date:		12-AUG-2024
Eligibility: (from Page 4)		Eligible (SLD)	
(1011 1 age 4)	Final IEP Reason Final IEP Effective Date:		
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
0		GE	GE
	Program		
	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	🔿 Yes 💿 No	
	Parent Counseling and Training (PCT)	• Yes O No	
	ESY Transportation		
Accommodation, Modifications, Supports	Instructional Accommodations	Extended time on assignments and assessments until the end of the semester, use of graphic organizers/sentence frames for writing, frequent checks for understanding, reteaching, repetition, prompting, visual supports, written directions,	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.	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		
ECOND ANNUAL REVIEW EP Meeting, the team must discuss and	Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary?	• Yes O No	
document the decision to conduct or not conduct a three-year comprehensive			

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

	INDIVIDUALIZED EDUC		Page 20
Los Angeles Unified School Dist tudent ANCONINA NADA Last F		IEP FAPE Part 2 - Summary of S Date of Birth 29-OCT-2007	Services 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 <b>goals:</b>	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:	M	ath
	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 <b>goals:</b>	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	RSP: Collaborative Teaching and	
1(Reading)		Planning*	Planning	
	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	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 Conitnuation School. IEP was sent to parent via Adobe.

os Ange	eles Unifie	d Scho	ol District		DIVIDUA	LIZED EDU	CATION PROGRAM IEP FAPE Part 2	· ·	ary of Ser	vices	Page	
	ANCONIN		NADAV					OCT-2007	-		17-MAY-2024	
	Last		First		MI							
						FAPE Su	mmary Grid					
Program	n:		GE				Setting: General Education					
Eligibili	ity:		Eligib	le (SLD)			Curriculum:		General E	Education		
Transpo	ortation:		None				Low Incident Support: None			Incident Support: None		
	strict Reco Signature:											
Service Code	Service Desc		start Date	Service Applies To	Interval	Frequency	Area	Total Minute		Addresses Goal(s)	No Consent	
RSP	RSP		ctive on ture Date	Regular	Weekly	1-5	RSP- Literacy/ELA/ELD	60	Voc	havioral Support, ational Educatior Vriting, Reading		
RSP	RSP	Ch	uture anges ug-2024	Regular	Weekly	1-5	RSP- Literacy/ELA/ELD	60	Voc	havioral Support, ational Educatior Vriting, Reading		
RSP	RSP		ctive on ture Date	Regular	Weekly	1-5	RSP-Math	60		havioral Support, ational Educatior Mathematics		
RSP	RSP	Ch	uture anges ug-2024	Regular	Weekly	1-5	RSP-Math	60		havioral Support, ational Educatior 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):

	1				1	
	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.

#### For IEP Team Information

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

							Page 22 of
			INDIVIDUALIZED EDU Behavior Interv		DGRAM		
		Eau Pak	wior Interfering with Student's Lear		ing of Hig/Hon Doorg		
	Los A	Angeles Unified School		ning of the Learn	ing of mis/mer reers	(Behavior Interv	ention Plan, pg. 1 of
Student	ANCONINA	NADAV		Date of Birth	29-OCT-2007	Meeting Date	17-MAY-2024
	Last	First	MI				
1		npeding learning is:		be what it looks lik			
1	poor attendar			y resulting in pee			
2	It impedes lea	-		s other students	requires instructi	on to stop 🖌	
	instructional ti	me is lost 🗸 negativ	ve interaction with peers 🗸				
	other						
3	The need for a	Behavior Intervention Pla	an: $\bigcirc$ early stage intervention $\bigcirc$	) moderate 🔘	serious 🔘 extreme		
3	F	· · · · · · · · · · · · · · · · · · ·	· • () • • 1	<b>T</b> , ',			
4	Frequency or	intensity or duration of bel		Intensity	Duration (min)		
-	1 Percented k	NU (	hourly	✓ medium or ✓ observed	hu		
	Reported b	GE teachers	and		RSP Staff		
PREVEN	TION		PART 1	EI	VIRONMENTAL FAC	TORS AND NECES	SARY CHANGES
		What are the predictor	s for the behavior? (Situations in wl	hich the behavior	s likely to occur: people	e, time, place, subject	, etc).
	5	Disruption in routi	nes 🗌 Work level high	.1	Verbal directives	П.	k of predictability
		Time of day	student's ability	er inan	Peer conflict		er stimulation
		Unstructured time	Internal physical	/emotional	Room conditions	<u> </u>	cific room arrangemen
		Events from previo	us state	-1		I	8
		environments	desirable activities,				
			Under stimulation	on			
		Other Describe:					
Observati	on 6	What supports the stu that needs changing?)	dent using the problem behavior? (V	What is missing in	the environment/curric	ulum or what is in the	e environment/curriculu
Analysis	on -		_			_	
Anary 515	Present in the	ne environment:	Classroom seating arrangen	nent 🗌 Nois	se levels		tions (adult and/or peers
	Missing in	he environment:	Peer status gained for misbehavior	-	propriate materials (age		t.)esolution skills
			Transition skills		edule	parent	ve communication with
			Re-teaching		structuring sequences not clear to s		inications system
			Social skills instruction		sequences not creat to s	ludent	
	Other (	Missing/Present):	Choices				
		wissing/1 resent).					
		REMO	VE STUDENT'S NEEI	D TO USE I	THE PROBLEM	<b>I BEHAVIOR</b>	
			nanges, structure and supports are n		he student's need to use	this behavior? (Chan	ges in
		Time/Space/Materials/	Interactions to remove the likelihoo	od of behavior)			
nterventi	on 7				$\frown$	n narts Tes	ich a closure system
nterventi	on 7	Time Changes:		e on taske	Δllow completion i		ion a crosure system
Interventi	on 7	-	Signal transitio	e on tasks on	Allow completion i	·	ve less time on tasks
nterventi	on 7	Space Changes:	$\Box$	n		Given	•
nterventi	on 7	-	Signal transitio  Preferred seatin  Personal space	ng	Provide a break	us Giv	ve less time on tasks
nterventi	on 7	Space Changes:	☐ Signal transitio ☐ Preferred seatir ☐ Personal space ✔ Accommodated	ng d work	Provide a break Different work area Hands-on learning Notebook organize	r Giv Giv Giv Stu V Tas En	ve less time on tasks dy carrels iks organized larged print size books
Interventi	on 7	Space Changes: Material Changes:	<ul> <li>☐ Signal transitio</li> <li>☐ Preferred seatin</li> <li>☐ Personal space</li> <li>✓ Accommodated</li> <li>✓ High interest n</li> </ul>	on ng d work naterials	Provide a break     Different work area     Hands-on learning     Notebook organize     Cue the student	s Gi <sup>v</sup> us Stu ✓ Tas r En	ve less time on tasks dy carrels ks organized larged print size books idel
nterventi	on 7	Space Changes: Material Changes:	<ul> <li>☐ Signal transitio</li> <li>☐ Preferred seatin</li> <li>☐ Personal space</li> <li>✓ Accommodated</li> <li>✓ High interest m</li> <li>☐ Use specific su</li> </ul>	on ng d work naterials	<ul> <li>Provide a break</li> <li>Different work area</li> <li>Hands-on learning</li> <li>Notebook organize</li> <li>Cue the student</li> <li>Praise successes</li> </ul>	s Gir us Stu ✓ Tas r En ✓ Mo Pee	ve less time on tasks dy carrels iks organized larged print size books
nterventi	on 7	Space Changes: Material Changes:	<ul> <li>☐ Signal transitio</li> <li>☐ Preferred seatin</li> <li>☐ Personal space</li> <li>✓ Accommodated</li> <li>✓ High interest n</li> </ul>	ng d work naterials upportive	Provide a break     Different work area     Hands-on learning     Notebook organize     Cue the student	s Gir us Stu ✓ Tas r En ✓ Mo Pee	ve less time on tasks dy carrels ks organized larged print size books vdel
nterventi	on 7	Space Changes: Material Changes:	<ul> <li>☐ Signal transitio</li> <li>☐ Preferred seatin</li> <li>☐ Personal space</li> <li>✓ Accommodated</li> <li>✓ High interest n</li> <li>☐ Use specific su words</li> <li>☐ Verbally praise</li> <li>☐ Use specific su</li> </ul>	ng d work naterials upportive s student	<ul> <li>Provide a break</li> <li>Different work area</li> <li>Hands-on learning</li> <li>Notebook organize</li> <li>Cue the student</li> <li>Praise successes</li> <li>Use calm, de-escala</li> </ul>	s Gir us Stu ✓ Tas r En ✓ Mo Pee	ve less time on tasks dy carrels ks organized larged print size books idel
nterventi	on 7	Space Changes: Material Changes: Interaction:	<ul> <li>Signal transitio</li> <li>Preferred seatin</li> <li>Personal space</li> <li>Accommodated</li> <li>High interest n</li> <li>Use specific su words</li> <li>Verbally praise</li> </ul>	ng d work naterials upportive s student	<ul> <li>Provide a break</li> <li>Different work area</li> <li>Hands-on learning</li> <li>Notebook organize</li> <li>Cue the student</li> <li>Praise successes</li> <li>Use calm, de-escala</li> </ul>	s Gir us Stu ✓ Tas r En ✓ Mo Pee	ve less time on tasks dy carrels ks organized larged print size books vdel
Interventi		Space Changes: Material Changes: Interaction:	<ul> <li>☐ Signal transitio</li> <li>☐ Preferred seatii</li> <li>☐ Personal space</li> <li>✓ Accommodatea</li> <li>✓ High interest n</li> <li>☐ Use specific su words</li> <li>☐ Verbally praise</li> <li>☐ Use specific su communications</li> </ul>	on ng d work naterials ipportive s student ipport	<ul> <li>Provide a break</li> <li>Different work area</li> <li>Hands-on learning</li> <li>Notebook organize</li> <li>Cue the student</li> <li>Praise successes</li> <li>Use calm, de-escala language</li> </ul>	Gi as Gi Tas Stu Tas r En Peo ating	ve less time on tasks dy carrels ks organized larged print size books idel
Interventi	on 7 Who will es RSP Case	Space Changes: Material Changes: Interaction:	<ul> <li>☐ Signal transitio</li> <li>☐ Preferred seatin</li> <li>☐ Personal space</li> <li>✓ Accommodated</li> <li>✓ High interest n</li> <li>☐ Use specific su words</li> <li>☐ Verbally praise</li> <li>☐ Use specific su</li> </ul>	on ng d work naterials ipportive s student ipport	<ul> <li>Provide a break</li> <li>Different work area</li> <li>Hands-on learning</li> <li>Notebook organize</li> <li>Cue the student</li> <li>Praise successes</li> <li>Use calm, de-escala</li> </ul>	Gi as Gi Tas Tas Tas En En Peo ating	ve less time on tasks dy carrels ks organized larged print size books idel

			Behavior Intervention Plan		
	Los	For Behavior Interfer Angeles Unified School District	ing with Student's Learning or the Lea		vior Intervention Plan, pg. 2 o
Student	ANCONINA	NADAV	Date of Birth		leeting Date 17-MAY-2024
(	Last	First MI			17 Juli 2021
ALTERNA	TIVE	PART II	FUNCTIONAL FACTORS A	ND NEW BEHAVIORS TO TEA	CH AND SUPPORT
	8	Team believes the behavior occurs	because: (Function of behavior in term	s of getting, protest or avoiding se	omething)
	o	To Get:	Sensory input	Attention (peer)	Attention (staff)
		To Avoid:	Tangible (desired item)	Tangible (desired activity)	$\square$
			Sensory input	Attention (peer)	Attention (staff)
		Describe:	Task (too difficult)	Task (too easy)	✓ Task (too long)
		What team believes the student sho	ould do INSTEAD of the problem beha	vior? (How should the student es	cape/protest/avoid or get his/her nee
Observatio	n 9	met in an acceptable way?)	·		
Analysis	If Naday	wants to avoid a task that is too long o	or difficult and leave his assigned are	a he can be provided a break aft	er completing one section of his
		work using negotiation and following	-		er compressing one section of mo
	10	What teaching Strategies/Necessary	Curriculum/Materials are needed?		
	10				
		Better communication skills	Anger management	Communication system	Self-management system
		Following schedules &	Learning new social skills	Learning how to negotiate	Learning structured choic
		routines	Learning notebook	Learning to use conflict	Learning to request break
		Learning new scripts	organization	resolution	
		Who will establish?	Who will monitor?	Frequency:	
		RSP Case Manager	All School Staff	Daily	
	11	What are reinforcement procedures	to use for establishing, maintaining, an	d generalizing the replacement be	ehavior(s)?
	11	Physical:	High-fives	Smiles	✓ Handshake
nterventic	n		Pat on the back	$\Box$	
		Verbal:	Use specific praises	Recognition of student's str	Peer recognition
		Contingent Access:	Time on the computer	Free time	Listen to music
			Preferred activity Positive phone calls or notes	Describe:	Other
		Tangibles	to home	Certificate sent home	Seating Location
		Tokens and Points:	Tokens	Points	0
		Privileges:	Exempt assignment	Extra test points	
		Other ideas:			
		Selection of reinforcer based on: St	udent need and desired incentives		
		reinforcer for using replacemen		ncrease in positive behaviors	
		By whom?	Frequency	)	
		RSP Staff and GE Staff	As earned		
FFFCTR	EDEACTION	J PART	ш	REACTIVE STRA	TECIES
EFFECIIV	E REACTION What strateg	ies will be employed if the problem beh			
12		oblem behavior if it occurs again, 3. Po			
	-	<b>.</b>	, ,, <i>, ,</i> , , , , , , , , , , , , , , ,		
		s planning to leave the class, redirect a			•
		a without permission ask him to stay a thout permission, notify the main offi			
	CIASSI OUIII WI	mout permission, noury the main om	ce and campus aldes, document all W	arking out metuents in Misis. 4.	Contact maday's parent of the
	Personnel?				

			nt's Learning or the Learning of His/Her Peers					
	Los Angeles Unified Sch	ool District	(Behavior Intervention Plan, pg. 3 of					
Student	ANCONINA NADAV Last First	MI	Date of Birth 29-OCT-2007 Meeting	g Date 17-MAY-2024				
OUTCOM		PART IV	BEHAVIORAL GOALS					
		PARTIV	BERAVIORAL GUALS					
13	Behavioral Goal: Goal #: 5							
	Nadav will independently attend all completing a pre-determined acade		eek using negotiation and structured choice techniques to ask	t for a break only after				
	The above behavioral goal is to: Reduce frequency of problem and Analysis Conclusion curriculum accommodations or modi	behavior 🗹 Develop new	ent behavior and may also include: general skills that remove student's need to use the problem nere described?	n behavior				
FAI		fications also necessary: wi						
	Yes 🔘 No							
Are	environmental supports/changes neco	essary?						
0	Yes 🔘 No							
Is rei	inforcement of replacement behavior	alone enough? (no new teac	hing is necessary)?					
$\bigcirc$	Yes 🔘 No							
Arel	both teaching of new replacement be	havior AND reinforcement n	ieeded?					
	Yes 🔘 No							
This	BIP to be coordinated with other age	ency's service plans? Agency	?					
()								
0	on responsible for contact between a	gencies.						
0	JNICATION	PART V	COMMUNICATION PR	OVISIONS				
Perso	Manner and content of commun	lication:						
Perso		Email	U Written notes					
Perso	Phone calls							
Perso	Phone calls	_	ng 🗆 Behavioral logs					
Perso	Phone calls Daily reports Weekly reports	Daily charti	ing Behavioral logs					
Perso	Daily reports	_	Ing UBehavioral logs					
Perso	Daily reports Weekly reports	_	Ing UBehavioral logs					
Perso	Daily reports Ueekly reports Other Between?	Daily charti	Ing UBehavioral logs					
Perso	Daily reports Ueekly reports Other	Daily charti	Ing UBehavioral logs					
Perso	Daily reports Ueekly reports Other Between?	Daily charti	Ing  Behavioral logs					

		INDIVID	UALIZI	ED EDU	JCAT	ION PROC	GRAM (IEP)			Page 25 of
Los Angeles Unified School								007		(ITP, pg. 1 of 3)
Student ANCONINA	NADAV First	MI			]	Date of Bi	rth 29-OCT-2	2007	Meeting	17-MAY-2024
Last	r irst								Date	
		INL	DIVIDU.	ALTRA	ANSI	FION PLA	N (ITP)			
tudent was invited to IEP meet tudent received mentoring: <sup>info</sup>										
tudent referred and placed in a		6 O Yes	O No							
Yes, name of agency:	il outside agency.			,						
tudent participated in Work Ex	nerience Education		s 🔘	No						
tudent received college awaren				110						
tudent received career awarene	ss: <sup>info</sup> Yes	🔵 No								
	Achie	evement of T	ransitio	n Activi	ties fr	om Curren	t ITP (not if fi	irst ITP)		
Area				Со	mplet	ted			If no, indica	te reason
Education/Training Activity		O Yes	$\bigcirc$	No	0	First ITP		Student's ex	cessive absenteei	sm and assessment refus
Employment Activity		O Yes		No	$\bigcirc$	First ITP		Student's ex	cessive absenteei	sm and assessment refus
Independent Living Skills Act	ivity (as needed)	O Yes	0	No	$\bigcirc$	N/A				
independent Erving Skins / tet	ivity (us needed)		-							
Section 1: Education/Training										
Assessment (at least one asse	ssment must be co irea).	ompleted in	this		Date		Assessment I		Results: Indicat of need (if appl	e interests/abilities an icable)
Commercially-produced asses	sment		▼ 0	1-MAR-	-2024		Nadav refused	l assessment a	nd was absent	
If other?										
			<ul><li>✓</li></ul>							
If other?										
Education/Training Postseconda	ury Goal									
Jpon completion of high schoo					If c	other?				
Other - (textbox)				•	<ul><li>✓ Na</li></ul>	idav refused t	to meet to discus	ss post-second	ary education plans	or options
Education/Training	Activity to Suppor	rt Goal		Ti	imelir	ne		Person	/Agency Respo	nsible
develop a personal career / educati				1-MAR-	2025		<b>T</b> '' T	- 1		
	1			1-1VI/AK	-2023		Transition T			~
								cation Teach	er	~
							Counselor			~
If other?										~
										~
										~
										~

INDIVIDUAI Los Angeles Unified School District	JZED EDUCATION	N PROGRAM (IEP)	(ITP, pg. 2 of 3)
Student ANCONINA NADAV	Date	e of Birth 29-OCT-2007	Meeting 17-MAY-2024
Last First MI	DUAL TRANSITIO	N DI AN (ITD)	Date
	DUAL IRANSIIIO	N FLAN (IIF)	
Section 2: Employment Assessment (at least one assessment must be completed in this area).	Date		Results: Indicate interests/abilities and ) of need (if applicable)
Commercially-produced assessment  V If other?	01-MAR-2024	Nadav refused assessment a	and was absent
✓ If other?			
Employment Postsecondary Goal	If othe	r9	
Upon completion of high school, the student will:		1.	
be self employed	~		
Employment Activity to Support Goal	Timeline	Perso	n/Agency Responsible
develop a career plan and identify career goals	01-MAR-2025	Transition Teacher	♥
		Special Education Teach	her 🗸
		Counselor	▼
If other?			▼
			×
			✓
			♥
Section 3: Independent Living (as needed) Assessment (at least one assessment must be completed in this area).	Date	Assessment Name and area(s)	Results: Indicate interests/abilities and ) of need (if applicable)
✓			
If other?			
✓			
If other?			
Independent Living Postsecondary Goal	If othe	r?	)
Upon completion of high school, the student will:	•		
Independent Living Activity to Support Goal	Timeline	Perso	n/Agency Responsible
			~
			♥
			•
			~
If other?			•
			♥
			♥

Los Angeles Unified School District	INDIVIDUALIZED	EDUCATION PROGRAM (IEP)		(ITP, pg. 3 of 3)
Student ANCONINA NADAV Last First	MI	Date of Birth 29-OCT-2007	Meeting Date	17-MAY-2024
	IVII		Date	
	INDIVIDUAI	L TRANSITION PLAN (IEP)		
<u>Course of study</u> : A multi-year description of A course of study (or IGP) was reviewed with par	their	postsecondary goal.	in order to enab	le the student to meet
Courses completed: Ves O No Courses currently enrolled in: Yes O No Courses still needed: Yes No				
IGP or course of study was provided to the parent	t or student over age 18	as required: 🗹 Yes		
Student is working towards: $\bigcirc$ Certificate of C	Completion 🔘 Dipl	oma		
Additional courses/activities discussed that may s community experiences, participation in other sch				
Nadav is enrolled in a course of study that enables him to requirements for graduation as well as the electives chosen				
Future Agency Involvement:				
Are there agencies currently or prospectively pro-	viding or paying for tran	nsition services? 🔘 Yes 🔘 No		
Do you give permission to the District to invite th	iese agencies to the next	t IEP in which transition services will be revi	ewed? O Yes	○ No
Agency Name:				~
Agency Name:				
Agency Name:				~
				~
1. Does the student's IEP include appropriate mea education/training, employment and, as needed, in		goals that cover	1	I. 🗹 Yes
2. Are the postsecondary goals updated annually?	info		2	2. 🗹 Yes
3. Is there evidence that the measurable postsecon assessment? <i>info</i>	idary goals were based	on age appropriate transition	ŝ	3. 🗹 Yes
4. Are there transition services that will reasonabl	y enable the student to	meet their postsecondary goals?	2	4. 🗸 Yes
5. Do the transition services include a course of s the student's current year to anticipated exit year a	•	-		5. 🗹 Yes 5. 🗹 Yes
identified postsecondary goals? info			-	7. 🗹 Yes
6. Is (are) there annual IEP goal(s) related to the s			8	8. 🔿 Yes 💽 N/A
7. Is there evidence that the student was invited to discussed? <sup>info</sup>	the IEP team meeting	where transition services were	·	
8. If appropriate, is there evidence that a represen team meeting with the prior consent of the parent				