

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

MI

Section A: Meeting Information

Pertinent Dates	Type of Meeting
Date of Initial IEP Team Meeting	11-JAN-2018
Date of Present Meeting	02-MAR-2020
Annual Review to be conducted by	02-MAR-2021
Next Three Year Review will be conducted by	10-JAN-2021
Three Year Review or Evaluation was conducted on	11-JAN-2018
Transition to Kindergarten to be conducted by	

Location of Meeting	Walter Reed Middle School	District Name	Los Angeles Unified School Dis
---------------------	---------------------------	---------------	--------------------------------

Section B: Student Information

Date of Birth	29-OCT-2007	Age	12	Grade	6
Gender	<input checked="" type="radio"/> Male <input type="radio"/> Female	Limited English Proficient Student	<input type="radio"/> Yes <input type="radio"/> No	Ethnic Code	White
Location of the Psych Folder	SUPPORT UNIT NOF	Student has no Psych Folder	<input type="checkbox"/>		
Location of the Cum Folder	REED MS	Student has no Cum Folder	<input type="checkbox"/>		
Home Language	Hebrew	Student Language	Hebrew	Alternate Mode of Communication	
Home Address of Student	11818 RIVERSIDE DR APT 113				
City	VALLEY VLG CA	ZIP Code	91607		
Home Telephone	(213) 399-7111	Daytime Telephone		Emergency Telephone	
School of Attendance	Reed Ms	Location Code	8355		
School of Residence	Reed Ms	Location Code	8355		
Name of Parent/Guardian	Esther/Yehuda Anconi				
Address	11818 RIVERSIDE DR APT 113				
City	VALLEY VLG CA	ZIP Code	91607		
Surogate Parent		Telephone			
Attends CURRENT SCHOOL as a result of one of the following		Attends School of Residence ▼		Walter Reed Middle School	
Is the student living in a Family Foster Home (FFH)?	<input checked="" type="radio"/> No <input type="radio"/> Yes	FFH#			
Is FFH Provider related to student?	<input type="radio"/> No <input type="radio"/> Yes	Relationship			
Licensed Children's Institution	<input checked="" type="radio"/> No <input type="radio"/> Yes	LCI Name			
		LCI#			
Out of the home placement made by	<input type="radio"/> Regional Center <input type="radio"/> Superior Court	<input type="radio"/> Department of Mental Health <input type="radio"/> Other	<input type="radio"/> Department of Children's Services		
Child's family living within LAUSD's boundaries?	<input type="radio"/> No <input checked="" type="radio"/> Yes				
If the student is 18 years old or older or is an emancipated minor, does he/she have educational decision-making rights?				<input type="radio"/> No <input type="radio"/> Yes	

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student ANCONINA

NADAV

Last

First

MI

Date of Birth 29-OCT-2007

Meeting Date 02-MAR-2020

Section C: Language Acquisition

Language Classification:

Initially Identified Fluent English

Start Date:

06-SEP-2012

Parent Waiver:

☒ Yes ☐ No

Reclassification Date:

Elementary English Language Development Level:

Start Date:

Secondary English Language Development Level:

4

Start Date:

31-OCT-2012

Communication Observation Matrix Level:

Start 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	Reading	<input checked="" type="radio"/>	<input type="radio"/>	
Category	Reading ▼			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	
2	Written Language	<input type="radio"/>	<input checked="" type="radio"/>	Revisions are not yet at 80% accuracy
Category	Writing ▼			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	needs further support in editing and revising
3	Mathematics	<input checked="" type="radio"/>	<input type="radio"/>	
Category	Math ▼			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	
4	Pre. Voc. Ed.	<input checked="" type="radio"/>	<input type="radio"/>	
Category	Vocational Education ▼			
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	
5		<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"/>	
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"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
10	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Category	<input type="text" value="▼"/>			
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	<input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student ANCONINA
LastNADAV
First

MI

Date of Birth 29-OCT-2007

Meeting Date 02-MAR-2020

Section E: Present Level of Performance

Performance Area:

Reading

Category:

Assessment/Monitoring Process
Used:

Teacher Reports and Observations

State/District Assessment Results:

ELA 2435 Standard Not Met

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

Strengths: To assess Nadav's reading ability he was given a few brief informal surveys. On the Sand Diego Quick Assessment he was given words to decode ranging from elementary level all the way to high school level. Nadav's independent reading level was at the third grade level. His level of instructional was at the 4th grade level and his level of frustration was at the 5th grade level. When given a grade level reading passage he was able to read 88 words per minute, three of those were incorrectly read. Nadav's reading fluency is approaching grade level. His Learning Center teacher report that he can read level text and comprehend it if given adult support.

Needs: The Learning Center teacher reports that his reading skills are below grade level It would seem that Nadav faces challenges in the area of decoding and comprehension. His independent reading level is at or around the 3rd to 4th grade. He was given a grade level reading passage and then asked to answer 20 multiple choice comprehension questions at the end. Nadav answered 6/20 correctly, that is 30% accuracy. Last semester he earned a C in his Language Art's class as of the the most recent grading period his grade has gone down to a fail. He needs to work on providing a summary of the informational text distinct from personal opinions or judgments .

Impact of Disability: Nadav's Specific Learning Disability impairs his ability to comprehend and summarize grade level text. This impacts his involvement and progress in the General Education Program.

Performance Area:

Written Language

Category:

Assessment/Monitoring Process
Used:

Teacher Reports and Observations

State/District Assessment Results:

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

Strengths: If given support Nadav can write a proper sentence that has proper subject/ verb agreement and convey a complete thought. If given more intense support he would be able to turn sentences into paragraphs.

Needs: Written Language seems to be Nadav's major area of need. His teachers report that his writing ability is below grade level. He struggle a lot with his writing. Nadav struggle with spelling . He has a difficult time writing, he needs support in writing sentences. Nadav is not capable of independently writing a paragraph. Even when given support for writing, longer multiple paragraph composition area real struggle for Nadav. Issues of staying focused and organization of thought make it difficult for him to complete longer writing assignments. His paragraphs lack topic sentences, supporting details., commentary , concluding sentences and transitions. When responding to questions he does not use complete sentences. He need to work on developing and strengthening writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well audience and purpose have been addressed.

Impact of Disability: Nadav's Specific Learning Disability impairs his ability to develop longer multiple paragraph essays.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student ANCONINA
LastNADAV
First

MI

Date of Birth 29-OCT-2007

Meeting Date 02-MAR-2020

Section E: Present Level of Performance

Performance Area:

Mathematics

Category:

Assessment/Monitoring Process
Used:

Teacher Reports and Observations

State/District Assessment Results:

Mathematics 2391 Standard Not Met

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

Strengths: Nadav's Learning Center teacher reports that he can perform operations with decimals. He is capable of solving equations that use ratios and proportions. On an informal worksheet that he was administered, Nadav demonstrated that he was able to work with basic math facts for all 4 modes of computation. He displayed the ability to solve addition equations that involved carry over and he was also able to solve subtraction problems that involved the use of carry over. On the worksheet he was able to subtract fractions that had the same denominator. Nadav also answered correctly an equation that had him multiply a whole number by a fraction. On the worksheet he got -9×7 incorrect, he answered -64 . He understands the rule of multiplying positive and negative integers. The math teacher reports that he can perform all 4 methods of computation with decimals if provided notes and multiplication chart. He can work with rates, ratios and convert the measurement with the use of a fraction chart. Nadav is a natural engineer and he enjoys working with his hands. His spatial problem solving skills are impressive.

Needs: On the worksheet he was administered he did get some equations wrong that asked him to multiply a single digit number by a another single digit number. This indicates that knowledge of times tables is an area of need. Nadav was not able to answer equations that had him divide multiple digit numbers. When given equations that involved the use of multiplying multiple digit number and carry over, he answered those equations incorrectly. Nadav was not able to solve a two step equation so as to find the value of a variable. He was unable to find the percentage of a number He faces difficulty in the area of percents, fraction and decimals. Nadav needs to work on using different tools strategically to solve multi-step real-life and mathematical problems posed with positive, negative numbers in any form.

Impact of Disability: Nadav's Specific Learning Disability impairs his ability to access the 6th Grade Common Core Mathematics Curriculum. This impacts his involvement and progress in the General education Program

Performance Area:

Vocational Education

Category:

Assessment/Monitoring Process
Used:

Teacher Reports and Observations

State/District Assessment Results:

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

20 Week 5 week
CC Math 6 CSS History CSS CC Math 6 DUS History CSS
Science 6 CSS Dev Reading BSS Science 6 NSS Dev Read MSS
English 6 CUU Phys Ed DSS English 6 FUU Phys Ed NSS

Strength: Nadav maintains appropriate attendance and from information gleaned from reports it appears that he arrives to class on time. It seems lately his behavior in the Learning Center has been improving . It is noted that he is capable of sitting quietly when he chooses. He is able to speak clearly to his peers and teachers using eye contact and clear expression. His Language Art's teacher reports ' He will occasionally work in class, ask for help/clarification as needed, and communicate with me when he is late with an assignment and needs more time. With support, he will check his grades on Schoology and ask about missing assignments. He generally has the materials he needs for class each day'. His math teacher reports that he is improving in turning in his daily homework assignments. In contrast to his behavior in the Learning Center his math teachers reports that he asks for help when he need it.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student ANCONINA
LastNADAV
First

MI

Date of Birth 29-OCT-2007

Meeting Date 02-MAR-2020

Section E: Present Level of Performance

Performance Area:

Vocational Education

Category:

Assessment/Monitoring Process
Used:

Teacher Reports and Observations

State/District Assessment Results:

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

Needs: In the Learning Center his teacher tries to offer him assistance but Nadav is very resistant towards receiving help. He is missing several assignments from his Language Art's and Mathematics class. Last week he was caught using a cellphone in one of his classes. His Language Art's teacher reports 'Nadav's work habits are inconsistent. Although he has exhibited the ability to do all the things listed above, he frequently avoids tasks, and generally wastes time. Although he has his materials, he needs to be prompted to take out what is needed at the time. For example, he will use whatever color pen (e.g. orange) for his work, even though the teacher has specified black or blue ink, or pencil. The work he turns in is often rushed, very sloppy ,and frequently inaccurate. He does not follow through on completing late or missing assignments, or assignments he's been asked to redo. Nadav needs to work to avoid plagiarism as he has produced copied work on multiple assignments.

Performance Area:

Vocational Education

Category:

Assessment/Monitoring Process
Used:

Teacher Reports and Observations

State/District Assessment Results:

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

Although Nadav has shown that he has the ability to read and comprehend most grade level texts, he often skips reading directions before starting on an assignment. I have also observed him skipping the reading of an article before responding to the questions. I am further concerned because I do not believe he has read either of the assigned class novels based on a lack of evidence in his responses to the literature. Nadav needs close supervision in order to work well. He often exhibits off-task behavior. He fools around in class in peers when given the opportunity to work collaboratively. Other students have complained that he is uncooperative or gossips about others. He has had his cell phone on more than once during school hours after being repeatedly told that it is against school policy. His math teacher reports that he is often off task and that he talks excessively.

Impact of Disability: Nadav's Specific Learning Disability impairs his ability to focus properly in class and to complete his assignments . This impact his involvement and progress in the General Education Program.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student

ANCONINA

NADAV

Last

First

MI

Date of Birth

29-OCT-2007

Meeting Date

02-MAR-2020

Section F: Eligibility

If 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:

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:



Social Maladjustment



Temporary Physical Disability



Lack of instruction in reading



Lack of instruction in math



Limited English Proficiency



Environmental, Cultural or Economic Factors

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student ANCONINA
LastNADAV
First

MI

Date of Birth 29-OCT-2007

Meeting Date 02-MAR-2020

Section G: Annual Goals and Objectives

Performance Area: Reading Category: Reading Annual Goal #: 1

ANCONINA NADAV will trace the argument and specific claims in an informational text, assessing whether the evidence is relevant and sufficient to support the claims independently as measured by work samples in 8 out of 10 trials with 80% accuracy.

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
 ☐ Norm Referenced
 ☐ Criterion Referenced
 ☐ Curriculum Based
☒ Observation
 ☐ Portfolio
 ☒ Work Samples
 ☒ Informal
☐ Other

Incremental objective #1 related to the goal:

ANCONINA NADAV will trace the argument and specific claims in an informational text, assessing whether the evidence is relevant and sufficient to support the claims with two prompts as measured 7 in 10 out of 70 trials with % accuracy.

Incremental objective #2 related to the goal:

ANCONINA NADAV will trace the argument and specific claims in an informational text, assessing whether the evidence is relevant and sufficient to support the claims with one prompt as measured by work samples in 8 out of 10 trials with 75% accuracy.

Date to be achieved: June 2020 MO/YR

Date to be achieved: October 2020 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR
EXCEEDED3 SUBSTANTIAL PROGRESS (50-99% of goal
met)

2 PARTIAL PROGRESS (1-49% of goal met)

1 NO PROGRESS

1st Reporting Period Date:	2nd Reporting Period Date:	3rd Reporting Period Date:	4th Reporting Period (Secondary Only) Date:	Goal Achievement
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	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:

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student ANCONINA
LastNADAV
First

MI

Date of Birth 29-OCT-2007

Meeting Date 02-MAR-2020

Section G: Annual Goals and Objectives

Performance Area:

Written Language

Category:

Annual Goal #:

2

With some guidance and support from peers and adults, ANCONINA NADAV will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well audience and purpose have been addressed independently as measured by work samples in 8 out of 10 trials with 80% accuracy.

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
 ☐ Norm Referenced
 ☐ Criterion Referenced
 ☐ Curriculum Based
☒ Observation
 ☐ Portfolio
 ☒ Work Samples
 ☒ Informal
☐ Other

Incremental objective #1 related to the goal:

With some guidance and support from peers and adults, ANCONINA NADAV will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well audience and purpose have been addressed with two prompts as measured by work samples in 7 out of 10 trials with 70% accuracy.

Incremental objective #2 related to the goal:

With some guidance and support from peers and adults, ANCONINA NADAV will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well audience and purpose have been addressed with one prompt as measured by work samples in 8 out of 10 trials with 75% accuracy.

Date to be achieved:

June

2020

MO/YR

Date to be achieved:

October

2020

MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR
EXCEEDED3 SUBSTANTIAL PROGRESS (50-99% of goal
met)

2 PARTIAL PROGRESS (1-49% of goal met)

1 NO PROGRESS

1st Reporting Period Date: <input type="text"/>	2nd Reporting Period Date: <input type="text"/>	3rd Reporting Period Date: <input type="text"/>	4th Reporting Period (Secondary Only) Date: <input type="text"/>	Goal Achievement
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 **ANCONINA**
Last**NADAV**
First

MI

Date of Birth **29-OCT-2007**Meeting Date **02-MAR-2020**

Section G: Annual Goals and Objectives

Performance Area:

Mathematics

Category:

Annual Goal #:

3

ANCONINA NADAV will use different tools strategically to solve multi-step real-life and mathematical problems posed with positive, negative numbers in any form, and/or assess the reasonableness of answers using mental computation and estimation strategies independently as measured by work samples in 8 out of 10 trials with 80% accuracy.

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
 ☐ Norm Referenced
 ☐ Criterion Referenced
 ☐ Curriculum Based
☒ Observation
 ☐ Portfolio
 ☒ Work Samples
 ☒ Informal
☐ Other

Incremental objective #1 related to the goal:

ANCONINA NADAV will use different tools strategically to solve multi-step real-life and mathematical problems posed with positive, negative numbers in any form, and/or assess the reasonableness of answers using mental computation and estimation strategies with two prompts as measured by work samples in 7 out of 10 trials with 70% accuracy.

Incremental objective #2 related to the goal:

ANCONINA NADAV will use different tools strategically to solve multi-step real-life and mathematical problems posed with positive, negative numbers in any form, and/or assess the reasonableness of answers using mental computation and estimation strategies with one prompt as measured by work samples in 8 out of 10 trials with 75% accuracy.

Date to be achieved:

June**2020**

MO/YR

Date to be achieved:

October**2020**

MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR
EXCEEDED3 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"/>

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student ANCONINA
LastNADAV
First

MI

Date of Birth 29-OCT-2007

Meeting Date 02-MAR-2020

Section G: Annual Goals and Objectives

Performance Area:

Vocational Education

Category:

Annual Goal #:

4

Nadav will stay on task and work quietly without talking until his assignment is completed independently in 9/10 trials at 90% consistency

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
 ☐ Norm Referenced
 ☐ Criterion Referenced
 ☐ Curriculum Based
- ☒ Observation
 ☐ Portfolio
 ☒ Work Samples
 ☒ Informal
- ☐ Other

Incremental objective #1 related to the goal:

Nadav will stay on task and work quietly without talking until his assignment is completed with two prompts in 8/10 trials at 80% consistency

Incremental objective #2 related to the goal:

Nadav will stay on task and work quietly without talking until his assignment is completed with one prompt in 9/10 trials at 85% consistency

Date to be achieved:

June

2020

MO/YR

Date to be achieved:

October

2020

MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR
EXCEEDED3 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

ANCONINA

NADAV

Last

First

MI

Date of Birth

29-OCT-2007

Meeting Date

02-MAR-2020

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.

Student will participate in Regular State and District Assessments.*(Designated Supports and/or Accommodations identified below are applicable)***CAASPP Subject**

ELA and Math

Designated Supports:

- Test in a separate/smaller setting
- Simplified or paraphrased test directions (non-embedded designated support)
- Text-to-speech software enabled (for math items and ELA items except for reading passages)

Accommodations:

- Streamlined version of text presented in a more sequential format
- Text-to-Speech software enabled for ELA reading passages (embedded accommodation).

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student

ANCONINA

NADAV

Last

First

MI

Date of Birth

29-OCT-2007

Meeting Date

02-MAR-2020

Section N: Procedural Safeguards and Follow-up Actions

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

Is the parent/guardian requesting translation services? ☒ Yes ☐ No

If yes, the parent/guardian has requested a written translation of the IEP in Hebrew

Specify the Individual Pages to be translated:

Special Requests:

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

THIS SPACE DELIBERATELY LEFT BLANK.

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student

ANCONINA

NADAV

Last

First

MI

Date of Birth

29-OCT-2007

Meeting Date

02-MAR-2020

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

Method

Other

Whom

CINDY LEWIS

When

22-JAN-2020

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** o all components of the proposed IEP **WITH THE SPECIFIC EXCEPTION(S)** stated below:
- ☐ Assessment Specify
- ☐ Eligibility Specify
- ☐ Instructional SettingSpecify
- ☐ 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

Signature(s)

Date

☒

Parent

☐

Guardian

☐

Student age 18-21 years age 18-21 years

☐

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

27-FEB-2020

PARENT INPUT SURVEY

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

ALL INFORMATION IS CONFIDENTIAL

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

A. Regarding your child's current IEP:	Yes	No	Does Not Apply
1. I am satisfied with the IEP meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I feel that the IEP accurately reflects the decisions made at the IEP meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I received notice of the IEP meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I received "The IEP and You" handbook with the notice of the IEP meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. During the IEP process I received "A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)" explaining my rights as a parent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The IEP meeting was held in an appropriate setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I feel I was treated as an equal and important part of the IEP team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The participants at the IEP meeting were prepared and informed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Placements for my child, including the general education setting, were discussed and decided upon.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Related services were discussed and decided upon, if relevant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. If my child is 14 years old or older, an Individualized Transition Plan (ITP) was developed with my child's and my concerns in mind.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. At the end of the IEP meeting the decisions were summarized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. If I needed an oral interpretation of the IEP team meeting an interpreter was provided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. The interpretation of the IEP team meeting enabled me to participate and make an informed decision regarding my child's IEP during the IEP meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. The interpreter stayed for the duration of the IEP team meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. If the interpreter left the IEP meeting before it was over, another staff member served as the interpreter and the interpretation was adequate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I am aware that, if I am dissatisfied with the adequacy of the oral interpretation at the IEP team meeting, I can file a complaint with the Educational Equity Compliance Office at (213) 241-7682.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. If I needed a written translation of the IEP, translation services were offered.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. I am aware that, if I do not receive a copy of the translated IEP, I can contact the site administrator or call the Division of Special Education at (213) 241-6701.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If any of the answers to items 13-16 or 18-19 was No, please discuss your concern(s) with the site administrator or call the Division of Special Education at (213) 241-6701.			
B. Regarding your child's previous IEP (if relevant):			
20. I am satisfied that my child received the services described on the previous IEP. (If your answer to this question is "No", please write concerns below.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional Comments			

Is there anything more you would like to ask us or tell us?

Please write below or call the Parent Resource Network at 1-800-933-8133.

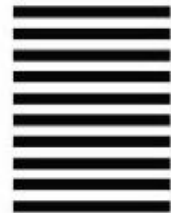
Please fold along dotted lines with the address showing. Seal and mail. Postage is pre-paid.
Again, Thank you!



NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES

BUSINESS REPLY MAIL
FIRST-CLASS MAIL PERMIT NO. 33798 LOS ANGELES CA 90051
POSTAGE WILL BE PAID BY ADDRESSEE

ATTN PARENT RESOURCE NETWORK
LOS ANGELES UNIFIED SCHOOL DISTRICT
PO BOX 613307
LOS ANGELES CA 90099-4093



PARENT INPUT SURVEY
English

POST

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Reconvened
Meeting Date

Student ANCONINA

Last

NADAV

First

MI

Date of Birth 29-OCT-2007

Meeting Date 02-MAR-2020

Section R: Names and Signatures (Signatures on File)

Team Member	Print Name	Signature
Parent/Guardian	Esther Anconina	
Parent/Guardian		
Student Age 18 - 21 years		
Student Under Age 18 years		
Surrogate Parent		
Foster Parent		
Family Foster Home Provider		
Administrator		
Administrative Designee	Ms. Masmela	
Special Education Teacher	Mr. Cranow	
General Education Teacher	Mrs. Tomlinson	
School Psychologist		
School Nurse		
Related Service Staff		
Related Service Staff		
Related Service Staff		
Interpreter		
Sign Language Interpreter		
Agency Representative		
Agency Representative		
Agency Representative		
Other		
Other		
Other		
Other		

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student ANCONINA
LastNADAV
First

MI

Date of Birth 29-OCT-2007

Meeting Date 02-MAR-2020

LEAST RESTRICTIVE ENVIRONMENT ANALYSIS

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

Student's Current Placement Type:

<input checked="" type="radio"/> General Education Class/General Education Site	<input type="radio"/> Special Day Program/General Education Site
<input type="radio"/> Special Day Program/Special Education Center	<input type="radio"/> Nonpublic School
<input type="radio"/> Home/Hospital or Residential Care Facility	

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. The lack of current availability of a student's required supports, services, accommodations and modifications is not the sole justification for placement in a more restrictive setting, unless there is a compelling reason why they cannot be provided. In selecting the LRE, consideration is given to any potential harmful effect on the child or on the quality of services that he or she needs.

Step A.	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a general education classroom/setting?	
	<input checked="" type="radio"/> Yes <input type="radio"/> No	If the answer is YES, then a general education classroom/setting is the appropriate placement. If the answer is NO, go to the question below.
	<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 general education classroom/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 B.
<div style="border: 1px solid black; height: 80px; width: 100%;"></div>		

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?	
	<input type="radio"/> Yes <input type="radio"/> No	If the answer is YES, then a special day program on a general education site is the appropriate placement. If the answer is NO, go to the question below.
	<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 day program on a general education site? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step C.
<div style="border: 1px solid black; height: 80px; width: 100%;"></div>		

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student ANCONINA

NADAV

Last

First

MI

Date of

29-OCT-2007

Birth

Meeting

02-MAR-2020

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.

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.

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.

3/2/2020

Individualized Education Program (IEP)

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student

ANCONINA

NADAV

Last

First

MI

Date of Birth

29-OCT-2007

Meeting Date

02-MAR-2020

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 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 type="checkbox"/>	Lack of exposure to appropriate behavioral models from peers
	<input checked="" type="checkbox"/>	Other: <input type="text" value="N/A"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 1 - Eligibility, Placements and Supports

Student ANCONINA
LastNADAV
First

MI

Date of Birth 29-OCT-2007

Meeting Date 02-MAR-2020

		Effective With this IEP	Future Changes Related to this IEP
	As of Date:		
Eligibility: (from Page 4)		Eligible (SLD)	
	Final IEP Reason Final IEP Effective Date:		
Curriculum		General Education	
Placement	Type of School	District Resident School	
	Name of School	REED MS	
Instructional Setting	Setting	General Education	
	Program	GE	
	Special Day Minutes/Wk	0	
	Addresses Goals	1(Reading),2(Written Language),3(Mathematics),4(Vocational Education)	
Additional Factors	Low Incident Support	None	
	Assistive Technology Support	No	
	Transportation	None	
	Extended School Year/Intersession	<input type="radio"/> Yes <input checked="" type="radio"/> No	
	Parent Counseling and Training (PCT)	<input type="radio"/> Yes <input checked="" type="radio"/> No	
	ESY Transportation		
Accommodation, Modifications, Supports	Instructional Accommodations	1. Frequent break opportunities (if he is having trouble focusing) 3. Task broken down in smaller chunks for success 4. Shortened assignments, 5. Preferential seating 6. Note taking assistance 7. Tests read aloud 8. Check agenda book for accuracy	
	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 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	Nadav will spend the entire day in the General Education Program with the exception of one period per day of Learning Center.

IEP FAPE Part 2 - Summary of Services

02-MAR-2020

MI

Date

	Responsible Personnel:	Licensed/Credentialed Provider	
		Resource Specialist Teacher	
*			
Service 3	Start Date:	Effective on Signature Date	
RSP	End Date:		
RSP	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals :	Interval:	Weekly	
3(Mathematics)	Minutes/Interval:	100	
	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	RSP: Collaborative Teaching and Planning*	
	RSP Area:	Math	
	Responsible Personnel:	Resource Specialist Teacher	
		General Education Teacher	
*			

Notes:

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

Part 3 - Percentage of Time Outside of General Education

	Effective With this IEP	Future Changes Related to this IEP
% of Time per Week outside of General Education	14	

Part 4 - Additional Discussion (This section is optional)

--

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student ANCONINA

NADAV

Date of Birth 29-OCT-2007

Meeting Date 02-MAR-2020

Last

First

MI

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	100	Reading, Written Language	--
RSP	RSP	Effective on Signature Date	Regular	Weekly	1-5	RSP-Multiple Academic Areas	260	Reading, Written Language, Mathematics	--
RSP	RSP	Effective on Signature Date	Regular	Weekly	1-5	RSP-Math	100	Mathematics	--

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.