

**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

<b>STUDENT NAME:</b> [REDACTED]	<b>DISABILITY CLASSIFICATION:</b> Autism
<b>DATE OF BIRTH:</b> [REDACTED] <b>LOCAL ID #:</b> [REDACTED]	
<b>PROJECTED DATE IEP IS TO BE IMPLEMENTED:</b> 05/04/2020	<b>PROJECTED DATE OF ANNUAL REVIEW:</b> 04/27/2021

**STUDENT NAME:** [REDACTED]**NYC ID:** [REDACTED]**PRESENT LEVELS OF PERFORMANCE AND INDIVIDUAL NEEDS**

DOCUMENTATION OF STUDENT'S CURRENT PERFORMANCE AND ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS

**EVALUATION RESULTS (INCLUDING FOR SCHOOL-AGE STUDENTS, PERFORMANCE ON STATE AND DISTRICT-WIDE ASSESSMENTS)**

Fountas and Pinell Benchmark Assessment- September 2019: [REDACTED] was able to identify all 26 uppercase letters, and 25 out of 26 lowercase letters. [REDACTED] was able say the sounds for 4 out of 26 uppercase letters and 13 out of 26 lowercase letters. [REDACTED] was able to read 1 out of 25 level one sight words. Accuracy- Level 2 (Approaching Standards).

Fountas and Pinell Phonological Awareness Assessment- October 2019: Based upon the data collected, [REDACTED] can identify initial sounds. However, [REDACTED] needs to continue to work on blending and segmenting words, and rhyming words. Accuracy- Level 2 (Approaching Standards)

Phonological Letter-Sound Awareness Assessment- March 2020: Based upon the data collected, [REDACTED] needs to continue to work on identifying vowel sounds, tapping out sounds in CVC words, segmenting a CVC word, and spelling CVC words. Accuracy- Level 2 (Approaching Standards)

Fountas and Pinell Reading Level Assessment- February 2020: Level B (Kindergarten level), Oral Reading Fluency: Level 3 (Meeting Standards), Comprehension Level 3 (Meeting Standards)

Go Math: Chapter 1 Math Portfolio- 9/12/19 -10/3/19: Based upon the data collected through informal assessments and assignments, [REDACTED] has met the standards for modeling and counting up to number 5. Accuracy- Level 3 (Meeting Standards)

Go Math: Chapter 2 Math Portfolio- 10/7/19 -10/16/19: Based upon the data collected through informal assessments and assignments, [REDACTED] has met the standards for comparing numbers by stating whether the number is greater than, less than, or equal to another number. Accuracy- Level 3 (Meeting Standards)

Go Math: Chapter 3 Math Portfolio- 10/21/19 - 11/6/19- Based upon the data collected through informal assessments and assignments, [REDACTED] has met the standards for modeling and counting numbers 6 through 9. Accuracy- Level 3 (Meeting Standards)

Go Math: Chapter 4 Math Portfolio- 11/12/19 - 11/27/19- Based upon the data collected through informal assessments and assignments, [REDACTED] has met the standards for making 10. Accuracy- Level 3 (Meeting Standards)

Go Math Chapter 5 Math Portfolio- 12/2/19 - 12/19/19- Based upon the data collected through informal assessments and assignments, [REDACTED] has met the

standards for adding within 10. Accuracy- Level 3 (Meeting Standards)

Go Math Chapter 6 Math Portfolio- 1/6/2020 - 1/17/2020- Based upon the data collected through informal assessments and assignments, [REDACTED] has met the standards for subtracting within 10. Accuracy- Level 3 (Meeting Standards)

Go Math Chapter 7 Math Portfolio- 1/21/2020 - 2/6/2020- Based upon the data collected through informal assessments and assignments, [REDACTED] has met the standards for modeling, counting and writing numbers 11 through 19. Accuracy- Level 3 (Meeting Standards)

Go Math Chapter 8 Math Portfolio- 2/10/2020 - 2/27/2020- Based upon the data collected through informal assessments and assignments, [REDACTED] has met the standards for counting and problem solving for numbers up to 20. Accuracy- Level 3 (Meeting Standards)

Go Math Chapter 9 Math Portfolio- 3/2/2020 - 3/26/2020- Based upon the data collected through informal assessments and assignments, [REDACTED] has met the standards for identifying attributes and problem solving for 2 Dimensional shapes. Accuracy- Level 3 (Meeting Standards)

Writing Portfolio- 9/9/19 - 12/20/19- Based upon the data collected through informal assessments and writing pieces, such as the I AM story, [REDACTED] has met the standards for writing. Accuracy- Level 3 (Meeting Standards)

Writing Portfolio- 1/9/2020 - Present- Based upon the data collected through informal assessments and writing pieces, such as a personal narrative, [REDACTED] is meeting the standards for writing. Accuracy- Level 3 (Meeting Standards)

Interest Inventory and Learning Style profile conducted on 10/30/19

### **ACADEMIC ACHIEVEMENT, FUNCTIONAL PERFORMANCE AND LEARNING CHARACTERISTICS**

LEVELS OF KNOWLEDGE AND DEVELOPMENT IN SUBJECT AND SKILL AREAS INCLUDING ACTIVITIES OF DAILY LIVING, LEVEL OF INTELLECTUAL FUNCTIONING, ADAPTIVE BEHAVIOR, EXPECTED RATE OF PROGRESS IN ACQUIRING SKILLS AND INFORMATION, AND LEARNING STYLE:

[REDACTED] is a 5 year old male in a Kindergarten ICT classroom. [REDACTED] is independent in activities related to self care such as feeding, opening his food and toileting to the extent expected at his age level. [REDACTED] is able to independently put on his outerwear such as his jacket, but at times requires assistance to zip his jacket. [REDACTED] will not verbalize that he needs help and often the teachers have to ask multiple questions to which he will then use non-verbal gestures to express that he needs assistance. He is then verbally directed to use his words rather use non-verbal gestures such as shaking his head in an up and down or side to side motion to state yes or no, [REDACTED] has the ability to complete assignments, however, since he does not raise a hand to alert the teachers when he needs help often his work will not be completed because he may have been unsure of the next step or had a question regarding the concept depending on the written task. The use of student reflection cards has been implemented for [REDACTED] to use. He can flip the green card to alert the teachers that he is confident and can complete the task independently; the yellow card alerts the teachers that he has a question; the red card indicates that he does not understand the task and needs to work 1:1 or small group. [REDACTED] has shown improvements in raising his hand to participate during class discussions, and always wants to please his teachers. [REDACTED] is flexible and focused, and handles any changes throughout the day well.

According to [REDACTED] career folder his learning survey said that he learns best when the working environment is quiet, and cannot work when there is noise. [REDACTED] said he prefers working at his desk, but can also work well on the floor. He said that he likes working on assignments until it is completed, and sometimes gets frustrated when he does not finish his work. [REDACTED] also noted that he does not like to work independently, and prefers to work in a group or with a partner. According to [REDACTED] teachers, they observed that [REDACTED] learns best when sitting down at his desk, and cannot complete assignments on the floor since he is able to see better sitting at a higher desk with the use of a slant board. According to [REDACTED] teachers, [REDACTED] is a visual and kinesthetic learner. [REDACTED] has the potential to learn at the same rate as his peers; however, due to his struggle with expressive language it takes a little longer for him to prove that he understands what he is learning, In reading, writing and math [REDACTED] is at a Level 3 (Meeting Standards).

In reading, based on [REDACTED] Fountas and Pinell reading level assessment conducted in February 2020, [REDACTED] is currently reading on a level B, which is at the Kindergarten level. Through this reading assessment, [REDACTED] is reading with more fluency; however, he can still work on his expression through continually whisper reading. His accuracy rate was 96%. When answering questions regarding the level B text, [REDACTED] was able to answer literal questions by going back into the text without prompting and was able to make self-to-text connections. In reading workshop and social studies, [REDACTED] frequently raises his hand to participate during a read aloud, but when asked to say what he is thinking aloud or justify his answers he loses confidence and will say "I don't know", shake his head, or stares with uncertainty. Challenges with expressive language, results in [REDACTED] requiring scaffolding of questions and verbal prompting. Often he will be provided with two oral answer choices to guide him in responding to a question, as well as 1 minute of think time using a visual timer. [REDACTED] can complete reading workshop and social studies tasks independently, however, if he is unsure of the directions or a question on the task, he will not express his need which causes written tasks to be incomplete. The use of self-reflection color-coded flip cards on his desk will support [REDACTED] in alerting his teachers of how he is understanding a task so that they can better support him in completing his tasks. [REDACTED] may also need the support of a power card with Mickey Mouse on it to further motivate him and build his confidence to use his voice to get help during reading workshop.

In math, based on [REDACTED] math portfolio, [REDACTED] is currently meeting the grade-level standards. Based on his math portfolio, [REDACTED] is able to learn new concepts such as modeling and counting, comparing numbers, addition and subtraction. However, challenges with expressing his needs during a task impact his completion of some math assignments, specifically tasks regarding multi-step problems that require him to expand on his thinking. [REDACTED] needs to be provided with visuals and manipulative to help him complete his math tasks since he is a visual and hands-on learner, as well as self-reflection color-coded cards to help him express his needs to his teachers. [REDACTED] may also need the support of a power card with Mickey Mouse on it to further motivate him and build his confidence to use his voice to get help during math workshop.

In writing, based on [REDACTED] writing portfolio, [REDACTED] is currently meeting the grade-level standards. Based on his writing portfolio, [REDACTED] is able to dictate his ideas, but needs 1:1 support in prompting him to write each word on the paper. [REDACTED] has shown improvements in his letter formation due to the use of a pencil grip and slant board to address his fine motor issues. [REDACTED] is able to use decoding strategies when reading a text, however, needs to work on his encoding skills to spell/write words on the paper. When writing independently, [REDACTED] will sit at his desk and not complete the assignment or write one to two sight words because he does not want to spell any words incorrectly. He will not express to his teachers that he needs help encoding a word to write it. Challenges with expressive language can be supported through the use of the color-coded self reflection cards, as well as a Mickey Mouse themed social story to boost his self-confidence throughout the writing process. The use of a student made dictionary can support [REDACTED] in writing words that are tricky for him to encode, and can refer to for any written assignments. [REDACTED] currently utilized a color-coded word wall, as well as his individual sight word/high frequency word ring to aid him in writing.

#### STUDENT STRENGTHS, PREFERENCES, INTERESTS:

[REDACTED] is extremely friendly and respectful. He cares about others, and looks to create friendships with his peers. Throughout the academic year, his participation during lessons has increased. [REDACTED] is meeting the standards in the areas of reading and math, but approaching the standards in writing. He displays an interest in math, specifically number concepts such as counting, ordering numbers, and using counters to represent a given number. [REDACTED] has expressed that he enjoys trips to Costco where he can get his favorite sour cream and onion chips. He also enjoys chocolate cupcakes, the color green, McDonalds chicken nuggets and fries, as well as playing Nintendo Switch with his big brother. [REDACTED] prefers to read books about weather, since he enjoys looking up the weather forecast on his iPad. Academically, [REDACTED] utilized all strategies taught and tries to please his teachers.

[REDACTED] indicated on his interest inventory that he likes to learn by sitting at his desk or on the floor, working with his peers, and in a quiet environment. According to his teachers, [REDACTED] is a visual and kinesthetic learner. [REDACTED] enjoys solving math problems that allow him to represent a given number as well as compare numbers. He is excited during independent reading time to challenge himself with complex texts of his interest. He utilizes decoding strategies taught in the classroom as well as during speech sessions to help him decode unknown words. He enjoys answering literal questions during reading lessons, and writing on the SMARTBoard during math lessons.

[REDACTED] also indicated that he would like to earn stickers, petals on the classroom rewards flower, or time to read his favorite reading book as a positive reward.

According to his teachers, he enjoys classroom jobs such as being a lunch or supply monitor. According to [REDACTED] Interest Inventory, [REDACTED] said that at he schools he loves to read. When he grows up, [REDACTED] said he wants to be a weatherman.

#### ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT:

We are individualizing [REDACTED] educational program due to his unique needs in the area of expressive language and fine motor skills. [REDACTED] works best when provided with color-coded self-reflection flip cards, power cards, social stories, scaffolding questions, visuals / manipulatives, and 1-minute think time to support him in expressing himself and to boost his confidence. [REDACTED] works best when provided with a color-coded word wall, sight word/high frequency word ring, and a student created word dictionary to support him when writing.

According to [REDACTED] mother, she is pleased with his growth in reading and math, however, her concern is in the area of writing.

#### SOCIAL DEVELOPMENT

##### THE DEGREE (EXTENT) AND QUALITY OF THE STUDENT'S RELATIONSHIPS WITH PEERS AND ADULTS; FEELINGS ABOUT SELF; AND SOCIAL ADJUSTMENT TO SCHOOL AND COMMUNITY ENVIRONMENTS:

Speech Report: [REDACTED] is a sweet and cooperative student. He is currently receiving speech and language services 5 times per week for 45 minute session with no more than 5 students for Social Development Intervention (SDI) therapy, 2 times per week 1:1 to address articulation, and 1 time per week in a group no larger than 3 to address receptive/expressive language delays. During SDI, [REDACTED] has been working on sharing space and checking-in with a partner, initiating, maintaining, and terminating conversation, assigning and accepting roles, asking and answering social questions, and learning how to cope with problematic situations. [REDACTED] has greatly improved in these areas of social language. In the beginning of the school year, [REDACTED] was quiet and shy during group sessions. He needed to be coaxed to ask and respond to questions, as well as initiate with peers. Now, [REDACTED] enjoys sharing information with his peers and will gladly answer any questions his peers have for him during weekend sharing. During "Fun Friday" social stations, [REDACTED] will now initiate and even request to play with certain peers and social stations. These skills have been generalized to lunchtime and recess, as [REDACTED] has been observed to interact more with his peers. Sometimes, [REDACTED] will need guidance in how to take turns during play situations and scenarios. Some peers will be more assertive and dominate the play situation. Verbal/visual reminders and role playing help to highlight these instances for him. In the classroom, [REDACTED] is hesitant to express his opinion for fear that he doesn't have the right answer. His teachers and service providers are working to encourage [REDACTED] to be more confident in himself and to participate more in class. Receptively, [REDACTED] is on grade level. Expressively, [REDACTED] is working on increasing his ability to verbalize his ideas, as well as wants and needs. He seems to be more comfortable speaking in a smaller group setting, as his teachers have reported that he speaks much more during social club than in the classroom setting. [REDACTED] is now able to speak in complete sentences, rather than 1-2 word responses. Recently, [REDACTED] has made progress in asking for help when needed. [REDACTED] will now raise his hand and ask for assistance when he is unsure of what to do instead of just sitting quietly and getting anxious about his work not getting completed. Although [REDACTED] phonemic awareness continue to be delayed, he is making steady progress in being able to recognize word families and rhyming word pairs. [REDACTED] has been working on increasing phonemic awareness skills to improve his reading ability during both his individual and group sessions. Each week [REDACTED] has been working on a word family, reading a leveled story with that word family in it, and recognizing and producing sight words incorporated into the story. [REDACTED] has also been working on increasing articulation skills to improve his overall intelligibility of the spoken message. [REDACTED] has worked on increasing labial (lip) closure for /p, b/ sounds, and placement labial-dental sounds /f, v/. A mirror is used to provide the visual input needed for [REDACTED] to target these sounds and to monitor proper production. [REDACTED] also continues to exhibit the phonological process of "stopping" for the th-sound. For example, [REDACTED] instead of saying Thursday, he will produce "Bursday." This phonological process should've been eliminated by age 5. [REDACTED] also continues to have some difficulty with lingual (tongue) elevation and range of motion for // and l-blends. He's also been noted to add a schwa sound at the end of some words, for example for bird, he will say bir-dah. He has increased awareness of this and is better able to monitor and correct himself. Goals for [REDACTED] for this coming year will focus on increasing articulation, social language, and phonemic awareness skills. It is recommended that [REDACTED] speech and language mandate for SDI remain the same until the programmatic change in September. It will then be modified to 3x45x5:1. His individual sessions will remain the same; however, his group session 1x30x3:1 can be discontinued at this time. He has made progress and it is felt that his mandate is a bit restrictive for his needs.

##### STUDENT STRENGTHS:

[REDACTED] truly enjoys attending social club. He's able to follow the routine of saying the password, signing in, and then sitting on his rug spot to check-in with the schedule to review the flow of the session. He looks forward to working on "We" projects, accepts his role for assigned tasks, and will remain with his partner for the length of presented activities.

**SOCIAL DEVELOPMENT NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT:**

According to [REDACTED] mother, she is pleased with his social growth.

[REDACTED] will at times need teacher or peer guidance to share or assert his ideas.

### **PHYSICAL DEVELOPMENT**

**THE DEGREE (EXTENT) AND QUALITY OF THE STUDENT'S MOTOR AND SENSORY DEVELOPMENT, HEALTH, VITALITY AND PHYSICAL SKILLS OR LIMITATIONS WHICH PERTAIN TO THE LEARNING PROCESS:**

Physical Therapy: [REDACTED] is a 6.1 year old boy currently attending kindergarten ICT class. [REDACTED] presents with impaired gross motor, balance as well as coordination skills. [REDACTED] is independent in ambulation and can ascend and descend stairs using alternating pattern with one hand on the railing with or without load on hand. When asked to walk up without holding on rails, [REDACTED] is able to do so at a slower pace but is not able to when going down. When walking in hallways, he can get distracted and tend to lag behind peers or stay out of his line spot. He is able to open classroom and hallway doors with minimal difficulty. He is able to jump in place, forward or sideways but not over a 3-4 inch block. He uses a bipedal take off but tends to use a step to step landing at times. [REDACTED] is also able to catch a playground ball from 4 feet away by chest trapping. He can throw a playground ball from chest level or overhead. He can trap a rolling ball using either foot but shows better stability using the right foot. He kicks a stationary or slow moving ball using his right foot but uses a lot of compensatory movements using his left. He is able to stand on his right foot longer (4-5 seconds) and with less compensatory movements on his trunk compared to his left (1-2 seconds). Skipping and galloping are now emerging and is still unstable. He is able to hop on his right foot 4-5x but not on his left. [REDACTED] is able to run with decreased arm pumping and shows occasional loss of balance when stopping on command or when changing directions. During recess [REDACTED] is observed to participate and engage in playground activities with peers. [REDACTED] is independent in mealtimes and toileting. Physical Therapy mandate is recommended to be modified to 1x30 in a group of 2 to apply learned skills and 2x30 individually.

OT: [REDACTED] is a 6.3 year old boy in a kindergarten integrated co-teaching (ICT) classroom setting with a disability classification of autism. [REDACTED] wears glasses at all times throughout the day. He currently receives occupational therapy twice a week for thirty minutes individually in the therapy room and once a week for thirty minutes individually in the classroom setting. [REDACTED] presents with delays in the areas of fine motor, visual-motor/visual-perceptual, overall strength and endurance and self-care tasks. In regards to fine motor skills, [REDACTED] has been working to improve his writing grasp and has transitioned from using a weighted pencil to a regular pencil using a quadruped grasp. At this time, [REDACTED] is working to strengthen his grasp for better writing performance as his grasp is a little weak, along with his upper body strength and stability, causing his strokes to be a little unsteady. He benefits from the use of a slant board for all writing activities, which has improved his overall writing performance. The slant board not only puts his wrists in a more functional position, but it also provided him with a better visual field with less eye fatigue. [REDACTED] is able to write all letters with proper letter formation, size and attention to the line, however he often shows some uncertainty to the formation of some of his letters and seeks out reassurance. He is showing improvements in this area. [REDACTED] continues to demonstrate poor core strength and endurance. He is often seen slouched over when seated at his desk or in the meeting area. He has a difficult time maintaining weight bearing positions (i.e prone propped up on his forearms while completing a task, superman positions, etc). During longer activities, such as writing, coloring or cutting, [REDACTED] will often require a break during the activity as he states he is tired. In regards to cutting, [REDACTED] is able to manage children's fiskar scissors with some awkward movements and cut out simple shapes. He requires some assistance to manipulate paper when turning. At this time, [REDACTED] continues to have difficulty cutting out more complex shapes independently. [REDACTED] is able to don/doff his jacket and hang it on the back of his chair. [REDACTED] has a difficult time managing fasteners, such as zippers and buttons and requires lots of assistance and positioning to complete. [REDACTED] is able to complete his morning and afternoon routine independently. He is able to sit nicely in the meeting area during classroom instruction and respect the personal space of himself and others. He follows directions well and participates in classroom discussion on topic. It is recommended for [REDACTED] to continue receiving occupational therapy two times a week individually for thirty minutes in the therapy room and one time a week for thirty minutes individually in the classroom to continue working on areas of difficulty.

**STUDENT STRENGTHS:**

[REDACTED] is a very sweet and cooperative boy who loves participating in therapeutic activities. He works best with positive reinforcements and praises.

**PHYSICAL DEVELOPMENT NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT:**

According to his mother, she has no physical development concerns.

**MANAGEMENT NEEDS**

[REDACTED] learns best in a ICT program in a community school. He receives Occupational Therapy, Physical Therapy and Speech Therapy (SDI). [REDACTED] receives Parent Counseling in a separate location at a DOE site. [REDACTED] benefits from the use of color-coded self-reflection flip cards, power cards, social stories, scaffolding questions, and 1-minute think time with a visual timer to support him in expressing his wants and needs/justify oral responses and to boost his confidence; and a color-coded word wall, sight word/high frequency word ring, and a student created word dictionary to support him with writing, as well as a pencil grip and slant board to support his fine motor skills.

**EFFECT OF STUDENT NEEDS ON INVOLVEMENT AND PROGRESS IN THE GENERAL EDUCATION CURRICULUM OR, FOR A PRESCHOOL STUDENT, EFFECT OF STUDENT NEEDS ON PARTICIPATION IN APPROPRIATE ACTIVITIES**

[REDACTED] inability to express himself orally, fine motor skills effect his involvement in the general education curriculum.

**STUDENT NAME:** [REDACTED]**NYC ID:** [REDACTED]**STUDENT NEEDS RELATING TO SPECIAL FACTORS**

BASED ON THE IDENTIFICATION OF THE STUDENT'S NEEDS, THE COMMITTEE MUST CONSIDER WHETHER THE STUDENT NEEDS A PARTICULAR DEVICE OR SERVICE TO ADDRESS THE SPECIAL FACTORS AS INDICATED BELOW, AND IF SO, THE APPROPRIATE SECTION OF THE IEP MUST IDENTIFY THE PARTICULAR DEVICE OR SERVICE(S) NEEDED:

Does the student need strategies, including positive behavioral interventions, supports and other strategies to address behaviors that impede the student's learning or that of others?  Yes  No

Does the student need a behavioral intervention plan?  No  Yes

For a student with limited English proficiency, does he need a special education service to address his language needs as they relate to the IEP?  Yes  No  Not Applicable

For a student who is blind or visually impaired, does he need instruction in Braille and the use of Braille?  Yes  No  Not Applicable

Does the student need a particular device or service to address his communication needs?  Yes  No

In the case of a student who is deaf or hard of hearing, does the student need a particular device or service in consideration of the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode?

Yes  No  Not Applicable

Does the student need an assistive technology device and/or service?  Yes  No

If yes, does the Committee recommend that the device(s) be used in the student's home?  Yes  No

**STUDENT NAME:** [REDACTED]**NYC ID:** [REDACTED]**MEASURABLE ANNUAL GOALS**

THE FOLLOWING GOALS ARE RECOMMENDED TO ENABLE THE STUDENT TO BE INVOLVED IN AND PROGRESS IN THE GENERAL EDUCATION CURRICULUM, ADDRESS OTHER EDUCATIONAL NEEDS THAT RESULT FROM THE STUDENT'S DISABILITY, AND PREPARE THE STUDENT TO MEET HIS/HER POSTSECONDARY GOALS.

<b>ANNUAL GOALS</b> WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT	<b>CRITERIA</b> MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED	<b>METHOD</b> HOW PROGRESS WILL BE MEASURED	<b>SCHEDULE</b> WHEN PROGRESS WILL BE MEASURED
In the classroom, with the use of color-coded self-reflection flip cards and a power card, [REDACTED] will be able to his express his wants and needs for 3 out of 5 tasks each day for 3 consecutive weeks.	3 out of 5 tasks each day 3 consecutive weeks	Frequency data chart	2 times per week

<b>ANNUAL GOALS</b> WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT	<b>CRITERIA</b> MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED	<b>METHOD</b> HOW PROGRESS WILL BE MEASURED	<b>SCHEDULE</b> WHEN PROGRESS WILL BE MEASURED
In the classroom, with the use of color-coded self-reflection flip cards, a social story, word ring, color-coded word wall, and a student made dictionary, [REDACTED] will independently write 3 on-topic sentences by encoding words for 2 out of 4 writing piece opportunities.	3 on topic sentences 2 out of 4 writing opportunities	Teacher checklists	1 time per month

<b>ANNUAL GOALS</b> WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT	<b>CRITERIA</b> MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED	<b>METHOD</b> HOW PROGRESS WILL BE MEASURED	<b>SCHEDULE</b> WHEN PROGRESS WILL BE MEASURED
In the classroom, with the use of scaffolding questions and 1-minute think time using a visual timer, [REDACTED] will explain his oral answer to a question for 3 out of 5 opportunities each day for 3 consecutive weeks.	3 out of 5 opportunities 3 consecutive weeks	Frequency data chart	2 times per week

<b>ANNUAL GOALS</b> WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT	<b>CRITERIA</b> MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED	<b>METHOD</b> HOW PROGRESS WILL BE MEASURED	<b>SCHEDULE</b> WHEN PROGRESS WILL BE MEASURED
PT 1. Given adequate space by staying at the front of the line,		1. Performance Assessment	1 time per month

[REDACTED] will be able to walk down stairs with or without holding on hand rail and load in one hand, using alternating pattern while keeping pace with his peers.	1. 3/4 consecutive times 2. 80% of the time	Task 2. Provider's Notes	
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<b>ANNUAL GOALS</b> WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT	<b>CRITERIA</b> MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED	<b>METHOD</b> HOW PROGRESS WILL BE MEASURED	<b>SCHEDULE</b> WHEN PROGRESS WILL BE MEASURED
PT 2. [REDACTED] will be able to complete bilateral alternating movements such as skipping, galloping, cross crawl at least 5 times continuously without losing his balance or sequence of movements.	1. 3/4 consecutive trials 2. 80% of the time	1. Checklist 2. Provider Notes	1 time per month

<b>ANNUAL GOALS</b> WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT	<b>CRITERIA</b> MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED	<b>METHOD</b> HOW PROGRESS WILL BE MEASURED	<b>SCHEDULE</b> WHEN PROGRESS WILL BE MEASURED
PT 3. [REDACTED] will be able to dribble a playground ball 3-4 times using alternating hands while stationary or mobile then catching with both hands without needing any prompt to complete action.	1. 3/4 consecutive times 2. 80% of the time	1. checklist 2. Provider's notes	1 time per month

<b>ANNUAL GOALS</b> WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT	<b>CRITERIA</b> MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED	<b>METHOD</b> HOW PROGRESS WILL BE MEASURED	<b>SCHEDULE</b> WHEN PROGRESS WILL BE MEASURED
[REDACTED] will eliminate the phonological process of stopping by understanding the placement of his articulators for the th-sound and increasing the his ability to produce the th-sound in all positions during structured speech tasks.	With 80% accuracy, over 3 consecutive sessions.	Teacher Made Materials Class Activities Check Lists and data	2 times per month

<b>ANNUAL GOALS</b> WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT	<b>CRITERIA</b> MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED	<b>METHOD</b> HOW PROGRESS WILL BE MEASURED	<b>SCHEDULE</b> WHEN PROGRESS WILL BE MEASURED
[REDACTED] will increase understanding and range of motion of articulators for // and l-blend sounds at the word, phrase, and	with 80% accuracy, over 3	Class Activities Check Lists	2 times per month



sentence level.	consecutive sessions.	Teacher Made Materials	
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<b>ANNUAL GOALS</b> WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT	<b>CRITERIA</b> MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED	<b>METHOD</b> HOW PROGRESS WILL BE MEASURED	<b>SCHEDULE</b> WHEN PROGRESS WILL BE MEASURED
During speech sessions, [REDACTED] will increase phonemic awareness skills by identifying/producing sets of word families and rhyming words, identifying the initial medial, or final consonant of given words and will segment and blend phonemes in words, manipulate through deletions, additions, and substitutions of other stimuli.	with 80% accuracy, over 3 consecutive sessions.	Teacher Made Materials Class Activities	2 times per month

<b>ANNUAL GOALS</b> WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT	<b>CRITERIA</b> MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED	<b>METHOD</b> HOW PROGRESS WILL BE MEASURED	<b>SCHEDULE</b> WHEN PROGRESS WILL BE MEASURED
[REDACTED] will increase language use in conversation when given multi-sensory stimuli by initiating a conversation, responding appropriately to wh-and social questions, verbally taking turns for 2/3 exchanges, maintaining topic, using questions to initiate another topic, and terminating conversation.	80% accuracy in 4 out of 5 consecutive sessions	Class Activities	2 times per month

<b>ANNUAL GOALS</b> WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT	<b>CRITERIA</b> MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED	<b>METHOD</b> HOW PROGRESS WILL BE MEASURED	<b>SCHEDULE</b> WHEN PROGRESS WILL BE MEASURED
[REDACTED] will increase problem-solving skills by gathering information through verbal and/or nonverbal means of communication when unsure of how to complete assigned tasks, across various school environments.	With 80% accuracy, over 3 consecutive sessions.	Class Activities	2 times per month

<b>ANNUAL GOALS</b> WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT	<b>CRITERIA</b> MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED	<b>METHOD</b> HOW PROGRESS WILL BE MEASURED	<b>SCHEDULE</b> WHEN PROGRESS WILL BE MEASURED

[REDACTED] will be able to write three sentences with attention to letter size, spacing, letter formation and attention to the line with no more than 2 prompts and demonstration.	4 out of 5 trials for 2 consecutive weeks	class activities, performance assessment task	1 time per month
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<b>ANNUAL GOALS</b> WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT	<b>CRITERIA</b> MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED	<b>METHOD</b> HOW PROGRESS WILL BE MEASURED	<b>SCHEDULE</b> WHEN PROGRESS WILL BE MEASURED
[REDACTED] will be able to manage clothing fasteners (buttons, zipper clasp, snaps) on his own clothing with no more than one prompt for assistance.	3 out of 5 times in 4 out of 5 trials	performance assessment task, check list	1 time per month

<b>ANNUAL GOALS</b> WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT	<b>CRITERIA</b> MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED	<b>METHOD</b> HOW PROGRESS WILL BE MEASURED	<b>SCHEDULE</b> WHEN PROGRESS WILL BE MEASURED
[REDACTED] will be able to cut out complex shapes (i.e star, heart) using children's fiskar scissors on a 1/4 inch thick line while using opposing hand to manage and rotate the paper with no more than 2 deviations from the line.	4 out of 5 trials for 2 consecutive weeks	performance assessment task	1 time per month

**STUDENT NAME:** [REDACTED]

**NYC ID:** [REDACTED]

**REPORTING PROGRESS TO PARENTS**

Identify when periodic reports on the student's progress toward meeting the annual goals will be provided to the student's parents:  
1 times per year: final progress report

**STUDENT NAME:** [REDACTED]

**NYC ID:** [REDACTED]

**RECOMMENDED SPECIAL EDUCATION PROGRAMS AND SERVICES**

<b>SPECIAL EDUCATION PROGRAM/SERVICES</b>	<b>SERVICE DELIVERY RECOMMENDATIONS*</b>	<b>FREQUENCY</b> HOW OFTEN PROVIDED	<b>DURATION</b> LENGTH OF SESSION	<b>LOCATION</b> WHERE SERVICE WILL BE PROVIDED	<b>PROJECTED BEGINNING / SERVICE DATE(S)</b>

<b>SPECIAL EDUCATION PROGRAM:</b>					
Integrated Co-Teaching Services ELA	Language of Service: English	15 time(s) per week	Period	General Education Classroom	05/04/2020
Integrated Co-Teaching Services Math	Language of Service: English	10 time(s) per week	Period	General Education Classroom	05/04/2020
<b>RELATED SERVICES:</b>					
Occupational Therapy	Individual service Language of Service: English	2 time(s) per week	30 minutes	Separate Location Therapy Room	05/04/2020
Occupational Therapy	Individual service Language of Service: English	1 time(s) per week	30 minutes	General Education Classroom	05/04/2020
Parent Counseling and Training	Group of 3	2x	45 minutes	DOE Separate Location	05/04/2020
Physical Therapy	Individual service Language of Service: English	2 time(s) per week	30 minutes	Separate Location Therapy room, playground, hallways, gym	05/04/2020
Physical Therapy	Group of 2 Language of Service: English	1 time(s) per week	30 minutes	Separate Location Therapy room, hallways, playground, gym	05/04/2020
Speech-Language Therapy	Individual service Language of Service: English	2 time(s) per week	30 minutes	Separate Location Therapy Room	05/04/2020
Speech-Language Therapy	Group of 5 Language of Service: English	5 time(s) per week	45 minutes	Separate Location Therapy Room	05/04/2020
<b>SUPPLEMENTARY AIDS AND SERVICES/PROGRAM MODIFICATIONS/ACCOMMODATIONS:</b>					
<b>ASSISTIVE TECHNOLOGY DEVICES AND/OR SERVICES:</b>					

**SUPPORTS FOR SCHOOL PERSONNEL ON BEHALF OF THE STUDENT:**

\* Identify, if applicable, class size (maximum student-to-staff ratio), language if other than English, group or individual services, direct and/or indirect consultant teacher services or other service delivery recommendations.

**STUDENT NAME:** [REDACTED]

**NYC ID:** [REDACTED]

**12-MONTH SERVICE AND/OR PROGRAM** - Student is eligible to receive special education services and/or program during July/August:  No  Yes

If yes:

Student will receive the same special education program/services as recommended above.

OR

Student will receive the following special education program/services:

SPECIAL EDUCATION PROGRAM/SERVICES	SERVICE DELIVERY RECOMMENDATIONS	FREQUENCY	DURATION	LOCATION	PROJECTED BEGINNING / SERVICE DATE(S)
Occupational Therapy	Individual service Language of Service: English	2 time(s) per week	30 minutes	Separate Location Therapy Room	07/06/2020 08/06/2020
Physical Therapy	Individual service Language of Service: English	2 time(s) per week	30 minutes	Separate Location Therapy Room, hallways, stairs,playground, gym	07/06/2020 08/06/2020
Speech-Language Therapy	Individual service Language of Service: English	2 time(s) per week	30 minutes	Separate Location Therapy Room	07/06/2020 08/06/2020
Speech-Language Therapy	Group of 5 Language of Service: English	2 time(s) per week	45 minutes	Separate Location Therapy Room	07/06/2020 08/06/2020

Placement Recommendation for July and August: NYC DOE School Non-Specialized (District 1-32)

For a preschool student, reason(s) the child requires services during July and August:

STUDENT NAME: [REDACTED]

NYC ID: [REDACTED]

**TESTING ACCOMMODATIONS** (TO BE COMPLETED FOR PRESCHOOL CHILDREN ONLY IF THERE IS AN ASSESSMENT PROGRAM FOR NONDISABLED PRESCHOOL CHILDREN): INDIVIDUAL TESTING ACCOMMODATIONS, SPECIFIC TO THE STUDENT'S DISABILITY AND NEEDS, TO BE USED CONSISTENTLY BY THE STUDENT IN THE RECOMMENDED EDUCATIONAL PROGRAM AND IN THE ADMINISTRATION OF DISTRICT-WIDE ASSESSMENTS OF STUDENT ACHIEVEMENT AND, IN ACCORDANCE WITH DEPARTMENT POLICY, STATE ASSESSMENTS OF STUDENT ACHIEVEMENT.

TESTING ACCOMMODATIONS	CONDITIONS*	IMPLEMENTATION RECOMMENDATIONS**
<input checked="" type="checkbox"/> NONE		

\*Conditions — Test Characteristics: Describe the type, length, purpose of the test upon which the use of testing accommodations is conditioned, if applicable.

\*\*Implementation Recommendations: Identify the amount of extended time, type of setting, etc., specific to the testing accommodations, if applicable.

STUDENT NAME: [REDACTED]

NYC ID: [REDACTED]

BEGINNING NOT LATER THAN THE FIRST IEP TO BE IN EFFECT WHEN THE STUDENT IS AGE 15 (AND AT A YOUNGER AGE, IF DETERMINED APPROPRIATE).

**COORDINATED SET OF TRANSITION ACTIVITIES**

NEEDED ACTIVITIES TO FACILITATE THE STUDENT'S MOVEMENT FROM SCHOOL TO POST-SCHOOL ACTIVITIES	SERVICE/ACTIVITY	SCHOOL DISTRICT/AGENCY RESPONSIBLE
Instruction		
Related Services		
Community Experiences		
Development of Employment and Other Post-school Adult Living Objectives		
Acquisition of Daily Living Skills (if applicable)		
Functional Vocational Assessment (if applicable)		

STUDENT NAME: [REDACTED]

NYC ID: [REDACTED]

**PARTICIPATE IN STATE AND DISTRICT-WIDE ASSESSMENTS**

(TO BE COMPLETED FOR PRESCHOOL STUDENTS ONLY IF THERE IS AN ASSESSMENT PROGRAM FOR NONDISABLED PRESCHOOL STUDENTS)

- The student will participate in the same State and district-wide assessments of student achievement that are administered to general education students.
- The student will participate in an alternate assessment on a particular State or district-wide assessment of student achievement.

STUDENT NAME: [REDACTED]

NYC ID: [REDACTED]

**PARTICIPATION WITH STUDENTS WITHOUT DISABILITIES**

REMOVAL FROM THE GENERAL EDUCATION ENVIRONMENT OCCURS ONLY WHEN THE NATURE OR SEVERITY OF THE DISABILITY IS SUCH THAT, EVEN WITH THE USE OF SUPPLEMENTARY AIDS AND SERVICES, EDUCATION CANNOT BE SATISFACTORILY ACHIEVED.

**FOR THE PRESCHOOL STUDENT:**

Explain the extent, if any, to which the student will not participate in appropriate activities with age-appropriate nondisabled peers (e.g., percent of the school day and/or specify particular activities):

**FOR THE SCHOOL-AGE STUDENT:**

Explain the extent, if any, to which the student will not participate in regular class, extracurricular and other nonacademic activities (e.g., percent of the school day and/or specify particular activities):

[REDACTED] can participate in a regular class, extracurricular and non-academic activities all day except periods of related services.

If the student is not participating in a regular physical education program, identify the extent to which the student will participate in specially-designed instruction in physical education, including adapted physical education:

[REDACTED] can participate in a regular physical education program.

**EXEMPTION FROM LANGUAGE OTHER THAN ENGLISH DIPLOMA REQUIREMENT:**

No  Yes - The Committee has determined that the student's disability adversely affects his/her ability to learn a language and recommends the student be exempt from the language other than English requirement.

STUDENT NAME: [REDACTED]

NYC ID: [REDACTED]

**SPECIAL TRANSPORTATION**

TRANSPORTATION RECOMMENDATION TO ADDRESS NEEDS OF THE STUDENT RELATING TO HIS/HER DISABILITY

- None.
- Student needs special transportation accommodations/services as follows:
- Student needs transportation to and from special classes or programs at another site:

**PLACEMENT RECOMMENDATION**

NYC DOE School Non-Specialized (District 1-32)

**SUMMARY****STUDENT INFORMATION**

Student Name: [REDACTED]

NYC ID: [REDACTED]

DOB: [REDACTED]

Gender: Male

Parents Language(s) Spoken/Mode Communication: English

**IEP INFORMATION**

Date of IEP Meeting: 04/27/2020

IEP Amendment:  Yes  No

Reconvene of IEP Meeting:  Yes  No

**INSTRUCTIONAL/FUNCTIONAL LEVELS**

Reading: Kindergarten

Math: Kindergarten

**SUMMARY OF RECOMMENDATIONS**

Classification of Disability: Autism

Recommended Services:

**Special Education Programs**

Integrated Co-Teaching Services	English
Integrated Co-Teaching Services	English

**Related Services**

Occupational Therapy	English
Occupational Therapy	English
Parent Counseling and Training	
Physical Therapy	English
Physical Therapy	English
Speech-Language Therapy	English
Speech-Language Therapy	English

**12-Month Services:**

*No records exist*

**Related Services**

Occupational Therapy	English
Physical Therapy	English
Speech-Language Therapy	English
Speech-Language Therapy	English

The student will participate in the same State and district-wide assessments of student achievement that are administered to general education students.

Does [REDACTED] have a Behavioral Intervention Plan? No

Recommended for Specialized Transportation:  None  Student needs specialized transportation

School Type: NYC DOE School Non-Specialized (District 1-32)

Medical Alert: The student has  medical conditions and/or  physical limitations which affect his  learning,  behavior and/or  participation in school activities.

The student requires  medical and/or  health care treatment(s) or procedure(s) during the school day.

**Accessibility:**

Does the student need an accessible school building? No

Does the student have limited mobility? No

**PROMOTION CRITERIA**

**CURRENT YEAR**



Standard

Modified

**NEXT YEAR**

Standard

Modified

**Parent Concerns:**

[REDACTED] mother is pleased with his social growth and his academic growth in reading and math, however, her concern is regarding his writing.

**OTHER OPTIONS CONSIDERED**

Special Class in a community school 12:1+1

**Reason(s) for Rejection:** [REDACTED] requires the support of a general and special education teacher in an ICT classroom. Related services only at this time would not provide [REDACTED] with enough support. A 12:1+1 program would be too restrictive at this time.

**STUDENT NAME:** [REDACTED]

**NYC ID:** [REDACTED]

**DATE OF IEP MEETING:** 04/27/2020

**ATTENDANCE PAGE**

PLEASE NOTE THAT YOUR SIGNATURE REFLECTS YOUR PARTICIPATION AT THE CONFERENCE AND DOES NOT NECESSARILY INDICATE AGREEMENT WITH THE INDIVIDUALIZED EDUCATION PROGRAM.

ROLE (INDICATE IF BILINGUAL)	NAME	SIGNATURE
<b>Related Service Provider/Special Education Teacher</b> (Participated by telephone)	Dina Scarpaci Capano	
<b>General Education Teacher</b> (Participated by telephone)	Jessica Zito	
<b>Parent/Legal Guardian</b> (Participated by telephone)	[REDACTED]	
<b>District Representative</b> (Participated by telephone)	Lauren Sorezza	
<b>Special Education Teacher</b> (Participated by telephone)	Emily Arredondo	
<b>Occupational Therapist</b> (Participated by telephone)	Lauren Ricco	

**Physical Therapists** (Participated by telephone)

Josephine Bunnicelli and Mariza Parilla

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