

**ADMISSION, REVIEW, AND DISMISSAL (ARD) COMMITTEE MEETING  
INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

**Leander Independent School District**  
306 W. South Street  
Leander, TX 78641 - (512) 570-0300

[REDACTED]	[REDACTED]	MEDICAID#	Faubion Elementary	[REDACTED]
NAME OF STUDENT	ID#	MEDICAID#	CAMPUS	DATE OF BIRTH

Age: 6 Grade: 01 Year: 2019-2020 Gender: F

Yes  No An interpreter was used to assist in conducting the meeting.

**REVIEW OF EVALUATION DATA AND OTHER INFORMATION**

Full and Individual Evaluation :	<u>12/11/2018</u>	<u>12/10/2021</u>
	DATE OF REPORT	NEXT FIE DUE

Parents notified of right to request an evaluation to determine whether the child continues to be a child with a disability and to determine the child's educational needs.

**REVIEW OF ADDITIONAL EVALUATION**

- Information from school personnel
- Student communication needs
- Attendance: Concerns addressed in ARD deliberations
- Parent's concerns for enhancing the education of the child

Yes  No Additional evaluation is needed:

**Based on the evaluation data reviewed,** the ARD committee determines that the student:

- Meets criteria for the following disability/disabilities based on evaluation data:
  - speech/language impairment
  - other health impairment

**AND**

Yes  No by reason of the disability/disabilities has a need for special education and related services.

If the ARD Committee determines that the student has a disability and needs special education, the ARD committee must conduct an analysis of determinant factors before determining a student is eligible for special education services.

**Analysis of determinant factors:** the ARD committee has reviewed the determinant factors (reasons) listed below in relation to the student's disability. Are the factors listed below the reason/cause of the disability?

Yes  No lack of explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency, including oral reading skills, and reading comprehension strategies.

Yes  No lack of appropriate instruction in math.

Yes  No limited English proficiency.

If the answer to any of the above determinant factor questions is **YES**, the student does not have a disability.

Meets eligibility criteria for:

Primary Disability: 02-Other Health Impairment

Secondary Disability: 09-Speech Impairment

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**OHI Areas**

- ADHD  Diabetes  Cancer  
 Asthma  Epilepsy  
 Other: Restrictive Lung Disease

**SI Areas**

- Voice  Articulation  Fluency  
 Pragmatics  Receptive  Expressive

- Yes  No Student has multiple disabilities  
 Yes  No Student is medically fragile.

Notes:

**DEVELOPMENT OF THE INDIVIDUAL EDUCATIONAL PROGRAM (IEP)**

**Present Levels of Academic Achievement and Functional Performance**

- Yes  No  N/A The ARD committee reviewed achievement of the previous year's goals on the IEP.  
(Applicable to all but initial ARD meetings.)

**Reading:**

12/11/2019

reading skills are at the expected level for 1st grade per teacher observation and assessment.  
(Note her iStation score does not reflect her reading ability, but appears related use of technology.)

**Speech/Related Services:**

Speech- December '19

has been receiving speech services since last fall. She qualifies for speech therapy due to an articulation disorder. Currently, is producing // in all words positions with 90% accuracy. She is averaging 90% for // blends in words and sentences when given verbal prompts or placement cues. We have started working on /ch/ and /j/ sounds more. She requires verbal and visual cues to get approximate sound production for /ch/. She has a difficult time changing the /sh/ sound to a /ch/ sound. She is doing better in final word positions than in isolation or initial word positions. We are averaging 50% in the final position of words and 25% in the initial position of words for /ch/ approximations. Speech will continue with a focus on carryover of gliding in conversation and addressing /j/ and /ch/ in words.

**Written Expression:**

12/11/2019

writing skills are at the expected level for 1st grade.

**Math:**

12/11/2019

Math skills are at the expected level for 1st Grade.

**Behavior:**

12/11/2019

follows classroom and school code of conduct.

**Functional:**

12/11/2019

is still developing her academic skills (functioning in the classroom), specifically managing her assignments

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independently, and with an instructional need for support to begin, continue on task, and complete her assignments, using accommodations for reinforcement and feedback.

**Other:**

is a sweet and affectionate 1st grade girl. She gets along well with classmates and has friend in her room. She may request frequent breaks to go to the rest room or visit the nurse that may or may not be related to need. This appears to be due related to frequent absences to address health needs, including hospitalizations and occurs frequently after she has been out ill.

is diagnosed with congenital heart disease, repaired TEF trach with ongoing asthma, chronic pulmonary disease.

**STATE / DISTRICT REQUIRED ASSESSMENT RESULTS / CONSIDERATIONS**

Assessment Results: Grade at Testing: 01 Date: 2019-2020

Test Name(s): LISD benchmarks

Assessment Results:

12/11/2019

iStation - May 2019 195.99

iStation - Sept 2019 189.5

Math 01 Baseline 29%

**Transition**

The ARD committee has determined that transition services are not age appropriate at this time.

**Behavior:**

YES  NO Does child's behavior impede child's own learning or that of others?

Behavior Intervention Plan:  Yes  No

**Statement of assurance with regard to discipline:**

Regular discipline, as set forth in the student code of conduct, will be followed, subject to the timelines, ARD requirements, and manifestation determination requirements for disciplining students with disabilities pursuant to CFR 300.530 and any limitations set forth in the Individualized Education Program.

**Student Code of Conduct Statement**

In the case of a child whose behavior impedes the child's own learning or that of others, the ARD Committee must consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior. (34 C.F.R. §300.324 (a)(2)(i).

Student Code of conduct applies to all students. The district will implement its Code of Conduct with regard to all students, subject to and in compliance with the requirements of federal and state law pertaining to students with disabilities.

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**Language** needs for second language learners as related to the Student's IEP

- Student is NOT a second language learner.

**Communications Needs of the Student**

- Student has communication needs/deficits that should be addressed through supplementary aids and services, IEP, Assistive Technology, and/or speech therapy.

speech therapy addressing articulation

**Physical** needs of the student

- This student has physical limitations that may affect access or involvement and progress in the general curriculum.

Additional physical limitations comments:

12/2019

has restrictive lung disease and is out very frequently due to health issues. She is historically out during the brunt of flu/respiratory season (December-March) on homebound due to health risks. She is able to self-advocate when she needs a break during physical activity. She may need extended time for meals as she has only been off of her g-tube for six months and is adjusting to eating some solid foods regularly.

**Assistive Technology needs of the student**

In reviewing the student's needs, the ARD committee considered assistive technology needs and determined that:

- The student will be able to participate in the educational program, accomplish expected tasks, and make reasonable progress toward mastery of his/her IEP goals and objectives with typically available supports and services. No assistive technology, devices and/or services are recommended at this time.

Explain:

is able to access her education with the technology available to all students in the general education classroom.

**Summary**

After reviewing the above mentioned **competencies and present levels of educational performance**, the ARD committee has determined that this student's **disability** affects his/her involvement and progress in the **general education curriculum**.

**Specify areas:**

- Language Arts
- Math
- Social Studies
- Science
- Fine Arts
- Physical Education

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**MEASURABLE ANNUAL GOAL:**

Goal Number: 1 Goal Focus Speech Therapy-Artic

- Draft  ESY  Accepted by Committee  Transition Related Goal  
 Academic  Functional  Related Services

**By the next annual ARD, when given visual stimuli, [REDACTED] will reduce the phonological process of gliding by producing prevocalic /r/, /l/ and /ll/ consonant blends in words and phrases during structured conversation when given no more than one verbal prompt or reminder with 80% or greater accuracy.**

**12/2019 Currently: [REDACTED] is averaging 90% accuracy for /l/ and /ll/ blends in words and sentences and 70% for prevocalic /r/ and /r/ blends in words and sentences.**

Duration: 12/12/2019 to 12/11/2020

Language of Delivery: English Grade Level: \_\_\_\_\_

Implementer: SLP

Method of Evaluation: Data Collection, Observations

Periodic reports on the progress the student is making toward meeting the annual goal will be provided (frequency):  
Concurrent with the issuance of report cards

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**MEASURABLE ANNUAL GOAL:**

Goal Number: 2 Goal Focus Speech Therapy-Artic

- Draft  ESY  Accepted by Committee  Transition Related Goal  
 Academic  Functional  Related Services

**By the next annual ARD, when given visual stimuli, [REDACTED] will produce /j/ and /ch/ sounds in all word positions when given no more than one visual or verbal prompt with an average of 80% accuracy.**

**As of 12/11/2019, [REDACTED] requires maximum verbal and visual prompts to achieve /j/ and /ch/ approximations. She is averaging less than 50% with max prompts.**

Duration: 12/12/2019 to 12/11/2020

Language of Delivery: English Grade Level: \_\_\_\_\_

Implementer: SLP

Method of Evaluation: Data Collection, Observations

Periodic reports on the progress the student is making toward meeting the annual goal will be provided (frequency):  
Concurrent with the issuance of report cards

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**MEASURABLE ANNUAL GOAL:**

Goal Number: 3                      Goal Focus                      Functional - Academic

- Draft                       ESY                       Accepted by Committee                       Transition Related Goal  
 Academic                       Functional                       Related Services

***By the next annual ARD, given as assignment, including work in academic stations, \_\_\_\_\_ will independently begin her work (with the end in mind), continue working (first things first), and complete her work (perseverance) using visual aids/tools for reinforcement and feedback implemented by both the teacher and student with 85% completion on available opportunities.***

Duration: 12/12/2019 to 12/11/2020

Language of Delivery: English                      Grade Level: \_\_\_\_\_

Implementer: General Education Teacher

Method of Evaluation: Teacher Observation, Data Collection, Student self-assessment

Periodic reports on the progress the student is making toward meeting the annual goal will be provided (frequency):

Concurrent with the issuance of report cards

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The following accommodations address individual student needs and are necessary to enable the student to be involved in and to progress in the general education curriculum:

**Are Accommodations needed for this student?**       Yes       No

Duration of Special Education Services: From: 12/12/2019 To: 12/11/2020

Language of Delivery: English

SPECIAL LANGUAGE PROGRAMS NA

Yes     No    BEHAVIOR INTERVENTION PLAN     Yes     No    ASSISTIVE TECHNOLOGY

**Accommodations:**

**[REDACTED] qualifies for special education services as a student with an other health impairment (OHI) for restrictive lung disease and speech impairment (SI) for articulation**

PERSONAL CARE SERVICES  Yes  No

ACCOMMODATION	SUBJECT				
	LA	MA	SC	SS	SPCL
<b>Adapt Classroom Instruction</b>					
Extra time for taking tests, multistep assignments.	X	X	X	X	
Frequent breaks	X	X	X	X	
Preferential seating	X	X	X	X	X
Secure eye contact.	X	X	X	X	X
Use of visual aids to provide feedback and reinforcement	X	X	X	X	
<b>Alter Assignments or Testing</b>					
Opportunity to make up missed work due to absences.	X	X	X	X	
Similar or shorted assignments maybe substituted for work missed.	X	X	X	X	
Work based on amount student is capable of completing.	X	X	X	X	

*Legend: LA = Language Arts, MA = Math, SC = Science, SS = Social Studies, SPCL = Specials*

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**State Assessment (STAAR)**

This student is/will be in grade level that takes the STAAR?  Yes  No

Is this a LEP student who is/will be in grades K-12?  Yes  No

District wide assessment is offered for this student's grade level?  Yes  No

Will the student be able to participate in district wide assessment without modification?  Yes  No

Does the student meet participation requirements for Alternate assessment?  Yes  No

District Wide Assessment	Type	Accommodations
LISD Assessments	Standard	See accommodations page



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**SCHEDULE OF SERVICES**

Duration of Special Education Services: In effect from 12/12/2019 to 12/11/2020

Instructional day: 

Minutes or Periods per day: 365 minutes/day
Next Year Minutes or Periods per day: 365 minutes/day

**Extended School Year (ESY) Services:**

*ESY is required if, in one or more critical areas addressed in the current IEP goals/objectives, the student has exhibited, or reasonably may be expected to exhibit, severe or substantial regression that cannot be recouped within a reasonable period of time.*

Extended School Year Services were discussed:  Yes  No  Not considered at this time

ESY consideration is:

- Recommended by parent.
- Recommended by district personnel directly involved in the student's education.
- Not recommended by either parent or school.

ESY is recommended:  Yes  No

**Special Transportation:**  Yes  No

Semester	Year	Course/Curriculum Area	Gen Ed Modified	General education Time	Special education Time	Progress/Grade determined by:			Start Date	End Date
		Location				Gen Ed	Spe Ed	Joint		
Full IEP Year		Academics : In-class support General Education Classroom			60min/day x 5	X			12/12/2019	12/11/2020

**Descriptor of Course Curriculum Area:**

In-Class Support is a service that provides Special Education support in the General Education classroom. In-Class Support is individually determined with a focus on student independence, fading reliance on adults over time. These services may include, but are not limited to, small group and individualized instruction, collaborative teaching, curricular and instructional accommodations, modifications, supplemental aids, materials and/or equipment.

Related/Other Services	Duration/Frequency	Location of Services	PEIMS	Start Date	End Date
Speech Therapy	30 Minutes, 7 times per full 9 week period.	Therapy room/lab	X	12/12/2019	12/11/2020

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### LRE Service Alternatives

Yes  No Is the student's instructional day commensurate with that of students without disabilities? If no, explain:

The ARD committee must ensure that to the maximum extent appropriate students with disabilities are educated with students who are not disabled.

Efforts to Modify and Supplement the Student's Participation in the General Education Setting	Provided/Considered	Educational Benefit Provided?	
		Academic	Nonacademic
Supplementary aids and services provided in the general education classroom	Provided	Yes	Yes
Accommodations	Provided	Yes	Yes
Special education speech therapy	Provided	Yes	Yes
Assistive technology	Considered	No	No

Yes  No Were these efforts to modify and supplement the student's participation in the general education setting sufficient?

Yes  No Will the student receive an educational benefit from participation in the general education setting (including nonacademic benefit)?

Yes  No The ARD Committee has considered the effect the presence of a child with a disability has on the general education classroom, and thus, on the education that the other children are receiving.

Describe the student's overall educational experience in the general education setting, balancing the benefits of general and special education for the individual student:

Student is making educational progress with general education and special education services/supports and receives both academic and nonacademic benefits from these services/supports.

Yes  No Does the ARD determine additional staff training is required to implement student's IEP? If **Yes**, please specify.

The committee recommends that this student receive ALL instruction and services in the general education setting with supplementary aids and services.

**OR**

The committee recommends that this student receive part or all instruction in a special education setting.

#### LRE Removal from General Education

The student is capable of achieving all goals/objectives in his/her IEP in the general education classroom with supports/services determined by the ARD committee.

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After considering educating the student in a general education setting with supplementary aids and services, this option was rejected for the following reason(s):

- Placement in the general education classroom prohibits the student from achieving all goals/objectives in his/her IEP, even though supplementary aids and services are used.
- TEKS objectives for the student's assigned grade level exceed his/her present level of educational performance; therefore, the student requires instruction based on present competencies which are significantly below current grade placement.
- The modifications required for the student to achieve the goals and objectives in the IEP cannot be implemented in the general education classroom without eliminating essential components of the general curriculum/activity.
- The student's behavior/needs are such that the student requires a structured/specialized environment for implementation of the IEP and BIP and/or that the student and/or other students would not benefit satisfactorily from instruction in the general education classroom.
- Speech therapy/ Instructional/Related Services goals and objectives contained in the IEP require a small group/individual setting with trained, licensed, or certified staff in a less distracting environment than the general education classroom.
- Services and/or therapies in the student's IEP cannot be provided on a general education campus.

Explain:

- Positive behavioral supports and strategies contained in the student's IEP cannot be implemented on a general education campus.
- The student's behavior is so dangerous that it cannot be controlled without intense supervision in a highly structured environment off the general education campus.
- The student had a previously unsuccessful placement on a general education campus.
- The student has been confined to a home or hospital setting by physician or court order. Medical needs supersede educational needs at this time.
- Other:

**LRE Consideration of Potential Harmful Effects**

- Student is not removed from general education.

If the student is removed from the general education classroom/campus, the following are potential harmful effects that may impact the student and/or the quality of services which the student needs such as:

**Effects on the student:**

- Lack of opportunity for appropriate role models
- Stigmatization
- Lack of opportunity for social interaction
- Decreased self-esteem
- Other: none anticipated

**Effects on the quality of services:**

- Diminished access to full range of curriculum
- Decreased access to instructional opportunities
- Significant differences in developmental levels causing social isolation
- Other: none anticipated
- Other:

Yes  No Does the ARD committee anticipate any harmful effects?

If Yes,  Yes, but benefits outweigh anticipated harmful effects.

or  Yes, ARD committee will take anticipated harmful effects into account when determining placement.

**LRE Opportunity to Participate in Nonacademic Activities**

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YES Will the student have the opportunity to participate with students without disabilities in all nonacademic, extracurricular and other activities?

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**\*PLACEMENT OF SERVICES**

Site selection is an administrative decision and may be changed at any time.

\*The ARD committee determined that services will be provided at:

Name of Current Year Enrollment Campus: Faubion Elementary

Name of Next Year Enrollment Campus: Faubion Elementary

Name of Current Year Instructional Setting: 01-Homebound

Speech Therapy Services in addition to the Instructional Setting Indicated: 2 - Speech and other services

Next Year Instructional Setting Code: 40-Mainstream

Next Year Speech Therapy Services in addition to the Instructional Setting Indicated: 2 - Speech and other services

Yes     No    \*This is the same campus the student would attend if not disabled.

Yes     No    According to district attendance zones this is the campus which is as close as possible to the student's home.

**Written Annual Notification to Access Public Benefits or Insurance (e.g., Medicaid)**

Medicaid services provided by school districts in Texas to Medicaid-eligible students are known as School Health and Related Services (SHARS). SHARS allows local school districts, including public charter schools, to obtain Medicaid reimbursement for certain designated health-related services documented in a student's Individualized Education Program (IEP).

The main objective of the SHARS program is to reduce the cost of delivering health-care services in the school setting. Services received at school do not affect or compromise the type or amount of Medicaid services received outside of school. Further, Leander Independent School District:

- A. Will not require parents to sign up for or enroll in public benefits or insurance programs in order for their child to receive a free and appropriate education (FAPE);
- B. Will not require parents to incur an out-of-pocket expense such as the payment of a deductible or co-pay amount incurred in filing a claim for services provided;

I also understand that TX Medicaid Instituted TPL (Third Party Liability) policy requirement using the "pay and recover" method. Using the pay and recover TPL (Third Party Liability) process for SHARS means that Medicaid pays the school district for services before third party reimbursement is sought. If the third party insurance denies a claim for an acceptable reason, no further action is taken. Lifetime benefits of private insurance could be affected depending on the policy or agreement parents or guardians have with the Insurance Company.

Leander Independent School District has previously notified and received parental consent to disclose personally identifiable information to the agency responsible for the administration of the State's public benefits or insurance program (e.g., Medicaid) for reimbursement under the SHARS program. This information includes but is not limited to name, date of birth, Social Security number, Medicaid number, date of service, service type and service duration. This form has been provided in language understandable to the general public and in the native language or other mode of communication used by the parent, unless it is clearly not feasible to do so. Consent may be withdrawn at any time. A parent's withdrawal of consent or refusal to allow consent does not relieve the district of its responsibility to ensure that all required services are provided at no cost to the parent(s).

***(Consistent with 34 CFR §300.154(d)(2)(v); 34 CFR §300.503(c); 34 CFR §300.154(d)(2)(l)(iii); §300.154(d)(2)(iv)(A)-(B); §300.154(d)(2)(iv); 34 CFR part 99 & 300)***

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**ASSURANCES: parents assured by:** Name: Jennifer Fleming  
Title: ARD Specialist

The ARD committee assures that removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

The ARD committee assures that each student with a disability participates in nonacademic and extracurricular services and activities, including meals, and recess periods, with nondisabled students to the maximum extent appropriate to the needs of the student.

The ARD committee assures that to the maximum extent appropriate, students with disabilities, including students in public or private institutions or other care facilities, are educated with students who are nondisabled.

**Access to and Destruction of Records**

The special education department observes federal and state laws, state regulations and local policies pertaining to the confidentiality of student records. Parents (or an eligible student 18 years or older) may inspect and review records at any time. School officials with a legitimate educational interest have access to student records. The parents of a student with a disability must give written consent before a student's records can be seen by someone not involved in the student's education.

If the student transfers to another school district, special education records will be sent to the receiving district without parental consent.

Special education eligibility and educational records are maintained for five (5) years following the date of the last recorded action for each student served by the Special Education Department of Leander Independent School District. At the end of five years, the records may be destroyed.

Parent/guardian/adult student has been informed that the District shall retain education records of students with disabilities for five years after the student's graduation or dismissal from special education.

Records with personally identifiable information are located on the campus of the school which the student attends and the Special Education Services office at 306 W. South Street, Leander, TX 78641

You may call with any questions concerning records (512) 570-0300

**REVIEW OF COMMITTEE DECISIONS:**

- Accept Evaluation \_
- Accept reevaluation information review \_
- Additional evaluation is needed  
Timeline for completion of evaluation \_
- Accept/review Transition and/or Graduation Plan
- Extended School Year is recommended     Yes     No
- Assistive Technology     Yes     No
- Goals/ Objectives     Accept     Revise     Continue

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Behavior Intervention Plan:  Yes  No

Transportation services:  Yes  No

Supplements Included:

- |   |                                      |   |                                     |                                     |
|---|--------------------------------------|---|-------------------------------------|-------------------------------------|
| <input type="checkbox"/> AI             | <input type="checkbox"/> Autism      | <input type="checkbox"/> BIP              | <input type="checkbox"/> BIP Brief  | <input type="checkbox"/> Dyslexia   |
| <input type="checkbox"/> ESY            | <input type="checkbox"/> FBA         | <input type="checkbox"/> FBP              | <input type="checkbox"/> Graduation | <input type="checkbox"/> MDR        |
| <input type="checkbox"/> Med Fragile    | <input type="checkbox"/> Parent/IHT  | <input type="checkbox"/> Parent/IHT Needs | <input type="checkbox"/> PCS        | <input type="checkbox"/> RDSPD      |
| <input type="checkbox"/> REED           | <input type="checkbox"/> STAAR-Ait 2 | <input type="checkbox"/> STAAR Med Ex     | <input type="checkbox"/> STAAR NAAR | <input type="checkbox"/> Transition |
| <input type="checkbox"/> Transportation | <input type="checkbox"/> VI          | <input type="checkbox"/> Other: _         |                                     |                                     |

Deliberations:

12/11/19

Committee convenes to review annual progress.

██████ qualifies for special education services as a student with an other health impairment (OHI) for restrictive lung disease and a speech impairment (SI) for articulation.

Committee reviews present levels (PLAAFP) and progress on current goals and objectives:

Ms. Zuniga reports that ██████ 1st 9 weeks was good; she was on grade level in all areas. She has fallen a little since then due to being sick and out. She does show some work avoidance when she is in class and at times she is found wandering. It is difficult to assess exactly where she is at this time.

Ms. Moorhead reports that she also sees the work avoidance. She would like to propose some additional support when she is at school with her breaks being built in and continuing with support in the classroom.

Speech language pathologist (SLP) reports that ██████ is doing well with her articulation development. She would like to focus on CH and J going forward. She would like to continue her speech time as 7, 30 minute sessions per 9 week grading period.

Proposed goal reviewed and accepted.

Accommodations reviewed and accepted.

District testing decisions reviewed and agreed upon.

Least restrictive environment (LRE) considered: no potential harmful effects foreseen from special education services.

Schedule of services reviewed and accepted.

Extended school year (ESY) considered: data does not support a recommendation at this time.

Special transportation addressed: not eligible.

Assistive technology (AT) addressed: none warranted at this time.

ARDC discusses homebound services: A medical needs assessment has been received by the physician dated 12/12/2019-4/1/2020. ARDC discusses that homebound services will be up to 4 hours per week and speech therapy will be the same as the current IEP. Ms. Lackey reviews HB procedures.

Assurances are provided in the finalized ARD paperwork.

Prior written notice addressed. Parent verbally waives the 5 day grace period prior to agreed upon IEP implementation.

No other questions or concerns at this time.

Committee adjourns in agreement.

*\*Minutes are not intended to be a script of all conversations or specific comments made during the ARD/IEP process, but rather a general overview of points of discussion*

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**SIGNATURES OF COMMITTEE MEMBERS AND OTHER PARTICIPANTS**

Date of Meeting: 12/11/2019

Name:	Position:	Signature:	Agree	Disagree
<span style="background-color: black; color: black;">[REDACTED]</span> (via phone)	Parent(s)/Adult Student		X	
Jennifer Fleming	District Representative		X	
Paige Zuniga	General Education Teacher			
Tina Moorhead	Special Education Teacher/ Provider			
Pamela Myatt, SLP	Assessment			
Jessica Lackey	Homebound Teacher			



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██████████	██████████		Faubion Elementary	██████████
NAME OF STUDENT	ID#	MEDICAID#	CAMPUS	DATE OF BIRTH

**Prior Written Notice**

Date Sent/Mailed: 12/11/2019

**Description of the action proposed or refused:**

- District proposed new goals
- District proposed updated accommodations
- District proposed District Assessments with accommodations
- District proposed special education supports and services
- District refused assistive technology (AT), extended school year (ESY), special transportation
- District proposed homebound services according to medical needs assessment

**Explanation of why action was proposed or refused:**

- Annual ARD due; Goals updated to meet current present levels of academic achievement and functional performance.
- Updated accommodations based on current needs
- Student required to take these assessments and accommodations are recommended.
- Schedule of Services based on the student requiring specially designed instruction to make progress in general education
- Does not meet eligibility requirements for AT, ESY, or special transportation
- Meets eligibility requirements for homebound services

**Description of other options considered:**

- Continue current IEP goals/objectives.
- Continue current accommodations
- Continue with current assessment/accommodation decisions
- Continue current special education supports
- Add AT, ESY, special transportation
- No homebound

**Why Options were Rejected:**

- Annual ARD due and updates required at least annually.
- Updated accommodations per current needs
- Updated assessment/accommodation decisions based on current grade level and needs
- Updated schedule/support due to current level of functioning and needs
- Student does not meet eligibility requirements for AT, ESY, or special transportation
- Meets eligibility requirements for homebound services

**Evaluation procedures, tests, records, or reports used as a basis for the proposal or refusal:**

- Attendance
- Current ARD
- Current FIE, State/District tests, gen/spec ed records, grades,
- Current progress on goals and objectives
- Parent and Student input
- Teacher Information
- Updated PLAAFP
- Physician's medical needs assessment

**Other factors relevant to the proposal or refusal:**

None

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Leander Independent School District  
306 W. South Street  
Leander, TX 78641 - (512) 570-0300

Faubion Elementary

NAME OF STUDENT

ID#

MEDICAID#

CAMPUS

DATE OF BIRTH

The parent(s) of a student with a disability/adult student has protection under the procedural safeguards of the IDEA. A copy of the procedural safeguards in understandable language, where feasible, must be given to the parents/guardian of a child with a disability only once in a year. A copy must also be given when an initial evaluation or a parent request for an evaluation occurs, upon receipt of the first due process, or State complaint during a school year, when the district decides to make a change in placement due to a discipline issue, and upon parent request. [ 300.504(a)] A copy will be/was provided to parents, via email on 11/18/2019.

Federal regulations require that parents and adult students be provided prior notice in their native language or other mode of communication each time the District proposes or refuses to initiate or change the identification, or educational placement of your child/you or the provision of a free appropriate public school education (FAPE) to your student/you, or upon conducting a manifestation determination.

- The notice was translated orally or by other means to the parent/adult student in his/her native language or other mode of communication on: \_ by \_
- Parent/adult student verified to the translator that he/she understands the content of this notice.

To obtain assistance in understanding this notice, you may call:

Name: Stacy Laursen, M.Ed Position: Educational Diagnostician Phone: 512-570-7534

or Education Service Center #(512) 919-5313

or Special Education Information Center at #1-855-SPEDEX (1-855-773-3839)

Yes  No The committee mutually agreed to implement the services reflected in these proceedings.

**WAIVER FOR NOTICE TO PROVIDE SERVICES**

- Yes  No Parent(s) or adult student attended the ARD meeting. If No, copy of the ARD will be provided.
- Yes  No Parent(s) or adult student agrees to waive the five school day waiting period between the current IEP and the implementation of the proposed IEP.

If parent(s) or adult student declines the waiver, the previous IEP will remain in effect until the newly adopted IEP is implemented after a five day waiting period.

\_\_\_\_\_  
Signature of Parent(s), Guardian, Surrogate or Adult Student

To obtain assistance in understanding this notice of ARD committee provisions, you may call Special Education Information Center at #1-855-SPEDEX (1-855-773-3839) or Education Service Center, (512) 919-5313.

Yes  No **This is an Initial Provision of Services**

Leander Independent School District  
 306 W. South Street  
 Leander, TX 78641 - (512) 570-0300

NAME OF STUDENT: [Redacted] ID#: [Redacted] MEDICAID#: [Redacted] CAMPUS: Fashion DATE OF BIRTH: [Redacted]

**SIGNATURES OF COMMITTEE MEMBERS AND OTHER PARTICIPANTS**

Date of Meeting: 12/11/19

Name:	Position:	Signature:	Agree	Disagree
[Redacted]	Parent(s)/Adult Student	<u>riaphone</u>		
	Parent(s)/Adult Student			
<u>Jennifer Farnie</u>	District Representative	<u>Jennifer Farnie</u>	<input checked="" type="checkbox"/>	
<u>Paige Briniga</u>	General Education Teacher	<u>Paige Briniga</u>		
<u>Tina Moorhead</u>	Special Education Teacher/ Provider	<u>Tina Moorhead</u>		
<u>Ronnie Myatt</u>	Assessment	<u>Ronnie Myatt</u>		
<u>Jessica Lacey</u>	Homebound	<u>Jessica Lacey</u>		

Yes  No The committee mutually agreed to implement the services reflected in these proceedings.

**WAIVER FOR NOTICE TO PROVIDE SERVICES**

Yes  No Parent(s) or adult student attended the ARD meeting. If No, copy of the ARD will be provided.

Yes  No Parent(s) or adult student agrees to waive the five school day waiting period between the current IEP and the implementation of the proposed IEP.

If parent(s) or adult student declines the waiver, the previous IEP will remain in effect until the newly adopted IEP is implemented after a five day waiting period.

Verbally waived  
 Signature of Parent(s), Guardian, Surrogate or Adult Student

To obtain assistance in understanding this notice of ARD committee provisions, you may call Special Education Information Center at #1-855-SPEDTEX (1-855-773-3839) or Education Service Center, (512) 919-5313.



**Middletown Township School District**

P. O. Box 4170  
Middletown, NJ 07748

**INDIVIDUALIZED EDUCATION PROGRAM**

**STUDENT / GUARDIAN INFORMATION**

<b>Student:</b> [REDACTED]	<b>Date of Birth:</b> [REDACTED]	<b>Gender:</b> Male	<b>Local ID:</b> [REDACTED]
<b>Address:</b> [REDACTED]	<b>Age:</b> 15:9	<b>Native Language:</b> English	<b>State ID:</b> [REDACTED]
<b>Contacts:</b> [REDACTED] Mother	<b>Home/Mobile #:</b> H: [REDACTED] M: [REDACTED]	<b>Work #:</b> [REDACTED]	<b>Home #:</b> [REDACTED]
<b>Contacts:</b> [REDACTED] Father	<b>Home/Mobile #:</b> H: [REDACTED] M: [REDACTED]	<b>Work #:</b> [REDACTED]	<b>Email:</b> [REDACTED]
<b>School Year:</b> 2019-2020	<b>Case Manager:</b> Mary Ellen Laughlin	<b>School:</b> Middletown High School South	<b>Grade:</b> Grade 9
2020-2021	Mary Ellen Laughlin	Middletown High School South	Grade 10
<b>Special Alerts:</b> Mrs. [REDACTED] requested to hold a meeting and review the projected program prior to the start of the school year .			

**MEETING OR AGREEMENT INFORMATION**

**Date:** 06/12/2020  
**Reason:** Amendment Agreement without Meeting

**IEP INFORMATION**

**Projected IEP Start Date:** 06/12/2020  
**Projected IEP End Date:** 11/25/2020  
**Behavior Intervention Plan:** No  
**Modifications:** Yes  
**Supplementary Aids and Services:** Yes  
**Assistive Technology:** Yes  
**Supports for School Personnel:** Yes  
**Testing Accommodations:** No

**PLACEMENT CATEGORY**

In the presence of general education students between 40% and 79% of the school day (2019-2020)  
In the presence of general education students for 80% or more of the school day (2020-2021)

**STATUS FOR DURATION OF IEP**

06/12/2020 - 11/25/2020 Receiving Services

**MOST RECENT ELIGIBILITY INFORMATION**

**Determination:** Eligible for Special Education and Related Services  
**Classification:** Multiply Disabled  
**Extended School Year:** Yes  
**Most Recent Annual Review Meeting:** 11/26/2019  
**Annual Review Due:** 11/25/2020  
**Most Recent Reevaluation Eligibility Meeting:** 11/30/2017  
**Consent to Waive Reevaluation Received:**  
**Reevaluation Due:** 11/29/2020

**INITIAL ELIGIBILITY INFORMATION**

**Initial Referral:** 12/03/2008  
**Initial Consent to Evaluate:** 12/12/2008  
**Initial Eligibility Determination:** 02/17/2009  
**Initial IEP Meeting:** 02/17/2009  
**Initial Consent to Implement IEP:** 02/17/2009  
**Initial IEP Implemented:** 02/17/2009

**SUMMARY-SPECIAL EDUCATION PROGRAMS AND RELATED SERVICES**

Special Class Mild/Moderate Learning or Language Disabilities: Language Arts	11/26/2019 - 06/18/2020	1 x Alternate Days 80 min.
Special Class Mild/Moderate Learning or Language Disabilities: Math	11/26/2019 - 06/18/2020	1 x Alternate Days 80 min.
Pull-out Resource Replacement: Social Studies	11/26/2019 - 06/18/2020	1 x Alternate Days 80 min.
Special Class Mild/Moderate Learning or Language Disabilities: Life Skills	11/26/2019 - 06/18/2020	1 x Alternate Days 80 min.
Occupational Therapy: Group	11/26/2019 - 06/18/2020	1 x Weekly 30 min.
Occupational Therapy: Individual	11/26/2019 - 06/18/2020	1 x Weekly 30 min.
Speech-Language Therapy: Group (not to exceed 5)	11/26/2019 - 06/18/2020	1 x Weekly 30 min.
Speech-Language Therapy: Individual	11/26/2019 - 06/18/2020	1 x Weekly 30 min.
Occupational Therapy: Group	09/01/2020 - 11/25/2020	1 x Weekly 30 min.
Occupational Therapy: Individual	09/01/2020 - 11/25/2020	1 x Weekly 30 min.
Speech-Language Therapy: Group (not to exceed 5)	09/01/2020 - 11/25/2020	1 x Weekly 30 min.
Speech-Language Therapy: Individual	09/01/2020 - 11/25/2020	1 x Weekly 30 min.
Special Transportation: Curb to Curb Transportation	11/26/2019 - 06/18/2020	2 x 5 day cycle
Special Transportation: Curb to Curb Transportation	09/01/2020 - 11/25/2020	2 x 5 day cycle

**SUMMARY-EXTENDED SCHOOL YEAR SPECIAL EDUCATION PROGRAMS AND RELATED SERVICES**

Special Class Mild/Moderate Learning or Language Disabilities: All Subjects	07/22/2020 - 08/20/2020	1 x 4 day cycle 240 min.
Occupational Therapy: Group	07/22/2020 - 08/20/2020	1 x Weekly 30 min.
Speech-Language Therapy: Group (not to exceed 4)	07/22/2020 - 08/20/2020	1 x Weekly 30 min.

**IEP PARTICIPANTS**

Name and date in this section of the IEP documents participation in the meeting and does not indicate agreement with the IEP .  
(Original signatures are obtained from each participant at the meeting and are maintained on file.)

Participant Name and Title	Date	Participant Name and Title	Date

\* If a required member of the IEP team has been excused from participating in the meeting with parental consent, note the excusal in the required team member's space .

**PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE AND CONSIDERATIONS WHEN DEVELOPING THE IEP**

**Initial or Most Recent Evaluations/Reports:** Consider relevant data. List the sources of information used to develop the IEP .

<u>Date</u>	<u>Evaluation/Report</u>	<u>Evaluator</u>	<u>Comments</u>
11/20/2017	Learning Evaluation Report	Marian Enny	<p>[REDACTED] is a male aged 13-2 being evaluated to gather information to help determine educational supports . The evaluation consisted of review of records, testing observations, teacher input, formal measures consisting of selected subtests from the WJIV Test of Achievement. [REDACTED] came willingly for the testing, which was completed during two sessions with multiple breaks. [REDACTED] responded to positive reassurance to remain on task. [REDACTED] was easily distracted by the test material and had to be prompted and redirected to complete the task at hand. [REDACTED] would also self-distract himself from the task at hand, for example: ask this examiner questions and start to talk about other things, move about the office, and touch things on the examiners desk. This examiner gave him a stress ball to squeeze to help focus on the task at hand . Throughout the evaluation directions were repeated and reworded for clarification. When [REDACTED] was asked to focus on the task he would ask this evaluator if his teacher was going to be told that he was off task ,or would ask if was being a good boy . This evaluator reassured [REDACTED] throughout the evaluation that he was working hard.</p> <p>Based on the results of the WJIV Test of Achievement [REDACTED] has limited performance levels across curricular areas with cluster classifications in the very low range. On the letter-word subtest [REDACTED] correctly read 22 out of the 35 words presented. [REDACTED] read the stimulus words quickly and was observed recognizing beginning and ending sounds however changed the medial sound. In passage comprehension [REDACTED] was able to read initial passages easily but appeared to struggle as the reading increased in difficulty . He had difficulty identifying some words correctly and then struggled with application of syntactic and semantic cues . An academic accommodation may be to incorporate visual and auditory stimulus for understanding of task completion. [REDACTED] will benefit from directions being repeated, reworded and clarified to complete a task.</p> <p>These results, in conjunction with all other assessments, will be used to determine eligibility for Special Education and Related Services.</p> <p>Marian Nielsen Enny, LDT-C 11/21/2017</p>
11/20/2017	Psychological Evaluation	Kate Peck	<p>Psychological Evaluation Summary [REDACTED] is a seventh grade male student who completed the Wechsler Intelligence Scale for Children-Fifth Edition (WISC-V). [REDACTED] general cognitive ability, as estimated by the FSIQ of the WISC-V, is in the extremely low range (FSIQ=48). Due to the variability amongst [REDACTED] index scores, his FSIQ should be deemphasized. His cognitive abilities are understood best by examining his scores at the individual index level. [REDACTED] Verbal Comprehension abilities are in the very low range (VCI =70), and are an area of personal relative strength. His Visual Spatial abilities are in the extremely low range (VSI=45). His Fluid Reasoning abilities are in the extremely low range (FRI=55). [REDACTED] Working Memory abilities are in the extremely low range (WMI=51). [REDACTED] Processing Speed abilities are in the extremely low range (PSI=45). [REDACTED] verbal reasoning ability is more developed than his nonverbal reasoning abilities at this time. [REDACTED] exhibited an area of strength on a subtest measuring verbal concept formation (Similarities). In comparing [REDACTED] 's current</p>

			<p>assessment scores to prior evaluation scores, an increase in score in the area of verbal comprehension is noted and a slight decrease in score in the area of processing speed is noted; all other index scores are commensurate with prior evaluation results. [REDACTED] was a pleasure to work with. These results in conjunction with other evaluations and input will be used to determine continued eligibility for Special Education and Related Services. Katherine Peck, MS, NCSP Certified School Psychologist</p>
11/20/2017	Speech/Language Evaluation	Christine Merlino	<p>Results of this re-evaluation revealed [REDACTED] speech/language skills to be in the "deficient" range overall as measured by the CASL-2 with an GLAI score of 53 (0.1 percentile). His highest individual component score on the CASL-2 was on the Synonyms (a measure of lexical/semantic skills) test and his lowest individual component scores were on the Sentence Expression (a measure of syntactic skills) and Nonliteral Language (a measure of supralinguistic skills) tests. Regarding pragmatics, [REDACTED] obtained a percentile rank of .1 on the Pragmatics Profile of the CELF-5. Articulation, voice and fluency skills were unremarkable. Recommendations will be made together with the Child Study Team. It has been a pleasure working with [REDACTED] at Thompson Middle School. Christine Merlino, M.A., CCC-SLP Speech Language Pathologist 11-20-2017</p>
11/09/2017	Neurological Evaluation	Dr. Dorothy Pietrucha	<p>[REDACTED] was seen by Dr. Pietrucha on Nov 9, 2017. Dr. Pietrucha diagnosed [REDACTED] with Autism Spectrum Disorder and Generalized Anxiety Disorder.</p>
10/06/2017	Occupational Therapy Evaluation	Meghan Noonan	<p>[REDACTED] is a 13-year, 1-month old 7th grade student at Thompson Middle School. He is in Mr. Rosner's LLD classroom. [REDACTED] current mandate for occupational therapy is for two times per week, once individually and once in the integrated setting. His goals focus on improving his visual motor/perceptual, sensory processing and self-care skills as they relate to the school environment. [REDACTED] is being re-assessed for occupational therapy as part of the complete Child Study Team re-evaluation. [REDACTED] skills as they relate to school-based occupational therapy were tested through standardized assessment, clinical observation/functional assessment and teacher report. Scores from the standardized assessments should be interpreted with caution as it is unclear whether [REDACTED] skill-level was measured accurately due to his decreased motivation and task persistence. [REDACTED] overall motor skills were determined by the BOT-2 Brief to be "well below average" and in the These results, in conjunction with all other assessments, will be used to determine eligibility for special education and related services. Thank you for the opportunity to participate in this child's care. Please feel free to contact me with any questions or concerns. Meghan Noonan, M.S. OTR Occupational Therapist</p>

**Statewide and Districtwide Assessments Results:** Consider relevant data. List the sources of information used to develop the IEP.

**Standardized Test Results:** Consider relevant data. List the sources of information used to develop the IEP.



**Strengths of the Student:**

- Lifeskills- [REDACTED] is a very social individual who comes to class ready and willing to participate on a daily basis . He loves cleaning and cooking and always volunteers for jobs that include cleaning . He works well with peers and is a positive influence in class. MD 10-19

LLD Mathematics LeMore 10/02/19:

- \* [REDACTED] is very pleasant in class
- \* [REDACTED] participates when called upon
- \* Recognizes strategies that are being instructed

LLD Science LeMore 10/02/19:

- \* Asks for help when needed
- \* Participates when called upon
- \* Identifies information when explained in a way that he can comprehend

English/S. Studies Balsamo 10/2019

- \*pleasant and kind
- \*works well with para/teacher
- \*will ask questions

US History 1 (POR)- (B. Masotta 11/2019)

- Positive attitude
- Works well in class
- Will advocate when assistance is needed.
- Has been very open to attempting independent work including writing.

- Occupational Therapy:

- Positive attitude
  - willing to participate in a variety of activities
  - accepting and social with peers
  - remembers OT times and shows up independently
  - receptive to feedback for improvement
- Holly Najdzinowicz, OT 11/2019

**Concerns of the Parent:**

- Parents express concern regarding providing the least restrictive educational settings for [REDACTED]. [REDACTED] expresses to his parents that he does not want to be in class with more typical peers.

Parent request IEP meeting 7/31/19

Both parents attended meeting along with in-home therapist, Quinn Batcho.

-Parents express concern for the proposed self-contained, Autism placement.

-Parents indicate that [REDACTED] is self-aware and his self-esteem is impacted; he wants a more typical school experience rather than be placed in a self-contained Autism program.

-Parents indicate that [REDACTED] models behaviors whether positive or negative, and they feel he would be more successful if exposed to more typical and verbal peers rather than peers displaying behaviors

-Parents report that [REDACTED] is familiar with South and he is currently participating in football and is on the campus regularly; they anticipate that he will have a smooth transition to the building

-Parents refuse to accept current program and are requesting the least restrictive placement for [REDACTED]

MAY 2019 IEP Meeting:

Mr. and Mrs. [REDACTED] attended this IEP meeting to review/revise [REDACTED] IEP. They had previously requested that a HS CST representative be present for the meeting. Mary Ellen Laughlin, the high school case manager, was present.

Mrs. [REDACTED] shared that [REDACTED] reacts negatively to being with other students with autism and feels that he starts to mimic other students' behaviors when he is home. Mrs. [REDACTED] stated that he feels like he needs "a person" to feel secure. Additionally, the more anxious [REDACTED] feels, the more his level of insecurity increases.

There was additional discussion of [REDACTED] staying in the middle school for another year. [REDACTED] parents said that he is very aware of the progression of school and wants to transition to high school this fall. They also said that he has a whole group of peers that he has grown up with and is looking to transition up with them. Mom said that they left this decision up to [REDACTED]

Mrs. Laughlin spoke to the high school program, and the IEP team members discussed how [REDACTED] can be integrated at the HS level. Mrs. [REDACTED] said that perhaps he could be scheduled into a general education elective (i.e. chorus) and have a paraprofessional accompany him. Parents would also like to ensure that [REDACTED] has the option to sit with general education peers at lunch at high school.

[REDACTED] is the farm manager at his parents' farm, and he is particularly motivated by anything that is functional and useful to him. (He is motivated by jobs, money, etc.)

Because high school autism program is continuing to be proposed, [REDACTED] parents were offered the chance to view the program. A tour has been scheduled for the morning of May 16th.

NOVEMBER 2018 Annual Review:

The following was discussed:

-Mrs. Shannon discussed some behaviors that have begun to surface in her classroom. They are mostly avoidance tactics, and Mrs. Shannon shared that if she "ignores" the behaviors, it often leads to [REDACTED] ultimately getting back on track and completing the task demand.

-Ms. Paroumakian, [REDACTED] Introduction to Theatre teacher, spoke to [REDACTED] performance in her classroom. She said that he seems to enjoy theatre/drama, but that her biggest concerns for him is his ability to pay attention and follow directions.

-It was discussed having [REDACTED] repeat 8th grade (so he would have 4 years at the middle school level). At this time [REDACTED] parents rejected this. They did say that [REDACTED] is happy at Bayshore and has finally acclimated to the new school and setting; however, they do not want to upset his self-esteem if he stays at Bayshore another year. He is socially aware of the progression of grades. (This can be revisited at a later time if parents choose to change their mind.) [Note: When [REDACTED] joined the meeting, his parents asked him what he would want to do. [REDACTED] shared that he would want to

stay at Bayshore. His parents said that they would think more about this and let the case manager know if they change their mind.] For now, this document states that [REDACTED] will be transitioning to 9th grade for the 2019-20 school year.

-Mr. and Mrs. [REDACTED] shared that jobs motivate him. Mrs. Shannon said she would look into giving him more jobs around the building, if possible.

-The career center was discussed at length. [REDACTED] provided the case manager with his application to do the pre-voc assessment the week before this meeting. The case manager informed his parents that based on the nature of the career center, and the amount that the student is expected to complete independently, there were concerns about him being successful in this environment. Case manager said that a paraprofessional could accompany him to the career center but that they would not be able to be present during the actual assessment. [REDACTED] parents said they will think about this. [Note: When [REDACTED] joined the IEP meeting to participate, the case manager did tell him about what the Career Center experience would look like, per his parent's request. They wanted [REDACTED] to be able to make the decision whether or not he would feel comfortable attempting the pre-vocational assessment. He said that this is something he would be interested in. [REDACTED] parents requested that for now, the case manager hold onto his application but that they will let her know in the coming weeks/months if they want to pursue this.] It was discussed that there are other vocational opportunities at the high school level (such as SLE).

[REDACTED] program at the HS level was discussed. At this time, the district members of the IEP team are proposing that he remain in the autism program for the transition to high school. The case manager voiced that she wants to put him in an environment where he will be comfortable and therefore less anxious, and she feels that the academic demands of the LLD setting would be too rigorous for [REDACTED] at this time.

-Occupational therapy was discussed, as there was recently a change of providers. A phone conference can be scheduled for January, 2019 with the new occupational therapist and Mr. and Mrs. [REDACTED] so that updated progress and goals can be reviewed. (This document does not have updated input for OT for this meeting.)

[REDACTED] anxiety disrupts so much of his processing and socialization. While he feels comfortable interacting and socializing with adults, he often "freezes" with peers. Ms. Pedretti (the SLP) and Mrs. Shannon are both trying to promote peer socialization.

-Mr. and Mrs. [REDACTED] would like to meet again (with the presence of case manager from the HS level) in the spring.

-The case manager told [REDACTED] parents that they can email her with any additional concerns that they want documented in this IEP.

#### Present Levels of Academic Achievement and Functional Performance:

##### Special Factors

- The student does have a behavior disability, explain if necessary. He has been diagnosed with Autism Spectrum Disorder.
- The student does not exhibit Behaviors that impede his earning or that of others.
- The student does not have Limited English Proficiency.
- The student is not Blind or Visually Impaired.
- The student has special Communication needs, for which he receives speech/language services.
- The student is not Deaf or Hearing Impaired.
- The student does require Assistive Technology needs in the development of the IEP. [REDACTED] utilizes speech to text for writing.

##### Occupational Therapy

- 11/2019: [REDACTED] is receiving OT 2X/week in one individual and one group session. He remembers his OT schedule and shows up independently. [REDACTED] is always polite and willing to work with myself and peers. We have been working on the areas of fine motor coordination and strength, visual perceptual skills, shoe typing, handwriting, cursive signature and multi-step tasks. We will incorporate keyboarding skills as well. Social skills are corrected as needed and [REDACTED] is re-directable and accepting of an explanation as needed. Goals were updated for this IEP. I look forward to continued work with [REDACTED] Holly Najdzinowicz, OT 11/2019.

##### Daily Living Skills

- [REDACTED] is a polite young man. He always brings a positive attitude to class. He gets along well with all his peers and works well in small groups. MD 10-19

##### Mathematics

- LLD Mathematics LeMore 11/2019

At the end of the first marking period, [REDACTED] earned a 78% in Math this year. [REDACTED] is a pleasure to have in class and he continues to complete his work throughout the period. [REDACTED] strengths include recognizing place value and identifying characteristics of numbers. [REDACTED] weaknesses include differentiating between two tasks, completing his work individually and staying on task through out an entire class. [REDACTED] does not enjoy writing his work and requires additional one on one assistance from either the classroom para or the teacher. [REDACTED] has the tendency to give up on himself and not work to challenge his capability. [REDACTED] continues to ask to leave the room or requests professionals in the room to write for him. My only concern with [REDACTED] so far this year is when he does not display an interest in the content area, he begins to snore loudly as if he were sleeping when he is visibly not and it is distracting the attention and flow in the classroom for the other students. This is very disruptive to other students and it is impeding on the presentation of the current lesson. CL

**Science**

- LLD Science LeMore 11/2019

Presently [REDACTED] has earned an 81% in Science so far this year. [REDACTED] is a pleasure to have in class and he continues to try his best to get assignments completed. [REDACTED] strengths include a positive attitude and a desire to please his paraprofessionals and teachers in the classroom. [REDACTED] will complete his assignments, but requires additional attention and support to write the material down or recognize what the activity is asking him to do on a daily basis. After instruction and material is presented and reviewed, [REDACTED] still continues to ask for additional explanations and clarity. [REDACTED] struggles with reading comprehension and recognizing key terms that are displayed in the text. Another concern that pertains to [REDACTED] so far this year is when he does not display an interest in the content area, he begins to snore loudly as if he were sleeping when he is visibly not and it is distracting the attention and flow in the classroom for the other students. This is very disruptive to other students and it is impeding on the presentation of the current lesson. CL

**English Language Arts**

- [REDACTED] is adjusting to our classroom routine. We are working on having him do things more independently. He requires additional time in the morning getting to class due to having to put his equipment away.

The time has been shorter than from the beginning of school but he is still arriving late. The para has been trying to get him to do these things independently but [REDACTED] is very hesitant to walk around the building without a para. [REDACTED] is completing a modified version of our assignments. He benefits from having visual examples of the expectation and having someone check in with him while working independently. [REDACTED] is happy and pleasant but often asks to get a drink, go to the bathroom, go to the nurse or go for a walk. [REDACTED] requires an adjustment to the length of assignments as it takes him longer to complete assignments. [REDACTED] seems to enjoy our novels when we read them aloud. He answers questions when called upon and even volunteers during whole class discussions and lessons. He benefits from visual and verbal prompting. Answering comprehension questions in written form is very difficult for him. When answering multiple choice type questions he benefits from having the questions read aloud one on one. We are trying to get [REDACTED] to use his free time during school to complete his vocabulary homework assignments. Currently, he is not completing them on his own time. A classroom para has been working on the 2 weekly assignments with him during our Do Now time. (N. Balsamo 11/2019)

**Social Studies**

- [REDACTED] enjoys map skills and seems very self motivated to discuss and participate in lessons that focus on NJ and key people in our country. He retains facts about NJ and remembers who the names of people in our government. He requires assistance when completing map work on his own. He benefits from reminders to stay on task when working together as a whole class completing an assignment. Just benefits from limiting the number of questions asked. We have been having him dictate answers while someone scribes, then he copies the scribed sentences. Justin is pleasant and happy. He does ask to leave the class often. (N. Balsamo 10/2019)

- [REDACTED] is a new addition to the class in the middle of the Marking Period. He transitioned well into POR. He was familiar with all his classmates and feels comfortable in class. The addition of a Para to assist him has been a great motivation for [REDACTED] to remain on task. [REDACTED] will certainly attempt independent work, and will advocate for himself when assistance is needed. He is encouraged to complete the task on his own and not having the para write it for him. Positive reinforcement and acknowledgement of the hard work and success (regardless of the time taken to complete task) has been a part of [REDACTED] moving toward as much academic independence as possible. [REDACTED] enjoys map skills tasks and thus far has completed it virtually by himself. Overall, [REDACTED] gives his best effort day to day. [REDACTED] does ask to leave the room frequently, however, he does return ready to work and does not wander the halls (para escort if needed). At times it seems [REDACTED] may need a quest walk to collect his thoughts and return ready to work. He is a joy to have in class, works well with others, and has a positive respectful attitude to all. (B. Masotta 11/2019)

**Speech/Language**

- [REDACTED] continues to participate in speech and language services both integrated into his language arts classes, and in pullout individual service. During integrated services [REDACTED] is encouraged to ask and answer "wh" questions pertaining to material presented in class. [REDACTED] sequences weekend activities without assistance and requires the occasional reminder to participate regularly. [REDACTED] participates verbally more in conversation when he is in a one on one situation with adults. In the classroom [REDACTED] appears to be "shy" and requires assistance to respond with proper syntax and semantics. In his individual session [REDACTED] respond readily to verbally presented material and his verbal utterances appear longer and more complex in the one on one situation. [REDACTED] experiences difficulty with abstract material presented with multiple layers of information. He requires simple one or two step verbal directives that are routinized. Nick Trezza 12/16/2019

**How the Student's Disability Affects his or her Involvement and Progress in the General Education Curriculum:** For preschool children, as appropriate, describe how the disability affects the child's participation in appropriate activities.

- At this time [REDACTED] requires a high level of support to complete his work and he requires behavioral support.

He also receives Speech & Language Therapy and Occupational Therapy.

**Special Considerations:** If in considering any of the special factors listed below, the IEP team determines that the student needs a particular device or service (including an intervention, accommodation or other program modification) to receive a free, appropriate public education, the IEP must include a statement to that effect in the appropriate section. If a factor is not applicable, note as such.

**Indicate if the student has any needs as a result of Limited English proficiency:**

- Considered but not applicable

**Indicate if the student has communication needs:**

- Communication Needs are included in the Academic, Developmental, Functional and Any Other Needs section

**Indicate if the student's behavior impedes his or her learning or that of others:**

- Not applicable

**Indicate if the student is in need of any assistive technology devices and services:**

- Assistive devices and services are included within the Modifications and Supplementary Aids and Services section

**Beginning with the IEP in place for the school when the student will turn age 14 or younger, if appropriate, indicate if there is a need for consultation from agencies that provide services for individuals with disabilities:**

- Considered but not applicable

**For a student who is deaf or hard of hearing, indicate the need for opportunities for direct communication with peers and professional personnel:**

- Not applicable

**For a student who is blind or visually impaired, the IEP shall provide for instruction in Braille and the use of Braille:**

- Considered but not applicable

**Needs - Academic, Developmental, Functional and any other Needs that result from the Student's Disability and Special Considerations:**

#### English Language Arts

- [REDACTED] requires the use of visual supports and teacher assistance to assist with writing a summary .
- -visual supports, clarifying directions, repeating directions back, para one to one assistance with written assignments
- comprehension
- writing a sentence that he formulates

#### Mathematics

- [REDACTED] requires the use of the calculator and reminders to stay on task .
- [REDACTED] requires additional notes and the use of a calculator for calculation activities .
- needs additional support after discussion of material to recognize key ideas
- needs redirection and refocus to complete assigned tasks

#### Eligibility Statement

- [REDACTED] is eligible for Special Education under the classification of Multiply Disabled due to the disabling conditions of communication impaired, autism, generalized anxiety disorder, and specific learning disability due to significant discrepancies between his verbal comprehension and his achievement in the areas of listening comprehension, basic reading, reading comprehension, and math problem solving.

#### Daily Living Skills

- Directions Clarified
- Redirected
- Info broken down into small segments

**Science**

- [REDACTED] requires additional notes.  
needs additional support after discussion of material to recognize key ideas  
needs redirection and refocus to complete assigned tasks.

**Social Studies**

- -visual supports  
clarification of directions and expectations  
tasks broken down,  
Preferential seating  
Extended time on assignments/tests  
Modified reading and writing activities  
Redirect as needed  
Positive reinforcement  
Proximal monitoring  
Limited "Hall breaks"  
Predefined Vocabulary  
Modified assessments

**Occupational Therapy**

- visual perceptual skills  
handwriting skills  
ADL tasks  
IADL / pre-vocational skills  
social skills  
Holly Najdzinowicz, OT 11/2019

**STATEMENT OF TRANSITION PLANNING**

Beginning with the IEP in place for the school year when the student will turn age 14, or younger if appropriate, develop the long range educational plan for the student's future which includes a statement of the student's strengths, interests and preferences; a course of study; related strategies and/or activities; a description of the need for consultation from other agencies; and, as appropriate, identify interagency linkages and responsibilities

**Statement of the Student's Strengths, Interests and Preferences:**

-

He shared that he enjoys cooking, animals (especially horses), riding tractors, and being the barn manager at his family's farm . He also plays on the Lincroft Chargers football team . He said that he enjoys going to Texas Roadhouse and Livottis . He also likes to volunteer .

**Courses of Study:** Considering the student's strengths, interests, preferences, and desired postsecondary goals, list the specific courses of study for the period of time covered by this IEP. Include both general education and special education courses. When appropriate, identify the courses of study projected for future years.

**Grade 9:** Language Arts-self-contained, LLD  
Social Studies-POR  
Fundamentals of Science  
Math-self-contained, LLD  
Physical Education/Health  
Concert Choir  
Applied Art & Design I

Grade 10:  
 Grade 11:  
 Grade 12:

**Related Strategies and/or Activities:** In addition to the courses listed above, list related strategies and/or activities that are consistent with the student's strengths, interests, and preferences, and are intended to assist the student in developing or attaining postsecondary goals related to training, education, employment and, if appropriate, independent living.

- Mrs. Laughlin, the high school case manager, attended this IEP meeting to discuss opportunities available at the high school level .

Please note: [REDACTED] had his prevocational assessment completed in February of 2019. At this time, he has not been accepted into the program . The full pre-vocational report was mailed home to [REDACTED] parents and is included in his blue file.

**Statement of Consultation:** Indicate the need for consultation from other agencies that provide services for individuals with disabilities including, but not limited to, the Division of Vocational Rehabilitation Services in the Department of Labor.

**List the name of any agency from which consultation is needed:** Can be determined at HS level

**Name of school staff person who will be the liaison to postsecondary resources:** Case manager

**Statement of Needed Interagency Linkages and Responsibilities:** As appropriate to the anticipated needs of the student, list all agencies to which the student will be referred by the school district liaison to postsecondary resources in the spaces below. List the responsibility of the school district and/or student/parent(s) with respect to contacting each agency listed and providing needed information or documentation to each agency.

- Considered but not applicable

**STATEMENT OF APPROPRIATE MEASURABLE POSTSECONDARY GOALS AND TRANSITION SERVICES**

Beginning with the IEP in place for the school year when the student will turn age 16, or younger if appropriate, indicate the student's desired postsecondary school goals and transition services.

**Measurable Postsecondary Goals:** Indicate the student's desired post-school goals based upon age-appropriate transition assessments related to training, education, employment and, if appropriate, independent living.

**Postsecondary Education** (Including, but not limited to, college, vocational training, and continuing and adult education)

- Different options were discussed. At this time it is unknown what path [REDACTED] will pursue .

**Employment/Career**

- [REDACTED] wants to work at Tractor Supply, Livotti's, or Staples. He also wants to be a chef.

**Independent Living Skills** (if appropriate)

- At this time it is unknown what kind of support [REDACTED] will need. ([REDACTED] was not present during this discussion.)

Note: At this meeting guardianship was discussed, and Mr. and Mrs. [REDACTED] were informed that age 18 [REDACTED] will have guardianship over himself unless the parents take legal steps to retain guardianship.

**Transition Services: Coordinated Activities/Strategies:** Indicate the following multi-year plan for promoting movement from school to the student's desired post-school goals. The student's needs, strengths, interests and preferences in each area must be considered, and responsibilities should be shared among participants (student, parent, school staff, outside agencies, employers, etc.).

Activities/Strategies Related to Measurable Postsecondary Goals	Expected Date of Implementation	Person or Agency Arranging and/or Providing Services
<b>Instruction - Postsecondary Education/Training</b>		

<ul style="list-style-type: none"> <li>- Participate in independent living skills curriculum (Education/Training)</li> <li>- Participate in classes to learn work related skills (Employment/Career)</li> <li>- Participate in classes to learn skills needed to obtain and maintain employment (Employment/Career)</li> <li>- Participate in IEP meetings and articulate vocational and career goals (Employment/Career)</li> <li>- Learn self advocacy skills necessary to be successful at work (Employment/Career)</li> </ul>	11/26/2019	LEA Student Parent
<p><b><u>Related Services</u></b></p> <ul style="list-style-type: none"> <li>- e.g. Speech/Language services to improve communication skills (Education/Training, Employment/Career)</li> <li>- e.g. Occupational Therapy to improve fine motor skills (Education/Training, Employment/Career)</li> </ul>	11/26/2019	LEA Student Parent
<p><b><u>Community Experiences</u></b></p> <ul style="list-style-type: none"> <li>- Meet with DVRS Counselor to review post secondary education plans as they relate to a career during junior or senior year(Education/Training)</li> <li>- Encourage community participation</li> </ul>	11/26/2019	LEA Student Parent
<p><b><u>Employment and Other Post-School Adult Living Objectives</u></b></p> <ul style="list-style-type: none"> <li>- Consider possible participation in SLE</li> </ul>	11/26/2019	LEA Student Parent
<p><b><u>Daily Living Skills (if appropriate)</u></b></p> <ul style="list-style-type: none"> <li>- Learn to care for personal needs (Independent Living)</li> <li>- Learn how to buy and prepare food (Independent Living)</li> <li>- Learn how to buy and care for clothing (Independent Living)</li> <li>- Learn about and plan for leisure activities including scheduling and financial needs (Independent Living)</li> </ul>	11/26/2019	LEA Student Parent
<p><b><u>Functional Vocational Evaluation (if appropriate)</u></b></p> <ul style="list-style-type: none"> <li>- A transition assessment may be completed during the high school years.</li> <li>- A Vocational Assessment may be completed during the high school years.</li> </ul>	11/26/2019	LEA Student Parent

### BEHAVIORAL INTERVENTIONS

If behavior impedes the student's learning or the learning of others, the IEP team must consider, when appropriate, strategies, including positive behavioral interventions and supports to address that behavior. When needed, a behavior intervention plan must be included in the IEP.

**Are Behavioral Interventions Appropriate at This Time?** No

### PROGRESS REPORTING

State how the parents will be regularly informed of their student's progress toward the annual goals.

Written reports will be provided quarterly.

Parents will be provided progress reports at the same time as report cards. Progress report will also be provided for ESY.



## ANNUAL MEASURABLE ACADEMIC AND/OR FUNCTIONAL GOALS

## Area: READING

**Goal: 1.** After listening to narrative and/or informational text read aloud, [REDACTED] will answer 2 questions about key details in the text with 75% success

## Benchmarks or Short Term Objectives

1.1 After listening to appropriate text, [REDACTED] will identify the character, setting, major event or essential information from the text when presented with 3 choices.

## Criteria

75% success

## Evaluation Procedure

Teacher devised tests or worksheets

## Area: WRITING

**Goal: 2.** [REDACTED] will write an informational/explanatory text naming the topic and supplying 1 pieces of information about the topic, including a closing statement with 80% success

## Benchmarks or Short Term Objectives

2.1 [REDACTED] will write 1 details about a selected informational/explanatory topic and write closure to the text.

## Criteria

80% success

## Evaluation Procedure

Teacher devised tests or worksheets

## Area: WRITING Social Studies

**Goal: 3.** [REDACTED] will write a narrative, which includes a closing statement, using 2 details to describe an event with 80% success

## Benchmarks or Short Term Objectives

3.1 [REDACTED] will identify closing statements within 3 text examples.

3.2 [REDACTED] will write about events in sequential order and include 2 details (e.g., I went to school today. After school, I went to the store with my mom to buy sneakers.).

## Criteria

80% success

80% success

## Evaluation Procedure

Writing samples

Teacher devised tests or worksheets

## Area: MATHEMATICS

**Goal: 4.** [REDACTED] will demonstrate understanding of Math concepts with 80% success

## Benchmarks or Short Term Objectives

4.1 [REDACTED] will complete addition and subtraction word problems with extra information.

4.2 [REDACTED] will complete multiplication and division problems with the use of a calculator.

4.3 [REDACTED] will complete functional math workbook (Menu Math).

## Criteria

80% success

80% success

80% success

## Evaluation Procedure

Teacher devised tests or worksheets

Teacher devised tests or worksheets

Portfolio materials

**Goal: 5.** [REDACTED] will use the four operations with whole numbers to solve problems with 80% success

## Benchmarks or Short Term Objectives

5.1 [REDACTED] will solve problems using the correct operations (addition, subtraction, multiplication and division).

## Criteria

80% success

## Evaluation Procedure

Teacher devised tests or worksheets

**Goal: 6.** [REDACTED] will write and interpret numerical expressions that record calculations with numbers with 80% success

## Benchmarks or Short Term Objectives

6.1 [REDACTED] will correctly translate simple verbal expressions into written expressions.

## Criteria

80% success

## Evaluation Procedure

Teacher devised tests or worksheets

**Area: SPEECH / LANGUAGE****Goal: 7.** [REDACTED] will draw 3 conclusions and identify 1 main ideas following a short story in a therapy session with 80% success**Benchmarks or Short Term Objectives**

7.1 [REDACTED] will convey extended explanations and provide 5 detailed descriptions when answering questions about a story or event.

**Criteria**

80% success

**Evaluation Procedure**

Observation checklists

**Goal: 8.** [REDACTED] will recall and comprehend a sequence of 3 of events from a story presented in class with 80% success**Benchmarks or Short Term Objectives**

8.1 [REDACTED] will recall and comprehend a sequence of 5 events presented orally from a story.

**Criteria**

80% success

**Evaluation Procedure**

Observation checklists

**Goal: 9.** [REDACTED] will adhere to 5 conversational rules (e.g. initiate conversation, request/respond to clarification, allow and maintain pause) during the therapy session with 80% success**Benchmarks or Short Term Objectives**

9.1 [REDACTED] will introduce relevant topics and ask 3 questions that are relevant to the topic.

**Criteria**

80% success

**Evaluation Procedure**

Observation checklists

**Goal: 10.** [REDACTED] will identify 4 types of figurative language with 80% success**Benchmarks or Short Term Objectives**

10.1 [REDACTED] will identify and interpret the meanings of idioms, metaphors, similes, or proverbs.

**Criteria**

80% success

**Evaluation Procedure**

Observation checklists

**Area: MOTOR SKILLS****Goal: 11.** Occupational Therapy: [REDACTED] will use near point copying skills to transcribe letters, words, sentences or drawings from one source to another piece of paper for 10 minutes in a variety of academic settings with 90% success**Benchmarks or Short Term Objectives**

11.1 Occupational Therapy: [REDACTED] will produce a legible cursive signature with a visual model.

11.2 Occupational Therapy: [REDACTED] will copy 2 paragraphs from one page to another with good legibility and organization of page.

**Criteria**

90% success

90% success

**Evaluation Procedure**

Recorded observations

Recorded observations

**Goal: 12.** Occupational Therapy: [REDACTED] will independently perform common functions within a word processing program in order to complete classroom assignments or activities across academic settings with 90% success**Benchmarks or Short Term Objectives**

12.1 Occupational Therapy: [REDACTED] will use the word processing program and the keyboard to type sentences/paragraphs for 10 minutes with good quality and completion.

**Criteria**

90% success

**Evaluation Procedure**

Recorded observations

**Area: DAILY LIVING SKILLS****Goal: 13.** Occupational Therapy: [REDACTED] will perform fine fasteners related to dressing tasks with 90% success**Benchmarks or Short Term Objectives**

13.1 Occupational Therapy: [REDACTED] will tie and untie his shoelaces with minimal cues.

**Criteria**

90% success

**Evaluation Procedure**

Recorded observations

**Area: SOCIAL STUDIES****Goal: 14.** Student will be able to comprehend and apply "Map Keys" to effectively ID prominent map features with 75% success**Benchmarks or Short Term Objectives**

14.1 Student will demonstrate effective map skills in a variety of ways. ID of US States, ID of prominent geographical features, major bodies of water.

**Criteria**

75% success

**Evaluation Procedure**

Teacher devised tests or worksheets; Class participation

**Goal: 15.** [REDACTED] will demonstrate understanding of map skills with 80% success**Benchmarks or Short Term Objectives**

15.1 [REDACTED] will be able to use a map key to answer questions.

15.2 [REDACTED] will be able to read a schedule to answer questions.

**Criteria**

80% success

80% success

**Evaluation Procedure**

Teacher devised tests or worksheets

Teacher devised tests or worksheets

**Area: OTHER Occupational Therapy****Goal: 16.** [REDACTED] will demonstrate improved visual motor and motor planning skills to increase independence within school environment with 90% success**Benchmarks or Short Term Objectives**

16.1 [REDACTED] will complete shoe tying task on shoe with no more than one verbal or gestural prompt.

16.2 [REDACTED] will type one age appropriate paragraph within allotted time frame using two hands on keyboard independently.

**Criteria**

4 out of 5 trials

4 out of 5 trials

**Evaluation Procedure**

Structured observations of targeted behavior

Structured observations of targeted behavior

**Goal: 17.** [REDACTED] will demonstrate improved pre-vocational skills to increase independence within school environment with 90% success**Benchmarks or Short Term Objectives**

17.1 [REDACTED] will complete a 4-step vocational task (e.g. sort, stack, staple, file) after given verbal directions independently.

17.2 [REDACTED] will sign check forms with legible cursive signature within allotted space with a visual model.

**Criteria**

4 out of 5 trials

4 out of 5 trials

**Evaluation Procedure**

Structured observations of targeted behavior

Writing samples

**MODIFICATIONS AND SUPPLEMENTARY AIDS AND SERVICES IN THE GENERAL EDUCATION CLASSROOM AND/OR SPECIAL EDUCATION CLASSROOM**

State the modifications for the student to be involved and progress in the general education curriculum and be educated with nondisabled students. If the student will not be participating in the general education classroom, state the modifications and supplementary aids and services to enable the student to be involved and progress in the general education curriculum in the special education classroom. State the supplementary aids and services that will be provided to the student or on behalf of the student. Identify any assistive technology devices and services to be provided. For preschool students, review the preschool day to determine what accommodations and modifications may be required to allow the child to participate in the general education classroom and activities. Each modification, supplementary aid or service, and assistive technology device should be entered separately.

**Modifications:****Classroom**

General Education

**Modifications**

- P/F for Chorus

Computer access for written assignments

Study Guides

Homework Assignment Pads

Administer tests orally

Allow to answer verbally as appropriate

Allow additional time for test completion.

Limit the length of tests.

Review material for classroom tests to teach test-taking skills.

Clearly define limits and expectations.

Provide success-oriented experiences.

Provide positive reinforcement.

Allow student to work at own pace and avoid time pressure situations .

Praise attempts at independence.

Require appropriate independence.

Provide responsibilities within the classroom.

Break down tasks into manageable tasks.

Redirect attention.

Rephrase, repeat directions.

Use visual clues.

In order to promote motivation: (for classroom paraprofessional also):

- work problems should be few in number
- work should be understandable
- expectations for work and behavior should be stated positively
- work should be doable
- work should be manageable
- assignments should be posted in easy view
- Teach, review, and reinforce

Provide computerized review of classwork (Quizlet)

Provide Copy class notes

Modify lengthy written work/assignments/essays

Scheduling Consideration:

Provide student with a copy of daily schedule •

Begin class with something motivating •

Schedule several short activities instead of one long one •

Vary types of activities and length

Break DT tasks into manageable 'chunks':

DT may refuse/escape activities that he finds find too hard or tedious.

Consider breaking a larger task into smaller or easier 'chunks' that DT will more willingly undertake .

If he must complete a large number of subtasks, include an occasional 'fun break'

Offer choices when needed if unmotivated

Establish class times for built-in breaks to help avoid escape behaviors

Use praise to help increase the re-occurrence of appropriate behavior.

ALL STAFF NEED TO BE ON THE SAME PAGE regarding reinforcement of positive, appropriate behaviors .

Special Education

- Computer access for written assignments

Study Guides

Homework Assignment Pads

Administer tests orally

Allow to answer verbally as appropriate

Allow additional time for test completion.

Limit the length of tests.

Review material for classroom tests to teach test-taking skills.

Clearly define limits and expectations. Provide success-oriented experiences.

Provide positive reinforcement.

Allow student to work at own pace and avoid time pressure situations .

Praise attempts at independence.

Require appropriate independence.

Provide responsibilities within the classroom.

Break down tasks into manageable tasks.

Redirect attention. Rephrase, repeat directions. Use visual clues.

In order to promote motivation: (for classroom paraprofessional also):

- work problems should be few in number

- work should be understandable

- expectations for work and behavior should be stated positively

- work should be doable

- work should be manageable

- assignments should be posted in easy view

- Teach, review, and reinforce

Provide computerized review of classwork (Quizlet)

Provide Copy class notes

Modify lengthy written work/assignments/essays

Scheduling Consideration: Provide student with a copy of daily schedule

- Begin class with something motivating

- Schedule several short activities instead of one long one

- Vary types of activities and length

Break DT tasks into manageable 'chunks': DT may refuse/escape activities that he finds find too hard or tedious. Consider breaking a larger task into smaller or easier 'chunks' that DT will more willingly undertake. If he must complete a large number of subtasks, include an occasional 'fun break'

Offer choices when needed if unmotivated

Establish class times for built-in breaks to help avoid escape behaviors

Use praise to help increase the re-occurrence of appropriate behavior.

ALL STAFF NEED TO BE ON THE SAME PAGE regarding reinforcement of positive, appropriate behaviors.

**Supplementary Aids and Services:****Classroom**

General and Special Education

**Supplementary Aids and Services**

- Math Manipulatives Calculator for math problems

Copy of class schedule

Classroom paraprofessional in all academic subjects and in electives

**Assistive Technology Devices and Services:****Classroom**

Special Education

**Assistive Technology Devices and Services**

- [REDACTED] may utilize speech to text for writing.

**SUPPORTS FOR SCHOOL PERSONNEL**

State the supports for school personnel that will be provided for the student. Supports may include, but is not limited to, training for school personnel, consultation, and access to research-based materials and resources.

- Teacher/Parent Conferences
- Child Study Training
- Case Manager will monitor progress and communicate with parents
- Teacher and student consultation as needed
- Faculty Inservices/Workshops

**STATEMENT OF SPECIAL EDUCATION PROGRAMS AND RELATED SERVICES**

Special Education Programs	Location	Subject	Start and End Dates	Frequency	Period	Duration
Special Class Mild/Moderate Learning or Language Disabilities	Special Education Classroom	Language Arts	11/26/2019 - 06/18/2020	1	Alternate Days	80 min.
Special Class Mild/Moderate Learning or Language Disabilities	Special Education Classroom	Math	11/26/2019 - 06/18/2020	1	Alternate Days	80 min.
Pull-out Resource Replacement	Pull-Out of Classroom	Social Studies	11/26/2019 - 06/18/2020	1	Alternate Days	80 min.
Special Class Mild/Moderate Learning or Language Disabilities	Special Education Classroom	Life Skills	11/26/2019 - 06/18/2020	1	Alternate Days	80 min.

Related Services or Speech Language Services for Students Eligible for Speech/Language Services	Location	Ratio	Start and End Dates	Frequency	Period	Duration
Occupational Therapy	Service Provider Location	Group	11/26/2019 - 06/18/2020	1	Weekly	30 min.
Occupational Therapy	Push-in/Pull-out	Individual	11/26/2019 - 06/18/2020	1	Weekly	30 min.
Speech-Language Therapy	Service Provider Location	Group (not to exceed 5)	11/26/2019 - 06/18/2020	1	Weekly	30 min.
Speech-Language Therapy	Service Provider Location	Individual	11/26/2019 - 06/18/2020	1	Weekly	30 min.
Occupational Therapy	Service Provider Location	Group	09/01/2020 - 11/25/2020	1	Weekly	30 min.
Occupational Therapy	Push-in/Pull-out	Individual	09/01/2020 - 11/25/2020	1	Weekly	30 min.
Speech-Language Therapy	Service Provider Location	Group (not to exceed 5)	09/01/2020 - 11/25/2020	1	Weekly	30 min.
Speech-Language Therapy	Service Provider Location	Individual	09/01/2020 - 11/25/2020	1	Weekly	30 min.

Classes and related services are to be provided according to the school calendar and may be impacted by field trips, assemblies and other unique activities relevant to the regular school program .

Special Transportation Related Services	Comments	Start and End Dates	Frequency	Period
Curb to Curb Transportation	To and From School	11/26/2019 - 06/18/2020	2	5 day cycle
Curb to Curb Transportation	To and from school	09/01/2020 - 11/25/2020	2	5 day cycle

**STATEMENT OF EXTENDED SCHOOL YEAR SPECIAL EDUCATION PROGRAMS AND RELATED SERVICES**

Determine whether the student needs an extended school year (ESY) program. An extended school year program is provided in accordance with the student’s IEP when an interruption in the educational programming causes the student’s performance to revert to a lower level of functioning and recoupment cannot be expected in a reasonable length of time.

**Does the student need an extended school year program?** Yes

**Extended School Placement Location:** Thorne Middle

**List relevant factors considered in determining whether the student needs an ESY Program:**

- The degree of regression [REDACTED] would experience as a result of interruption in educational services and the amount of time required to regain his prior skill level .

Special Education Programs	Location	Subject	Start and End Dates	Frequency	Period	Duration
Special Class Mild/Moderate Learning or Language Disabilities	Special Education Classroom	All Subjects	07/22/2020 - 08/20/2020	1	4 day cycle	240 min.

Extended Related Services or Speech Language Services for Students Eligible for Speech/Language Services	Location	Ratio	Start and End Dates	Frequency	Period	Duration
Occupational Therapy	Push-in/Pull-out	Group	07/22/2020 - 08/20/2020	1	Weekly	30 min.
Speech-Language Therapy	Push-in/Pull-out	Group (not to exceed 4)	07/22/2020 - 08/20/2020	1	Weekly	30 min.



**PLACEMENT DECISION**

\* **NOTE:** In accordance with federal data collection requirements, a student in an out-of-district segregated placement for 50% or more of the school day must be reported as being in that setting for the entire day, regardless of whether the student is in a general education setting for the remainder of the school day.

**Placement decision category for students with disabilities ages 6-21:** In the presence of general education students between 40% and 79% of the school day

**RATIONALE FOR REMOVAL FROM GENERAL EDUCATION**

Decisions regarding placement are based on the individual needs of students and must begin with consideration of the general education setting. The purpose of this page is to document the discussions that have occurred with respect to accommodations, modifications, and supplementary aids and services in each academic or functional area that are necessary to educate the student in the general education setting.

If the student will be included in the general education setting for more than 80% of the time, *no rationale is required*. Items 1 through 3 of this section of the IEP need not be completed or included in the student's IEP.

If a student will not be included in the general education setting for more than 80% of the time, items 1 through 3 below **MUST** be completed for each CONTENT/SUBJECT AREA.

\* **NOTE:** In accordance with federal data collection requirements, a student in an out-of-district segregated placement for 50% or more of the school day must be reported as being in that setting for the entire day, regardless of whether the student is in a general education setting for the remainder of the school day.

**If a student will not be included in the general education setting for 80% or more of the time, items 1 through 3 below **MUST** be completed for each content/subject area.**

**1. Identify the supplementary aids and services that were considered to implement the student's annual goals. Explain why they are not appropriate to meet the student's needs in the general education class:**

- An In-Class Support teacher, a pull out replacement class, a modified curriculum, additional processing time, Curricular or instructional modification were considered; they were rejected because: class size is too large to accommodate individual needs, lack of individual instruction due to time constraints, Lack of structure in classroom, pace of curriculum is too fast .

**2. Document the comparison of the benefits provided in the general education class and the benefits provided in the special education class:**

- The benefit of a regular education classroom would be increased exposure to the general education curriculum, peers, and skill models . A special education classroom provides [REDACTED] with a smaller class environment, modified curriculum, small group instruction, multi-sensory approach, and multiple exposures to the lesson .

**3. Document the potentially beneficial or harmful effects which a placement (in the general education class) may have on the student with disabilities or the other students in the class:**

- The harmful effects from participation in a regular education program are: minimal educational benefit due to lack of structure or individualized instruction, the distribution of education to the other students in the class would be significant; the class size to too large and is distracting, the implementation of the IEP would be seriously affected . The harmful effects of the special education placement are: reduced self-esteem on the part of the student with the disability; lack of continuity of instruction; difficulty with the transition from the general education setting to the special education setting and back; possible modeling of inappropriate language or behavior of other students with disabilities in the class

**TRANSITION PLANNING ACTIVITIES FOR STUDENTS IN SEPARATE SETTINGS**

For students in a separate setting for all or part of a school day, set forth activities necessary to move the student to a less restrictive placement. A separate setting is defined as a building without general education students.

- Not Applicable

**MODIFICATIONS IN EXTRACURRICULAR AND NONACADEMIC ACTIVITIES**

State the modifications that will be provided to enable the student to participate in extracurricular and nonacademic activities. Explain the extent, if any, to which the student will not participate with nondisabled peers in extracurricular activities and nonacademic activities. In addition, for students in an out-of-district placement, delineate how the student will participate with nondisabled peers in extracurricular and nonacademic activities including, if necessary, returning the student to the district in order to facilitate such participation.

- [REDACTED] will be able to participate fully in extra-curricular and non-academic activities with supervision

**LENGTH OF SCHOOL DAY**

Document the length of the school day, if different from the length of the school day for nondisabled peers.

- Regular school day warranted

**STATEMENT OF THE STUDENT’S TRANSITION FROM ELEMENTARY TO SECONDARY PROGRAM**

- Not applicable

**PARTICIPATION IN DISTRICTWIDE AND STATEWIDE ASSESSMENT PROGRAM**

Indicate any individual modifications in the administration of Statewide or districtwide assessments of student achievement needed for the student to participate. If it is determined that the student shall not participate in a particular Statewide or districtwide assessment of student achievement (or part of such an assessment), indicate why that assessment is not appropriate for the student and indicate how the student shall be assessed.

**Student will Participate in the Following Assessments:**

- Grade 09: NJSLA Assessment for ELA/Literacy
- Algebra I: NJSLA Assessment for Mathematics

**Testing Modifications/Accommodations Needed for Districtwide, Statewide and Classroom Assessments:**

- Considered but not applicable

**GRADUATION REQUIREMENTS**

Beginning at age 14, identify the State and local graduation requirements that the student will be expected to meet. The statement must be reviewed annually. If the student is exempted from meeting any of the graduation requirements that all students are expected to meet or if any of the requirements are modified, provide a rationale below and list any alternate proficiencies the student is expected to achieve.

State the Graduation Requirement	Exemption	If the student is exempt from the meeting the graduation requirement, provide a rationale for the exemption .
Attendance:	No	
Credit Hours:	No	
Statewide Assessment:	No	
Other (Local Graduation Requirements):	Yes	[REDACTED] will fulfill graduation requirements as specified within his IEP.

- [REDACTED] will fulfill graduation requirements as specified within his IEP.

Alternate Requirement - Provide a description of any alternate proficiencies to be achieved by the student to qualify for a State endorsed diploma :

- [REDACTED] will fulfill graduation requirements as specified within his IEP.

**NOTICE REQUIREMENTS FOR THE IEP AND PLACEMENT**

This form describes the information required in each of the components of written notice for an IEP meeting. The written notice includes the IEP as a description of the proposed action and a description of the procedures and factors used in determining the proposed action.

**Describe the proposed action and explain why the district has taken such action:**

- The district is proposing to amend the IEP without an IEP Team meeting as follows: IEP Amendment to add ESY due to regression from virtual instruction.
- After careful consideration and review of all evaluative materials and school reports, the IEP Team is proposing that [REDACTED] IEP be amended.

**Describe any options considered and the reasons those options were rejected:**

- There were no other options considered at this time.

**Describe the procedures, tests, records or reports and factors used in determining the proposed action:**

- A review of previous evaluations, current progress reports and student records.

**If applicable, describe any other factors that are relevant to the proposed action:**

- There were no other factors relevant at this time.

**TRANSFER OF RIGHTS AT AGE OF MAJORITY**

On 9/10/2022, [REDACTED] [REDACTED] will turn age 18 and become an adult student. The following rights will transfer to [REDACTED] [REDACTED]

- The school district must receive written permission from [REDACTED] [REDACTED] before it conducts any assessments as part of an evaluation or reevaluation and before implementing an IEP for the first time.
- The school must send a written notice to [REDACTED] [REDACTED] whenever it wishes to change or refuses to change the evaluation, eligibility, individualized education program (IEP), placement, or the provision of a free, appropriate public education (FAPE).
- You, the parent(s), may not have access to [REDACTED] [REDACTED] educational records without his consent, unless he continues to be financially dependent on you .
- The district will continue to provide you, the parent(s), with notice of meetings and of any proposed changes to your adult child's program, unless you or the student notify the district, in writing, that the student is financially independent.
- Any time [REDACTED] [REDACTED] disagrees with his/her special education program, he/she is the only one who can request mediation or a due process hearing to resolve any disputes arising in those areas.

If [REDACTED] [REDACTED] wishes, he may write a letter to the school giving you, the parent(s), the right to continue to act on his behalf in these matters .

**PROCEDURAL SAFEGUARDS STATEMENT**

As the parent of a student who is, or may be determined, eligible for special education services or as an adult student who is, or may be determined, eligible for special education, you have rights regarding identification, evaluation, classification, development of an IEP, placement and the provision of a free, appropriate public education under the New Jersey Administrative Code for Special Education, N.J.A.C. 6A:14. A description of these rights, which are called procedural safeguards, is contained in the document, *Parental Rights in Special Education (PRISE)*. This document is published by the New Jersey Department of Education.

A copy of PRISE is provided to you upon referral for an initial evaluation, when a disciplinary action that constitutes a change in placement is imposed by your school district, and the first time a due process hearing or complaint investigation is requested. In addition, a copy will be provided to you at your request.

**To obtain a copy of PRISE, please contact:**

Dr. Michele Tiedemann, District Director of Special Education 732-671-3850 ext. 1038

**For help in understanding your rights, you may contact any of the following:**

Dr. Michele Tiedemann, District Director of Special Education 732-671-3850 ext. 1038  
Statewide Parent Advocacy Network (SPAN) at (800) 654-7726  
Protection and Advocacy, Inc., at (800) 922-7233  
NJDOE- Monmouth County, Colleen Dalrymple 732-431-7810

Student: \_\_\_\_\_ Last Name, First Name  
 DOB: \_\_\_\_\_ mm/dd/yyyy  
 District: Casimir Pulaski Elementary School Meeting Date: 06/05/2020  
 mm/dd/yyyy

**PLANNING AND PLACEMENT TEAM (PPT) COVER PAGE**

Current Enrolled School: Casimir Pulaski Elementary School Age: 8 Current Grade: 03 H.S. Credits: \_\_\_\_\_ Grade Next Yr: 04 Gender: Male

Current Home School: Casimir Pulaski Elementary School School Next Year: Casimir Pulaski Elementary School Home School Next Year: Casimir Pulaski Elementary School

SASID#: \_\_\_\_\_ If your school district does not have its own high school, is the student attending the designated high school?

Case Manager: Maguder, Julie  Yes  No  NA

Student Address<sup>1</sup>: \_\_\_\_\_ Student Instructional Lang:  English  Other:(Specify) \_\_\_\_\_

Parent/Guardian (Name): \_\_\_\_\_ (Mother) Home Dominant Lang:  English  Other:(Specify) \_\_\_\_\_

Parent/Guardian (Address):  Same \_\_\_\_\_ Student Home Phone: \_\_\_\_\_ Parent Home Phone: \_\_\_\_\_

Surrogate: \_\_\_\_\_ Parent Work Phone: \_\_\_\_\_ Misc. Phone: \_\_\_\_\_

(Name and Address): \_\_\_\_\_ Most Recent Eval. Date: 11/12/2019 mm/dd/yyyy Next Reevaluation Date: 11/12/2022 mm/dd/yyyy

Next Annual Review Date: 11/12/2020 mm/dd/yyyy

Most Recent Annual Review Date: 11/12/2019 mm/dd/yyyy

**Reason For Meeting 2:**  Review Referral  Plan Eval/Reeval  Review Eval/Reeval  Determine Eligibility  Determine Continuing Eligibility  Develop IEP  
 Review or Revise IEP  Conduct Annual Review  Transition Planning  Manifestation Determination  Other(specify) Amendment

**Primary Disability:**  Autism  Emotional Disturbance  Multiple Disabilities  Orthopedic Impairment  Speech or Language Impaired  Other Health Impairment  
 Deaf-Blindness  Hearing Impairment (Deaf or Hard of Hearing)  Specific Learning Disabilities  Traumatic Brain Injury  OHI-ADD/ADHD  
 Developmental Delay (ages3-5 only)  Intellectual Disability  Specific Learning Disabilities/Dyslexia  Visual Impairment  To be Determined

**The next Projected PPT meeting date is :** 11/12/2020

• Eligible as a student in need of Special Education (The child is evaluated as having a disability, and needs special education and related services)  Yes  No

• Is this an Amendment to a current IEP using Form ED 634?  Yes, attached is the ED 634 and amendments (revised IEP pages 1,2,3 and other supporting IEP documents)  No

If YES, what is the date of the IEP being amended? 11/12/2019

**Team Member Present (required)**

Admin/Designee: Hall, Amy Spec. Edu.Teacher: Maguder, Julie OT: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_ School Psych: \_\_\_\_\_ PT: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_ Social Work: \_\_\_\_\_ Agency: \_\_\_\_\_

Surrogate Parent: \_\_\_\_\_ Speech/Lang: \_\_\_\_\_ Other:(specify) \_\_\_\_\_

Student: \_\_\_\_\_ Guidance: \_\_\_\_\_ Other:(specify) \_\_\_\_\_

Student's Reg. Ed.Teacher: \_\_\_\_\_ Nurse: \_\_\_\_\_ Other:(specify) \_\_\_\_\_

<sup>1</sup> Address of student's primary residence. <sup>2</sup> May choose more than one.

Student: [REDACTED] [REDACTED]  
Last Name, First Name

DOB: [REDACTED]  
mm/dd/yyyy

District: Casimir Pulaski Elementary School

Meeting Date: 06/05/2020  
mm/dd/yyyy

**LIST OF PPT RECOMMENDATIONS**

Revise IEP to add ESY

**PLANNING AND PLACEMENT TEAM MEETING SUMMARY(OPTIONAL)**

This is an amendment to [REDACTED] IEP to add ESY. [REDACTED] meets criteria for ESY services. This amendment is being conducted during school closure due to the Covid 19 pandemic. ESY will consist of the following: There was a discussion and agreement of ESY services being provided at Mountain Mist adaptive camp for 5 weeks as long as the camp continues to meet health and safety guidelines. During the weeks of 7/6/20 to 7/31/20, 3 hours of special education services will be provided and 30 minutes of speech / language services weekly. An additional 5th week of adaptive camp at Mountain Mist will be provided during the week of 8/17/20 to 8/21/20 for transition purposes. Two 30 minute sessions will be provided to [REDACTED] during the week of 6/15/20 focusing on social skills instruction related to the changed requirements and procedures at camp. Two 90 minute sessions will be provided at [REDACTED] elementary school during the week of 8/24/20 focusing on social skills instruction related to transition back to school. Ms. [REDACTED] is in agreement with these recommendations and consented to the amendment. The consent form will be sent electronically.

**Parents please note:** Effective October 1, 2009, parents must be provided with a copy of the state developed *Parental Notification of the Laws Relating to Physical Restraint and Seclusion in the Public Schools* (<https://portal.ct.gov/SDE/Special-Education/Special-Education-Legal-and-Due-Process>) at the first PPT meeting following a child's initial referral for special education.  A copy of the *Parental Notification of the Laws Relating to Physical Restraint and Seclusion in the Public Schools* has been provided to the parents on 9/26/2019.

Student:                       
 Last Name, First Name

DOB:                       
 mm/dd/yyyy

District: Casimir Pulaski Elementary School

Meeting Date: 06/05/2020  
 mm/dd/yyyy

**PRIOR WRITTEN NOTICE**

Actions Proposed	Reasons for proposed actions	Evaluation procedure, assessment, records, or reports used as a basis for the actions proposed (dated)		Date these actions will be implemented
Revise IEP	<input checked="" type="checkbox"/> Educational performance supports proposed actions <input checked="" type="checkbox"/> Evaluation results support proposed actions <input type="checkbox"/> Previous IEP goals and objectives have been satisfactorily achieved <input type="checkbox"/> Student has met Exit Criteria <input type="checkbox"/> Other _____ _____ _____	<input type="checkbox"/> Achievement _____ <input type="checkbox"/> Adaptive _____ <input type="checkbox"/> Classroom Observation _____ <input type="checkbox"/> Cognitive _____ <input type="checkbox"/> Communicator _____ <input type="checkbox"/> Developmental _____ <input type="checkbox"/> Health/Medical _____	<input type="checkbox"/> Motor _____ <input type="checkbox"/> Report Cards _____ <input checked="" type="checkbox"/> Review of Records (dated) <u>06/05/2020</u> <input type="checkbox"/> Social Emotional Behavior _____ <input type="checkbox"/> Teacher Reports _____ <input type="checkbox"/> Other (Specify and dated) _____	6/15/2020
Actions Refused	Reasons for Refused actions	Evaluation procedure, assessment, records, or reports used as a basis for the actions refused (dated)		
	<input type="checkbox"/> Educational performance supports refusal <input type="checkbox"/> Evaluation results support refusal <input type="checkbox"/> Previous IEP goals and objectives have been satisfactorily achieved <input type="checkbox"/> Student has met Exit Criteria <input type="checkbox"/> Other _____ _____ _____	<input type="checkbox"/> Achievement _____ <input type="checkbox"/> Adaptive _____ <input type="checkbox"/> Classroom Observation _____ <input type="checkbox"/> Cognitive _____ <input type="checkbox"/> Communicator _____ <input type="checkbox"/> Developmental _____ <input type="checkbox"/> Health/Medical _____	<input type="checkbox"/> Motor _____ <input type="checkbox"/> Report Cards _____ <input type="checkbox"/> Review of Records _____ <input type="checkbox"/> Social Emotional Behavior _____ <input type="checkbox"/> Teacher Reports _____ <input type="checkbox"/> Other(Specify and dated) _____	
Other options considered and rejected in favor of the proposed actions	Rationale for rejecting other options	Other factors that are relevant to this action	Exit Information	
<input type="checkbox"/> Full-time placement in general education with supplementary aids and services. <input checked="" type="checkbox"/> No other options were considered and rejected. <input type="checkbox"/> Other options considered and rejected in favor of this action: _____ _____	<input checked="" type="checkbox"/> Options would not provide Student with an appropriate program in the least restrictive environment. <input type="checkbox"/> Other: _____ (specify) _____ _____ _____	<input type="checkbox"/> There are no other factors that are relevant to the PPT decision <input checked="" type="checkbox"/> Information/concerns shared by the parents <input type="checkbox"/> Information/preferences shared by the student <input type="checkbox"/> Other: _____ (specify) _____ _____	<input type="checkbox"/> Date of exit from Special Education: _____ <input type="checkbox"/> Returning to general education <input type="checkbox"/> Reason for exiting Special Education: _____ _____ _____	

**Parents please note:** Under the procedural safeguards of IDEA, a copy of the Procedural Safeguards in Special Education shall be given to the parents of a child with a disability only one time per year, except that a copy also shall be given to the parents: 1) upon initial referral or parental request for evaluation, 2) upon the first occurrence of the filing of a complaint under Section 615(b)(6), 3) upon request by a parent, and 4) upon a change of placement resulting from a disciplinary action. A copy of Procedural Safeguards in Special Education which explains these protections  **was made available previously this school year (date) 09/19/2019**  
 **is enclosed with this document.** A copy of Procedural Safeguards in Special Education is available on school district website: [www.meridenk12.org](http://www.meridenk12.org). If you need assistance in understanding the provisions of IDEA, please contact your child's principal, the district's special education director or the CT's federally designated Parent Training and Information Center (CPAC at 800-445-2722). For a copy of "A Parent's Guide to Special Education in CT" and other resources contact SERC (800-842-8678) or go to: <https://portal.ct.gov/SDE/Special-Education/Special-Education-Resources-for-Families>.

Student:                       
 Last Name, First Name

DOB:                       
 mm/dd/yyyy

District: Casimir Pulaski Elementary School

Meeting Date: 06/05/2020  
 mm/dd/yyyy

**PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE**

(The following information was derived from: report data, documentation from classroom performance, observations, parent /student reports, and curriculum based and standardized assessments, including Smarter Balanced and CT Alternate Assessments results and student samples).

Parent and Student input and concerns Mrs.                      is in agreement with the recommendations of the PPT

Area (briefly describe current performance )	Strengths (include data as appropriate)	Concerns/Needs (requiring specialized instruction)	Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities.
<b>Academic/Cognitive: Language Arts:</b> <input checked="" type="checkbox"/> Age Appropriate On the Woodcock Johnson IV administered October 2019, <u>                    </u> earned the following Standard Scores: Letter Word ID 111, Spelling 115, Passage Comprehension 112, Written Expression 101, Word Attack 124, Sentence Reading Fluency 93, Oral Reading 117, With an overall Reading score of 112	Phonics, comprehension.	n/a	n/a
<b>Academic/Cognitive: Math:</b> <input checked="" type="checkbox"/> Age Appropriate Applied Problems 93, Calculation 99, Math Facts Fluency 96	Calculations	n/a	n/a
<b>Other Academic/Nonacademic Areas:</b> <input checked="" type="checkbox"/> Age Appropriate Cognitive Performance WISC-V (FSIQ=101,VCI=106,VSI=94,FRI=103,WMI=97,PSI=108,)			

Student:                       
 Last Name, First Name

DOB:                       
 mm/dd/yyyy

District: Casimir Pulaski Elementary School

Meeting Date: 06/05/2020  
 mm/dd/yyyy

**PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE**

Area (briefly describe current performance )	Strengths (include data as appropriate)	Concerns/Needs (requiring specialized instruction)	Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities.
<b>Behavioral/Social/Emotional:</b> <input type="checkbox"/> Age Appropriate ██████ is a positive and polite student who has the capacity to follow behavioral expectations of the school day, with the support of a behavioral intervention plan.	██████ responds well to school routine, uses kind words, and works well cooperatively with peers and adults. ██████ exhibit strength in his ability to regulate his emotion, seek adult support when needed, and regulate his behavior during the school day.	██████ exhibits a weakness within the areas of social skills, specifically social responsibility, social communication, Social engagement, and how to respond during unplanned or unexpected social events.	Due to weaknesses in ██████ ability to facilitate and engage in unplanned or unstructured social activities, ██████ will need proactive strategies for engagement, and social skills review, to make positive choices during unexpected events or social situations.
<b>Communication:</b> <input type="checkbox"/> Age Appropriate Mastered current goals/objectives. Fluency: ██████ has mastered this goal. Current progress indicates 95.7% accuracy. Comprehension: Progress shows 83% accuracy (10/12 trials). Updated testing: OWLS II total test score: 90; TOLD-P-4 syntactic understanding scaled score 11; LCT 2 total test: 89; TOPL-2 pragmatic language index score: 90.	Progress with goals and objectives show improvement with the fluency enhancing strategy of forward flowing speech and comprehension skills (details and reasoning skills).	██████ production of fluent speech continues to be one of his primary areas of focus. ██████ showed that using context clues in order to answer inferential questions was an area of difficulty (LCT-2 reasoning subtest: 83; pre/post test: 29%).	Due to communication deficits in listening comprehension, and fluency skills, ██████ is unable to verbally participate in academic based tasks, such as showing comprehension of verbally presented information, conversation with peers and adults, and verbally participating in academic based tasks (discussions, showing comprehension), without explicit instruction and visual/verbal supports in order to promote acquisition and development of word initiation techniques, and and listening comprehension skills.
<b>Vocational/Transition:</b> <input checked="" type="checkbox"/> Age Appropriate			
<b>Health and Development-Including Vision and Hearing:</b> <input checked="" type="checkbox"/> Age Appropriate			
<b>Fine and Gross Motor:</b> <input checked="" type="checkbox"/> Age Appropriate			
<b>Activities of Daily Living:</b> <input checked="" type="checkbox"/> Age Appropriate			
<b>Other:</b> <input type="checkbox"/> Age Appropriate ██████ program consists of a 25 minute work block followed by a 5 minute break. Additionally he has sensory opportunities built in throughout his day. He is seen for direct services in the resource room during the arrival/ breakfast time of the day.	██████ benefits from his schedule, the use of the timer and his breaks. He is able to transition on and off his breaks successfully.	Intermittently he struggles with transitioning off of the chromebook when his 5 minute break ends.	Applying a strategies as needed without prompting may impact his academic performance.



Student:           DOB:      District: Casimir Pulaski Elementary School Meeting Date: 06/05/2020  
Last Name, First Name mm/dd/yyyy mm/dd/yyyy

**TRANSITION PLANNING**

1.  **Not Applicable: Student has not reached the age of 15 and transition planning is not required or appropriate at this time.**  
 **This is either the first IEP to be in effect when the student turns 16 (or younger if appropriate and transition planning is needed) or the student is 16 or older and transition planning is required.**
2. **Student Preferences/Interests - document the following:**
  - a) Was the student invited to attend the Planning and Placement Team (PPT) meeting?  Yes  No
  - b) Did the student attend?  Yes  No
  - c) How were the student's preferences/interests, as they relate to planning for Transition Services, determined?  
 Personal Interviews  Comments at Meeting  Functional Vocational Evaluations  Age appropriate transition assessments  Other: (specify) \_\_\_\_\_
  - d) Summarize student preferences/interests as they relate to planning for Transition Services: \_\_\_\_\_
3. **Age Appropriate Transition Assessment(s) performed: (Specify assessment(s) and dates administered)** \_\_\_\_\_
4. **Agency Participation:**
  - a) Were any outside agencies invited to attend the PPT meeting?  Yes with written consent  No (If no, MUST specify reason as listed in the IEP Manual) \_\_\_\_\_
  - b) If yes, did the agency's representative attend?  Yes  No
  - c) Has any participating agency agreed to provide or pay for services/linkages?  Yes  No (If yes, specify) \_\_\_\_\_
5. **Post School Outcome Goal Statement(s) and Transition Services recommended in this IEP :**
  - a) **Post-School Outcome Goal Statement - Postsecondary Education or Training:** \_\_\_\_\_  
 Annual goal(s) and related objectives regarding Postsecondary Education or Training have been developed and are included in this IEP
  - b) **Post-School Outcome Goal Statement - Employment:** \_\_\_\_\_  
 Annual goal(s) and related objectives regarding Employment have been developed and are included in this IEP
  - c) **Post-School Outcome Goal Statement - Independent Living Skills (if appropriate):** \_\_\_\_\_  
 Annual goal(s) and related objectives regarding Independent Living have been developed and are included in this IEP
6. **Please select ONLY one:**  
 The course of study needed to assist the child in reaching the transition goals and related objectives will include (including general education activities): \_\_\_\_\_  
 Student has completed academic requirements; no academic course of study is required - student's IEP includes only transition goals and services .
7. **At least one year prior to reaching age of 18, the student must be informed of the rights under IDEA which will transfer at age 18.**  
 NA (Student will not be 17 within one year)  The student has been informed of the rights under IDEA which will transfer at age 18  No IDEA rights will transfer
8. **For a child whose eligibility under special education will terminate the following year due to graduation with a regular education diploma or due to exceeding the age of eligibility, the Summary of Performance will be completed on or before: (specify date)**

**Parents please note: Rights afforded to parents under the Individuals with Disabilities Education Act (IDEA) transfer to students at the age of 18, unless legal guardianship has been obtained.**



**MEASURABLE ANNUAL GOAL AND SHORT TERM OBJECTIVES \***

- Academic/Cognitive       Social/Behavioral       Communication       Gross/Fine Motor       Postsecondary Education/Training  
 Self Help       Employment       Independent Living       Health       Other:

**Enter Dates for Evaluating and Reporting Progress in Boxes Below**

Check here if the student is 15 years of age (Note: Page 6, Transition Planning must be completed if this box is checked)

1	MAR	2	JUN	3	NOV	4
5		6		7		8

**Measurable Annual Goal \* (Linked to Present Levels of Performance)#2**

                     will produce easy speech by using word-initiation techniques as measured by mastering 3/4 objectives.

**Eval. Procedure:** 10 /  
**Perf. Criteria:** H /  
 (% , Trials, etc.) 3/4

Report Progress Below (Use Reporting Key)

1	S	2	O	3		4
5		6		7		8

**Short Term Objectives/Benchmarks (Linked to achieving progress towards Annual Goal)**

**Objective # 1**                      will use the word initiation technique of bouncing within short phrases/sentences during structured tasks (e.g. language based games) in 4/5 trials over 3 data points when provided with explicit instruction and visual/verbal supports.

**Eval. Procedure:** 11 /  
**Perf. Criteria:** E /  
 (% , Trials, etc.) 4/5

Report Progress Below (Use Reporting Key)

1	S	2	O	3		4
5		6		7		8

**Objective # 2**                      will use the word initiation technique of sliding within short phrases/sentences during structured tasks (e.g. language based games) in 4/5 trials over 3 data points when provided with explicit instruction and visual/verbal supports.

**Eval. Procedure:** 11 /  
**Perf. Criteria:** E /  
 (% , Trials, etc.) 4/5

Report Progress Below (Use Reporting Key)

1	S	2	O	3		4
5		6		7		8

**Objective # 3**                      will use the word initiation technique of light contacts within short phrases/sentences during structured tasks (e.g. language based games) in 4/5 trials over 3 data points when provided with explicit instruction and visual/verbal supports.

**Eval. Procedure:** 11 /  
**Perf. Criteria:** E /  
 (% , Trials, etc.) 4/5

Report Progress Below (Use Reporting Key)

1	S	2	O	3		4
5		6		7		8

**Evaluation Procedures      Performance Criteria**

- |   |  |                            |                           |
|---|--|----------------------------|---------------------------|
| 1. Criterion-Referenced/Curriculum Based Assessment | 10. Achievement of Objectives (Note: use with goal only) | A. Percent of Change       | I. Other: (specify) _____ |
| 2. Pre and Post Standardized Assessment             | 11. Other:(specify) Weekly Data Collection               | B. Months Growth           | J. Other: (specify) _____ |
| 3. Pre and Post Base Line Data                      | 12. Other:(specify) _____                                | C. Standard Score Increase | K. Other: (specify) _____ |
| 4. Quizzes/Tests                                    | 13. Other:(specify) _____                                | D. Passing grades/Score    | L. Other: (specify) _____ |
| 5. Student Self-assessment/Rubric                   | 14. Other:(specify) _____                                | E. Frequency/Trials        | M.Other: (specify) _____  |
| 6. Project/Experiment/Portfolio                     | 15. Other:(specify) _____                                | F. Duration                | N.Other: (specify) _____  |
| 7. Behavior/Performance Rating Scale                | 16. Other:(specify) _____                                | G. Successful Completion   | O.Other: (specify) _____  |
| 8. Smarter Balanced and CT Alternate Assessments    | 17. Other:(specify) _____                                | of Task/Activity           | P.Other: (specify) _____  |
| 9. Work Samples, Job Performance or Products        | 18. Other:(specify) _____                                | H. Mastery                 |                           |

**Progress Reporting Key:** (indicating extent to which progress is sufficient to achieve goal by the end of the year)      **M** = Mastered      **S** = Satisfactory Progress - Likely to achieve goal  
**L** = Limited Progress      **U** = Unsatisfactory Progress - Unlikely to achieve goal      **N** = No Progress - Will not achieve goal      **NI** = Not Introduced      **O** = Other

\* Related to meeting the student's needs that result from the individual's disability, to enable the student to be involved in and make progress in the general curriculum; and to meet each of the student's other educational needs that result from the student's disability .

**MEASURABLE ANNUAL GOAL AND SHORT TERM OBJECTIVES \***

<input type="checkbox"/> Academic/Cognitive	<input type="checkbox"/> Social/Behavioral	<input checked="" type="checkbox"/> Communication	<input type="checkbox"/> Gross/Fine Motor	<input type="checkbox"/> Postsecondary Education/Training	<b>Enter Dates for Evaluating and Reporting Progress in Boxes Below</b>
<input type="checkbox"/> Self Help	<input type="checkbox"/> Employment	<input type="checkbox"/> Independent Living	<input type="checkbox"/> Health	<input type="checkbox"/> Other:	

Check here if the student is 15 years of age (Note: Page 6, Transition Planning must be completed if this box is checked)

1	MAR	2	JUN	3	NOV	4
5		6		7		8

**Measurable Annual Goal \* (Linked to Present Levels of Performance)#2**

\_\_\_\_\_ will produce easy speech by using word-initiation techniques as measured by mastering 3/4 objectives.

Eval. Procedure: 10 /  
 Perf. Criteria: H /  
 (% , Trials, etc.) 3/4

Report Progress Below (Use Reporting Key)

1	S	2	O	3		4
5		6		7		8

**Short Term Objectives/Benchmarks (Linked to achieving progress towards Annual Goal)**

**Objective # 4** \_\_\_\_\_ will use the word initiation technique of easy onsets within short phrases/sentences during structured tasks (e.g. language based games) in 4/5 trials over 3 data points when provided with explicit instruction and visual/verbal supports.

Eval. Procedure: 11 /  
 Perf. Criteria: E /  
 (% , Trials, etc.) 4/5

Report Progress Below (Use Reporting Key)

1	S	2	O	3		4
5		6		7		8

**Objective #**

Eval. Procedure: /  
 Perf. Criteria: /  
 (% , Trials, etc.) \_\_\_\_\_

Report Progress Below (Use Reporting Key)

1		2		3		4
5		6		7		8

**Objective #**

Eval. Procedure: /  
 Perf. Criteria: /  
 (% , Trials, etc.) \_\_\_\_\_

Report Progress Below (Use Reporting Key)

1		2		3		4
5		6		7		8

**Evaluation Procedures**

**Performance Criteria**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>1. Criterion-Referenced/Curriculum Based Assessment</li> <li>2. Pre and Post Standardized Assessment</li> <li>3. Pre and Post Base Line Data</li> <li>4. Quizzes/Tests</li> <li>5. Student Self-assessment/Rubric</li> <li>6. Project/Experiment/Portfolio</li> <li>7. Behavior/Performance Rating Scale</li> <li>8. Smarter Balanced and CT Alternate Assessments</li> <li>9. Work Samples, Job Performance or Products</li> </ul> | <ul style="list-style-type: none"> <li>10. Achievement of Objectives (Note: use with goal only)</li> <li>11. Other:(specify) <u>Weekly Data Collection</u></li> <li>12. Other:(specify) _____</li> <li>13. Other:(specify) _____</li> <li>14. Other:(specify) _____</li> <li>15. Other:(specify) _____</li> <li>16. Other:(specify) _____</li> <li>17. Other:(specify) _____</li> <li>18. Other:(specify) _____</li> </ul> |
|--|--|

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>A. Percent of Change</li> <li>B. Months Growth</li> <li>C. Standard Score Increase</li> <li>D. Passing grades/Score</li> <li>E. Frequency/Trials</li> <li>F. Duration</li> <li>G. Successful Completion of Task/Activity</li> <li>H. Mastery</li> </ul> | <ul style="list-style-type: none"> <li>I. Other: (specify) _____</li> <li>J. Other: (specify) _____</li> <li>K. Other: (specify) _____</li> <li>L. Other: (specify) _____</li> <li>M. Other: (specify) _____</li> <li>N. Other: (specify) _____</li> <li>O. Other: (specify) _____</li> <li>P. Other: (specify) _____</li> </ul> |
|--|--|

**Progress Reporting Key:** (indicating extent to which progress is sufficient to achieve goal by the end of the year) **M** = Mastered **S** = Satisfactory Progress - Likely to achieve goal  
**L** = Limited Progress **U** = Unsatisfactory Progress - Unlikely to achieve goal **N** = No Progress - Will not achieve goal **NI** = Not Introduced **O** = Other

\* Related to meeting the student's needs that result from the individual's disability, to enable the student to be involved in and make progress in the general curriculum; and to meet each of the student's other educational needs that result from the student's disability .

**MEASURABLE ANNUAL GOAL AND SHORT TERM OBJECTIVES \***

- |   |   |   |   |   |
|---|---|---|---|---|
| <input type="checkbox"/> Academic/Cognitive | <input checked="" type="checkbox"/> Social/Behavioral | <input type="checkbox"/> Communication      | <input type="checkbox"/> Gross/Fine Motor | <input type="checkbox"/> Postsecondary Education/Training |
| <input type="checkbox"/> Self Help          | <input type="checkbox"/> Employment                   | <input type="checkbox"/> Independent Living | <input type="checkbox"/> Health           | <input type="checkbox"/> Other:                           |

**Enter Dates for Evaluating and Reporting Progress in Boxes Below**

Check here if the student is 15 years of age (Note: Page 6, Transition Planning must be completed if this box is checked)

1	MAR	2	JUN	3	NOV	4	
5		6		7		8	

**Measurable Annual Goal \* (Linked to Present Levels of Performance) #3**

                     will increase use of independent social problem solving strategies, to assist in conflict resolution of unexpected or unplanned events

Eval. Procedure: 10 /  
Perf. Criteria: H /  
(%, Trials, etc.) 3/3

Report Progress Below (Use Reporting Key)

1	S	2	S	3		4	
5		6		7		8	

**Short Term Objectives/Benchmarks (Linked to achieving progress towards Annual Goal)**

**Objective # 1** Given a hypothetical situation                      will respond with three classroom strategies he can utilize to solve a social conflict, prior to engaging the classroom teacher

Eval. Procedure: 11 /  
Perf. Criteria: E /  
(%, Trials, etc.) 4/5

Report Progress Below (Use Reporting Key)

1	S	2	S	3		4	
5		6		7		8	

**Objective # 2** Given a hypothetical situation                      will respond with three community strategies he can utilize to solve social conflict before engaging family or adult supervision.

Eval. Procedure: 11 /  
Perf. Criteria: E /  
(%, Trials, etc.) 4/5

Report Progress Below (Use Reporting Key)

1	S	2	S	3		4	
5		6		7		8	

**Objective # 3** If an unexpected or social conflict occurs,                      will discuss previous social conflict, and generate 3 possible alternative solutions

Eval. Procedure: 11 /  
Perf. Criteria: E /  
(%, Trials, etc.) 4/5

Report Progress Below (Use Reporting Key)

1	S	2	L	3		4	
5		6		7		8	

**Evaluation Procedures**

**Performance Criteria**

- |   |   |
|---|---|
| 1. Criterion-Referenced/Curriculum Based Assessment | 10. Achievement of Objectives (Note: use with goal only)                |
| 2. Pre and Post Standardized Assessment             | 11. Other:(specify) <u>Teacher Observation</u>                          |
| 3. Pre and Post Base Line Data                      | 12. Other:(specify) <u>  </u> |
| 4. Quizzes/Tests                                    | 13. Other:(specify) <u>  </u> |
| 5. Student Self-assessment/Rubric                   | 14. Other:(specify) <u>  </u> |
| 6. Project/Experiment/Portfolio                     | 15. Other:(specify) <u>  </u> |
| 7. Behavior/Performance Rating Scale                | 16. Other:(specify) <u>  </u> |
| 8. Smarter Balanced and CT Alternate Assessments    | 17. Other:(specify) <u>  </u> |
| 9. Work Samples, Job Performance or Products        | 18. Other:(specify) <u>  </u> |

- |   |   |
|---|---|
| A. Percent of Change                      | I. Other: (specify) <u>  </u> |
| B. Months Growth                          | J. Other: (specify) <u>  </u> |
| C. Standard Score Increase                | K. Other: (specify) <u>  </u> |
| D. Passing grades/Score                   | L. Other: (specify) <u>  </u> |
| E. Frequency/Trials                       | M. Other: (specify) <u>  </u> |
| F. Duration                               | N. Other: (specify) <u>  </u> |
| G. Successful Completion of Task/Activity | O. Other: (specify) <u>  </u> |
| H. Mastery                                | P. Other: (specify) <u>  </u> |

**Progress Reporting Key:** (indicating extent to which progress is sufficient to achieve goal by the end of the year) **M** = Mastered **S** = Satisfactory Progress - Likely to achieve goal  
**L** = Limited Progress **U** = Unsatisfactory Progress - Unlikely to achieve goal **N** = No Progress - Will not achieve goal **NI** = Not Introduced **O** = Other

\* Related to meeting the student's needs that result from the individual's disability, to enable the student to be involved in and make progress in the general curriculum; and to meet each of the student's other educational needs that result from the student's disability .

Student: [REDACTED]   
 Last Name, First Name

DOB: [REDACTED]   
 mm/dd/yyyy

District: Casimir Pulaski Elementary School

Meeting Date: 06/05/2020   
 mm/dd/yyyy

**Program Accommodations and Modifications - INCLUDING NONACADEMIC AND EXTRACURRICULAR ACTIVITIES/COLLABORATION/SUPPORTS FOR SCHOOL PERSONNEL**

Accommodations and modifications to be provided to enable the child : -To advance appropriately toward attaining the annual goals; -To be involved in and make progress in the general education curriculum; -To participate in extracurricular and other non-academic activities, and -To be educated and participate with other children with and without disabilities . Accommodations may include Assistive Technology Devices and Services	Sites/Activities Where Required and Duration
<b>Materials/ Books/ Equipment:</b> Manipulatives	All areas for the duration of the IEP
<b>Tests / Quizzes/Assessments:</b> Alternate setting , Orally Read Tests/Directions , Prior Notice of Tests	All areas for the duration of the IEP
<b>Grading:</b>	
<b>Organization:</b> Give One Paper or Section at a Time , List Sequential Steps , Post Assignments , Post Routines , Visual Schedule	All areas for the duration of the IEP
<b>Environment:</b> Frequent movement breaks , Minimizing or Structure transitions , Preferential Seating	All areas for the duration of the IEP
<b>Behavioral Interventions and Support:</b> Provide options for self-regulation , See accommodation listed in text box	See Behavior Intervention Plan Follow Behavior Intervention Plan in all areas of the school environment
<b>Instructional Strategies:</b> Check Work in Progress , Concrete Examples , Cueing/Prompts , Immediate Feedback , Provide Models , Review Directions , Use Manipulatives	in all areas for the duration of the IEP
<b>Other:</b> Consultation by Occupational Therapist as needed with [REDACTED] special education teacher and the team working with [REDACTED] This consultation may include but is not limited to sensory needs/sensory diet.	classroom and school at large

**Note:** When specifying required supports for personnel to implement this IEP, include the specific supports required, how often they are to be provided (frequency) and for how long (duration)

**Frequency and Duration of Supports Required for School Personnel to Implement this IEP include:** Consultation from district ABA specialist as needed for [REDACTED] Behavior Intervention Plan. Consultation for Occupational Therapy as needed if adjustments to sensory breaks is needed.

Student:                       
 Last Name, First Name

DOB:                     

mm/dd/yyyy

District:                     

Casimir Pulaski Elementary School

Meeting Date:                     

06/05/2020

mm/dd/yyyy

**STATE AND DISTRICT TESTING AND ACCOMMODATIONS**  
**STATEWIDE ASSESSMENTS AND DISTRICTWIDE ASSESSMENTS section must be completed**

**STATEWIDE ASSESSMENTS**

Check the grade the student will be in when the test is given.

- Grade Pre-K     Grade K     Grade 1     Grade 2     **Grade 3**  
 **Grade 4**     **Grade 5**     **Grade 6**     **Grade 7**     **Grades 8**  
 Grade 9     Grade 10     **Grade 11**     Grade 12

**DISTRICTWIDE ASSESSMENT**

Check the grade(s) the student will be in when the tests are given.

- Grade Pre-K     Grade K     Grade 1     Grade 2     Grade 3  
 Grade 4     Grade 5     Grade 6     Grade 7     Grade 8  
 Grade 9     Grade 10     Grade 11     Grade 12

**Standard Assessments and Alternate Assessments**

Smarter Balanced Assessments (**Grade 3-8**), Connecticut SAT (**Grade 11**) and the Connecticut Alternate Assessments (CTAA), include English Language Arts and Mathematics (**Grades 3-8 & 11**). Standard Assessment or Alternate Science Assessment required in **Grades 5, 8 and 11**.

**Assessment Options: (Select ONE Option)**

1. Smarter Balanced Assessments (Includes Standard Science Assessment - Grades 5 & 8)  
 2. CTAA - (Includes Alternate Science Assessment for Grades 5, 8, and 11) ★  
 3. Connecticut SAT and Standard Science Assessment (Grade 11)

**Districtwide Assessments**

(Select all appropriate options.)

- N/A** - No districtwide assessment is scheduled during the term of this IEP.  
 **Alternate Assessment(s) ★**

Select one of the following options:

- No accommodations will be provided, OR**  
 **Accommodations will be provided as specified on Page 8, OR**  
 **Accommodations will be provided as specified below.**

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**English Language Proficiency Assessment**

- English Language Proficiency Assessment** required for all English Learners Grades K-12  
 Student requires designated supports/accommodations on the ELP assessment

**Administration Options - Accommodations will be provided. (Select ONE Option):**

- The student is participating in the Smarter Balanced Assessments & Standard Science Assessment and requires designated supports and/or accommodations\*  
 The student is participating in the Connecticut SAT & Standard Science Assessment and will request accommodations\*\*

\* If supports/accommodations are given, attach a copy of the Test Designated Supports/Accommodations Form for the IEP and provide a copy to the district test coordinator for required registration.

\*\* **Please note:** There are two options for requesting accommodations for the Connecticut SAT. One option is through the **College Board (CB) process:** If all accommodations are approved through the CB process, test scores can be used for college admission and state accountability. The other option is through the **State Allowed Accommodations (SAA) process:** If accommodations are approved through the SAA process, test scores can ONLY be used for state accountability and NOT for college admission. **Please make sure to discuss these options at a PPT meeting before completing this page of the IEP.**

- The Alternate Assessment Eligibility Form must be submitted and approved for Statewide Assessments.**

The form is recommended for use in determining the need for alternate Districtwide Assessments.

★ Alternate assessments must be specified and a statement provided for each as to why the child cannot participate in the standard assessment and why the particular alternate assessment selected is appropriate for the child.

**NOTE:** A PPT decision to assess the student using the CTAA and Alternate Science Assessment must be recorded on page 3 of the IEP, Prior Written Notice.



**SPECIAL FACTORS, PROGRESS REPORTING, EXIT CRITERIA**

- 1. For students whose behavior impedes the learning or that of others, the PPT has considered strategies, including positive behavioral interventions and supports to address that behavior, and :  
 NA  A behavioral intervention plan has been developed  IEP Goals and Objectives have been developed to address the behavior  Other:(specify) \_\_\_\_\_
- 2. For students with limited English proficiency, the PPT has considered the language needs of the student as they relate to the student's IEP and recommended the following :  
 NA  Recommendation: (specify) \_\_\_\_\_
- 3. For students who are blind or visually impaired (VI):  NA  Instruction in braille or the use of braille is being provided, as required  The PPT has determined, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future need for instruction in braille or use of braille) , that instruction in braille or the use of braille is not appropriate for this student.
- 4. For students with print-related disabilities (such as SLD/Dyslexia, blind/VI, physical limitations or organic dysfunction):  NA  The PPT has considered accessible instructional/educational material (AEM) and/or accommodations noted on *page 8 of the IEP*- if so which format/accommodation utilized:  Large Print  Digital Text  Audio  Other (specify): \_\_\_\_\_
- 5. For students who are deaf or hard of hearing:  NA  See attached **required** *Language and Communication Plan* (Form ED638) - The PPT has determined (after considering the student's language and communication needs), opportunities for direct communications with peers and professional personnel in the child'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, and considering whether the student requires assistive technology .

**PROGRESS REPORTING**

- 1. A report of progress toward meeting the Measurable Annual Goals and Short Term Objectives included in this IEP will be sent to parents periodically, according to the following schedule :  
 Quarterly  Consistent with grade level report cards  Other: (Specify) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**EXIT CRITERIA**

- 1. Exit Criteria: Student will be exited from \_\_\_\_\_ Ability to succeed in Regular Education without \_\_\_\_\_ Graduation  Age 21  Other: \_\_\_\_\_  
Special Education upon: (Check One) Special Education Support (specify)

**INFORMATION ON IEPs and SECONDARY TRANSITION**

- 1. Parents, including Surrogate Parents and the student if 18 or older have been provided ( electronically or  in hard copy) with relevant information and resources relating to IEPs created by the CSDE (including, but not limited to, information relating to transition resources and services for high school students) immediately upon the formal identification of any child as a child requiring special education and at each PPT meeting thereafter:  *Building a Bridge*  *Parent's Guide to Special Education*  *IEP Manual*  OTHER: \_\_\_\_\_
- 2. The Transition *Bill of Rights* has been provided to parents of students in sixth through twelfth grade to ensure that the PPT discusses transition services : Transition Bill of Rights:  
 is available in the school district website;  is enclosed with this document;  was already provided, reviewed and discussed this school year ( date ) \_\_\_\_\_

**SPECIAL EDUCATION, RELATED SERVICES, AND REGULAR EDUCATION**

Special Education Services	Goal(s) #	Frequency	Responsible Staff	Service Implementer	Start Date	End Date	Site*	If needed, description of Instructional Service Delivery (e.g. small group, team taught classes, etc.)
Behavioral support	3	5 X Weekly, 3 hrs 30 mins	Instructional Assistant/Paraprofessional , Instruc	Instructional Assistant/Paraprofessional , Instruc	8/31/2020	11/26/2020	1	Flexible schedule depending on student need
Behavioral support	3	5 X Weekly, 30 mins	Special Education Teacher , Special Education Te	Special Education Teacher , Instructional Assis	8/31/2020	11/26/2020	2	Small group/individual instruction
Behavioral support	3	3 X Weekly, 1 hrs 0 mins	Special Education Teacher	Special Education Teacher , Instructional Assis	7/6/2020	7/31/2020	4	Summer instruction
<b>Related Services</b>								
Speech/Language Pathology	1-2	2 X Weekly, 30 mins	Speech/Language Pathologist	Speech/Language Pathologist	8/31/2020	11/26/2020	2	Individual instruction
Speech/Language Pathology	2	1 X Weekly, 30 mins	Speech/Language Pathologist	Speech/Language Pathologist	8/31/2020	11/26/2020	2	Small group/individual instruction
Counseling	3	1 X Weekly, 30 mins	School Psychologist	School Psychologist	8/31/2020	11/26/2020	2	Small group
Speech/Language Pathology	1-2	1 X Weekly, 30 mins	Speech Pathologist	Speech Pathologist	7/6/2020	7/31/2020	4	Summer instruction

\*Instructional Site: **1. Regular Classroom   2. Resource/Related Service Room   3. Self-Contained Classroom   4. Community-Based   5. Other:**

Description of Participation in General Education: [Redacted] will participate in the general education classroom outside of special education resource services, his 5 minute breaks throughout the day, sensory breaks, counseling services and speech services.

Note: Each Item #1-13 must include a response

1. Assistive Technology:  Not Required     Required: See Pg. 8

2. Applied (Voc.) Ed:     Regular                     Special (specify) \_\_\_\_\_  N/A

3. Physical Education:     Regular                     Special (specify) \_\_\_\_\_  N/A

4. Transportation:             Regular                     Special (specify) Van                     N/A

5. Length of School Day: (Specify) 6.25 hrs (2020-2021)

6. Number of Days/Week: (Specify) 5.00 (2020-2021)

7. Length of School Year: (Specify) 181 Days (2020-2021)

<b>8. Total School Hours/Week: (Specify)</b> 31.25 (2020-2021)	<b>9. Special Education Hours/Week: (Specify)</b> 20.00 (2020-2021)	<b>10. Hours per week the student will spend with children/students who do not have disabilities (time with non-disabled peers):</b> 26.75 (2020-2021)
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11. Since the last Annual Review, has the student participated in school sponsored extracurricular activities with non-disabled peers?     Yes     No
12. Extended School Year Services:     Not Required                     Required: See service delivery grid above or an additional page 11 for services to be provided                     Required: Continue to implement current IEP
13. a) The extent, if any, to which the student will not participate in regular classes and in extracurricular and other nonacademic activities, including lunch, recess, transportation, etc., with students who do not have disabilities: [Redacted] will participate in three 30 minute speech and language sessions, counseling services for 30 minutes per week, and five 30 minute special education services sessions per week.     Not Applicable: Student will participate fully
- b) If the IEP requires any removal of the student from the school, classroom, extracurricular, or nonacademic activities, (e.g., lunch, recess, transportation, etc.) that he/she would attend if not disabled, the PPT must justify this removal from the regular education environment.     Not Applicable: Student will participate fully
- The IEP requires removal of the student from the regular education environment because: (provide a detailed explanation - use additional pages if necessary)
- Delays in expressive language support removal, along with behavioral intervention/ sensory needs.

Note: The LRE Checklist (ED632) must be completed and attached to this IEP if the student is to be removed from the regular education environment for 60 % or more of the time. It is recommended that the LRE Checklist be utilized when making any placement decision to ensure conformity with the LRE provisions of the individuals with Disabilities Education Act.

Student:                                  DOB:                                  District: Casimir Pulaski Elementary School Meeting Date: 06/05/2020  
                                Last Name, First Name                                mm/dd/yyyy                                mm/dd/yyyy

**SPECIAL EDUCATION, RELATED SERVICES, AND REGULAR EDUCATION**

Special Education Services	Goal(s) #	Frequency	Responsible Staff	Service Implementer	Start Date	End Date	Site*	If needed, description of Instructional Service Delivery (e.g. small group, team taught classes, etc.)
<b>Related Services</b>								
Social Skills Instruction	3	2 X Weekly, 30 mins	School Psychologist , Special Education Teacher	School Psychologist , Special Education Teacher	6/15/2020	6/19/2020	2	Individual instruction
Social Skills Instruction	3	2 X Weekly, 1 hrs 30 mins	School Psychologist , Special Education Teacher	School Psychologist , Special Education Teacher	8/24/2020	8/26/2020	2	Individual instruction
*Instructional Site:	<b>1. Regular Classroom    2. Resource/Related Service Room    3. Self-Contained Classroom    4. Community-Based    5. Other:</b>							
Description of Participation in General Education	<u>                  </u> will participate in the general education classroom outside of special education resource services, his 5 minute breaks throughout the day, sensory breaks, counseling services and speech services.							

Note: **Each Item #1-13 must include a response**

**1. Assistive Technology:**  Not Required     Required: See Pg. 8    **5. Length of School Day: (Specify)** 6.25 hrs (2020-2021)  
**2. Applied (Voc.) Ed:**  Regular     Special (specify) \_\_\_\_\_  N/A    **6. Number of Days/Week: (Specify)** 5.00 (2020-2021)  
**3. Physical Education:**  Regular     Special (specify) \_\_\_\_\_  N/A    **7. Length of School Year: (Specify)** 181 Days (2020-2021)  
**4. Transportation:**  Regular     Special (specify) Van     N/A

<b>8. Total School Hours/Week: (Specify)</b> 31.25 (2020-2021)	<b>9. Special Education Hours/Week: (Specify)</b> 20.00 (2020-2021)	<b>10. Hours per week the student <u>will spend</u> with children/students who do not have disabilities (time with non-disabled peers):</b> 26.75 (2020-2021)
---	--	--

**11. Since the last Annual Review, has the student participated in school sponsored extracurricular activities with non-disabled peers?**     Yes     No

**12. Extended School Year Services:**     Not Required     Required: See service delivery grid above or an additional page 11 for services to be provided     Required: Continue to implement current IEP

**13. a)The extent, if any, to which the student will not participate in regular classes and in extracurricular and other nonacademic activities, including lunch, recess, transportation, etc., with students who do not have disabilities:**                    will participate in three 30 minute speech and language sessions, counseling services for 30 minutes per week, and five 30 minute special education services sessions per week.     Not Applicable: Student will participate fully

b) If the IEP requires any removal of the student from the school, classroom, extracurricular, or nonacademic activities, (e.g.,lunch, recess, transportation, etc.) that he/she would attend if not disabled, the PPT must justify this removal from the regular education environment.     Not Applicable: Student will participate fully

The IEP requires removal of the student from the regular education environment because: (provide a detailed explanation - use additional pages if necessary)  
Delays in expressive language support removal, along with behavioral intervention/ sensory needs.

*Note: The LRE CheckList (ED632) must be completed and attached to this IEP if the student is to be removed from the regular education environment for 60 % or more of the time. It is recommended that the LRE Checklist be utilized when making any placement decision to ensure conformity with the LRE provisions of the individuals with Disabilities Education Act.*

**Required Data Collection**  
(Collect and/or update at every PPT)

**For Children 3 years of age**

Free Appropriate Public Education (FAPE) by age 3.  Yes  No

If the Oct 1st reported "Annual Review/PPT Meeting Date" and child's DOB indicated that the child did not receive FAPE by their 3rd birthday, why?

- Late referral (less than 90 days before 3rd birthday)       Moved into district late       Other (Specify) \_\_\_\_\_  
 Child initially found not eligible at age 3 (re-referred to district at a later date)       Parent Choice       FAPE met via earlier PPT      Date of initial PPT was: \_\_\_\_\_

**Early Childhood (E.C.) Placement Settings (children ages 5 or younger OR grade is preschool):**

1. Provide the hours per week the child participates in an early childhood program which is not provided as a part of the IEP (hours from pg 2): 0.00

2. Identify the placement/setting where the child spends the majority of the week which is a combination of programming from both pages 2 and 11:

- Regular E.C. Preschool or Kindergarten Program  
 E.C. Special Education Program in Separate Class  
 E.C. Special Education Program in Separate School  
 E.C. Special Education Program in Residential Facility  
 Home  
 Service Provider Location (Itinerant Services) - applies only when a child does not spend time in any environment with non-disabled peers

**Education Placement 3 to 21 years of age**

1. Does the student live at any of the following locations?

- None of these locations (Default - 00)  
 Temporary Housing Situation: Foster Home, Group Home, Safe Home, Supported Housing; and Temporary Shelters. (02)  
(Housing that is subsidized by DCF, DDS, DMHAS or other state agency.)  
 Hospital (03)  
 Private Residential Facility (09)



Testing Designated Supports/Accommodations Form:
Students with an IEP, Students with a Section 504, and/or Students who are English Learners (EL)

Meeting Date: 6/5/2020 SASID: Student's First Name: Student's Last Name: Administrator/Designee: Julie Maguder Email: julie.maguder@meridenk12.org District: Meriden School District School: Casimir Pulaski Elementary School This student has a (choose one): Special Education IEP Section 504 Plan Neither This student is an English Learner - EL: Yes No

MATH = SMARTER BALANCED Grades 3-8 Mathematics
ELA = SMARTER BALANCED Grades 3-8 English Language Arts- Includes Reading; Writing; Listening; Research
SC = NGSS Science, Grades 5, 8 & 11 ONLY

Table with columns MATH, ELA, SC and rows for Presentation Supports/Accommodations. Includes options for Braille, American Sign Language, Text-to-Speech, Print Size, Color Contrast, and Masking.

Table with columns MATH, ELA, SC and rows for Response Accommodations. Includes options for Alternate Response Options and Speech-to-Text.

Table with columns MATH, ELA, SC and rows for Other Supports/Accommodations. Includes options for Abacus, Specialized Calculator, Multiplication Table, 100s Number Table, Simplified Test Directions, and Separate Setting.

Embedded: Available through the online computer platform when the appropriate settings are selected in TIDE.
Non-Embedded: Provided to the student by the school. All accommodations MUST be entered into the Test Information and Distribution Engine (TIDE). For more information, please see the CSDE ASSESSMENT GUIDELINES.

The following accommodations: SCRIBE, READ ALOUD OF READING PASSAGES, PRINT ON DEMAND, HUMAN SIGNER for ELA or MATH, MATH MANIPULATIVES (Grades 4-8), NON-EMBEDDED CALCULATOR (math Grades 6-8) and CUSTOMIZED ACCOMMODATIONS (including non-compatible Speech-to-Text applications) require approval from CSDE through the PETITION FOR APPROVAL OF SPECIAL DOCUMENTED ACCOMMODATIONS.

District Administrators (DA in TIDE) are required to initiate this procedure by contacting: Deirdre Ducharme (860-713-6859) or Janet Stuck (860-713-6837), Special Populations, Performance Office. Rev. 8/16/2019

ALL ▲ Available to any student; SPED/504 ■ Available to any student with an IEP or Section 504 Plan; EL ♦ Recommended for English Learners (EL)

MATH	ELA	SC	Designated Supports - EL ♦
<input type="radio"/>			<b>Embedded:</b> Translation Glossary (Includes audio): <input type="radio"/> Arabic <input type="radio"/> Burmese <input type="radio"/> Cantonese <input type="radio"/> English (default) <input type="radio"/> Filipino (Tagalog & Ilokano) <input type="radio"/> Hmong <input type="radio"/> Korean <input type="radio"/> Mandarin <input type="radio"/> Punjabi <input type="radio"/> Russian <input type="radio"/> Somali <input type="radio"/> Spanish <input type="radio"/> Ukrainian <input type="radio"/> Vietnamese <input type="radio"/> No Glosary ♦ <input type="radio"/> English & Illustration Glossary ▲♦ <input type="radio"/> English & Arabic <input type="radio"/> English & Burmese <input type="radio"/> English & Cantonese <input type="radio"/> English & Filipino (Tagalog & Ilokano) <input type="radio"/> English & Hmong <input type="radio"/> English & Korean <input type="radio"/> English & Mandarin <input type="radio"/> English & Punjabi <input type="radio"/> English & Russian <input type="radio"/> English & Somali <input type="radio"/> English & Spanish <input type="radio"/> English & Ukrainian <input type="radio"/> English & Vietnamese ♦
<input type="radio"/>			<b>Embedded:</b> Spanish Presentation (Stacked) Includes test directions ♦
		<input type="radio"/>	<b>Embedded:</b> Spanish Presentation (Toggle) Includes test directions ♦
		<input type="radio"/>	<b>Embedded:</b> Text-to-Speech (Spanish Only) Includes test directions ♦
		<input type="radio"/>	<b>Non-Embedded:</b> Native Language Reader Directions Only (Certified Staff or Non Certified Staff) ♦
		<input type="radio"/>	<b>Non-Embedded:</b> Bilingual Dictionary - Word-to-Word ♦
<input type="radio"/>		<input type="radio"/>	<b>Non-Embedded:</b> Read Aloud (English or Spanish) Includes test directions ♦ (Trained and qualified reader) ♦
<input type="radio"/>			<b>Non-Embedded:</b> Translation Glossary- <b>Only for large print paper/pencil assessments:</b> <input type="radio"/> Illustration Glossary <input type="radio"/> Arabic <input type="radio"/> Burmese <input type="radio"/> Cantonese <input type="radio"/> English <input type="radio"/> Filipino (Tagalog & Ilokano) <input type="radio"/> Hmong <input type="radio"/> Korean <input type="radio"/> Mandarin <input type="radio"/> Punjabi <input type="radio"/> Russian <input type="radio"/> Somali <input type="radio"/> Spanish <input type="radio"/> Ukrainian <input type="radio"/> Vietnamese ♦
<input type="radio"/>	<input type="radio"/>		<b>Non-Embedded:</b> Translation Test Directions: <input type="radio"/> Arabic <input type="radio"/> Burmese <input type="radio"/> Cantonese <input type="radio"/> Dakota <input type="radio"/> Filipino (Tagalog & Ilokano) <input type="radio"/> French <input type="radio"/> Haitian-Creole <input type="radio"/> Hmong <input type="radio"/> Japanese <input type="radio"/> Korean <input type="radio"/> Lakota <input type="radio"/> Mandarin <input type="radio"/> Punjabi <input type="radio"/> Russian <input type="radio"/> Somali <input type="radio"/> Spanish <input type="radio"/> Ukrainian <input type="radio"/> Vietnamese <input type="radio"/> Yup'ik ♦

**Embedded:** Available through the online computer platform when the appropriate settings are selected in TIDE.

**Non-Embedded:** Provided to the student by the school. All accommodations **MUST** be entered into the Test Information and Distribution Engine (TIDE). For more information, please see the [CSDE ASSESSMENT GUIDLINES](#).

The following accommodations: **SCRIBE, READ ALOUD OF READING PASSAGES, PRINT ON DEMAND, HUMAN SIGNER** for ELA or MATH, **MATH MANIPULATIVES (Grades 4-8), NON-EMBEDDED CALCULATOR (math Grades 6-8) and CUSTOMIZED ACCOMMODATIONS (including non-compatible Speech-to-Text applications)** require approval from CSDE through the [PETITION FOR APPROVAL OF SPECIAL DOCUMENTED ACCOMMODATIONS](#).

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Rev. 8/16/2019

## 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> 04/07/2020	<b>PROJECTED DATE OF ANNUAL REVIEW:</b> 04/06/2021

**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)

[REDACTED] is a 6 year-old girl with a classification of autism. [REDACTED] participates in Standard Assessment.

Previous Individualized Education Program (IEP) completed (May 24, 2019): Provided Information about [REDACTED] Activities of Daily Living (ADL), Intellectual Functioning and Social Development previously reported and progress over the past year.

Based on recent assessments, [REDACTED] intellectual and academic skills are below her peers her age in community schools. This precludes her participation in the general education curriculum without modifications and accommodations. [REDACTED] will receive Specially Designed Instruction in all academic and vocational areas as needed.

[REDACTED] student work portfolio will also be used to assess her progress throughout the year.

[REDACTED] was also assessed through teacher observations and data folios.

Based on teacher observations and performance on assessments, [REDACTED] is currently performing on a Pre-K grade level for reading and a Pre-K grade level for math.

**SPEECH:** Citywide speech services communication profile and through analysis of her skills demonstrated during sessions. Formal speech-language assessments could not be administered due to the recent school closures due to New York State of Emergency crisis. Standardized test scores were not provided, though they cannot be solely used to determine the student's level of functioning, as these assessment tasks were not normed on students with disabilities, nor on students from culturally and linguistically diverse backgrounds. Therefore, results from assessment tasks should be used for comparison purposes only. Overall, [REDACTED] presents with below age-range receptive, expressive, and pragmatic language skills throughout all communicative environments, for functional and academic communicative purposes. Speech-language therapy is recommended to continue.

#### 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:

## PRESENT LEVELS OF PERFORMANCE AND INDIVIDUAL NEEDS

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

#### PARENT PARTICIPATION IN IEP

██████████ parent was invited, attended and participated in the conference and transition planning.

#### ACTIVITIES OF DAILY LIVING

██████████ is a 6 year old student classified with autism. She is currently placed in an (8:1:1) class in a specialized school (D75).

According to classroom observations and her parent ██████████ can perform the following activities of daily living (ADL) skills:

██████████ is able to sit in her seat and appropriately attend to the given task. During whole group instruction, she is attentive and actively participates in the learning through engaging with materials or answering questions using her AAC device. ██████████ is capable of navigating the classroom environment independently, and knows where to find preferred or required objects, such as, crayons, blocks and glue. When working in centers ██████████ will rotate and transition independently, when the timer beeps, with occasional reminders to check in or which center is next. She is able to unpack her belongings with prompting, put her folder and notebook in her mailbox, lunchbox in the bin and with some assistance hang her backpack and coat on the hook. ██████████ is not toilet trained but will let you know when she needs to be changed and needs assistance with dressing and undressing. When ██████████ is given a task she enjoys, she will attend to the task for an extended period of time with limited prompting. When she is finished with an activity, or no longer wants to participate, she will begin cleaning up. When ██████████ is asked to participate in an activity she does not enjoy, or there is something she would rather be working on instead, she becomes frustrated and upset, and begins crying.

#### LEVEL OF INTELLECTUAL FUNCTIONING

██████████ participates in a curriculum based on alternate grade level indicators, New York State Standards and Career Development and Occupational Studies (CDOS) learning standards.

In class during reading, ██████████ is able to identify her name, as well as Pre-Primer and primer sight-words. She knows her letters and is able to identify some simple words like cat. When listening to a story, ██████████ is able to point and answer questions, but has difficulty recalling details.

In class during math, ██████████ is able to identify numbers and count out with 1:1 correspondence a given number of objects. When working, with assistance, she is able to count out two sets of objects but has not yet mastered the concept of addition.

Based on the previous year's IEP, ██████████ has mastered the goal of counting out objects when given a number within five.

#### ADAPTIVE BEHAVIOR

██████████ is assisted throughout the day by a Special Education Teacher as well as a classroom Paraprofessional and will be receiving a 1:1 Health paraprofessional for safety while walking, going up/down stairs, and sitting in seat. During the school day, ██████████ utilizes a visual schedule to help her prepare for the activities of the day. She transitions well both during center time, from center to center, as well as throughout the school building for cluster classes or related services.

#### EXPECTED RATE OF PROGRESS IN ACQUIRING SKILLS AND INFORMATION

Based on ██████████ level of cognitive ability, she will need consistent repetition and multiple opportunities to demonstrate acquired skills. It is projected that ██████████ will meet her goals. Progress towards these goals will be measured weekly, and progress reports will be sent home



## PRESENT LEVELS OF PERFORMANCE AND INDIVIDUAL NEEDS

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

coinciding with report card distribution throughout the year.

#### LEARNING STYLE

■■■■■ learns best in a well structured environment. She benefits from the use of visual and auditory techniques, hands-on activities, modeling, routine and repetition of tasks.

**SPEECH:** ■■■■■ is a non-verbal communicator who uses a dynamic display communication device, and gestures to communicate. She primarily communicates using gestures and 1-2 symbols on her device with visual/gestural cues, to exchange greetings, answer 'what' and 'who' questions, and make comments on actions/items. She is able to answer 'yes/no' questions related to desires (i.e. 'do you want this') and item labels (i.e. 'is this a toy'). Though regarding category concepts and object function, she has difficulty answering yes/no questions appropriately (Do we brush our hair with this? Is this an ocean animal?). ■■■■■ has been observed at times to use phrases with carrier phrases 'I want'/'I need', though she often requires verbal/gestural cues to 'use your big sentence', or visual/gestural cues (picture symbols "I want"/"I need" \_\_\_) to assist her with combining phrases. With regards to requesting and commenting, ■■■■■ is able to use and navigate her communication device well, though she continues to require cues to use phrases consistently, in order to effectively relay a message to her peers, teachers, or communicative partners. Receptively, ■■■■■ is able to understand a variety of 1-step directives using prepositional phrases (in/out/on/off), as noted by her ability to locate various items within her classroom and therapy environments. She is able to understand a variety of categorical concepts as noted by her ability to navigate pages on her communication device (pro-lo-quo app), through pointing to and labeling items when named, or when instructed to; "find the" + item/"show me the" + item". She is able to understand 'what' and 'who' questions, when provided with picture cues, or choices as shown on her device (i.e. 'what is the bear doing'- bear sleep, 'where is it?' – go bedroom), though she has difficulty responding to story comprehension questions without maximal encouragement or cues. Regarding her pragmatic language, ■■■■■ continues to present with difficulty responding to and initiating social greetings with peers and adults. When saying 'hi' to ■■■■■, she requires consistent verbal and gestural cues to relay 'hi' or 'good morning', even when provided with a song or encouraged to chorally respond. Therefore, initiating and responding to social greetings and questions will be targeted in therapy.

#### STUDENT STRENGTHS, PREFERENCES, INTERESTS:

■■■■■ indicated she likes working in the science or art centers. She most frequently requests these centers when given a preference. During speech therapy sessions, ■■■■■ consistently requests for and works for baby doll play, doctor kits, play with dishes, Disney toys, Disney princesses, singing princess castle, and dress-up items.

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

Based on teacher observations, ■■■■■ should work on comprehension skills, to express the main idea and details of a particular topic.

Parent requested a reevaluation for a less restrictive environment (12:1:1 D75 program).

At the IEP meeting, parent expressed a concern regarding ■■■■■ communication device. She feels it is not user friendly as it is hard to navigate and it takes time away from having a conversation with Savannah.

■■■■■'s parents were offered workshops and resources throughout the school year to support and expand on the skills ■■■■■ is learning in school.

**PRESENT LEVELS OF PERFORMANCE AND INDIVIDUAL NEEDS**

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

**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:

██████████ is very social and enjoys interacting both with other students and with staff. When greeting ██████████, she will say hello on her AAC device as well as participate in whole body listening, and answer questions during morning meeting, such as what did you have for breakfast? She enjoys participating in games and center-based learning activities with her classmates. ██████████ will work with with staff to participate in turn taking activities with her peers. When ██████████ is unhappy she is able to communicate most things using her communication device for example I want snack, I feel sick, or I need to be changed.

**STUDENT STRENGTHS:**

██████████ is able to communicate her needs to staff through her AAC device, but in the event she does not have it, will do so non-verbally.

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

At the IEP meeting, parent expressed a concern regarding appropriateness of current program for social progress.

## PRESENT LEVELS OF PERFORMANCE AND INDIVIDUAL NEEDS

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

#### 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:

As per letter from Dr. Nila Patel (2/11/20), [REDACTED] has hypotonia. She therefore has difficulty walking, navigating steps, and sitting without proper support.

PT: [REDACTED] ambulates with adult supervision. She wears bilateral Dynamic Ankle Foot Orthoses. [REDACTED] demonstrates bilateral flat feet and foot pronated. She had her braces in January, 2020. [REDACTED] demonstrates decreased balance skill, gross motor skills, and object manipulative skills. She ascends stairs using alternate foot pattern. She descends stairs using both feet on each step with both hands on rails. She presents low muscle tone all extremities and trunk. She throw a ball with short distance and not able to catch a ball from 5 feet. She likes to ride with an adaptive trike with assistance. She loves to sit on a swing. She compromises with walking on a treadmill for 2 minutes. She requires assistance for unpacking her backpack, hanging up a jacket, putting stuff away over her shoulder level.

OT: [REDACTED] is currently receiving Occupational Therapy related services 3x per week to provide support for the following areas of deficits: Fine motor skills and ability to manage classroom materials; visual motor skills; sensory processing skills; hand writing skills and ADL skills. During this school year [REDACTED] showed significant progress in activity participation and concentration, she continues to do well with following a 2-3 step table top tasks provided with verbal and visual cues to maintain engagement on the tasks. [REDACTED] is doing good with visual perception activities; she was able to match objects and put simple puzzles together given verbal and visual cues. [REDACTED] continued to have difficulty with fine motor skills; she requires assistance to orient scissors and paper when cutting; she needs assistance to maintain scissor grasp. She is not crossing mid line and she will switch to either hand in task. [REDACTED] is noted to have underdeveloped fine motor skills, she has difficulty in picking up small beads and lacing small objects together which indicates a poor pincer grasp during a threading and lacing tasks. [REDACTED] is tolerating hand writing and coloring activities given verbal encouragement; she is able to manipulate classroom materials crayons; pencil using a palmar grasp. [REDACTED] will benefit from Occupational Therapy support services to remediate areas of deficits for successful participation in classroom activities.

#### STUDENT STRENGTHS:

[REDACTED] is able to follow verbal and visual instructions and works with reward system

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

According to [REDACTED] doctor: [REDACTED] is a non-verbal child who is unable to communicate any danger, wants, needs or pain she may be experiencing. She suffers from Hypotonia and has difficulties walking, navigating steps, sitting without proper supports etc. She wears Orthotics on her ankles which require 1:1 support to ensure they are being worn correctly, do not become undone, are not causing pain or impairment to walk etc. She requires a 1:1 health paraprofessional in school due to safety concerns and high risk of injury.

Parent and physician requested a 1:1 health paraprofessional.

At the IEP meeting, parent agreed to recommended OT and PT goals.

**PRESENT LEVELS OF PERFORMANCE AND INDIVIDUAL NEEDS**

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

**MANAGEMENT NEEDS**

██████████ requires a highly-structured program with added adult supervision and a low student ratio (8:1:1) with emphasis on functional academics, occupational/vocational training, ADL skills, and related services provided by a District 75 school/program. Savannah will be moving to a less restrictive environment (12:1:1) in September 2020.

At this time ██████████ requires:

12 month program

adapted physical education

assistive technology to support her communication needs

1:1 health paraprofessional due to difficulty walking, navigating steps, and sitting without proper support

According to ██████████ doctor: ██████████ is a non-verbal child who is unable to communicate any danger, wants, needs or pain she may be experiencing. She suffers from Hypotonia and has difficulties walking, navigating steps, sitting without proper supports etc. She wears Orthotics on her ankles which require 1:1 support to ensure they are being worn correctly, do not become undone, are not causing pain or impairment to walk etc. She requires a 1:1 health paraprofessional in school due to safety concerns and high risk of injury.

occupational therapy

physical therapy

Continue speech/language therapy 4 x 30: 1 (individual). Group mandate was recommended to increase socialization, though due to the recent Covid-19 pandemic and school closure, her mother requested that her mandate continue as individually, and mandate change will be re-visited upon the school's re-opening in the future.

**SCHOOL FOOD MENU**

██████████ is able to adhere to the School Food Menu provided to District 75 students.

**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**

The IEP Team is individualizing ██████████ educational program in the areas of cognitive, communicative, physical and social needs which effects her ability to process and retain information in the general education curriculum without supports. ██████████ requires a more structured learning environment with an emphasis on functional academics and vocational training to support her due to her evidenced deficits in English Language Arts (ELA), Math, communication skills, fine motor skills, gross motor skills, daily living skills and vocational skills which precludes her participation in general education at this time. She requires a highly specialized educational program that facilitates the acquisition, application and transfer of skills across natural environments. In addition to ██████████ academic needs, she requires direct instruction in such areas as vocational training, community safety and life skills planning.

**STUDENT NAME:** ██████████

**NYC ID:** ██████████

**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 she need a special education service to address her language needs as they relate to the IEP?  Yes  No  Not Applicable

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

Does the student need a particular device or service to address her 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]

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)

**MEASURABLE POSTSECONDARY GOALS**

LONG-TERM GOALS FOR LIVING, WORKING AND LEARNING AS AN ADULT

**EDUCATION/TRAINING:**

**EMPLOYMENT:**

**INDEPENDENT LIVING SKILLS (WHEN APPROPRIATE):**

**TRANSITION NEEDS**

In consideration of present levels of performance, transition service needs of the student that focus on the student's courses of study, taking into account the student's strengths, preferences and interests as they relate to transition from school to post-school activities:

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
classroom: [REDACTED] will listen to an age-appropriate story and answer 5 questions related to key details in the text, with the use of picture symbols.	4 out of 5 trials over two consecutive weeks	Data Collection	1 time 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
classroom: [REDACTED] will sequence an event by pointing to the correct picture of what happens/ed in the beginning, middle, end in a field of three with no more than 2 verbal prompts.	4 out of 5 trials over two consecutive weeks	Data Collection	1 time per week

**IEP PROGRESS REPORT**

1st Progress report for this IEP

2nd Progress report for this IEP

3rd Progress report for this IEP

4th Progress report for this IEP

<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
classroom: [REDACTED] will solve simple addition problems by within ten with the use of manipulatives.	4 out of 5 trials over two consecutive weeks	Data Collection	1 time per week

<b>ANNUAL GOALS</b>	<b>CRITERIA</b>	<b>METHOD</b>	<b>SCHEDULE</b>
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WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT	MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED	HOW PROGRESS WILL BE MEASURED	WHEN PROGRESS WILL BE MEASURED
Physical Therapy: [REDACTED] will participate stairs skill using alternate foot pattern with one hand on a rail.	for 5 times consecutively, 5/5 trials with verbal cues	Activity will be observed and session notes by the therapist.	1 time per week

**IEP PROGRESS REPORT**

1st Progress report for this IEP

2nd Progress report for this IEP

3rd Progress report for this IEP

4th Progress report for this IEP

<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
Physical Therapy: [REDACTED] will participate morning routine such as hanging a her jacket and backpack, and placing a note book in a tray.	for 5 times consecutively, 5/5 trials with prompts and verbal cues	Activity will be observed and session notes by the therapist.	1 time per week

**IEP PROGRESS REPORT**

1st Progress report for this IEP

2nd Progress report for this IEP

3rd Progress report for this IEP

4th Progress report for this IEP

<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

APE: During APE, [REDACTED] will participate in various physical activities, completing each activity station within one teaching period, with no more than 2 verbal or visual prompts per station.	_4_ out of _5_ trials	Class Activities Teacher/Provider Observations Check Lists	1 time per week
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**IEP PROGRESS REPORT**

1st Progress report for this IEP

2nd Progress report for this IEP

3rd Progress report for this IEP

4th Progress report for this IEP

<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
occupational therapy: [REDACTED] will utilize and hold pencil/crayons using a tripod pincer grasp with verbal and visual cues 5 out of 5 times.	_5_ out of _5_ times over 6 consecutive sessions	Teacher/Provider Observations	1 time per week

**IEP PROGRESS REPORT**

1st Progress report for this IEP

2nd Progress report for this IEP

3rd Progress report for this IEP

4th Progress report for this IEP

<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
occupational therapy: [REDACTED] will maintain focus and activity engagement for 5-10 minutes given sensory inputs 90% of the time.	_90_ % Accuracy over 6 consecutive session	Teacher/Provider recorded Observations	1 time per week



**IEP PROGRESS REPORT**

1st Progress report for this IEP

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<p align="center"><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</p>	<p align="center"><b>CRITERIA</b> MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED</p>	<p align="center"><b>METHOD</b> HOW PROGRESS WILL BE MEASURED</p>	<p align="center"><b>SCHEDULE</b> WHEN PROGRESS WILL BE MEASURED</p>
<p>SPEECH 1 of 3- [REDACTED] will take turns initiating and responding to social greetings and simple social questions, using her preferred mode of communication (AAC device or picture symbols), with 80% accuracy, given no more than 3 cues.</p>	<p align="center">80% accuracy</p>	<p>Teacher/Provider Observations</p>	<p align="center">1 time per week</p>

<p align="center"><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</p>	<p align="center"><b>CRITERIA</b> MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED</p>	<p align="center"><b>METHOD</b> HOW PROGRESS WILL BE MEASURED</p>	<p align="center"><b>SCHEDULE</b> WHEN PROGRESS WILL BE MEASURED</p>
<p>SPEECH 2 of 3: [REDACTED] will request and comment using 3-4 word phrases during stories and structured activities, with her communication device, given no more than 3 cues.</p>	<p align="center">80% accuracy</p>	<p>Teacher/Provider Observations</p>	<p align="center">1 time per week</p>

**IEP PROGRESS REPORT**

1st Progress report for this IEP

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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
SPEECH 3 of 3: [REDACTED] will answer yes/ no questions on her communication device regarding category concepts (i.e. Is an apple a fruit/Are cookies fruit?) and function of items (i.e. Does a butterfly fly? Do you wear a hat on your feet?).	80% accuracy	Teacher/Provider Observations	1 time per week

**STUDENT NAME:** [REDACTED]

**NYC ID:** [REDACTED]

<b>REPORTING PROGRESS TO PARENTS</b>
Identify when periodic reports on the student's progress toward meeting the annual goals will be provided to the student's parents: 4 times per year: at the same time school report cards are issued

**STUDENT NAME:** [REDACTED]

**NYC ID:** [REDACTED]

<b>RECOMMENDED SPECIAL EDUCATION PROGRAMS AND SERVICES</b>					
<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>					
Adapted Physical Education		2 time(s) per week	Period	Other Facility gymnasium	04/07/2020 08/14/2020
Special Class ELA	8:1+1 Language of Service: English	5 time(s) per week	Period	Special Education Classroom	04/07/2020 08/14/2020
Special Class Math	8:1+1 Language of Service: English	10 time(s) per week	Period	Special Education Classroom	04/07/2020 08/14/2020
Special Class Social Studies	8:1+1 Language of Service: English	5 time(s) per week	Period	Special Education Classroom	04/07/2020 08/14/2020

**RECOMMENDED SPECIAL EDUCATION PROGRAMS AND SERVICES**

Special Class Sciences	8:1+1 Language of Service: English	3 time(s) per week	Period	Special Education Classroom	04/07/2020 08/14/2020
Special Class ELA	12:1+1 Language of Service: English	5 time(s) per week	Period	Special Education Classroom	09/09/2020
Special Class Math	12:1+1 Language of Service: English	10 time(s) per week	Period	Special Education Classroom	09/09/2020
Special Class Social Studies	12:1+1 Language of Service: English	5 time(s) per week	Period	Special Education Classroom	09/09/2020
Special Class Sciences	12:1+1 Language of Service: English	3 time(s) per week	Period	Special Education Classroom	09/09/2020
<b>RELATED SERVICES:</b>					
Occupational Therapy	Individual service Language of Service: English	3 time(s) per week	30 minutes	Separate Location across all school environment	04/07/2020
Parent Counseling and Training	group	3 times per year	50 minutes	school building	04/07/2020
Physical Therapy	Individual service Language of Service: English	3 time(s) per week	30 minutes	Separate Location therapy room, rest room, gym, hallway, classroom, and all school area	04/07/2020
Speech-Language Therapy	Individual service Language of Service: English	4 time(s) per week	30 minutes	Separate Location therapy room	04/07/2020
<b>SUPPLEMENTARY AIDS AND SERVICES/PROGRAM MODIFICATIONS/ACCOMMODATIONS:</b>					
	Individual service	Daily	Full time		09/09/2020

RECOMMENDED SPECIAL EDUCATION PROGRAMS AND SERVICES					
Paraprofessional Health hypotonia; safety while walking/sitting					
<b>ASSISTIVE TECHNOLOGY DEVICES AND/OR SERVICES:</b> Dynamic display speech generating device (SGD)	Individual service	Daily	not applicable	school and home	04/07/2020
<b>SUPPORTS FOR SCHOOL PERSONNEL ON BEHALF OF THE STUDENT:</b>					
* 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)

For a preschool student, reason(s) the child requires services during July and August:  
 non preschool: In order to maintain academic and social skills, [REDACTED] requires continuous programming over 12 months. Data indicates [REDACTED] will regress if she does not continue academic, social, and communication skills, with related services.

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):  
Not applicable as the student is not attending preschool.

**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):  
Due to [REDACTED]'s cognitive, language and academic delays, she is unable to participate in a regular class at this time. [REDACTED] requires a special class in a specialized school with the support 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]'s cognitive, developmental, and social needs preclude her participation in a regular physical education program at this time. She requires adapted physical education.

**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:
  - Transportation from the closest safe curb location to school.
  - Other Accommodations – Limited Travel Time

Reason(s) why the student needs special transportation service and/or accommodations:

Limited Travel Time: not more than 60 min

[REDACTED] s cognitive, developmental and language delays require her to have transportation from the closest safe curb location to school and home and Limited Travel Time: not more than 60 min.

- Student needs transportation to and from special classes or programs at another site:

**PLACEMENT RECOMMENDATION**

NYC DOE Specialized School

**SUMMARY**

**STUDENT INFORMATION**

Student Name: [REDACTED]

NYC ID: [REDACTED]

DOB: [REDACTED]

Gender: Female

Parents Language(s) Spoken/Mode Communication: English

**IEP INFORMATION**

Date of IEP Meeting: 04/06/2020

IEP Amendment:  Yes  No

Reconvene of IEP Meeting:  Yes  No

**INSTRUCTIONAL/FUNCTIONAL LEVELS**





Occupational Therapy English  
Parent Counseling and Training  
Physical 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 Specialized School

Medical Alert: The student has  medical conditions and/or  physical limitations which affect her  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:

#### OTHER OPTIONS CONSIDERED

Special Class in a specialized school 8:1+1  
less restrictive speech mandate

Reason(s) for Rejection: Special Class in a specialized school 8:1+1 was considered but rejected at this time as parent feels a 12:1:1 is best for [REDACTED]'s progress.

Less restrictive speech mandate was recommended but parent did not agree at this time due to schools being closed and remote learning taking place. Parent wants to ensure no regression occurs before considering change in mandate.

STUDENT NAME: [REDACTED]  
DATE OF IEP MEETING: 04/06/2020

NYC ID: [REDACTED]

**ATTENDANCE PAGE**

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

<b>ROLE (INDICATE IF BILINGUAL)</b>	<b>NAME</b>	<b>SIGNATURE</b>
<b>Related Service Provider/Special Education Teacher</b> (Participated by telephone)	Diane Trimarchi	
<b>Parent/Legal Guardian</b> (Participated by telephone)	[REDACTED]	[REDACTED]
<b>District Representative</b> (Participated by telephone)	Francesca Maresca	
<b>OT</b> (Participated by telephone)	Archie Asunto	
<b>Speech Therapist</b> (Participated by telephone)	Samantha Terra	
<b>School Psychologist</b> (Participated by telephone)	Francesca Maresca	

**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>					

<b>SUPPORTS FOR SCHOOL PERSONNEL ON BEHALF OF THE STUDENT:</b>			
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\* 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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