

Valley Stream Central High School District

One Kent Road
Valley Stream, NY 11580

Student: Redwan Jahangir
Address: 29 W Melrose Street
Valley Stream, NY 11580
Contacts: Mohammad Tapader, Father
 Shamima Ruma, Mother
School Year: 2024-2025

Diploma/Credential Type Expected: Skills and Achievement Commencement Credential
Special Alerts: Redwan is an English Language Learner (ELL) with a home language of Bengali; Student has a clinical diagnosis of Autism, ADHD, and Dyslexia.

IEP INFORMATION		Date of Birth: 03/18/2004	Gender: Male	ID #:
Projected IEP Start Date:	09/05/2024	Age as of meeting date: 2024	Native Language: Bengali	
Projected IEP End Date:	06/27/2025	County: Nassau	Interpreter Required: No	
Projected Date of Annual Review:	01/17/2025	Home/Mobile #: H: (347) 567-8602 M: (347) 567-8602	Work #: (718) 433-9775	Email: nyamt1013@gmail.com
Projected Date for Reevaluation:	10/24/2025	M: (516) 937-8940	Work #: (718) 433-9775	Email: sjara1010@gmail.com
Extended School Year:	Deferred	Placement: BOCES Class in a Public School	School: BOCES Rosemary Kennedy	Grade: Ungraded
Behavior Intervention Plan:	No		School	
Supplementary Aids and Services:	No			
Assistive Technology:	No			
Supports for School Personnel:	Yes			
Testing Accommodations:	No			
Participate State/District Assessments:	Yes			
Special Transportation:	Yes			

SUMMARY SPECIAL EDUCATION PROGRAMS AND RELATED SERVICES				
Special Class: 6:1:2	09/04/2024 - 06/27/2025	5 x Weekly, 5hr.	School	
Speech/Language Therapy: Individual		30min.		
	09/04/2024 - 06/27/2025	2 x Weekly, 30min.	School	

MEETING INFORMATION

Date: 8/16/2024	Committee: Committee on Special Education	Decision/Status: Classified
Reason: Program Review		Classification: Autism
Participants: Tracy Alesia, Chairperson; Jolie Kowal - RMK, Principal; Mohammad Tapader, Father; Kalib Translator, Other		
Agency/Agencies: Propio ID # 35066		
Comments: Redwan transitioned to the Valley Stream Central High School District on June 6th, 2024. He entered as an ungraded, classified student and previously attended NYC DOE District 75 school - PS177Q. Redwan is an English Language Learner (ELL) with a home language of Bengali. He participated in a Special 6:1:1 Class setting with adaptive PE, Speech, OT, and Parent Counseling and Training. The following IEP is the projected IEP created by the NYC DOE for the 24/25 school year. His program and related service recommendations were as follows:		
Special Class (ELA) 6:1+1. 10x Weekly. 40 mins. School.		
Special Class (Math) 6:1+1. 5x Weekly. 40 mins. School		
Special Class (Science) 6:1+1. 5x Weekly. 40 mins. School		
Special Class (SS) 6:1+1. 5x Weekly. 40 mins. School.		
Adapted PE 6:1+1. 3x Weekly. 40 mins. School.		
Speech 1x Weekly. Individual. 30 minutes. School.		

Speech 1x Weekly, Small Group (3:1) 30 minutes, School
PCT 4x Yearly, Small Group, 1 hour, School
Student is eligible for special education services during July/August.

8/16/24: This is an acceptance meeting for Redwan to Rosemary Kennedy School. He was accepted to their 6:1:2 class along with receiving speech 2x week individually. RKS accepted all of the goals and the accommodations. Committee removed the bus with fewer students and added a matron on the bus.

6:1:2 RKS
Speech 2x week 1:1

Valley Stream Central High School District
One Kent Road
Valley Stream, NY 11580

(516) 872-5640

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

STUDENT NAME: Redwan Jahangir	DISABILITY CLASSIFICATION: Autism
DATE OF BIRTH: 03/18/2004 LOCAL ID #:	
PROJECTED DATE IEP IS TO BE IMPLEMENTED: September 05, 2024	PROJECTED DATE OF ANNUAL REVIEW: January 17, 2025

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)
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Evaluations/Reports:

- Individualized Educational Plan (IEP) (06/06/2024)
 - Completed by NYC DOE District 75.
- Speech/Language Evaluation (12/09/2022)
 - Completed by NYC DOE
- Psychological Evaluation (10/24/2022)
 - Bilingual Evaluation - Completed by NYC DOE
- Social History (10/21/2022)
 - Completed by NYC DOE - Interpreter required.
- Vocational Assessment (10/21/2022)
 - Completed by NYC DOE

Test Results:

- None

State and District-wide Assessments:

- None

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:

Other:

- Redwan Jahangir is a young adult with a diagnosis of autism.
- Redwan participates in an Alternate Assessment program and is exempt from all state and local standardized exams due to significant delays in communication, social functioning, and delays in adaptive behavior.

Redwan was tested via the Student Annual Needs Determination Inventory (SANDI) assessment in October of 2023. According to the SANDI assessment,

conducted in the Fall of 2023, Redwan's scores were:

In the Reading subtest, Redwan scored 78/100. With this score, Redwan still needs support to connect spoken words to 4 familiar events by performing an action. In the Writing subtest, Redwan scored 61/276. With this score, Redwan has demonstrated progress with writing his first and last name independently, however, still needs support to copy his first name from a model.

In the Math subtest, Redwan scored 35/396. With this score, Redwan has demonstrated progress with identifying numbers 1-20, however still needs support to give 1 item to each student in his class of 6.

In the Transition Community and Transition Employment subtest, Redwan scored 17/124 and 19/144, respectively. With this score, Redwan still needs support to complete a 3-step classroom job.

In the Social-Emotional subtest, Redwan scored 134/352. With this score, Redwan has still needs support to interact positively and appropriately with peers for 5 minutes during free time.

According to SANDI, Redwan is performing items on the inventory aligned to the Common Core Standards at the pre-kindergarten grade range in Reading, and pre-kindergarten grade range in Math. The SANDI is a comprehensive assessment consisting of an inventory of skills aligned to grade-level Common Core Curriculum Standards that have been modified and adapted. This is not a standardized assessment and does not give a definitive grade level.

1/2024: Individualized Education Plan (IEP) Reviewed and Updated-results indicated below 1/2024: Level One Vocational Assessment Parent, Student, and Teacher- results indicated below

English Language Learner (ELL)

New York State English as a Second Language Achievement Test (NYSESLAT). Scores:

Total-019	
Listening- 005	
Speaking- 005	
Reading- 009	
Writing - 000	

Redwan is an English Language Learner (ELL) with a home language of Bengali. Based on his 2023 NYSESLAT performance at an emerging level, Redwan has not met the linguistic requirements necessary to be considered English proficient at this time.

Speech/Language: In the Communication subtest of the Student Annual Needs Determination Inventory (SANDI), Redwan scored 106/324. With this score, Redwan continues to need support requesting items and actions, answering questions and participating in conversation exchanges.

Basic Cognitive/Daily Living Skills:

- Redwan is in an alternate assessment program and is following the Common Core Learning Standards with modifications and adaptations. In addition, a vocational training/life skills program is also provided. Upon completion of this program, Redwan will be provided with a Skills and Achievement Commencement Credential.

According to the October 2023 SANDI assessment, Redwan demonstrates the following:

According to the SANDI reading subtest, Redwan responds to a person's tone of voice by turning toward the person, responds to 5 sensory activities, shows

interest in an object or person for 1 minute, and turns pages of a book 3-5 times. Redwan still needs support to connect spoken words to 4 familiar events by performing an action.

According to the SANDI writing subtest, Redwan voluntarily grasps and releases 5 objects that are placed in hand, picks up and holds 3 soft and 2 hard objects, holds and explores an object in hands for 10 seconds, transfers 3 soft and 2 hard objects from hand to hand. Based on the previous year's IEP and progress reports, Redwan has demonstrated progress with writing his first and last name independently, however still needs support to copy his first name from a model.

According to the SANDI math subtest, Redwan reaches for a math manipulative/object 5 times during a math activity, grasps and holds a math manipulative/object for 5 seconds during a math activity, and releases an object to reach for another object 5 times during a math activity. Based on the previous year's IEP and progress reports, Redwan has demonstrated progress with identifying numbers 1-20, however still needs support to give 1 item to each student in his class of 6.

According to the SANDI vocational subtest, Redwan accepts hand-over-hand assistance to complete 5 tasks, places 5 objects in a container to clear his workspace, and activates a switch for cause and effect.

Redwan still needs support to complete a 3 step classroom job.

- ACTIVITIES OF DAILY LIVING:

Redwan is a 19-year-old student, diagnosed with autism. Redwan is currently enrolled in an alternate assessment program in a 6:1:1 special class in a specialized school (D75 Programs) with a focus on life skills, functional academics, and vocational training. Redwan is working towards earning a Skills and Achievement Commencement Credential (SACC) upon completing a Department of Education (DOE) program.

According to the Level One Teacher Vocational Assessment, recorded teacher observations/anecdotal, and classroom activities, Redwan requires verbal prompting to complete bathroom tasks.

ADAPTIVE BEHAVIOR:

Redwan is assisted throughout the day by a Special Education Teacher as well as a classroom paraprofessional. Based upon the level 1 vocational assessment, Redwan typically adapts to changes to his schedule and transitions from one activity to the next to different areas of the school without incident.

EXPECTED RATE OF PROGRESS:

Based on Redwan's level of cognitive ability, he will need consistent repetition and multiple opportunities to demonstrate acquired skills. It is projected that Redwan will meet his annual goals within one year. Progress towards these goals will be measured quarterly, coinciding with report card distribution, throughout the year.

LEARNING STYLE:

Redwan learns best with a multi-sensory approach. He benefits from hands-on activities and modeling. Redwan works best in a 1 to 1 or small group setting.

Redwan is a multi-sensory learner. Redwan would benefit from modeling, prompting, and hands-on activities when lessons are being presented. According to the Level One Vocational Assessment, Redwan prefers activities that require matching.

TESTING ACCOMMODATIONS:

During all state district and classroom assessments, Redwan benefits from having the test read to assist in comprehension and decoding of text, and having responses entered for him after he points to his choice due to his inability to write, individualized manipulatives for computations, and on-task focusing prompts due to his poor attention span.

TRANSITION:

According to the Level One Vocational Assessment, Redwan did not indicate where he would like to work after he completes high school. Currently, he completes vocational tasks within his classroom.

**Learning Style:
English Language Learning:**

Redwan is able to work well in groups but needs to be prompted to interact with his classmates. He also requires verbal prompts and picture supports throughout the lesson. He speaks English in school and utters short, appropriate responses. Bengali is spoken at home by his parents and Redwan responds to commands in that language.

Within the school building, Redwan works in cooperative groups with his peers to complete vocational jobs in the classroom. The goal is for Redwan to engage in real-world functional/vocational skills within a community-based setting

STUDENT STRENGTHS, PREFERENCES, INTERESTS:

- According to the Level One Vocational Assessment, the teacher stated academic strengths are following simple 1 step directions and following simple established routines.

According to the Level One Vocational Assessments, parent and student indicated:

PREFERENCES:

- Matching activities
- Activities that incorporate art
- Working 1 to 1 with the teacher or classroom paraprofessional

INTERESTS:

- Sensory activities
- Hands-on activities
- Music

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

- The Student Annual Needs Determination Inventory (SANDI) and review of previous IEP shows that Redwan would benefit from further instruction in: Reading: Connecting spoken words to 4 familiar events by performing an action Writing: Copying his first name from a model Math: Giving 1 item to each student in his class of 6 Transition: Completing a 3-step classroom job

In addition, Redwan requires further instruction in:

Activities of Daily Living: Clearing the table after a meal or snack including removing all items used, wiping the table and sweeping the floor under and around the table

According to the Level One Vocational Assessment, Redwan's parents have concerns about his inability to complete self-care activities. These skills are worked on daily in school.

COURSE OF STUDY: Alternate Assessment (6:1:1 ratio)

Beyond the requirements for a Skills and Achievement Commencement Credential, Redwan's course of study is to continue participating in a District 75 special class with emphasis on functional academics, activities for daily living, and occupational/vocational training.

TRANSITION:

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, in order to meet post-secondary goals, Redwan needs to develop the following:

- According to the Level One Vocational Assessment, Redwan's goal is to attend a day habilitation program and explore the possibility of vocational training or work. In order to meet this goal, Redwan needs to develop functional communication skills, increase his time on task, follow directions, control problem behaviors and further develop his ADL skills.

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

Education/Training: Redwan's goal is to attend a day habilitation program to continue instruction in household and consumer management, community awareness, interpersonal skills, self-care skills, and vocational skills.

Employment: Redwan's goal is to attend a day habilitation program to explore the possibility of vocational training or work. A field of interest has not yet been determined.

Independent Living Skills: Redwan's goal is to live with his family and more independently complete ADL tasks.

VOCATIONAL HISTORY:

Redwan has and continues to complete vocational tasks within his classroom in order to prepare him for a future transition.

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:

- Redwan is an intentional communicator who is able to use verbalizations and gestures to make his basic wants and needs known. He benefits from the use of picture supports to aid his communication. Redwan prefers to interact with familiar adults, rather than his peers.

Redwan is able to make his basic wants and needs to be known using his pictures symbols, verbalizations, and gestures. Redwan is most engaged during matching activities.

Redwan adjusts well to changes in his environment and typically transitions well from one activity to the next when given a warning that the change is coming. Redwan prefers to interact with familiar adults.

According to the October 2023 SANDI Assessment, Redwan the following in:

SOCIAL EMOTIONAL:

- Actively participates in 1 to 1 activity
 - Indicates whether or not he wants to eat or drink during mealtime
 - Follows simple 1 step directions
- Redwan still needs support to interact positively and appropriately with peers for 5 minutes during free time.

Speech & Language: The Student Annual Needs Determination Inventory (SANDI) shows that Redwan would benefit from further instruction in Communication:

According to the September 2023 SANDI Assessment and therapist's observation, Redwan's preferred mode of communication (PMC) is verbal. Redwan's communication is frequently responsive as he does not initiate often. Redwan participates appropriately in therapy sessions.

STUDENT STRENGTHS:

- Redwan is typically able to tolerate being in close proximity to his classmates during various activities throughout the school day. Redwan recognizes familiar people and greets them with prompting. Redwan follows simple 1 step directions and participates in 1 to 1 and small group assignments to the best of his ability.

According to the Level 1 Vocational Assessment, the teacher indicated that Redwan follows simple established routines. According to the Level 1 Vocational Assessment, the parent indicated that Redwan follows directions to the best of his ability. According to the Level 1 Vocational Assessment, the student indicated that they enjoy working 1 to 1 with staff members.

Speech & Language: According to the September 2023 SANDI Assessment and therapist's observation, Redwan will answer yes/no questions and request desired and required items/actions given minimal cues.

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

- The Student Annual Needs Determination Inventory (SANDI) shows that Redwan would benefit from further instruction in: Social-Emotional: Interacting positively and appropriately with peers for 5 minutes during free time

According to the Level 1 vocational Assessment, Redwan's parent has concerns about problem behaviors. Strategies were given to address these behaviors.

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:**

- MEDICAL ALERTS: None

Adapted Physical Education: Redwan participates in a warm-up activity. Redwan engages in fitness activities.

STUDENT STRENGTHS:

- According to the Level 1 Vocational Assessment, the teacher indicated that Redwan is able to safely navigate the school with supervision. According to the Level 1 Vocational Assessment, the parent indicated that Redwan safely navigates his community with supervision.
- According to the Level 1 Vocational Assessment, the student indicated that he enjoys community excursions.

Adapted Physical Education: Redwan requires Adaptive Physical Education in order to be provided with the support needed to work on making healthy choices, improve muscular strength, and participate in fitness routines.

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

- According to the Level 1 vocational Assessment, Redwan's parents have no concerns about his physical development.

Adapted Physical Education: Redwan requires Adaptive Physical Education in order to provide the support needed to work on knowledge of healthy choices, improve muscular strength, and participate in various fitness routines. Redwan currently participates in Adaptive Physical Education at PS 177Q.

MANAGEMENT NEEDS**THE NATURE (TYPE) AND DEGREE (EXTENT) TO WHICH ENVIRONMENTAL AND HUMAN OR MATERIAL RESOURCES ARE NEEDED TO ADDRESS NEEDS IDENTIFIED ABOVE:**

- MEDICAL ALERTS: None

TRANSPORTATION NEEDS: Transportation from the closest safe curb location to school, Route with matron. Environment with limited auditory and visual distractions

HUMAN RESOURCES: Redwan requires redirection to complete tasks.

MATERIAL RESOURCES:

- Token Economy System
- Picture Symbols
- Visual Schedule

TESTING ACCOMMODATIONS:

- Entering Responses for Student
- Tests Read
- On-task focusing prompts
- Individualized Manipulatives

12-MONTH PROGRAM: Redwan is eligible to receive special education services during July/August.

RELATED SERVICES:

Speech and Language: Continue 1x30:1, 1x30:3 ENL:
Monolingual English as a new language (ENL) Services

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

- Redwan's need for consistent redirection/focusing, limited problem-solving skills, delays in fine motor and organizational skills, and frequent off-task behavior hinder his participation in the General Education Curriculum.

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/she need a special education service to address his/her language needs as they relate to the IEP?

- Yes No Not Applicable

For a student who is blind or visually impaired, does he/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 his/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

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)

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

MEASURABLE POSTSECONDARY GOALS

EDUCATION/TRAINING:

- Redwan's goal is to attend a day habilitation program to continue instruction in household and consumer management, community awareness, interpersonal skills, self-care skills, and vocational skills.

EMPLOYMENT:

- Redwan's goal is to attend a day habilitation program to explore the possibility of vocational training or work. A field of interest has not yet been determined.

INDEPENDENT LIVING SKILLS (WHEN APPROPRIATE):

- Redwan will live at home with support services.

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:

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:

Redwan needs work readiness skills such completion of tasks, independence with tasks, and following multi-step directions. Redwan needs self-help personal hygiene skills such as showering and brushing his teeth independently.

Redwan needs communication skills such as making his wants and needs known to those unfamiliar with him. Redwan needs behavior management skills to address problem behaviors.

Course of Study

- Course of Study: Beyond the requirements for the Skills and Achievement Commencement Credential (SACC), Redwan needs to receive specific instruction related to his post school vocational interests. To provide job exploration and skills development, his course of study should include a school/community based vocational training opportunity in the area of stocking shelves and delivering supplies so that he can identify the jobs within that field that match his interest and ability levels. His course of study is to continue participating in a District 75 special class with emphasis on functional academics, activities for daily living, and occupational/vocational training.

Redwan is presently enrolled in an alternate assessment curriculum in a 6:1:1 special class in a specialized school (D75 Program) with an emphasis on functional academics, activities of daily living and occupational/vocational training. Currently, Redwan completes vocational tasks within his classroom. Skills learned will benefit Redwan in future placements.

**ALTERNATE SECTION FOR STUDENTS WHOSE IEPS WILL INCLUDE SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS
(REQUIRED FOR PRESCHOOL STUDENTS AND FOR SCHOOL-AGE STUDENTS WHO MEET ELIGIBILITY CRITERIA TO TAKE THE NEW YORK STATE ALTERNATE ASSESSMENT)**

MEASURABLE ANNUAL GOALS

THE FOLLOWING GOALS ARE RECOMMENDED TO ENABLE THE STUDENT TO BE INVOLVED IN AND PROGRESS IN THE GENERAL EDUCATION CURRICULUM OR, FOR A PRESCHOOL CHILD, IN APPROPRIATE ACTIVITIES, ADDRESS OTHER EDUCATIONAL NEEDS THAT RESULT FROM THE STUDENT'S DISABILITY, AND, FOR A SCHOOL-AGE STUDENT, PREPARE THE STUDENT TO MEET HIS/HER POSTSECONDARY GOALS.

ANNUAL GOAL	CRITERIA	METHOD	SCHEDULE
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
READING			
1. Given a verbal directive, Redwan will connect spoken word to 4 familiar events by performing an action ("pack up" - will retrieve book bag, "lunch time", "bathroom" - will help carry toileting supplies, "take off coat" - will take off his coat).	80% success over 2 weeks	Structured observations of targeted behavior	Monthly

SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS (INTERMEDIATE STEPS BETWEEN THE STUDENT'S PRESENT LEVEL OF PERFORMANCE AND THE MEASURABLE ANNUAL GOAL):

- 1.1 Given a verbal directive. Redwan will connect spoken word to 1 familiar event by performing an action.
- 1.2 Given a verbal directive, Redwan will connect spoken word to 2 familiar events by performing an action.
- 1.3 Given a verbal directive, Redwan will connect spoken word to 3 familiar events by performing an action.

ANNUAL GOAL	CRITERIA	METHOD	SCHEDULE
WRITING			
2. Redwan will copy his first and last name from a model.	4 out of 5 trials on 3 consecutive occasions	Data Collection Sheets	Weekly

SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS (INTERMEDIATE STEPS BETWEEN THE STUDENT'S PRESENT LEVEL OF PERFORMANCE AND THE MEASURABLE ANNUAL GOAL):

- 2.1 Redwan will copy his first and last name from a model, for 1 out of 5 trials.
- 2.2 Redwan will copy his first and last name from a model, for 2 out of 5 trials.
- 2.3 Redwan will copy his first and last name from a model, for 3 out of 5 trials.

ANNUAL GOAL	CRITERIA	METHOD	SCHEDULE
MATHEMATICS			
3. Redwan will give 1 item to each student in his class of 6.	4 out of 5 trials on 3 consecutive occasions	Recorded Trials	Weekly

SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS (INTERMEDIATE STEPS BETWEEN THE STUDENT'S PRESENT LEVEL OF PERFORMANCE AND THE MEASURABLE ANNUAL GOAL):

- 3.1 Redwan will give 1 item to each student in his class of 6, for 1 out of 5 trials.
- 3.2 Redwan will give 1 item to each student in his class of 6 for 2 out of 5 trials.
- 3.3 Redwan will give 1 item to each student in his class of 6, 3 out of 5 trials.

ANNUAL GOAL	CRITERIA	METHOD	SCHEDULE
SPEECH / LANGUAGE			

4. Speech & Language: Redwan will answer WH questions regarding past current and upcoming activities given no more than 3 verbal/visual cues.	80% success on 3 consecutive occasions	Observation checklists	Every 2 weeks
SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS (INTERMEDIATE STEPS BETWEEN THE STUDENT'S PRESENT LEVEL OF PERFORMANCE AND THE MEASURABLE ANNUAL GOAL):			
<p>4.1 Redwan will answer WH questions regarding current activities given no more than 3 verbal/visual cues with 80% accuracy across 3 consecutive sessions as measured by Teacher/Provider Observations and Check Lists 2x per month.</p> <p>4.2 Redwan will answer WH questions regarding past activities given no more than 3 verbal/visual cues with 80% accuracy across 3 consecutive sessions as measured by Teacher/Provider Observations and Check Lists 2x per month.</p> <p>4.3 Redwan will answer WH questions regarding upcoming activities given no more than 3 verbal/visual cues with 80% accuracy across 3 consecutive sessions as measured by Teacher/Provider Observations and Check Lists 2x per month.</p>			
ANNUAL GOAL	CRITERIA	METHOD	SCHEDULE
<u>SOCIAL / EMOTIONAL / BEHAVIORAL</u>			
5. Redwan will interact positively and appropriately with peers for 5 minutes during free time.	80% success over 2 weeks	Data Collection Sheets	Monthly
SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS (INTERMEDIATE STEPS BETWEEN THE STUDENT'S PRESENT LEVEL OF PERFORMANCE AND THE MEASURABLE ANNUAL GOAL):			
<p>5.1 Redwan will interact positively and appropriately with peers for 5 minutes during free time with 20% success over 2 weeks.</p> <p>5.2 Redwan will interact positively and appropriately with peers for 5 minutes during free time with 40% success over 2 weeks.</p> <p>5.3 Redwan will interact positively and appropriately with peers for 5 minutes during free time with 60% success over 2 weeks</p>			
ANNUAL GOAL	CRITERIA	METHOD	SCHEDULE
<u>DAILY LIVING SKILLS</u>			
6. Redwan will clear the table after a meal or snack including removing all items used, wiping the table and sweeping the floor under and around the table.	80% success over 2 weeks	Data Collection Sheets	Monthly
SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS (INTERMEDIATE STEPS BETWEEN THE STUDENT'S PRESENT LEVEL OF PERFORMANCE AND THE MEASURABLE ANNUAL GOAL):			
<p>6.1 Redwan will clear the table after a meal or snack including removing all items used, wiping the table and sweeping the floor under and around the table with 20% success over 2 weeks.</p> <p>6.2 Redwan will clear the table after a meal or snack including removing all items used, wiping the table and sweeping the floor under and around the table with 40% success over 2 weeks.</p> <p>6.3 Redwan will clear the table after a meal or snack including removing all items used, wiping the table and sweeping the floor under and around the table with 60% success over 2 weeks.</p>			
ANNUAL GOAL	CRITERIA	METHOD	SCHEDULE
<u>CAREER / VOCATIONAL / TRANSITION</u>			
7. Transition: Given visual directions and no more than 3 verbal or gestural prompts, Redwan will interact positively and appropriately with peers for 5 minutes during free time.	4 out of 5 trials over 4 weeks	Recorded observations	Every 2 weeks

SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS (INTERMEDIATE STEPS BETWEEN THE STUDENT'S PRESENT LEVEL OF PERFORMANCE AND THE MEASURABLE ANNUAL GOAL):

- 7.1 Given visual directions and no more than 6 verbal or gestural prompts, Redwan will complete a 3-step classroom job, 4 out of 5 times over a 4 week period, as measured by class activities, teacher/staff observations, and data collection forms. Progress will be measured twice per month.
- 7.2 Given visual directions and no more than 5 verbal or gestural prompts, Redwan will complete a 3-step classroom job, 4 out of 5 times over a 4 week period, as measured by class activities, teacher/staff observations, and data collection forms. Progress will be measured twice per month.
- 7.3 Given visual directions and no more than 4 verbal or gestural prompts, Redwan will complete a 3-step classroom job, 4 out of 5 times over a 4 week period, as measured by class activities, teacher/staff observations, and data collection forms. Progress will be measured twice per month.

ANNUAL GOAL	CRITERIA	METHOD	SCHEDULE
Social/Emotional 8. In the classroom when he is observed to be angry, Redwan will seek assistance from an adult.	80% success over 2 weeks	Data Collection Sheets	Monthly

SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS (INTERMEDIATE STEPS BETWEEN THE STUDENT'S PRESENT LEVEL OF PERFORMANCE AND THE MEASURABLE ANNUAL GOAL):

- 8.1 In the classroom when he is observed to be angry, Redwan will seek assistance from an adult, with 20% success.
- 8.2 In the classroom when he is observed to be angry, Redwan will seek assistance from an adult, with 40% success.
- 8.3 In the classroom when he is observed to be angry, Redwan will seek assistance from an adult, with 60% success.

ANNUAL GOAL	CRITERIA	METHOD	SCHEDULE
Speech/Language 9. Redwan will label the item when given the function, for 20 targeted items (e.g., "Show me what you read") with 80% accuracy on 3 consecutive occasions.	80% success on 3 consecutive occasions	Recorded observations	Every 3 weeks

SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS (INTERMEDIATE STEPS BETWEEN THE STUDENT'S PRESENT LEVEL OF PERFORMANCE AND THE MEASURABLE ANNUAL GOAL):

- 9.1 Redwan will label the item when given the function, for 5 targeted items (e.g., "Show me what you read") with 80% accuracy on 3 consecutive occasions.
- 9.2 Redwan will label the item when given the function, for 10 targeted items (e.g., "Show me what you read") with 80% accuracy on 3 consecutive occasions.
- 9.3 Redwan will label the item when given the function, for 15 targeted items (e.g., "Show me what you read") with 80% accuracy on 3 consecutive occasions.

ANNUAL GOAL	CRITERIA	METHOD	SCHEDULE
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10. Redwan will answer WHO and WHAT questions during structured therapy activities with 80% accuracy on 3 consecutive occasions.

SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS (INTERMEDIATE STEPS BETWEEN THE STUDENT'S PRESENT LEVEL OF PERFORMANCE AND THE MEASURABLE ANNUAL GOAL):
10.1 Redwan will answer WHO and WHAT questions during structured therapy activities given visual prompts with 60% accuracy on 3 consecutive occasions.

10.2 Redwan will answer WHO and WHAT questions during structured therapy activities given visual prompts with 70% accuracy on 3 consecutive occasions.
10.3 Redwan will answer WHO and WHAT questions during structured therapy activities given visual prompts with 80% accuracy on 3 consecutive occasions.

Identify when periodic reports on the student's progress toward meeting the annual goals will be provided to the student's parents:

Schedule: Reports will be provided quarterly.

Method: Written Reports

REPORTING PROGRESS TO PARENTS

RECOMMENDED SPECIAL EDUCATION PROGRAMS AND SERVICES					
SPECIAL EDUCATION PROGRAM/SERVICES	SERVICE DELIVERY RECOMMENDATIONS*	FREQUENCY HOW OFTEN PROVIDED	DURATION LENGTH OF SESSION	LOCATION WHERE SERVICE WILL BE PROVIDED	PROJECTED BEGINNING/ SERVICE DATE(S)
Special Class	6:1:2 Student attended NYC DOE until transitioning to the VSCHSD in June 2024.	5 x Weekly	5hr. 30min.	School	09/04/2024
RELATED SERVICES:					
Speech/Language Therapy	Individual Provided by NYC DOE until student transitioned into the VSCHSD in June 2024.	2 x Weekly	30min.	School	09/04/2024
SUPPLEMENTARY AIDS AND SERVICES/PROGRAM MODIFICATIONS/ACCOMMODATIONS:					
- None					
ASSISTIVE TECHNOLOGY DEVICES AND/OR SERVICES:					
- Not applicable					
SUPPORTS FOR SCHOOL PERSONNEL ON BEHALF OF THE STUDENT:					
- None					
* 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.					
12 MONTH SERVICE AND/OR PROGRAM - Student is eligible to receive special education services and/or program during July/August:					
<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> Deferred Pending Review					

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)				
- None									
Name of school/agency provider of services during July and August:									
For a preschool student, reason(s) the child requires services during July and August: Not Applicable									
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 ACCOMMODATION	CONDITIONS*	IMPLEMENTATION RECOMMENDATIONS**							
<input type="checkbox"/> NONE	For All Tests								
- On-task Focusing Prompts		Student will receive a verbal cue when off task for more than 1 minute.							
- Human Read Aloud	DLM accessibility supports for NYSSAA-eligible students	Test passages, questions, multiple choice responses read to student by a human reader.							
- Entering Responses for Student	DLM accessibility supports for NYSSAA-eligible students	Test administrator can enter responses for the student.							
- Individualized Manipulatives	DLM accessibility supports for NYSSAA-eligible students	Student may use familiar manipulatives where permitted.							
*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.									
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		SCHOOL DISTRICT / AGENCY RESPONSIBLE							

Instruction	Redwan will receive instruction in connecting spoken word to 4 familiar events by performing an action, copying his first name from a model, giving 1 item to each student in his class of 6, completing a 3-step classroom job, interacting positively and appropriately with peers for 5 minutes during free time, and clearing the table after a meal or snack including removing all items used, wiping the table and sweeping the floor under and around the table.	District 75 Special Education Teacher
Related Services	Speech/Language services to improve ability to understand and articulate support needs.	District 75 Speech and Language Therapist
Community Experiences	Redwan will continue to work on appropriate behavior and learn about different resources (stores, libraries, hospitals etc.) in order to develop knowledge and skills necessary for community integration.	District 75 Special Education Teacher
Development of Employment and Other Post-School Adult Living Objectives	Redwan will work on vocational skills such as wiping tables and removing trash.	District 75 Special Education Teacher
Acquisition of Daily Living Skills (if applicable)	Redwan will work on proper handwashing in order to prevent illness and promote hygiene.	District 75 Special Education Teacher
Functional Vocational Assessment (if applicable)	Redwan will be evaluated when completing vocational tasks within his classroom such as wiping tables and removing breakfast and lunch trash.	District 75 Special Education Teacher
PARTICIPATION IN STATE AND DISTRICT-WIDE ASSESSMENTS (TO BE COMPLETED FOR PRESCHOOL STUDENTS ONLY IF THERE IS AN ASSESSMENT PROGRAM FOR NONDISABLED PRESCHOOL STUDENTS)		
<input type="checkbox"/> The student will participate in the same State and district-wide assessments of student achievement that are administered to general education students. <input checked="" type="checkbox"/> The student will participate in an alternate assessment on a particular State or district-wide assessment of student achievement. Identify the alternate assessment: - New York State Alternate Assessment for Students with Severe Disabilities Statement of why the student cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the student: - The student's severe disabilities require the use of alternate performance indicators to appropriately assess abilities and needs.		
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):

- The student will not participate in general education programs and requires special instruction in an environment with a smaller student-to-teacher ratio and minimal distractions in order to progress in achieving the learning standards.
- 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:
 - The student will participate in an adapted 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.

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

- | SPECIAL TRANSPORTATION |
|--|
| <input type="checkbox"/> None. |
| <input checked="" type="checkbox"/> Student needs special transportation accommodations/services as follows: |
| Adult supervision - Bus with an Attendant |
| Type of Transportation - Student requires curb to curb |
| <input type="checkbox"/> Student needs transportation to and from special classes or programs at another site: |

BOCES Class in a Public School

PLACEMENT RECOMMENDATION