

**THIS IEP INCLUDES :**

- Transition
- Interim Service Plan

**NEW YORK CITY  
DEPARTMENT OF EDUCATION  
INDIVIDUALIZED EDUCATION PROGRAM**

**CONFERENCE INFORMATION**

CSE Case# .....10-44444.....  
 Home District .....10..... Service District .....7.5.....  
 Date .....3/22/2004.....  
 Type .....Annual Review.....

**STUDENT INFORMATION**

Name .Brown, Kevin..... NYC ID# 44444444..... Date of Birth 5/21/88..... \*Age as of date of the conference. Gender .Male.....  
 Address 2356 University Avenue Apt. 3F..... Age\* .16.10.....  
 Phone (.718).223-6677..... English LAB ..... Year ..... Spanish LAB ..... Year ..... Grade .Ungraded.....  
 Language(s) Spoken/Mode of Communication .English.....  
 Primary Agency with whom student is involved: .....  
 Name of Contact ..... Phone ..... Agency Case # .....

**PARENT/GUARDIAN INFORMATION**

**Relationship to Student**

Name .Dorothy Walters.....  
 Address same as above.....  
 Phone (Home) same as above..... Phone (Work) (.914).234-6666..... Interpreter Required  Yes  No  
 Preferred Language / Mode of Communication: .English.....

**SPECIAL MEDICAL/PHYSICAL ALERTS**

(Refer to Health & Physical Development Page for additional details)

The student has  medical conditions and/or  physical limitations which affect his/her  learning  behavior and/or  participation in school activities  
 The student requires  medication and/or  health care treatment(s) or procedure(s) during the school day.  
 Other alerts: ..... Asthma.....

**Summary Of Recommendations**

Eligibility  yes  no Twelve Month School year:  Yes  No

**Recommended Services**

Classification of Disability: .....  
 ..... Staffing Ratio  
 ..... 6:1:1

**Recommended Services - Twelve Month School Year**

same as above..... Staffing Ratio  
 .....

**Other Recommendations (Check all that apply)**

\*Details are provided in relevant sections of IEP.

- Program Accessibility\*  Adapted Phys. Ed.\*  Bilingual Instruction
- Related Services\*  Assistive Technology\*  Monolingual Services with ESL

Special Education Transportation -Comment  
 Students who are blind or visually impaired :  
 Braille instruction needed  Yes  No

*Students who are deaf or hard of hearing:*

Language of Instruction .....  
 Mode of Communication .....

Student Brown, Kevin

NYC ID# 444444444

Date of Conference 3/22/2004

CSE Case# 10-44444

### CONFERENCE INFORMATION

Referral type:  Initial  Annual Review  
 Triennial  Requested Review

Conference type:  EPC  Annual Review  
 CSE Review  CPSE Review

#### Attendance at Conference

Please note that your signature reflects your participation at the conference and does not necessarily indicate agreement with the Individualized Education Program.

Signature/Title	Role (Indicate if Bilingual)	Signature/Title	Role (Indicate if Bilingual)
<u>Dorothy Walters</u>	Parent/Legal Guardian	<u>Roger Comstock</u>	Parent/Legal Guardian
<u>Sybil Andrews. AP</u>	District Representative		Special Education Teacher or Related Service Provider
	General Education Teacher	<u>Tom Jones</u>	Parent Member (CPSE/CSE) <b>Guidance Counselor</b> Other
<u>Kevin Brown</u>	Student	<u>Erica Mitchell</u>	<b>Speech and Language</b> Other
	Education Evaluator	<u>Jonathan Cummings</u>	<b>1:1 Paraprofessional</b> Other
	School Psychologist		Other
	Social Worker		

Use an asterisk (\*) to signify the participant who interprets the instructional implications of evaluation results.  
Use the letter (T) to signify participation by teleconference.

#### Conference Results

Initiate Service  Modify Service  Change Program / Service Category  No Change

Indicate Modifications .....

#### Initiation, Duration, and Review of IEP

Projected Date of Initiation of IEP: 4/5/2004

Projected Date Of Review of IEP: 3/22/2005

Duration of Services: .1 year

#### Contacts with Parent / Guardian

Date Notice of Meeting Sent: 3/8/2004

Date IEP and Notice of Recommendation

Date of Follow-up (if any): 3/15/2004 Type of Follow-up

Letter  Telephone

Given To Parent: .....

3/18/2004  Letter  Telephone

Sent To Parent : 3/29/2004

## ACADEMIC PERFORMANCE AND LEARNING CHARACTERISTICS

Describe the student's present levels of academic achievement, language development, cognitive development and learning style in English and the other than English language for LEP students. Discuss how the student's disability affects his/her involvement and progress in the general curriculum or, for preschool students, as appropriate, how the student's disability affects participation in appropriate activities.

**PRESENT PERFORMANCE:**

Kevin is following the alternate curriculum. Kevin is able to read material presented at the 4th grade level however his comprehension tests out at 2nd grade. Specifically, Kevin has difficulty recalling details, sequence of events (including what happens next) and making inferences and drawing conclusions. Kevin has a short attention span and poor concentration that leads to a lack of continuity of thought. Kevin can write a simple sentence, however he has difficulty stringing sentences together to form a paragraph on a given topic. He digresses from the topic as his thoughts wander. Kevin has excellent expressive language skills, being able to express thoughts, feelings and wants/needs. However, receptively, Kevin has difficulty processing information presented orally and/or in written form. Unless a question is asked relating to preferred his preferred topics of sports and movies, Kevin has difficulty answering questions. Kevin uses a calculator to perform calculations with 3 digit numbers with all operations. He can identify coins and make change up to \$5.00. Kevin has difficulty solving word problems involving these

Reading And Writing					Math				
Area	Date	Test/Evaluation	Score	Instructional Level	Area	Date	Test/Evaluation	Score	Instructional Level
Decoding	3/1-3/15	Teacher Observation		Alternate Performance Indicators	Computation	3/1-3/15	Teacher Observation		Alternate Performance Indicators
Reading Comprehension	3/1-3/15	Teacher Observation		Alternate Performance Indicators	Problem Solving	3/1-3/15	Teacher Observation		Alternate Performance Indicators
Listening Comprehension	3/1-3/15	Teacher Observation		Alternate Performance Indicators					
Writing	3/1-3/15	Teacher Observation		Alternate Performance Indicators					

### ACADEMIC MANAGEMENT NEEDS

( Environmental modifications and human/material resources )

Kevin requires the assistance of a 1:1 paraprofessional to help him focus on instructional and work study opportunities while supporting the acquisition of appropriate behavioral responses to social interactions across all environments. A behavior plan and contract help Kevin cope with his behavioral and social needs. In addition, Kevin should have access to a computer with a word processing program and Internet capabilities.

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# Social/Emotional Performance

Describe the student's strengths and weaknesses in the area of social and emotional development in English and the other than English language for LEP students. Consider the degree and quality of the student's relationships with peers and adults, feelings about self and social adjustment to school and community environments. Discuss how the student's disability affects his/her involvement and progress in the general curriculum or, for preschool students, as appropriate, how the student's disability affects participation in appropriate activities.

## Present Performance :

Kevin responds best during instructional and work study programming when he is in a 1:1 setting with an adult. Kevin can identify inappropriate situational and language responses in others (peers and adults). However he has great difficulty recognizing and acknowledging those very same responses in himself without an adult mediating the situation. If Kevin misunderstands what is said, he internalizes this as a negative comment about himself. This can lead to inappropriate verbal outbursts and a fixation on the events that upset him. He will rehash these events over and over again. Kevin will become visibly upset with another student if a familiar routine is attempted in a different manner. On the other hand, Kevin can be very sociable and responsible, completing jobs around school and work and interacting appropriately with adults in familiar environments. New experiences and/or environments are problematic for Kevin as are dealing with unfamiliar people.

## Behavior And The Instructional Process

Describe the present levels of support including personnel responsible for providing behavioral support.

- Behavior is age appropriate
- Behavior does not seriously interfere with instruction AND
- Can be addressed by General Education OR
- Can be addressed by special education teacher
- Behavior seriously interferes with instruction and requires additional adult support.
- Behavior requires highly intensive supervision.

Counseling; Behavior Intervention Plan; Behavior Contract; 1:1 Paraprofessional

## Social Emotional Management Needs

Environmental modifications and human/material resources

Kevin requires the support of a 1:1 paraprofessional to allow him to improve his socialization and behavioral issues. The paraprofessional also needs to work with school staff and work location employees to understand and implement Kevin's behavior intervention plan and behavior contract on a consistent basis.

A behavior intervention plan has been developed.  Yes  No

# Health And Physical Development

Describe the student's health and physical development including the degree or quality of the student's motor and sensory development, health, vitality and physical skills or limitations which pertain to the learning process, behavior and participation in physical education or other school activities. Discuss how the student's disability affects his/her involvement and progress in the general curriculum or, for preschool students, as appropriate, how the student's disability affects participation in appropriate activities.

## Present Health Status And Physical Development:

Kevin has an alert for asthma. At this time however, he is neither showing any symptoms nor taking preventive medication. Staff should remain observant for any signs of his asthmatic condition.

### Medical/Health Care Needs

During the school day, the student requires :

Oral medication  Yes  No

(If yes, functionally describe the condition for which medication is required.)

Treatment(s) or other health procedure(s)  Yes  No

(If yes, functionally describe the condition for which treatments(s) or procedure(s) are required.)

Health as a related service  Yes  No

(If yes, specify in related service recommendations.)

### Physical Needs

The student:  does  does not have mobility limitations

(If yes, functionally describe the limitation(s).)

Accessible program  yes  no

Adaptive physical education if yes indicate staffing ratio:   yes  no

Assistive technology device(s)  yes  no

Assistive technology service(s)  yes  no

(If assistive technology device(s) or service(s) are required, specify in management needs)

### Health/Physical Management Needs

(Environment modifications, human/material resources or specialized equipment)

Kevin requires the consistent implementation of this behavior intervention plan and behavioral contract across all environments. Staff should be aware of any changes in his health status as it relates to his history of asthma.

# ANNUAL GOALS AND SHORT-TERM OBJECTIVES

CSE Case# .10-44444.....

There will be 3 reports of progress this school year.

1st 2nd 3rd 4th 5th 6th 7th 8th

ANNUAL GOAL:	PROGRESS	Date Mon/Yr	1st	2nd	3rd	4th	5th	6th	7th	8th
Kevin will demonstrate improved self-management skills.	Methods of Measurement		<input type="checkbox"/>							
	Report of Progress		<input type="checkbox"/>							
	Progress Toward Annual Goal		<input type="checkbox"/>							
	Reasons for not Meeting Annual Goal		<input type="checkbox"/>							

SHORT-TERM OBJECTIVES: Other:

1. During activities throughout the school day involving at least 1 other student, Kevin will ask an adult for help in dealing with a student that he feels is bothering/upsetting him based on the protocols of his behavior contract, 4/5 opportunities over a 2 week period.
2. After a verbal confrontation with another student or adult, and given 15 minutes to calm down, Kevin will talk about what started the argument with the appropriate adult, as specified in his behavior contract, 4/5 opportunities over a 2 week period.
3. After regaining composure after a physical dispute with a fellow student, Kevin will offer 1-2 alternatives for how he could have handled the situation in a more appropriate manner, as specified in his behavior contract, 4/5 opportunities over a 2 week period.

ANNUAL GOAL:	PROGRESS	Date Mon/Yr	1st	2nd	3rd	4th	5th	6th	7th	8th
Kevin will demonstrate improved inter-personal skills as it relates to working cooperatively in a group across all environments.	Methods of Measurement		<input type="checkbox"/>							
	Report of Progress		<input type="checkbox"/>							
	Progress Toward Annual Goal		<input type="checkbox"/>							
	Reasons for not Meeting Annual Goal		<input type="checkbox"/>							

SHORT-TERM OBJECTIVES: Other:

1. During activities and/or routines across all environments, Kevin will work on a group project in a group of 1-2 students of his choice for 10 minutes demonstrating appropriate interactions with 1 adult intervention, 4/5 opportunities over a 2 week period.
2. During activities and/or routines across all environments, Kevin will work on a group project in an assigned group of 2-3 students for 15 minutes demonstrating appropriate interactions with 1 adult intervention, 4/5 opportunities over a 2 week period.
3. During activities and/or routines across all environments, Kevin will work on a group work project, with 2-3 co-workers of his choice for 20 minutes demonstrating appropriate interactions throughout, 4/5 opportunities over a 2 week period.

<p><b>METHODS OF MEASUREMENT</b></p> <ol style="list-style-type: none"> <li>1. Teacher Made Materials</li> <li>2. Standardized Test</li> <li>3. Class Activities</li> <li>4. Portfolio(s)</li> <li>5. Teacher/Provider Observations</li> <li>6. Performance Assessment Task</li> <li>7. Check Lists</li> <li>8. Verbal Explanation</li> <li>9. Other (Specify) _____</li> </ol>	<p><b>EXPLANATION OF CODING SYSTEM</b></p> <p><b>REPORT OF PROGRESS</b></p> <ol style="list-style-type: none"> <li>1. Not applicable during this grading period</li> <li>2. No progress made</li> <li>3. Little progress made</li> <li>4. Progress made; goal not yet met</li> <li>5. Goal met</li> </ol>	<p><b>PROGRESS TOWARD GOAL</b></p> <ol style="list-style-type: none"> <li>A. Anticipate meeting goal</li> <li>B. Do not anticipate meeting goal (Note reason)</li> <li>C. Goal met</li> </ol>	<p><b>REASONS FOR NOT MEETING GOAL</b></p> <ol style="list-style-type: none"> <li>1. More time needed</li> <li>2. Excessive absence or lateness</li> <li>3. Assignments not completed</li> <li>4. Other(Specify) _____</li> </ol>
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\*While a review of your child's educational program occurs every year please be advised that you have a right to request a review of your child's program at any time.

The student's performance is approaching his/her promotion criteria as set forth on page 9 of the IEP:

For students who are not anticipated to meet their annual goals and/or promotion criteria: We recommend that the IEP Team be reconvened:

1st	2nd	3rd	4th	5th	6th	7th	8th
<input type="checkbox"/>							
<input type="checkbox"/>							

Use a Y (Yes) or N (No) in the appropriate column.

Copy For : CSE \_\_\_ PARENT \_\_\_ SCHOOL \_\_\_ STUDENT \_\_\_ OTHER \_\_\_

# ANNUAL GOALS AND SHORT-TERM OBJECTIVES

CSE Case# .10-44444.....

There will be 3 reports of progress this school year.

ANNUAL GOAL:	PROGRESS	Date Mon/Yr	1st	2nd	3rd	4th	5th	6th	7th	8th
Kevin will demonstrate improved ability to apply previously learned information to new situations.	Methods of Measurement		<input type="checkbox"/>							
	Report of Progress		<input type="checkbox"/>							
	Progress Toward Annual Goal		<input type="checkbox"/>							
	Reasons for not Meeting Annual Goal		<input type="checkbox"/>							

**SHORT-TERM OBJECTIVES:** Other:

- When presented with a variety of forms such as, but not limited to, bank account forms and job applications, Kevin will locate the lines for his name, address and phone number and correctly enter the information, 4/5 opportunities over a 2 week period.
- During break times, after deciding what he wants to eat and/or drink, Kevin will compute the total cost of his snack 4/5 opportunities over a 2 week period.
- Using information from a menu from his favorite restaurant, Kevin will compute the total cost of a breakfast, a lunch and a dinner, 4/5 opportunities over a 2 week period.

ANNUAL GOAL:	PROGRESS	Date Mon/Yr	1st	2nd	3rd	4th	5th	6th	7th	8th
Kevin will improve his comprehension skills as they relate to recalling details and sequencing information contained in written material.	Methods of Measurement		<input type="checkbox"/>							
	Report of Progress		<input type="checkbox"/>							
	Progress Toward Annual Goal		<input type="checkbox"/>							
	Reasons for not Meeting Annual Goal		<input type="checkbox"/>							

**SHORT-TERM OBJECTIVES:** Other:

- During daily activities across all environments, Kevin will read a paragraph containing a work routine and be able to re-tell 3 steps required to complete the task in sequential order, 4/5 opportunities over a 2 week period.
- During daily activities across all environments, Kevin will read 2 paragraphs containing work related information and be able to give 5 specific details relating to, but not limited to, materials needed, time required to complete the task and the number of people required to work on the project, 4/5 opportunities over a 2 week period.
- During visits to Internet job sites, Kevin will read a 1-2 page description of a job and be able to write a paragraph with a minimum of 7-10 pieces of information contained in the article, 4/5 opportunities over a 2 week period.

<p><b>METHODS OF MEASUREMENT</b></p> <ol style="list-style-type: none"> <li>Teacher Made Materials</li> <li>Standardized Test</li> <li>Class Activities</li> <li>Portfolio(s)</li> <li>Teacher/Provider Observations</li> <li>Performance Assessment Task</li> <li>Check Lists</li> <li>Verbal Explanation</li> <li>Other (Specify) _____</li> </ol>	<p><b>EXPLANATION OF CODING SYSTEM</b></p> <p><b>REPORT OF PROGRESS</b></p> <ol style="list-style-type: none"> <li>Not applicable during this grading period</li> <li>No progress made</li> <li>Little progress made</li> <li>Progress made; goal not yet met</li> <li>Goal met</li> </ol>	<p><b>PROGRESS TOWARD GOAL</b></p> <ol style="list-style-type: none"> <li>Anticipate meeting goal</li> <li>Do not anticipate meeting goal (Note reason)</li> <li>Goal met</li> </ol>
<p><b>REASONS FOR NOT MEETING GOAL</b></p> <ol style="list-style-type: none"> <li>More time needed</li> <li>Excessive absence or lateness</li> <li>Assignments not completed</li> <li>Other(Specify) _____</li> </ol>		

\*While a review of your child's educational program occurs every year please be advised that you have a right to request a review of your child's program at any time.

The student's performance is approaching his/her promotion criteria as set forth on page 9 of the IEP:

For students who are not anticipated to meet their annual goals and/or promotion criteria: We recommend that the IEP Team be reconvened:

1st	2nd	3rd	4th	5th	6th	7th	8th
<input type="checkbox"/>							
<input type="checkbox"/>							

Use a Y (Yes) or N (No) in the appropriate column.

Copy For : CSE \_\_\_ PARENT \_\_\_ SCHOOL \_\_\_ STUDENT \_\_\_ OTHER \_\_\_

# SCHOOL ENVIRONMENT AND SERVICE RECOMMENDATIONS

## GENERAL EDUCATION ENVIRONMENT

Area of Instruction	Language(s) or Communication mode	Periods per week	Supplementary Aids and Service	Program Modifications and Supports for School Personnel
Work Study	English	20	Kevin is meeting his IEP goals through a community based work study program.	Training for co-workers in behavior plan and behavior contract.

## SPECIAL CLASS ENVIRONMENT

Area of Instruction	Language(s) or Communication mode	Periods per week	Special Class and Staffing Ratio	Supports	Reasons for Non-Participation in General Education Environment
All except	English	All except	6:1:1	Related Services 1:1 Crisis Management Paraprofessional Behavior Intervention Program Behavior Contract	Kevin requires the support of a specialized school to deal with his intensive socialization needs while pursuing a work study/adult skills program.

# OTHER PROGRAMS/SERVICES CONSIDERED AND REASONS FOR REJECTION

Provide an explanation of the programs/services considered and the reason for rejection. Specify why the student cannot achieve the goals of his/her IEP within a general education program with the assistance of supplementary aids and services.

General Education with Related Services: Kevin requires a more intensive level of support to address his significant behavioral and instructional needs than that provided in a general education class.

General Education with Special Education Teacher Support Services from a Specialized School (D75): Kevin requires the an instructional setting that addresses his intensive needs and allows him to practice career development and adult life skills in a community based work study program.

Special Class in a Community High School: Kevin requires the intensive supports provided by a specialized school (D75).

**Second language instruction:** If the student is exempt from second language instruction, explain why:

Kevin is following the alternate curriculum.

# PARTICIPATION IN SCHOOL ACTIVITIES, RELATED SERVICE RECOMMENDATIONS AND PARTICIPATIONS IN ASSESSMENTS

## PARTICIPATION IN SCHOOL ACTIVITIES

If the student cannot participate in lunch, assemblies, trips and/or other school activities with non-disabled students, indicate the activity and reason(s) for non-participation.

Kevin can participate in all activities with his mandated supports in place.

Status*	Related Service	Language of service	Location**	Session/week	Duration	Group size
C	Speech	English	Separate Location	1	30	1
C	Counseling	English	Separate Location	1	30	1
C	Counseling	English	Separate Location	1	30	3
C	Crisis Management Para	English	Separate Location	5	99+	1

\* Indicates status of recommendation: Initiate; Continue; Modify; or Terminate

\*\* Indicate whether service is provided outside the general education classroom

## PARTICIPATION IN ASSESSMENTS

The student WILL PARTICIPATE in state and local assessments.  The student will participate in Alternative Assessment.

Without Accommodations       With Accommodations

Describe accommodations, if any that will be used consistently throughout the student's educational program:

.....  
 .....  
 .....

Reason for participation in Alternative Assessment:

Kevin is following an instructional program based on The Learning Standards... and Alternate Performance Indicators for Students with Severe Disabilities.....

In addition to Alternative Assessment, describe how the student will be assessed:

Datafolio, Teacher Observation, Data Collection, Video.....  
 .....  
 .....

Promotion     Standard Criteria     Modified Criteria\*

**Promotion** \* Describe the modified promotion criteria

.....  
 .....  
 .....

# Transition

## LONG TERM ADULT OUTCOMES

(Beginning at age 14 or younger if appropriate, state long term outcomes based on the student's preferences, needs and interests.)

**Community Integration:** Kevin would like to go to the park to play basketball and track and field, go to the movies and go to restaurants.....

**Post-Secondary Placement** Kevin would like to train for a job.....

**Independent Living** Kevin would like to live as independently as possible... He would like someone to be around to help if needed.....

**Employment:** Kevin would like to be employed at a Blockbuster near his home.....

## Diploma Objective

Regents Diploma     Advanced Regents Diploma     Local Diploma     IEP Diploma

Expected High School Completion Date .....6/2009.....    Credits Earned .....    As Of Date .....

## Transition Services

(Required for students 15 years of age and older.)

**Instructional Activities** Kevin will set up and use a bank account.....

**Responsible Party:**  Parent     School     Student     Agency    .....     Fall     Spring     Summer

**Community Integration** Kevin will read the newspaper to locate movie and sports schedules.....

**Responsible Party:**  Parent     School     Student     Agency    .....     Fall     Spring     Summer

**Post High School** Kevin will use the Internet to investigate job opportunities in his neighborhood.....

**Responsible Party:**  Parent     School     Student     Agency    .....     Fall     Spring     Summer

**Independent Living** Kevin will practice job interview techniques.....

**Responsible Party:**  Parent     School     Student     Agency    .....     Fall     Spring     Summer

Acquisition of Daily Living Skills     Functional Vocational Assessment     Needed     Not Needed

**Responsible Party:**  Parent     School     Student     Agency    .....