



**PRIOR WRITTEN NOTICE (NOTICE OF RECOMMENDATION)**

**Date:** 03/14/2019

Dear Parent or Guardian of YOSEF TWENA

**Date of Birth:** 09/19/2014      **Local ID:** 243111614

The purpose of this notice is to inform you, in writing, of the school district's recommendation(s) regarding the identification, evaluation, educational placement and/or provision of special education services to YOSEF TWENA.

**SUBJECT OF THIS NOTICE:** Continued Eligibility for Special Education Services and Recommended Special Education Services for Student Parentally Placed in a Private School.

**DESCRIPTION OF ACTION PROPOSED OR REFUSED:**

The Committee on Special Education recommends that your child be identified as having an educational disability, specifically: Speech or Language Impairment

The Committee recommends that your child receive the following special education services:

**10 Month School Year**

**Placement**  
Student is Parentally Placed in a Non-Public School

**Special Education Services**  
Special Education Teacher Support Services (SETSS)

**Related Services / Supplementary Aids and Services / Assistive Technology**  
Occupational Therapy (Individual), Physical Therapy (Individual), Speech-Language Therapy (Individual)

**EXPLANATION OF WHY THE ACTION IS PROPOSED OR REFUSED:**

At the CSE meeting held on 03/12/2019, to which you were invited, the assessments and materials identified below were reviewed and discussed and it was determined that your child continues to meet the eligibility criteria for an educational disability as defined in Part 200 of the regulations of the New York State Commissioner of Education.

You indicated that you were placing your child in a non-public school, at your own expense, and are seeking equitable services from the New York City Department of Education. Therefore an Individualized Education Services Program was developed recommending the special education services your child will receive.

**DESCRIPTION OF EACH EVALUATION PROCEDURE, ASSESSMENT, RECORD, OR REPORT USED IN THE DECISION TO PROPOSE OR REFUSE THE ACTION:**

Evaluation Procedure/Assessment/Record/ Report	Date
Classroom Observations	01/30/2019
Social History Update	01/14/2019

**DESCRIPTION OF ANY OTHER OPTIONS CONSIDERED AND THE REASONS WHY THOSE OPTIONS WERE REJECTED:**

**Options Considered:**  
General Education  
Related Services Only

**Reason(s) why options rejected:**

It was the unanimous decision that Yosef receive SETSS as well as Related Services for next school year 2019-2020.

**DESCRIPTION OF OTHER FACTORS THAT ARE RELEVANT TO THE PROPOSED OR REFUSED ACTION:**

Parent advised that she will most likely enroll Yosef at Yeshivat Ohel Torah 2600 Ocean Ave, Brooklyn, NY 11229, (718) 332-2600.

**YOU HAVE PROTECTION UNDER THE PROCEDURAL SAFEGUARDS OF THE REGULATIONS OF THE COMMISSIONER OF EDUCATION.**

You can download a copy of the Procedural Safeguards Notice from the New York City Department of Education website or request a copy from Jeffrey Levine at 718-377-2380

**SOURCES YOU MAY CONTACT TO OBTAIN ASSISTANCE IN UNDERSTANDING THE SPECIAL EDUCATION PROCESS:****NYC Department of Education:**

**Name:** Ashley Martin

**Address:** 1599 EAST 22 STREET, BROOKLYN, NY, 11210

**Telephone #:** 718-377-2380

**Independent Resource:****Brooklyn**

INCLUDEnyc (formerly Resources for Children with Special Needs)

116 E. 16th Street, 5th floor

New York, New York 10003

212-677-4660 (English)

212-677-4668 (Spanish)

<http://www.includenyc.org>

**ADDITIONAL INFORMATION RELATED TO THE SUBJECT OF THE NOTICE:**

The Committee has developed an IESP because you have indicated that you will be placing your child in a private school at your expense and are requesting equitable services. If you at any time want a Free Appropriate Public Education you must contact your District of Residence.

You have the right to address the Committee, either in person or in writing, on the appropriateness of the Committee's recommendations. If you have any questions or would like to request a meeting to further discuss information contained in this notice, please contact Ashley Martin at 7183772380.



**Department of  
Education**

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**CLASSROOM OBSERVATION**

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**Date of Observation:** 01/30/2019

**Student Name:** YOSEF TWENA

**NYC ID:** 243111614

**DOB:** 09/19/2014      **Grade:** Pre-Kindergarten

**Language of Assessment:** English

**Findings:**

Yosef is a four-year-old boy attending preschool in a Special Class 12:1:2 at HASC. He is being reevaluated as part of the Turning-Five process to determine eligibility for special education services when school-age. Occupational Therapy, Physical Therapy, and Speech and Language Therapy are provided as Related Services. Yosef was observed in his classroom during various morning routines. There were eight other students and three adults present. Room environment was conducive to learning.

Yosef was seated on the rug. Teacher called upon him to place the Day-of-the-Week card on the chart. Yosef did as directed. The student was then asked which letter Wednesday begins with. His response was unintelligible from the distance this observer stood. Next, the children sang along to Months-of-the-Year song and Yosef copied the hand motions that were modeled by teacher.

Yosef returned to his chair at one of four tables. He signals an adult that he was not given a bowl for breakfast cereal. Another student distributes boxes of cereal. He opens it without difficulty. Given milk, Yosef begins eating with a spoon. There is little interaction among the boys seated at the table. Minutes later, Yosef leaves his seat to get another serving of cereal. He requests more milk and pours it from a cup into the bowl. The children return to the carpet on teacher's cue. It is "Sensory Time".

**Summary & Conclusions:**

This observation was insignificant for behavior. Yosef's behavior was generally consistent with that of his classmates

**Evaluator's Name:** Jeffrey Levine  
**Discipline:** \_\_\_\_\_  
**Language:** \_\_\_\_\_  
**Date of Report:** 01/30/2019

**Telephone #:** 718-377-7890

**Provider Type:** DOE, 22K197:P.S. 197 - The Kings Highway Academy

### INDIVIDUALIZED EDUCATION SERVICES PROGRAM (IESP)

<b>STUDENT NAME:</b> YOSEF TWENA	<b>DISABILITY CLASSIFICATION:</b> Speech or Language Impairment
<b>DATE OF BIRTH:</b> 09/19/2014	
<b>LOCAL ID #:</b> 243111614	
<b>DATE IESP MEETING:</b> 03/12/2019	
<b>PROJECTED DATE IESP IS TO BE IMPLEMENTED:</b> 09/01/2019	<b>PROJECTED DATE OF ANNUAL REVIEW:</b> 03/12/2020
<b>STUDENT NAME:</b> YOSEF TWENA NYC ID: 243111614	

**PRESENT LEVELS OF PERFORMANCE AND INDIVIDUAL NEEDS**  
**DOCUMENTATION OF STUDENT'S CURRENT PERFORMANCE AND ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS**

**PRESENT LEVELS OF PERFORMANCE AND INDIVIDUAL NEEDS****DOCUMENTATION OF STUDENT'S CURRENT PERFORMANCE AND ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS****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:**

This is a Turning Five IEP for four-year-old Yosef who attends preschool at HASC. He is identified with Speech or Language Impairment. This educational disability affects the student's ability to communicate his ideas, thoughts, feelings, and opinions to grade-level state standards. Yosef will require specially designed instruction offered by Special Education Teacher Support Services (SETSS) with Counseling, Occupational Therapy, Physical Therapy, and Speech and Language Therapy provided as Related Services when of School age.

Review of records suggests a boy of below age expectant cognitive ability. Currently, Yosef demonstrates delays in his acquisition of academic readiness skills. Yosef is familiar with all the primary body parts and some of the secondary body parts. He is able to match and identify colors and most shapes but he is not able to label them. He can recognize some letters and numbers but often confuses the two when asked to identify. He is able to sing the alphabet and recite numbers. He can count by rote from 1-10. He cannot match number cubes or understand the qualitative value of a number. Yosef does not demonstrate understanding of same/different, opposites and categories without maximum prompting. He uses books properly and is able to turn pages appropriately. His problem solving skills are minimal. He knows animals and can identify them by their sounds. He sometimes identifies his peers by name and other times will just stay quiet. He is able to make eye contact but is easily distractible and has a limited attention span. He will not ask questions when something is not understood.

In the area of speech and language development, it is reported that Yosef demonstrates a limited expressive language vocabulary. Although he is capable of using words to express himself, he mainly uses gestures and signs. He is able to use 3-4 word utterances. He will not initiate or sustain a conversation unless prompted. He is not able to sequence, use narratives, descriptors or label objects within his speech. He is able to imitate and responds to greetings. He does not communicate ideas and feelings to other children and adults and will not ask questions when he wants to know more.

Receptively,

Yosef's receptive vocabulary is more progressive than his expressive language but is still minimal. He cannot identify objects by function. He is able to respond to his name and basic direction. He does not follow multi step commands only single step. He recognizes meaning for common words. He can point to body parts and to requested objects.

**STUDENT STRENGTHS, PREFERENCES, INTERESTS:**

Yosef identifies basic shapes and colors and recognizes the digits one-to-ten

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

Mother is cognizant of her son's educational need. She feels that Yosef exhibits a short attention span. He repeats him numerous times until he receives the object of his desire but then almost immediately loses interest. Yosef continues to demonstrate delays in the acquisition of his academic readiness skills. Special Education Teacher Support Services with Occupational Therapy, Physical Therapy, and Speech and Language Therapy provided as Related Services is recommended for Yosef when he is of school age

**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:**

Yosef mainly displays parallel play when amongst his peers. At times he will share his toys, but needs ongoing reminders. He is able to make eye contact with his speaker, however his attention span is limited. He is able to interact with his peers and adults. He follows classroom routines and shows minimum frustration and temper tantrums within the classroom. He is able to transition smoothly from one activity to the next. Yosef does require reminders to complete a task presented to him. Yosef continues to demonstrate delays in his social/ emotional development.

**STUDENT STRENGTHS:**

Yosef is beginning to interact socially with his peers

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

Socialization skills are reportedly developing. Mother feels that Yosef exhibits a short attention span. She reports that her son repeats him numerous times until he receives the object of his desire but then almost immediately loses interest. Counseling is recommended.

**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:**

Yosef's fine motor skills have improved but he still depicts delays. He is able to build with 5-10 blocks and complete age appropriate interlocking puzzles. He can scribble purposely but he has difficulty imitating shapes. He can trace straight and curved-lines. He is able to cut without assistance on a straight line, however he needs reminders to focus on this task in order for him to remain on the line. He is able to complete a pegboard and string beads. Yosef displays a pincer grasp when utilizing crayons and pencils. He can fasten a zipper that has been threaded for him, but continues to have difficulties manipulating buttons.

Yosef's gross motor abilities continues to be delayed. Yosef is able to walk, run and jump but is still working on balancing to hop on one foot. He walks down and up the stairs using the step-by-step method. He is able to ride a tricycle without assistance. He can roll, throw, bounce and kick a ball, but has difficulty catching.

Yosef has age appropriate ADL skills. He is able to drink from a cup, pour liquid into a cup and use utensils. He is able to dress and undress himself. He cannot tie his shoes. He is toilet trained and flushes afterwards but will need reminders to wash his hands. He does display safety awareness skills. He does not indicate a runny nose and needs assistance wiping.

**STUDENT STRENGTHS:**

Yosef is making gains in both Fine-Motor and Gross-Motor development

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

Occupational Therapy and Physical Therapy are recommended

**MANAGEMENT NEEDS**

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

Special Education Teacher Support Services to address academic delays  
Counseling, Occupational Therapy, Physical Therapy, and Speech and Language Therapy provided as Related Services

**PRESENT LEVELS OF PERFORMANCE AND INDIVIDUAL NEEDS**

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

**EFFECT OF STUDENT NEEDS ON INVOLVEMENT AND PROGRESS IN THE GENERAL EDUCATION CURRICULUM**

Yosef is identified with Speech or Language Impairment. This educational disability affects the student's ability to communicate his ideas, thoughts, feelings, and opinions to grade-level state standards. . Yosef will require specially designed instruction offered by Special Education Teacher Support Services (SETSS) with Counseling, Occupational Therapy, Physical Therapy, and Speech and Language Therapy provided as Related Services when of School age.

**STUDENT NAME:** YOSEF TWENA

**NYC ID:**243111614

**BEGINNING NOT LATER THAN THE FIRST IESP 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:** YOSEF TWENA

**NYC ID:**243111614

**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

<p align="center"><b>ANNUAL GOALS</b></p> <p>WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IESP IS IN EFFECT</p>	<p align="center"><b>CRITERIA</b></p> <p>MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED</p>	<p align="center"><b>METHOD</b></p> <p>HOW PROGRESS WILL BE MEASURED</p>	<p align="center"><b>SCHEDULE</b></p> <p>WHEN PROGRESS WILL BE MEASURED</p>
<p>Yosef will increase school performance in Basic Reading as demonstrated by his ability to: recite all letters of the alphabet by rote; identify at least 20 uppercase and at least 20 lowercase letters in-print; and read at least 20 sight-words from a standard high-frequency grade-level word-list with adequate speed and accuracy;</p>	<p>Each with at least 70% accuracy in three-out-of-five trials</p>	<p>Recorded Teacher Observations of Student; Recorded Teacher Assessments of Student; Teacher Made Materials;</p>	<p>1 time per week</p>

	Assessments Based on School-Wide Reading and Writing Program;	
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ANNUAL GOALS WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IESP IS IN EFFECT	CRITERIA MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED	METHOD HOW PROGRESS WILL BE MEASURED	SCHEDULE WHEN PROGRESS WILL BE MEASURED
Yosof will increase school performance in Decoding as demonstrated by his ability to: make letter-sound associations of at least 20 uppercase and at least 20 lowercase letters in-print; identify and generate words that begin and end in the same sound; isolate the initial and final phonemes in words; fragment and segment words into isolated phonemes; blend phonemes to create simple C-V-C words; and apply Phonemic Awareness Skills to decode unfamiliar words using strategies such as using word-parts, stretching, sounding-out, and by looking at first letter or letter-pattern, prefix, suffix, and word-family;	Each with at least 75% accuracy in three-out-of-five trials	Recorded Teacher Observations of Student; Recorded Teacher Assessments of Student; Teacher Made Materials; Assessments Based on School-Wide Reading and Writing Program;	1 time per week

ANNUAL GOALS WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IESP IS IN EFFECT	CRITERIA MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED	METHOD HOW PROGRESS WILL BE MEASURED	SCHEDULE WHEN PROGRESS WILL BE MEASURED
Yosof will increase school performance in Reading Comprehension as demonstrated by his ability to: retell a story in sequence with adequate details; identify and describe the main idea of a story read to him; and substantiate his answers to WH-Questions with textual evidence;	Each with at least 75% accuracy in three-out-of-five trials	Recorded Teacher Observations of Student; Recorded Teacher Assessments of Student; Teacher Made Materials; Assessments Based on School-Wide Reading and Writing Program;	1 time per day

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



<p>Yosef will increase school performance in Basic Math as demonstrated by his ability to: rote count forward from one-to-twenty and backward down from ten; identify numbers to twenty in-print; count objects to a sum of twenty using manipulative; label basic math symbols +/plus, -/minus, and =/equal and their function; and add two single digit numbers;</p>	<p>Each with at least 75% accuracy in three-out-of-five trials</p>	<p>Recorded Teacher Observations of Student; Recorded Teacher Assessments of Student; Teacher Made Materials; Assessments Based on School-Wide Math Program;</p>	<p>1 time per week</p>
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<p><b>ANNUAL GOALS</b> WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IESP IS IN EFFECT</p>	<p><b>CRITERIA</b> MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED</p>	<p><b>METHOD</b> HOW PROGRESS WILL BE MEASURED</p>	<p><b>SCHEDULE</b> WHEN PROGRESS WILL BE MEASURED</p>
<p>Yosef will increase school performance in Fine-Motor skills as demonstrated by his ability to: maintain adequate pressure on pencil during pre-writing tasks; utilize scissors with increased fluidity; utilize scissors with increased accuracy; and use scissors with appropriate hand positioning</p>	<p>Each with at least 80% accuracy four-out-of-five trials</p>	<p>Recorded Provider Observation of Student; Recorded Provider Assessments of Student; Provider Made Materials;</p>	<p>1 time per quarter</p>

<p><b>ANNUAL GOALS</b> WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IESP IS IN EFFECT</p>	<p><b>CRITERIA</b> MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED</p>	<p><b>METHOD</b> HOW PROGRESS WILL BE MEASURED</p>	<p><b>SCHEDULE</b> WHEN PROGRESS WILL BE MEASURED</p>
<p>Yosef will increase school performance in Fine-Motor Skills as demonstrated by his ability to: complete a 12 piece interlocking puzzle without picture behind it independently, in 3/4 trials; cut curved and zigzagged lines with 85% accuracy cutting on the line with minimal verbal cues, in 3/4 trials; copy a circle and cross with good shape formation 75% of the time with minimal verbal cues, in 3/4 trials; and replicate complex block designs with minimal verbal and visual cues, in 3/4 trials.</p>	<p>Each with at least 80% accuracy four-out-of-five trials</p>	<p>Recorded Provider Observation of Student; Recorded Provider Assessments of Student; Provider Made Materials;</p>	<p>1 time per quarter</p>

<p><b>ANNUAL GOALS</b> WHAT THE STUDENT WILL BE EXPECTED TO</p>	<p><b>CRITERIA</b> MEASURE TO</p>	<p><b>METHOD</b> HOW PROGRESS WILL</p>	<p><b>SCHEDULE</b> WHEN PROGRESS WILL</p>
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<p><b>ACHIEVE BY THE END OF THE YEAR IN WHICH THE IESP IS IN EFFECT</b></p> <p>Yosef will increase school performance in Fine-Motor skills as demonstrated by his ability to: make purposeful marks on paper using crayon or pencil ; copy a vertical line; and copy a horizontal line; assume and maintain a tripod grasp for a five minute coloring task, in 3/4 trials, close and open buttons on dressing vest independently, in 3/4 trials.; and use tweezers to pick up objects of various sizes and drop into bowl without difficulty, in 3/4 trials</p>	<p><b>DETERMINE IF GOAL HAS BEEN ACHIEVED</b></p> <p>Each with at least 80% accuracy four-out-of-five trials</p>	<p><b>BE MEASURED</b></p> <p>Recorded Provider Observation of Student; Recorded Provider Assessments of Student; Provider Made Materials;</p>	<p><b>BE MEASURED</b></p> <p>1 time per quarter</p>
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<p><b>ANNUAL GOALS</b></p> <p><b>WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IESP IS IN EFFECT</b></p> <p>Yosef will increase school performance in Gross-Motor skills as demonstrated by his ability to: increase core muscle strength and improved coordination; stand on one foot while placing his hands on his hips for 3-5 seconds for 20+ repetitions for 10 mins; and hop on one foot for 20+ repetitions for 10 minutes</p>	<p><b>CRITERIA</b></p> <p><b>MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED</b></p> <p>Each with at least 80% accuracy four-out-of-five trials</p>	<p><b>METHOD</b></p> <p><b>HOW PROGRESS WILL BE MEASURED</b></p> <p>Recorded Provider Observation of Student; Recorded Provider Assessments of Student; Provider Made Materials;</p>	<p><b>SCHEDULE</b></p> <p><b>WHEN PROGRESS WILL BE MEASURED</b></p> <p>1 time per quarter</p>
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<p><b>ANNUAL GOALS</b></p> <p><b>WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IESP IS IN EFFECT</b></p> <p>Yosef will increase school performance in Expressive Language skills as demonstrated by his ability to: use words for a variety of pragmatic functions (request actions or objects, label actions or objects, request assistance); use different word combination (noun+verb, noun +verb+location, noun+verb+adjective); answer simple "what" and "where" questions; and answer questions about hypothetical events</p>	<p><b>CRITERIA</b></p> <p><b>MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED</b></p> <p>Each with at least 80% accuracy four-out-of-five trials</p>	<p><b>METHOD</b></p> <p><b>HOW PROGRESS WILL BE MEASURED</b></p> <p>Recorded Provider Observation of Student; Recorded Provider Assessments of Student; Provider Made Materials;</p>	<p><b>SCHEDULE</b></p> <p><b>WHEN PROGRESS WILL BE MEASURED</b></p> <p>1 time per quarter</p>
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<p><b>ANNUAL GOALS</b></p> <p><b>WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IESP IS IN EFFECT</b></p>	<p><b>CRITERIA</b></p> <p><b>MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED</b></p>	<p><b>METHOD</b></p> <p><b>HOW PROGRESS WILL BE MEASURED</b></p>	<p><b>SCHEDULE</b></p> <p><b>WHEN PROGRESS WILL BE MEASURED</b></p>
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Yosef will increase school performance in Receptive Language as demonstrated by his ability to: comprehend "what" and "where" questions; understand spatial concepts; identify object function in pictures; identify negatives in pictures; comprehend pictures analogies; and make inferences	Each with at least 80% accuracy four-out-of-five trials	Recorded Provider Observation of Student; Recorded Provider Assessments of Student; Provider Made Materials;	1 time per quarter
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STUDENT NAME: YOSEF TWENA

NYC ID: 243111614

**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: at the same time school report cards are issued

STUDENT NAME: YOSEF TWENA

NYC ID: 243111614

**RECOMMENDED SPECIAL EDUCATION PROGRAMS AND SERVICES**

**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 & ENDING/ SERVICE DATES
<b>SPECIAL EDUCATION PROGRAM:</b> Special Education Teacher Support Services (SETSS)	Direct Service Individual service Language of Service: English	5 time(s) per week	Period	Separate Location	09/01/2019
<b>RELATED SERVICES:</b> Speech-Language Therapy	Individual service Language of Service: English	2 time(s) per week	30 minutes	Separate Location TBD by Provider	09/01/2019
Occupational Therapy	Individual service Language of Service: English	2 time(s) per week	30 minutes	Separate Location TBD by Provider	09/01/2019
Physical Therapy	Individual service Language of Service: English	1 time(s) per week	30 minutes	Separate Location TBD by Provider	09/01/2019
<b>SUPPLEMENTARY AIDS AND SERVICES/PROGRAM MODIFICATIONS/ACCOMMODATIONS:</b>					
<b>ASSISTIVE TECHNOLOGY DEVICES AND/OR SERVICES:</b>					

STUDENT NAME: YOSEF TWENA

NYC ID:24311614

**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="radio"/> 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: YOSEF TWENA

NYC ID:243111614

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)		

NYC ID:243111614

STUDENT NAME: YOSEF TWENA

**PARTICIPATION IN STATE AND DISTRICT-WIDE ASSESSMENTS (TO BE COMPLETED FOR PRESCHOOL STUDENTS ONLY IF THERE IS AN ASSESSMENT PROGRAM FOR NONDISABLED PRESCHOOL STUDENTS)**

**PARTICIPATION 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.

Identify the alternate assessment:

Statement of why the student cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the student:

STUDENT NAME: YOSEF TWENA

NYC ID:243111614

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

None.

Student needs Special Transportations Accommodations/Services as follows:

STUDENT NAME: YOSEF TWENA

NYC ID:243111614

**PLACEMENT RECOMMENDATION**

Student is Parentally Placed in a Non-Public School

STUDENT NAME: YOSEF TWENA

NYC ID:243111614

DATE OF IESP: 03/12/2019

**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
Related Service Provider/Special Education Teacher	Elizabeth Corso	

ATTENDANCE PAGE

<b>Parent/Legal Guardian</b> (Participated by telephone)	LEORA TWENA	
<b>District Representative</b>	Jeffrey Levine	
<b>School Psychologist</b>	Jeffrey Levine	