|  |
| --- |
| New York City Department of Education |

**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

|  |  |
| --- | --- |
| **Student Name**:       **Date of Birth:**       **Local ID #:**       | **Disability Classification**: |
| **Date of IEP Meeting**       **Projected date IEP is to be implemented**:       | **Projected date of annual review**:       |

|  |
| --- |
| **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)**      |
| **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:      |
| Student strengths, preferences, interests:       |
| Academic, developmental and functional needs of the student, including consideration of student needs that are of concern to the parent:       |
| **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:       |
| Student strengths:       |
| Social development needs of the student, including consideration of student needs that are of concern to the parent:       |
| **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:       |
| Student strengths:       |
| Physical development needs of the student, including consideration of student needs that are of concern to the parent:       |

**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**What the student will be expected to achieve by the end of the year in which the IEP is in effect | **Criteria**Measure to determine if goal has been achieved | **Method**How progress will be measured | **Schedule**When progress willbe measured |
|       |       |       |       |
| Short-term Instructional Objectives and/or Benchmarks (intermediate steps between the student’s present level of performance and the measurable annual goal):      |
|       |
|       |
|       |
| **Annual Goal** | **Criteria** | **Method** | **Schedule** |
|       |       |       |       |
| Short-term Instructional Objectives and/or Benchmarks (intermediate steps between the student’s present level of performance and the measurable annual goal):      |
|       |
|       |
|       |
| **Annual Goal** | **Criteria** | **Method** | **Schedule** |
|       |       |       |       |
| Short-term Instructional Objectives and/or Benchmarks (intermediate steps between the student’s present level of performance and the measurable annual goal):      |
|       |
|       |
|       |
|  (Duplicate table/rows as needed) |

|  |
| --- |
| **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:       |

**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**What the student will be expected to achieve by the end of the year in which the IEP is in effect | **Criteria**Measure to determine if goal has been achieved | **Method**How progress will be measured | **Schedule**When progress willbe measured |
|       |       |       |       |
| Short-term Instructional Objectives and/or Benchmarks (intermediate steps between the student’s present level of performance and the measurable annual goal):      |
|       |
|       |
|       |
| **Annual Goal** | **Criteria** | **Method** | **Schedule** |
|       |       |       |       |
| Short-term Instructional Objectives and/or Benchmarks (intermediate steps between the student’s present level of performance and the measurable annual goal):      |
|       |
|       |
|       |
| **Annual Goal** | **Criteria** | **Method** | **Schedule** |
|       |       |       |       |
| Short-term Instructional Objectives and/or Benchmarks (intermediate steps between the student’s present level of performance and the measurable annual goal):      |
|       |
|       |
|       |
|  (Duplicate table/rows as needed) |

|  |
| --- |
| **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:       |

**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**What the student will be expected to achieve by the end of the year in which the IEP is in effect | **Criteria**Measure to determine if goal has been achieved | **Method**How progress will be measured | **Schedule**When progress willbe measured |
|       |       |       |       |
| Short-term Instructional Objectives and/or Benchmarks (intermediate steps between the student’s present level of performance and the measurable annual goal):      |
|       |
|       |
|       |
| **Annual Goal** | **Criteria** | **Method** | **Schedule** |
|       |       |       |       |
| Short-term Instructional Objectives and/or Benchmarks (intermediate steps between the student’s present level of performance and the measurable annual goal):      |
|       |
|       |
|       |
| **Annual Goal** | **Criteria** | **Method** | **Schedule** |
|       |       |       |       |
| Short-term Instructional Objectives and/or Benchmarks (intermediate steps between the student’s present level of performance and the measurable annual goal):      |
|       |
|       |
|       |
|  (Duplicate table/rows as needed) |

|  |
| --- |
| **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:       |

**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**What the student will be expected to achieve by the end of the year in which the IEP is in effect | **Criteria**Measure to determine if goal has been achieved | **Method**How progress will be measured | **Schedule**When progress willbe measured |
|       |       |       |       |
| Short-term Instructional Objectives and/or Benchmarks (intermediate steps between the student’s present level of performance and the measurable annual goal):      |
|       |
|       |
|       |
| **Annual Goal** | **Criteria** | **Method** | **Schedule** |
|       |       |       |       |
| Short-term Instructional Objectives and/or Benchmarks (intermediate steps between the student’s present level of performance and the measurable annual goal):      |
|       |
|       |
|       |
| **Annual Goal** | **Criteria** | **Method** | **Schedule** |
|       |       |       |       |
| Short-term Instructional Objectives and/or Benchmarks (intermediate steps between the student’s present level of performance and the measurable annual goal):      |
|       |
|       |
|       |
|  (Duplicate table/rows as needed) |

|  |
| --- |
| **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:       |

**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**What the student will be expected to achieve by the end of the year in which the IEP is in effect | **Criteria**Measure to determine if goal has been achieved | **Method**How progress will be measured | **Schedule**When progress willbe measured |
|       |       |       |       |
| Short-term Instructional Objectives and/or Benchmarks (intermediate steps between the student’s present level of performance and the measurable annual goal):      |
|       |
|       |
|       |
| **Annual Goal** | **Criteria** | **Method** | **Schedule** |
|       |       |       |       |
| Short-term Instructional Objectives and/or Benchmarks (intermediate steps between the student’s present level of performance and the measurable annual goal):      |
|       |
|       |
|       |
| **Annual Goal** | **Criteria** | **Method** | **Schedule** |
|       |       |       |       |
| Short-term Instructional Objectives and/or Benchmarks (intermediate steps between the student’s present level of performance and the measurable annual goal):      |
|       |
|       |
|       |
|  (Duplicate table/rows as needed) |

|  |
| --- |
| **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:       |

**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**What the student will be expected to achieve by the end of the year in which the IEP is in effect | **Criteria**Measure to determine if goal has been achieved | **Method**How progress will be measured | **Schedule**When progress willbe measured |
|       |       |       |       |
| Short-term Instructional Objectives and/or Benchmarks (intermediate steps between the student’s present level of performance and the measurable annual goal):      |
|       |
|       |
|       |
| **Annual Goal** | **Criteria** | **Method** | **Schedule** |
|       |       |       |       |
| Short-term Instructional Objectives and/or Benchmarks (intermediate steps between the student’s present level of performance and the measurable annual goal):      |
|       |
|       |
|       |
| **Annual Goal** | **Criteria** | **Method** | **Schedule** |
|       |       |       |       |
| Short-term Instructional Objectives and/or Benchmarks (intermediate steps between the student’s present level of performance and the measurable annual goal):      |
|       |
|       |
|       |
|  (Duplicate table/rows as needed) |

|  |
| --- |
| **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:       |