**Student Name**:

**Date of Birth**:

**Projected Date of Review**:

**Admit Date:**

**School of Affiliation District**:

**Student Attendance**:

***Does Absence Affect Student Progress?***

***Reasons for Excessive Absence:***

***Student Attendance Teacher Comments:***

**Present Level of Performance:**

**TIPS:** ​​

*Please refrain from using subjective statements. Instead of saying “I,” say “Teacher.” Use objective statements. Refrain from using brand names. Instead of saying “i-Pad” say “tablet.” Describe the program instead of using the program name. For example, if you use Epic Books, you will not state Epic Books on the IEP Update. Instead, describe the function of the program by saying, “web-based program providing digital books.”*

***Academic Achievement:***

How does the student perform during class or at home? What is the student’s learning style? What you observed?

**Student Academic Strengths:**

What specific skill has the student demonstrated proficiency, in each content area (Reading, Math, Writing, and Communication), where applicable?

**Student Academic Struggles:**

What specific academic skills is the student struggling with, in each content area (Reading, Math, Writing, and Communication), where applicable?

**Student Academic Needs**

What interventions or academic supports does the student need to help with each academic struggle? For example: Student struggles with auditory processing and requires questions and statements, repeated as needed, as well as extra time to process information. This section helps build the Management Needs section, so make sure both sections are aligned.

**Student Learning Preferences:**

How does the student prefer to learn? Example: Is the student a visual, auditory, kinesthetic, etc. learner? Give examples of how you incorporate student learning preference into your instruction.

**Student Interests:**

What kinds of topics/things is your student interested in? For example: superheroes, sports, tactile activities, characters, etc. Give examples of how student interests are incorporated into instruction.

**Parent Concerns with Academic Progress:**

What concerns does the parent have with the student's academic performance? For Example; "Parent states student struggles with multi step directions". Interview parent for feedback.

***Social Development***

How does the student interact with peers and adults? Include different social settings, feelings about self and others, etc….

**Student Social Development Strengths:**

What specific social development strengths has the student demonstrated? How does the student interact with peers and adults? Include different social settings, feelings about self and others, as well as behaviors towards self and others. For example: Student is friendly, respectful, plays appropriately with peers etc....

**Student Social Development Struggles:**

What specific social development struggles has the student demonstrated? How does the student interact with peers and adults? Include different social settings, feelings about self and others, as well as behaviors towards self and others. For example: Student parallel plays, avoids eye contact when speaking or spoken to, argues with peers, etc....

**Student Social Development Needs:**

What interventions or social development supports does the student need to help with their social development struggles? For example: Student struggles with turn taking during conversations and following speaker/listener roles. Student needs turn-taking modeled to them, social stories about turn taking, and reminders to wait their turn to speak, as well as to listen. This section helps build the Management Needs section.

**Parent Concerns with Social Development:**

What concerns does the parent have with the student's social development? Interview parent for feedback.

***Physical Development***

How does the student’s physical ability/disability impact participation in education? If there are no concerns with physical development please type, "There are no concerns with physical development at this time."

**Student Physical Development Strengths:**

What are the student's strengths in physical ability, motor, and sensory development? How does the student's physical development strength impact learning, positively? This section should be based on assessments as well as observations.

**Student Physical Development Struggles:**

What are the student's struggles in health, physical ability, and motor and sensory development? This section should be based on assessments as well as observations.

**Physical Development Needs:**

What interventions or physical development supports does the student need to help with their physical development struggles? For example: Student struggles to hold a writing utensil and needs to engage in pincer grasp activities that support handwriting skills, such as activities or toys/objects that promotes squeezing or pinching movements. This section helps build the Management Needs section.

**Parent Concerns with Physical development:**

What concerns does the parent have with the student's physical development?

***Management Needs:***

What does the student need to facilitate learning? This section can be in list form. The list should include all the resources and strategies mentioned in all of  the *Needs* sections (Academic, Social, and Physical) of the update.

Be sure to include…

Material Resources: (e.g. instructional material such as graphic organizers, checklists, vocabulary cues, manipulatives, translation, images, books on tape, etc.) • Environmental Resources: (e.g. consistency in routine, limited auditory & visual distractions, adaptive furniture, etc.) • Human Resources: (e.g. organizational systems, note-taking assistance, help getting to classes, positive behavior reminders, etc.) For Example: "The student has success in learning when using graphic organizers for writing."

***Assessment Information***

***Assessment 1 Type*:**

What assessment was used (i-Ready, SANDI, Study Island, etc) N/A is not an acceptable response.

**Assessment 1 Result:**

Lexile 440L; 3rd Grade Equivalent etc….

**Assessment 1 Date:**

Date assessment was completed

***Assessment 2 Type*:**

What assessment was used (i-Ready, SANDI, Study Island, etc) N/A is not an acceptable response.

**Assessment 2 Result:**

Lexile 440L; 3rd Grade Equivalent etc….

**Assessment 2 Date:**

Date assessment was completed

***Measurable Annual Goals (SMART GOALS)***

The following goals are recommended to enable the student to be involved in and progress in the general education curriculum, 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 post-secondary goals.

**TIPS:**

*Goals should* ***not*** *begin with, “Within one year,” “In one year,” “At the end of the year,” or “By the end of the year.” Instead use, “(Student’s name) will.” Also refrain from using “In three months,” “In six months,” and “In nine months.”*  *Instead use, “(Student’s name) will.” We do not include a time-frame.*

***Academic Goal #1*:**

What the student will be able to achieve by the end of the year in which the IEP is in effect. "Given no more than three verbal prompts, student will stand with arm extended above the head for 10 seconds"

**Criteria:**

Measure to determine if the goal has been achieved." 75% Success during 3/5 trials over three consecutive days"

**Method:**

How progress will be measured. "Chart of observed timed performance"

**Schedule:**

When the progress will be measured. "weekly"

**Short Term Academic Goal 1:**

Must be written for any school-age student who meet the eligibility criteria to take the NYS alternate Assessment. Short-term instructional objectives break down the skills or steps necessary to accomplish an annual goal into 3 separate components (we do not include a time-frame).

**Short Term Academic Goal 2:**

Must be written for any school-age student who meet the eligibility criteria to take the NYS alternate Assessment. Short-term instructional objectives break down the skills or steps necessary to accomplish an annual goal into 3 separate components (we do not include a time-frame).

**Short Term Academic Goal 3:**

Must be written for any school-age student who meet the eligibility criteria to take the NYS alternate Assessment. Short-term instructional objectives break down the skills or steps necessary to accomplish an annual goal into 3 separate components (we do not include a time-frame).

***Academic Goal #2*:**

What the student will be able to achieve by the end of the year in which the IEP is in effect. "Given no more than three verbal prompts, student will stand with arm extended above the head for 10 seconds"

**Criteria:**

Measure to determine if the goal has been achieved." 75% Success during 3/5 trials over three consecutive days"

**Method:**

How progress will be measured. "Chart of observed timed performance"

**Schedule:**

When the progress will be measured. "weekly"

**Short Term Academic Goal 1:**

Must be written for any school-age student who meet the eligibility criteria to take the NYS alternate Assessment. Short-term instructional objectives break down the skills or steps necessary to accomplish an annual goal into 3 separate components (we do not include a time-frame).

**Short Term Academic Goal 2:**

Must be written for any school-age student who meet the eligibility criteria to take the NYS alternate Assessment. Short-term instructional objectives break down the skills or steps necessary to accomplish an annual goal into 3 separate components (we do not include a time-frame).

**Short Term Academic Goal 3:**

Must be written for any school-age student who meet the eligibility criteria to take the NYS alternate Assessment. Short-term instructional objectives break down the skills or steps necessary to accomplish an annual goal into 3 separate components (we do not include a time-frame).

***Academic Goal #3*:**

What the student will be able to achieve by the end of the year in which the IEP is in effect. "Given no more than three verbal prompts, student will stand with arm extended above the head for 10 seconds"

**Criteria:**

Measure to determine if the goal has been achieved." 75% Success during 3/5 trials over three consecutive days"

**Method:**

How progress will be measured. "Chart of observed timed performance"

**Schedule:**

When the progress will be measured. "weekly"

**Short Term Academic Goal 1:**

Must be written for any school-age student who meet the eligibility criteria to take the NYS alternate Assessment. Short-term instructional objectives break down the skills or steps necessary to accomplish an annual goal into 3 separate components (we do not include a time-frame).

**Short Term Academic Goal 2:**

Must be written for any school-age student who meet the eligibility criteria to take the NYS alternate Assessment. Short-term instructional objectives break down the skills or steps necessary to accomplish an annual goal into 3 separate components (we do not include a time-frame).

**Short Term Academic Goal 3:**

Must be written for any school-age student who meet the eligibility criteria to take the NYS alternate Assessment. Short-term instructional objectives break down the skills or steps necessary to accomplish an annual goal into 3 separate components (we do not include a time-frame).

***Academic Goal #4*:**

What the student will be able to achieve by the end of the year in which the IEP is in effect. "Given no more than three verbal prompts, student will stand with arm extended above the head for 10 seconds"

**Criteria:**

Measure to determine if the goal has been achieved." 75% Success during 3/5 trials over three consecutive days"

**Method:**

How progress will be measured. "Chart of observed timed performance"

**Schedule:**

When the progress will be measured. "weekly"

**Short Term Academic Goal 1:**

Must be written for any school-age student who meet the eligibility criteria to take the NYS alternate Assessment. Short-term instructional objectives break down the skills or steps necessary to accomplish an annual goal into 3 separate components (we do not include a time-frame).

**Short Term Academic Goal 2:**

Must be written for any school-age student who meet the eligibility criteria to take the NYS alternate Assessment. Short-term instructional objectives break down the skills or steps necessary to accomplish an annual goal into 3 separate components (we do not include a time-frame).

**Short Term Academic Goal 3:**

Must be written for any school-age student who meet the eligibility criteria to take the NYS alternate Assessment. Short-term instructional objectives break down the skills or steps necessary to accomplish an annual goal into 3 separate components (we do not include a time-frame).

**Post-Secondary Transition Goals:**

Beginning no later than the first IEP to be in effect when the student is age 15 (and at a younger age if determined appropriate)

**Transition Goal:**

What the student will be able to achieve by the end of the year in which the IEP is in effect. "Given no more than three verbal prompts, student will stand with arm extended above the head for 10 seconds"

**Transition Goal Criteria:**

Measure to determining if the goal has been achieved. "75% Success during 3/5 trials over three consecutive days"

**Transition Goal Method:**

How progress will be measured. "Chart of observed timed performance"

**Transition Goal Schedule:**

When the progress will be measured. "weekly"

**Education/Training**:

What does the student need to achieve the transition goal? EX: Student will seek day habilitation program to foster skills.

**Employment Goal:** What does the student want to do? What does the parent want for the student?

**Independent Living Skills (When Appropriate):**

Where will the student live? E.g.: Student will remain home, student will seek residential setting, etc.

**Transition Needs:**

What interventions or transition supports does the student need to help with transition?