



Part B INDIVIDUALIZED EDUCATION PROGRAM

The Individualized Education Program (IEP) is a written document that is developed for each eligible child with a disability. The Part B regulations specify, at 34 CFR §§300.320-300.326, the procedures that school districts must follow to develop, review, and revise the IEP for each child. The document below sets out the IEP content that those regulations require.

A statement of the child's present levels of academic achievement and functional performance including:

- How the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children) or 34 CFR §§300.320(c)(3)(2)(B), as appropriate, how the disability affects the child's participation in appropriate activities [34 CFR §300.320(a)(1)]

Measurable annual goals, including academic and functional goals

• How the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children) or 34 CFR §§300.320(c)(3)(2)(B), as appropriate, how the disability affects the child's participation in appropriate activities [34 CFR §300.320(a)(1)]

• How the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children) or 34 CFR §§300.320(c)(3)(2)(B), as appropriate, how the disability affects the child's participation in appropriate activities [34 CFR §300.320(a)(1)]

• How the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children) or 34 CFR §§300.320(c)(3)(2)(B), as appropriate, how the disability affects the child's participation in appropriate activities [34 CFR §300.320(a)(1)]

IEP Goals and Objectives Bank

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