Annual IEP Goals 

#  Law & Guidelines

**IDEA Regulation** 34 CFR 300.320(a)(2)(i)

(a) *General.* As used in this part, the term individualized education program or IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with §§300.320 through 300.324, and that must include—

* 1. (2)(i) A statement of measurable annual goals, including academic and functional goals designed to—(A) Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; *The full law can be accessed here https://ecfr.io/Title-34/se34.2.300\_1320*

Annual goals are statements that describe what a student with a disability can reasonably be expected to accomplish within a 12-month period of the student's program. Measurable annual goals include timeframe, conditions, behavior, and criterion. The annual goals, which are updated annually, are designed to support improvement in academic and functional skills necessary to achieve post- secondary goals. The IEP should be aligned so that for each post-secondary goal there should be an annual goal that will help the student make progress towards the post-secondary goals.

Here is a comparison between Annual Transition Goals in an IEP and Post-Secondary Goals.

**Annual Transition Goals in IEP Post-Secondary Goals**

|  |  |
| --- | --- |
| * Targeted to be completed **during**

school services* Measurable
* Based on student’s needs
* Written in areas of :
	+ Academic
	+ Functional
	+ Align to meet the post- secondary goals
 | * Won’t be achieved until **after**

exiting school services* Measureable
* Based on age of appropriate transition assessment
* Written in areas of:
	+ Education/Training
	+ Employment
	+ Independent living skills, when appropriate
 |

#  Checklists & Tips

**SMART Goal Development** – After reviewing your present levels (academic and functional performance) develop **S.M.A.R.T. (*Specific, Measurable, Attainable, Relevant, Time- Specific*)** goals that address the individual needs of the student. You will need to do some evaluation of what is most important or what skills build upon each other in order to select the more appropriate goals.

 Links to Resources

SMART goal components and explanation <https://is.gd/bncT0F>

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