

<b>SPECIAL EDUCATION PROCEDURE</b>	
<b>District Name</b>	Warren Woods Public Schools
<b>Subject/Topic of This Procedure</b>	<b>Developing IEP Content: Measurable Annual Goals and Short-Term Objectives</b>
<b>Date Procedure was Adopted or Revised</b>	06/19/2023

<b>Legal Requirement with Citation</b>	<p><b>§300.320 of the Individuals with Disabilities Education Act (IDEA)</b> defines an individualized education program. The IEP must include a statement of measurable annual goals, including academic and functional goals designed to 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; and meet each of the child’s other educational needs that result from the child’s disability. For children with disabilities who take alternate assessments aligned to alternate achievement standards, the IEP must include a description of benchmarks or short-term objectives. The IEP must include a description of how the child’s progress toward meeting the annual goals will be measured, and when periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided.</p> <p><b>R 340.1721e of the Michigan Administrative Rules for Special Education (MARSE)</b> requires that the IEP include a statement of measurable annual goals, including measurable short-term objectives.</p> <p><b>Guidance from MDE/OSE dated August of 2019</b> identifies four components for measurability of annual goals, including a current level of performance, a specific skill or set of skills to be taught and measured, a target or outcome, and a method of measurement. These components are to be determined through a complete review of the individualized education program (IEP).</p>
<b>Under what circumstances will this</b>	This procedure will be used when developing measurable annual goals and short-term objectives for a student’s IEP, at least once every twelve months.

<p><b>procedure be used?</b></p>	
<p><b>Who will implement this procedure?</b></p>	<p>Special education service providers and IEP Team members, including (but not limited to) special education teachers and related services staff</p>
<p><b>Describe the steps in this procedure.</b></p>	<ol style="list-style-type: none"> <li>1. Review the student’s PLAAFP (Present Level of Academic Achievement and Functional Performance), including the PLAAFP page of the PowerSchool Special Education IEP, the student summary page, the special factors section of the IEP, as well as any baseline data included on the goal page. All these sections together comprise the total PLAAFP. <i>(See separate but related procedure regarding <b>Developing IEP Content: PLAAFP.</b>)</i></li> <li>2. Identify every need identified within the total PLAAFP.</li> <li>3. Determine which needs from the total PLAAFP will be addressed by a supplementary aid or support, which needs will be addressed by a measurable annual goal or short-term objective, and which needs will be addressed by a program or service. If it is determined that a specific need will not be addressed, this decision must be documented on the “Notice of an Offer of a FAPE” page in the section labeled “options considered/ not selected.”</li> <li>4. For needs that will be addressed by annual goals/short-term objective, develop at least one annual goal and at least two short-term objectives related to each annual goal.</li> <li>5. Short-term objectives (STOs) may be related to the annual goal in one of the following ways: <ol style="list-style-type: none"> <li>a. The STOs may benchmark the level of proficiency leading to the annual goal. In this model, all the STOs would address the same skill, but with increasing criteria/complexity over the course of the year.</li> <li>b. The STOs may address subskills which are components of the overarching skill in the annual goal. These different subskills could be either sequential or non-sequential in nature, but collectively would contribute to the attainment of the annual goal.</li> </ol> </li> </ol>

6. In order to be measurable, an annual goal or short-term objective must include all the following components:
- a. The student's current level of performance.
    - descriptive and/or quantifiable information. Any scores that are reported should be explained.
    - include baseline data which serves as the student's starting point for instruction relative to academic or functional performance.
    - Baseline data for each annual goal and related short-term objectives is documented on the PSSP IEP form goal page.
  - b. The specific skill or set of skills to be taught and measured.
    - The skill or set of skills is the expected academic or functional performance to be taught to produce a measurable outcome.
    - When identifying a "set of skills" to be taught and measured, short-term objectives which identify the specific subskills to be taught must be included.
  - c. Target or outcome.
    - level of achievement or mastery that is expected for the specific skill or set of skills that is being measured.
    - should be expressed in the same terms as the baseline data in the PLAAFP was reported.
  - d. A method of measurement.
    - description of how the student's progress toward meeting the goal or objective is to be determined.

NOTE: This information (the four components for measurability) may be found in the goal itself or in other areas throughout the IEP. Baseline data for each annual goal and related short-term objectives is expected to be entered on the goal page of the IEP.

7. In order to be measurable, short-term objectives must include:
- a. A specific skill to be taught and measured.
  - b. The performance criteria (target or outcome) for achieving the STO.
  - c. A method or procedure for evaluating progress toward the STO (i.e., method of measurement.)

	<p>d. A schedule for <i>monitoring</i> progress/collecting data and <i>evaluating</i> progress toward the STO.</p> <ul style="list-style-type: none"> <li>• NOTE: The schedule for <i>monitoring</i> progress should be more frequent than the schedule for <i>reporting</i> progress to the parent.</li> </ul>
<b>What forms are necessary to implement this procedure?</b>	IEP form
<b>How, when and by whom will this procedure be consistently documented?</b>	Service providers will document student progress towards achieving the goals and objectives using resources approved by the special education administrator. Student performance on the annual goals will be reported to the parent/guardian using the Progress Report form in PowerSchool Special Programs.
<b>How, when and by whom will this procedure be routinely supervised?</b>	<p>Compliant IEP goal development will be supervised by the Special education administrator.</p> <p>IEP goals will be reviewed for compliance monthly based on a random sample.</p>
<b>How, when and by whom will changes to this procedure be communicated?</b>	<p>Changes to this procedure will be communicated by the Special education administrator.</p> <p>Changes to this procedure will be communicated annually and as a result of MDE guidance.</p> <p>Changes will be communicated using the district website, hard copies to staff and during scheduled professional development.</p>