



## 34 CFR §300.320 (a)(1)-(3)

The following is excerpted text from the Individuals with Disabilities Education Act 2004 (IDEA 2004), the federal law that governs special education services. This document is not inclusive of all IDEA requirements for special education; it is a summary of the pieces of IEP development in IDEA that are addressed in the *IEP Goal Development in Texas* online training.

For a full listing of all legal requirements for special education in Texas, view the Legal Framework for the Child-Centered Process at <http://framework.esc18.net>.

### 34 CFR §300.320 (a)(1)-(3)

Sec. 300.320 Definition of individualized education program.

(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 Sec. Sec. 300.320 through 300.324, and that must include--

- (1) A statement of the child's present levels of academic achievement and functional performance, including—
  - (i) 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
  - (ii) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;

This is the section of IDEA that includes the requirement that the IEP must include a present level of academic achievement and functional performance (**PLAAFP**).

- (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; and
  - (B) Meet each of the child's other educational needs that result from the child's disability;
- (ii) For children with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives;

This is the section of IDEA that includes the requirement that the IEP must measurable **annual goals**.

This section further requires that, for students who take the *state alternate assessment*, the annual goals must include **benchmarks/short-term objectives**.

- (3) A description of--
  - (i) How the child's progress toward meeting the annual goals described in paragraph (2) of this section will be measured; and
  - (ii) 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...

This is the section of IDEA that includes the requirement **for IEP progress report**; the ARD committee must determine and document **how** progress will be measured and **when** progress will be reported.