

# ***DEVELOPING INDIVIDUALIZED EDUCATION PROGRAM (IEP) GOALS***

## **LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY**

It is the policy of the Los Angeles Unified School District that Individualized Education Program (IEP) teams develop academic, standards-based IEP goals based on grade-level content standards for students instructed in the general curriculum, or functional academic IEP goals based on alternate achievement standards at the student's level of functioning for students instructed in the alternate curriculum.

It is the responsibility of the IEP team to determine whether a student will participate in the general curriculum or alternate curriculum, which then determines what standards are used to assist in developing appropriate goals. This decision is based on age appropriate academic and/or functional assessments.

The IEP team is responsible for determining the course of study for every student based on individual need and age appropriate assessment. General education curriculum is the course of study for all students expected to meet diploma requirements. Alternate curriculum is the course of study for students who are working on alternate achievement standards and is designed for students with significant cognitive disabilities. Alternate achievement standards are aligned with and modified from general education grade level content standards. Goals developed by related service providers are also aligned to the content standards, whenever possible.

Access to the general education curriculum or the alternate curriculum as appropriate, is vital to the success of students with disabilities. Academic IEP goals aligned with grade level content standards provides students with disabilities, instructed in the general curriculum, an opportunity to receive access to and instruction in grade level content and achieve at grade level. For students instructed in the alternate curriculum, functional IEP goals aligned with alternate achievement standards provides them an opportunity to access these content standards to their level of functioning.

Annual goals are statements that describe what the student can be expected to do, generally, within a twelve-month period. Measurable academic and functional goals must be developed in identified areas of need based on assessment.