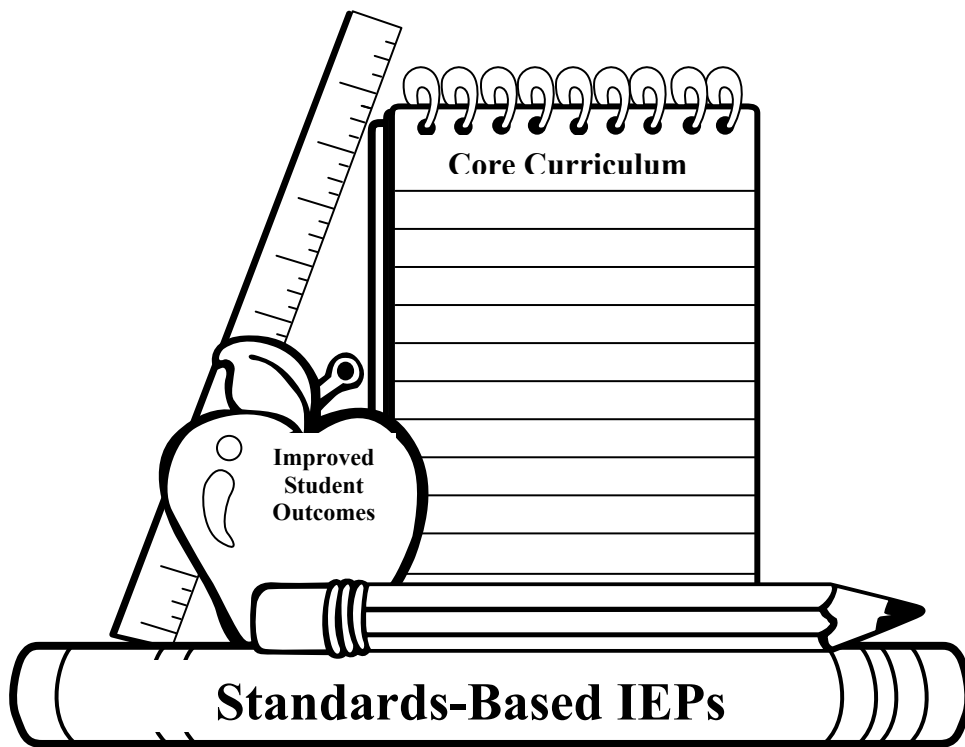


Tools for Writing Standards-Based IEPs



**A consolidated effort by the Utah State Office of Education,
Utah Personnel Development Center,
Box Elder, Granite, Jordan,
Murray, North Sanpete, and Salt Lake school districts,
University of Utah**

Tools for Writing Standards-Based IEPs

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P R E F A C E

Standards-Based IEPs

Improved outcomes for students, teachers, districts, and parents.

Useful as well as legally defensible IEPs

Development of training content
NOT AN EASY TASK

The *Tools for Writing Standards-Based IEPs* is the result of the work of a task force consisting of classroom and special education teachers, related services personnel, inclusion specialists, administrators, representatives of higher education, and specialists from the Utah State Office of Education and the Utah Personnel Development Center (see *Acknowledgement* page for a list of the task force members).

The purpose of the task force was to determine the content for the development and dissemination of site based and online *Standards-Based IEP training* which is designed to improve the quality of IEPs based on the standards established by IDEA 97 and Utah’s Special Education Rules that will lead to improved student outcomes for all children, including those with disabilities. *These rules require that IEPs must address student access to and progress in the general curriculum in the least restrictive environment.*

The outcomes of the training are as follows:

- **Districts:** Learning outcomes of students with disabilities will improve as manifested in classroom performance and on *statewide assessments*. Implementing useful IEPs should help students with disabilities as a group reach adequate yearly progress (AYP) as defined by No Child Left Behind (NCLB) legislation.
- **Teachers:** Utah educators will gain the knowledge and skills necessary to write quality IEPs that address student access to and progress in the general curriculum.
- **Parents:** Parents will have meaningful participation in the decision-making processes concerning their children’s education.

Tools for Writing Standards-Based IEPs is designed to help teachers write IEPs that are compliant and meet the minimum IDEA ‘97 requirements. Additionally, it is designed to help teachers write IEPs that are also *useful*: they not only conform to the requirements of the law, but are written so that all parties involved find them understandable and helpful, providing clear roadmaps to increased student outcomes in reaching high standards in the general curriculum. In other words, *to have an IEP that another teacher can pick up and implement, and one that is legally defensible.*

The task force spent many days and countless hours on what would appear to be a relatively simple endeavor – just read IDEA 97 and Utah’s state rules, and then put together a training packet for districts and teachers. Not so!

Early into the process, the task force began to realize this project was *not* going to be a simple one, so it divided itself into three committees.

Each committee worked on separate aspects of the IEP requirements, some of which were more complex than others, the law

PLEPS and student access in LRE

No one right way- just follow criteria

Transition: ***Muddy waters***

Suggested Agenda for the IEP meeting

Individualized Training

measurable annual goals, and short term objectives/benchmarks, struggled.

For instance, writing a PLEP that describes how the student’s disability affects his/her performance in the general education curriculum can have many different looks and still be compliant and “useful”. After reading dozens of PLEPs, goals and objectives, the committee discovered that they can be written many different ways and still be compliant and that there’s no one **correct** way to write a PLEP, goal, or objective as long as basic criteria were met. Much time was spent on determining what the criteria should be. The committee tried very hard not to put requirements on teachers that were beyond what the law intended. This was true for all three committees and the task force as a whole.

Another section that required much work was that concerning transition. Addressing transition issues in the IEP was a challenge, as there are no universally accepted standards for a “transition curriculum” and the state rules and federal regulations are not specific as to requirements. In addition, there were almost as many interpretations of the requirements as there were committee members! The committee members responsible for developing this section of the training relied on publications, practices from other states, and their own experiences to come up with suggestions for developing and writing IEPs for transition-aged students. The results are intended to provide special educators with a framework for developing transition plans and IEPs that not only meet the requirements, but also meet educators’ and students’ needs. The suggested format focuses on the student’s preferred outcome for post-school life, blending academics and community and employment experiences in a way that is functional and practical for both the student and educators.

The committee that developed the content for the first section, which discusses the essential components of the IEP and the IEP process, worked their material numerous times, and with the help of the task force, developed a “model” agenda for an IEP meeting.

Districts may choose to impose additional requirements for writing standards-based IEPs. IEP forms may vary as will the knowledge base of teachers. Trainings will be individualized according to the wants and needs of individual districts and to the IEP forms they are using.

It is expected *Tools for Writing Standards-Based IEPs* will be helpful in providing practitioners the information needed to write quality IEPs that will serve as meaningful documents leading to improved learning outcomes for students with disabilities.

Acknowledgement

All following people have been instrumental in developing the content of *A Guide for Writing Standards-Based IEPs*. Their willingness to share their time and expertise has been much appreciated.

Standards-Based IEP Task Force

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Introduction:
Rule and Rationale

Standards-Based Individual Education Programs

Rule and Rationale

Federal law dictates that each local educational agency (LEA) shall develop policies and procedures for implementing individualized education program (IEP) requirements consistent with the amended Individuals with Disabilities Education Act of 1997 (IDEA), as reauthorized in 1997. The IEP serves to guide and document specially designed instruction to meet the unique academic, social and behavioral needs of students with disabilities.

In general, the IEP is a written document for a child with a disability that describes the child's educational needs and specifies the special education and related services the LEA will provide to address those needs. It is developed, reviewed, and revised in a meeting consisting of members and procedures as outlined below. The IEP is the heart and soul of IDEA, the procedure for devising the " 'free appropriate public education' (FAPE) to which every eligible child who has a disability and needs special education is entitled." (Bateman, 1998)

Standards-based IEPs

The law ensures educational opportunities for students with disabilities, which include understanding the important concepts and skills as described in curriculum standards. In the *standards-based* IEP, *how the child has access to and participates in the general education curriculum* is referenced in the student's present levels of educational performance (PLEP) statements and related measurable annual goals and objectives/benchmarks. It reflects the intent of the amended IDEA, which is that students with disabilities have the same opportunities to reach high standards in the general education curriculum as their nondisabled peers and be assessed on their progress. This also applies to participation in appropriate activities for preschool children. The IEP provides a framework for this to occur.

Standards

Standards are generalized statements of what students should know or be able to do as a result of public school education (Nolet & McLaughlin, 2000). In Utah, these standards are presented as the Core Curriculum. When writing standards-based IEPs, the Core Curriculum is used as a guideline for writing PLEPs, measurable annual goals and objectives/benchmarks. Utah's curriculum standards are based on essential life skills: lifelong learning, complex thinking, effective communication, collaboration, responsible citizenship, employability, and character development/ethics. IDEA *ensures* that *all* students, ages 3 to 21, regardless of their circumstances, will have the opportunity to reach these standards.

IDEA '97 is consistent with the current national emphasis on standards-based reform and Elementary and Secondary Education Act (ESEA) and NCLB legislation, which focuses on *all* students making adequate yearly progress (AYP) in reaching high standards, becoming literate, and being taught by highly qualified teachers. In both IDEA and

NCLB, assessment and accountability play a major role in the accomplishment of improved student learning.

The Utah State Special Education Rules and Regulations will be the legal reference used as the basis for this training. Corresponding reference numbers in the federal regulations will be listed.

Essential Components of the Standards-Based IEP

The IEP must include certain information about the child and the educational program designed to meet his or her unique needs relating to desired progress in the general curriculum and/or appropriate activities for preschool (300.347)(a). The seven areas of information include:

- ❖ Present levels of educational performance (PLEP), including how the student's disability affects the student's involvement and progress in the general curriculum
- ❖ Measurable annual goals, including benchmarks or short-term objectives related to:
 - Meeting the needs that result from the disability to enable the child to be involved in and progress in the general curriculum and for preschool, appropriate activities.
 - Meeting the other educational needs that result from the disability
- ❖ Special education and related services including supplementary aids and services to be provided to the student, program modifications, and supports for school personnel on behalf of the student.
- ❖ Individual adaptations in the administration of state or district-wide assessments to allow for student participation. If the IEP team determines that the child will not be included in the testing, a statement as to why and what will be used for assessment of the child
- ❖ The beginning dates, frequency, location, and duration of services to be provided
- ❖ A statement of how the child's progress will be measured and how parents will be informed of that progress in their native language when needed.
- ❖ Transition services for students beginning at age 14 (or younger if determined appropriate by the IEP team)

Membership, Roles and Responsibilities in the IEP Process

300.344 (a) (b) The IDEA requires that the following participants be included in the IEP meeting:

- ❖ The **student**, when appropriate. The student shall be invited to attend if a purpose of the IEP meeting will be consideration of transition services.
 - Involvement of the student provides the following benefits:
 - Increases the student's understanding of the IEP process
 - Allows the student to participate in the planning process
 - Increases other team members' understanding of the student's perspective of his/her educational program
 - Allows the student to engage in self-advocacy

- ❖ The **parent(s)**
 - The reauthorization of IDEA '97 requires that parents must be given the opportunity to play a central role in the IEP process in their native language when needed.
 - Involvement of parents in the IEP process provides the following benefits:
 - Increases the team members' understanding of the student and the student's home environment
 - Adds to parents' knowledge of the student's education setting
 - Improves communication between parents and the school
 - Increases the likelihood that, with improved understanding between home and school, mutually agreed upon educational goals will be attained
- ❖ At least one of the student's **regular education teachers** (if the student is or may be participating in the regular education environment).
 - The regular education teacher participating in the IEP meeting should be the teacher who is or may be responsible for implementing the IEP. Responsibilities of the regular education teacher should include:
 - Gathering and reporting all relevant academic, social and behavioral documentation indicating student's strengths and needs and present levels of performance, including language proficiency for ELL students
 - Providing expertise regarding the Core Curriculum and general education environment
 - Actively participating in developing program modifications and supports
 - Providing expertise regarding assessment, including accommodations, modifications and alternate assessments
- ❖ At least one of the student's **special education teachers** or, when appropriate, special education providers. Responsibilities of the special education teacher(s) include:
 - Gathering and reporting all relevant academic, social and behavioral documentation indicating student's strengths and needs and present levels of performance
 - Providing expertise regarding appropriate academic and behavioral interventions and strategies, program modifications, and support for school personnel
 - Actively participating in developing program modifications and supports
 - Providing expertise regarding assessment, including accommodations, modifications and alternate assessments
- ❖ The **alternative language teacher** for students who require English language services.
- ❖ A **local educational agency representative** who:

- Is knowledgeable about the availability of resources of the LEA and has the authority to commit these resources
 - Is qualified to provide, or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities, including ESL students who also require special education
 - Is knowledgeable about the general curriculum
- ❖ At the discretion of the parent or the LEA, ***other individuals who have knowledge or expertise regarding the student*** or needs of the student. This could include related service personnel, other service providers, and when required, an interpreter for non-English speaking parents or for parents who use another mode of communication.
 - ❖ An ***individual who can interpret the instructional implications of evaluation results***, who may be another member of the team,
 - ❖ A ***representative of any other agency*** that is likely to be responsible for providing or paying for transition services shall also be invited,

Model Agenda for the IEP Meeting:

During the IEP meeting, it is important to remember that each team member is an equal participant in the development of the IEP. The meeting facilitator may use the following agenda to develop a written IEP:

1. Introduction of team members, reviewing the role of each member
2. Review procedural safeguards
3. Review relevant evaluation results, including
 - a. Formal & informal assessments which indicate the student's progress in the general curriculum
 - b. Anecdotal notes, observations, and other information from the general and special education classrooms and other education environments
4. Review the current IEP (when applicable)
5. Determine the present levels of educational performance (PLEP) including the level of English proficiency for English language learners
6. Use the Utah Core Curriculum as a resource for determining annual goals
7. Write standards-based measurable annual goals, or determine appropriate activities for preschool, including short term objectives or benchmarks and determine procedures for measuring and reporting progress toward annual goals
8. Determine services needed, including transition services, as appropriate
9. Ensure that the student participates with nondisabled peers in the general education curriculum, or appropriate activities in preschool, to the maximum extent appropriate. ***Caution:*** Parents need to be informed of the ramifications of out-of-level or alternate testing
10. Consider special factors including behavior, limited English proficiency (LEP), extended school year (ESY), Braille instruction, communication and assistive technology
11. Obtain signatures from IEP team members to document their participation in the meeting
12. Provide a copy of the IEP to parents in their native language

The Foundation of the IEP

Present Level of Educational Performance (PLEP)

Requirement

The IEP for each child with a disability should include a statement of the child's present levels of educational performance including how the child's disability affects the child's involvement and progress in the general curriculum (i.e. the same curriculum as for nondisabled children) or for preschool children, as appropriate, how the disability affects the child's participation in appropriate activities. 300.347 (a)(1)

Comments

The PLEP statement provides the data that is the foundation for the other components of the IEP. Specific statements about the student's functioning levels in the areas of the general curriculum in which the student requires specially designed instruction facilitates determining the appropriate annual goals upon which the supports and services are based.

The PLEP should:

- ❖ State the area(s) of the general curriculum and /or appropriate activities affected by the disability that will need specially designed instruction.
- ❖ For each area above, describe the student's current level of performance. The description should:
 - **Be based on evidence**
 - Assessment data can be formal and/or informal, such as norm based assessments, criterion referenced assessments, curriculum based assessments, data from teachers, anecdotal records, observation, portfolios, participation, attendance, and input from parents and students. See example below:

PLEP: Jimmy, a third grade student, has a learning disability that affects his performance in reading and requires specially designed instruction, **according to the teacher's running records and informal reading inventory** given last month. Jimmy is reading at the first grade reading level. He can only sound out simple consonant-vowel-consonant words (such as hit, mop). He can read eighteen sight words. He understands classroom materials that are read to him.

- **Reflect current information**
 - Statements of evidence should be time referenced, either noting the date or using terms such as currently, at this time, presently, or recently.

PLEP: Jimmy, a third grade student, has a learning disability that affects his performance in reading and requires specially designed instruction, according to the teacher's running records and informal reading inventory **given last month.** Jimmy is reading at the first grade reading level. He can only sound out simple consonant-vowel-consonant words (such as hit, mop).

He can read eighteen sight words. He understands classroom materials that are read to him.

- **Be understandable**

- Statements should use terms that are clear to all members of the IEP team. Clarity may be achieved through description or example, and avoiding use of educational jargon, statistics, and acronyms when possible.

PLEP: Jimmy, a third grade student, has a learning disability that affects his performance in reading and requires specially designed instruction, according to the teacher’s running records and informal reading inventory given last month **Jimmy is reading at the first grade reading level. He can only sound out simple consonant -vowel -consonant words (such as hit, mop). He can read eighteen sight words. He understands classrooms materials that are read to him.**

Model:

(1) _____ (student) _____ has a disability (classification optional) that affects his/her performance in _____ (list areas of general curriculum, e.g. math, reading, writing, or preschool activities, such as motor, language, social), and requires specially designed instruction. (2) According to _____ (data source) _____, given on ___ date) ____, _____ (student) _____ is functioning _____.

Write the 2nd sentence for each area listed in the 1st sentence.

This model should not be interpreted as the “ideal”. It is an example of what a PLEP would look like if it met the basic criteria. Below is a PLEP using this model:

Jeff has a reading disability that affects his performance in language arts, math, and content subjects and requires specially designed instruction. According to the QRI informal reading inventory given last week, Jeff is functioning (instructional level) at 2nd grade in reading accuracy and comprehension. He has difficulty in sounding out multisyllable words and all words with silent letters and vowel irregular vowels (ou, aw, oi, oy). He can read most 1st and second grade material.

The following examples meet the criteria, but each is worded differently.

Examples

- ❖ ***PLEP: Jane*** has been identified as having a disability that affects the Core Curriculum area of writing. Based on recent writing samples she has difficulty writing complete sentences using correct capitalization, punctuation, and

grammar. She also has difficulty staying on the topic as compared to students her age.

FYI: Jane is 15 years old

- ❖ **PLEP: Jack** is an 11 year old, fifth grade student with a severe to profound hearing loss. With his hearing aids, Jack hears in the mild to moderately severe range. Jack's hearing loss affects his communication skills in the areas of receptive (understanding) and expressive (using) language, listening skills, and reading. The CELF-3, administered on 10/22/02 rated Jack's language skills at a 6 year 7 month old level. The PPVT-III administered on 10/30/02 indicates that Jack's receptive vocabulary is equivalent to a 6 year 4 month old level. A Qualitative Reading Inventory administered on 11/15/02 places Jack at a first grade instructional reading level. According to the Test of Auditory Comprehension administered last month, Jack demonstrates listening skills in the areas of discrimination of linguistic from non-linguistic messages (distinguishing a spoken message from environmental sounds). He demonstrates comprehension of common expressions. He is also able to recall only one critical element (piece of information) from a message. He cannot sequence events based on auditory information (information received through listening).

- ❖ **PLEP: Carrie** is a 1st grade student who has been identified as having a disability which affects the core curriculum areas of speaking and listening. On the Preschool Language Scale 4, administered last month, Carrie's scores in both the auditory comprehension area and the expressive communication area were significantly below average. In the auditory comprehension area, Carrie had difficulty with the identification of initial sounds; understanding rhyming sounds; time, size, and quantitative concepts (i.e. first, last, all, each, half, whole, large, small). In the area of expressive communication, Carrie had difficulty with defining simple words; repairing grammatical errors; rhyming and segmenting words (i.e. If I take away the boy from cowboy, what word is left?); telling a story in sequence with grammatically correct sentence structure; telling a story with introduction, sequence, and conclusion. Carrie also has noticeable errors in her articulation of words, and is difficult to understand. Carrie's teacher states that she is difficult to understand and seems to have more grammatical errors than most of the students in her class, but that she attends well to instruction, and seems to understand oral directions. Carrie's teacher feels that presently, she is within the low average range in her academic achievement.

- ❖ **PLEP: I, Wendy**, need to improve my social skills with peers and adults. I'm not very patient and get angry quickly. I take my anger out on other people, so they avoid me. My teachers say I lose my temper at least a couple times a week. I have only one person who will have anything to do with me and I really want more friends.

FYI: Wendy is in high school.

- ❖ **PLEP:** According to his 5th grade teacher's discipline log, **Jerry's** physically aggressive behavior, which consists of pushing, taking materials away from other students, and fighting on the playground has increased from last year. Currently he is physically aggressive at least twice a day, usually during unstructured situations, such as on the playground, in the cafeteria, and during classroom transitions. These behaviors cause him to miss an average of three hours of classroom time per week.

FYI: Jerry's behavior affects his access to the general curriculum

- ❖ **PLEP: Heidi's** science and history teachers recently reported that she is disrupting class by talking out 4 out of 5 times during their class periods. She apologizes, and then continues to talk out. Most of the students try to ignore this behavior, but a few girls in the class think it's funny and begin to mimic her. This has been occurring since the beginning of the semester. Parents say that she also does this in her Sunday school class. Mom reports that Heidi refuses to take her medication to manage her Attention Deficit Hyperactivity Disorder (ADHD).

FYI: Heidi is in junior high.

- ❖ **PLEP: Chris** is working in the first grade math curriculum. He adds and subtracts single digit problems on daily worksheets with the use of counters or visual prompts at an average 74% accuracy. Without these aids he gets an average of only 36% correct. His sixth grade classmates are computing with decimals, fractions, and prime numbers.

- ❖ **PLEP: Amanda** is a wonderful, caring 14 year old. This year's curriculum based assessment reveals that she:

- Matches colors and objects
- Sorts but cannot identify coins
- Reads survival words
- Prints first and last name
- Recites parents name, address, and phone
- Independently navigates school safely, but parents report that she gets lost in store
- Depends on parents for personal hygiene, clothing care, dressing and food preparation
- Performs some personal needs: toileting, feeding, and washing hands

FYI: Amanda is an ID student; reference Transition Flow Charts for more transition information.

Measurable Annual Goals Including Objectives/Benchmarks

Requirement

The IEP for each child with a disability must include a statement of measurable annual goals, including benchmarks or short-term objectives, related to:

- Meeting the child's needs that result from the child's disability to **enable the child to be involved in and progress in the general curriculum** (i.e. the same curriculum as for nondisabled children), or for preschool children, as appropriate, to participate in appropriate activities, and
- Meeting each of the child's other educational needs that result from the child's disability. 300.347 (a)(2)

Comments

The measurable annual goals, including short-term objectives or benchmarks, represent where the IEP team expects the student to be functioning in approximately a year for each of the areas of the general curriculum with which the child is having difficulty and that require specially designed instruction. There needs to be a direct relationship between the goal and the needs identified in the PLEP. Appropriate, effective goals are useful in making educational decisions for the student. When measurable, the goals permit tracking of student progress, which ultimately informs instruction.

Measurable Annual Goals, Including Benchmarks or Short-term Objectives:

❖ Must Be Measurable

- The goal should be stated in terms of what the student will learn.
- The goal statement needs to show how the student's progress will be measured (teacher observations, test scores, grades, work samples, checklist, curriculum based assessment, behavior assessment etc.)
- The goal statement needs to specify criteria for mastery (observed, counted, demonstrated, etc.). See below:

Measurable Annual Goal: (third grade standard): Jimmy will use graphophonic cues (letter sound correspondence) to identify and pronounce words from a **teacher made test with 80% accuracy on three different trials**. Using graphophonics means that he sounds out words.

Objectives/Benchmarks:

1. Consonant diagraphs (such as shot, push, with) and blends with short vowels (stop, list) **by first reporting period**
2. Long vowels (such as boat, cake,) **by second reporting period**
3. Vowel diagraphs (joy, noise), r-controlled (car, bird, for) and irregular vowels (book, out) **by third reporting period**

❖ **Should Be Meaningful**

- There should be a direct relationship between the goal and the PLEP that has been written for the area of the general curriculum and/or appropriate activities for which the student needs specialized instruction. There are two options:
- Option 1: use the language from core curriculum standards and indicators.
- Option 2: incorporate the intent of the core curriculum standards and indicators. See below:

Measurable Annual Goal: (third grade standard) **Jimmy will use graphophonic cues (letter sound correspondence) to identify and pronounce words** from a teacher made test with 80% accuracy on three different trials. Using graphophonics means that he sounds out words.

Objectives/Benchmarks:

1. Consonant digraphs (such as shot, push, with) and blends with short vowels (stop, list) by first reporting period
2. Long vowels (such as boat, cake,) by second reporting period
3. vowel digraphs (joy, noise), r-controlled (car, bird, for) and irregular vowels (book, out) by third reporting period

FYI: PLEP relationship - He can only sound out simple consonant -vowel -consonant words (such as hit, mop).

❖ **Should Be Understandable**

- Statements use terms that are clear to all members of the IEP team, avoiding use of educational jargon, statistics, and acronyms when possible. See below:

Measurable Annual Goal: (third grade standard) Jimmy will use graphophonic cues (letter sound correspondence) to identify and pronounce words from a teacher made test with 80% accuracy on three different trials. **Using graphophonics means that he sounds out words.**

Objective/Benchmarks:

1. Consonant digraphs (**such as shot, push, with**) and blends with short vowels (**stop, list**) by first reporting period
2. Long vowels (**such as boat, cake,**) by second reporting period
3. vowel digraphs (**joy, noise**), r-controlled (**car, bird, for**) and irregular vowels (**book, out**) by third reporting period

❖ **Must Be Reported**

- A statement of how the child's **progress toward annual goals** will be measured and how parents will be informed of that progress is to be indicated on the IEP.
- Reporting to parents includes the extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year.

- The reporting of student progress is to be as frequent as that of non-disabled students. See below:

Measurable Annual Goal: (third grade standard) Jimmy will use graphophonic cues (letter sound correspondence) to identify and pronounce words from **a teacher made test** with 80% accuracy on three different trials. Using graphophonics means that he sounds out words.

Objectives/Benchmarks:

1. Consonant digraphs (such as shot, push, with) and blends with short vowels (stop, list) by first reporting period
2. Long vowels (such as boat, cake,) by second reporting period
3. Vowel digraphs (joy, noise), r-controlled (car, bird, for) and irregular vowels (book, out) by third reporting period

FYI: How parents will be informed of that progress is to be indicated on the IEP (parent/teacher conference, progress report, etc.)

Note: Teachers and parents (students, when appropriate) might want to create objectives or benchmarks that can be reached just prior to school reporting periods.

Examples

- ❖ **PLEP: Jane** has been identified as having a disability that affects the core curriculum area of writing. Based on recent writing samples she has difficulty writing complete sentences using correct capitalization, punctuation, and grammar. She also has difficulty staying on the topic as compared to students her age.

FYI: Jane is 15 years old.

Measurable Annual Goal: (tenth grade standards) Edit text to conform to the conventions of standard English that include capitalization, punctuation, usage, and correct spelling.

Objective/Benchmark: Write using correct capitalization and punctuation in five out six sentences on writing assignments.

Objective/Benchmark: Write complete sentences using correct capitalization and punctuation in five out of six sentences on writing assignments.

Objective/Benchmark: Write and edit one three-paragraph story using complete sentences with correct capitalization and punctuation with no more than two errors.

FYI: Another goal should be written on staying on topic.

- ❖ **PLEP: Jack** is an 11 year old, fifth grade student with a severe to profound hearing loss. With his hearing aids, Jack hears in the mild to moderately severe range. Jack's hearing loss affects his communication skills in the areas of receptive (understanding) and expressive (using) language, listening skills, and reading. The CELF-3, administered on 10/22/02 rated Jack's language skills at a 6 year 7 month old level. The PPVT-III administered on 10/30/02 indicates that Jack's receptive vocabulary is equivalent to a 6 year 4 month old level. A

Qualitative Reading Inventory administered on 11/15/02 places Jack at a first grade instructional reading level. According to the Test of Auditory Comprehension administered last month, Jack demonstrates listening skills in the areas of discrimination of linguistic from non-linguistic messages (distinguishing a spoken message from environmental sounds). He demonstrates comprehension of common expressions. He is also able to recall only one critical element (piece of information) from a message. He cannot sequence events based on auditory information (information received through listening).

Measurable Annual Goal: (fifth grade intent) Jack will increase his expressive language skills through activities surrounding drama.

FYI: The IEP date is December 1, 2002. His goal is a combination of Standard SL 1 and an indicator under the objective SL 1-501.

Objective/Benchmark: (fourth grade intent) Jack will use the passive voice in drama/narration activities 4 out of 5 times required according to teacher observations.

FYI: This objective is a fourth grade indicator under SL 1-405.

Objective/Benchmark: (fourth grade intent) Jack will use time concepts such as “the next day”, “the following morning”, “that afternoon.” In drama/narration activities, 4 out of 5 times required according to teacher observations.

FYI: This objective is a fourth grade indicator under SL 1-405.

Measurable Annual Goal: (fifth grade intent) Jack will increase skills in asking and responding to questions in small group settings.

FYI: This goal is a combination of two indicators under SL 1-501.

Objective/Benchmark: Jack will ask and answer “why” questions with negatives (i.e. “Why don’t you like coke?”) in 5 of 6 conversational activities, when prompted.

FYI: This objective is a fourth grade indicator under SL 1-405.

Objective/Benchmark: Jack will ask and answer “how often” questions in 5 of 6 conversational activities, when prompted.

FYI: This objective is a fourth grade indicator under SL 1-405.

Measurable Annual Goal: (integrated listening standard K-6) Jack will acquire language and information through listening.

Objective/Benchmark: When presented with an auditory message containing two concepts relating to a unit of study, Jack will be able to select a picture that represents the message 5 out of 6 times.

Objective/Benchmark: Jack will sequence 2 to 3 events from stories presented orally at his language level 4 out of 5 different stories.

- ❖ **PLEP: Carrie** is a 1st grade student who has been identified as having a disability that affects the core curriculum areas of speaking and listening. On the Preschool Language Scale 4, administered last month, Carrie’s scores in both the auditory comprehension area and the expressive communication area were both significantly below average. In the auditory comprehension area Carrie had

difficulty with the identification of initial sounds; understanding rhyming sounds; time, size, and quantitative concepts (i.e. first, last, all, each, half, whole, large, small). In the area of expressive communication, Carrie had difficulty with: defining simple words; repairing grammatical errors; rhyming and segmenting words (i.e. If I take away the boy from cowboy, what word is left?); telling a story in sequence with grammatically correct sentence structure; telling a story with introduction, sequence, and conclusion. Carrie also has noticeable errors in her articulation of words, and is difficult to understand. Carrie's teacher states that she is difficult to understand and seems to have more grammatical errors than most of the students in her class, but that she attends well to instruction, and seems to understand oral directions. Carrie's teacher feels that presently, she is within the low average range in her academic achievement.

Measurable Annual Goal: Carrie will tell and retell stories and events in logical order (SL1-101), with an introduction, sequence, and conclusion at 80% accuracy over 3 sessions.

Objectives/Benchmark:

- A. Using pictures and verbal prompts
- B. Using pictures only
- C. Using immediate response (event or story has just occurred)
- D. Using delayed response (event or story occurred in the past)

Measurable Annual Goal: Carrie will increase her oral descriptive vocabulary (SL1-103), by using early time, size, and quantitative vocabulary, at 80% accuracy, over three observational periods, to describe pictures.

Objectives/Benchmark:

- A. Size concepts: big, little, large, small, medium, and early comparatives er and est
- B. Quantitative concepts: more, less, most, all, none, some, half, whole
- C. Time: first, last, today, tomorrow, yesterday, now, later, seasonal words (i.e. summer, fall)
- D. Positional concepts: top, bottom, side, over, between, in front, in back

Measurable Annual Goal: Carrie will create new language patterns based on patterned text (SL1-101) and modeling and direct instruction from adults in her environment at 80% accuracy for 3 observation periods in each of the following objectives:

Objectives/Benchmark:

- A. Use correct word order for questions
- B. Use correct pronouns (I, me, mine, he, him/his, she, her/hers, they, them)
- C. Use negation correctly in simple sentences

Measurable Annual Goal: Carrie will use the following sounds correctly in conversational speech at 70% accuracy, over 3 observational periods: f, p, k, g,

and t. Carrie will use the s sound correctly in single words and short phrases at 50% accuracy, over 3 observational periods.

Objective/Benchmark:

- A. Use the sound in imitation and with a visual cue
- B. Use the sound in simple words
- C. Use the sound in age appropriate multisyllabic words
- D. Use the sound in short phrases
- E. Use the sound in short sentences
- F. Use the sound in age appropriate reading
- G. Use the sound in structured conversation

- ❖ **PLEP:** I, **Wendy**, need to improve my social skills with peers and adults. I'm not very patient and get angry quickly. I take my anger out on other people, so they avoid me. My teachers say I lose my temper at least a couple times a week. I have only one person who will have anything to do with me and I really want more friends.

Measurable Annual Goal: (secondary health standards intent) Knowledge, skills, attitudes and behaviors contribute to healthy relationships with self and others). Improve social skills/interaction with adults and peers by losing my temper no more two times a month. Goal will be measured by teacher observations and self-report.

Objective/Benchmark:

- 1. I will learn anger management skills (such as deep breathing, counting before responding, and ignoring).
- 2. I will practice these skills in my job sampling class with my job coach.
- 3. I will use these skills in my job sampling situations in the community.
- 4. I will have at least one new friend by the time the semester is over.

FYI: Transition skills are imbedded within the instructional goals.

- ❖ **PLEP:** According to the teacher's discipline log **Jerry's** physically aggressive behavior, which consists of pushing, taking materials away from other students, and fighting on the playground has increased from last year. Currently he is physically aggressive at least twice a day, usually during unstructured situations, such as on the playground, in the cafeteria, and during classroom transitions. These behaviors cause him to miss an average of three hours of classroom time per week.

FYI: This affects his access to the general curriculum.

Measurable Annual Goal: (Social Studies to promote good citizenship elementary level intent) Student will decrease incidents of physical aggression as measured by teacher checklist.

Objective/Benchmark:

- 1. Student will decrease incidents of physical aggression with a total of no more than one per week.

2. Student will have no more than 2 incidences of physically aggressive behavior over a grading period.

❖ **PLEP: Heidi's** science and history teachers recently reported that she is disrupting class by talking out 4 out of 5 times during their class periods. She apologizes, and then continues to talk out. Most of the students try to ignore this behavior, but a few girls in the class think it's funny and begin to mimic her. This has been occurring since the beginning of the semester. Parents say that she also does this in her Sunday school class. Mom reports that Heidi refuses to take her medication to manage her ADHD.

Measurable Annual Goal: (Secondary Health Standards Intent, develops skills and processes that contribute to a healthy self). Student will raise her hand and wait to be called on.

Objective/Benchmark: Student will raise her hand and wait to be called on with 10 or fewer errors per week.

Objective/Benchmark: Student will raise her hand and wait to be called on with 5 or fewer errors per day.

❖ **PLEP: Chris** is working in the first grade math curriculum. He adds and subtracts single digit problems on daily worksheets with the use of counters or visual prompts at an average 74% accuracy. Without these aids he gets an average of only 36% correct. His sixth grade classmates are computing with decimals, fractions, and prime numbers.

Measurable Annual Goal: (first grade standard) Chris will compute addition and subtraction facts to twelve with 90% accuracy as measured by teacher made test.

Objective/Benchmark: Chris will add 2-digit numbers without counters or prompts with 90% accuracy on worksheets and tests.

Objective/Benchmark: Will subtract 2-digit numbers without counters or prompts with 90% accuracy on worksheets and tests.

FYI: ID elementary student

❖ **PLEP: Amanda** is a wonderful, caring 14 year old. This year's curriculum based assessment reveals that she:

1. Matches colors and objects
2. Sorts but cannot identify coins
3. Reads survival words
4. Prints first and last name
5. Recites parents name, address, and phone
6. Independently navigates school safely, but parents report that she gets lost in store
7. Depends on parents for personal hygiene, clothing care, dressing and food preparation
8. Performs some personal needs: toileting, feeding, and washing hands

Measurable Annual Goals: (Second Grade Standard) Name and identify the value of coins with 80% four of five trials, as measured by teacher observation log.

Objective/Benchmark:

1. Correctly name coins (penny, nickel, dime, and quarter).
2. Identify the value of coins
3. Use combination coins to total a dollar

Measurable Annual Goals: (Second Grade Reading Standard) Use prior knowledge to comprehend new information and construct meaning to accurately prepare three new recipes within a semester.

Objective/Benchmark:

1. Read words and symbols to identify common cooking vocabulary.
2. Use words and symbols to accurately prepare recipes with peer tutor assistance
3. Accurately prepare recipes independently using good food, health and safety practices (such as washing hands before starting, not tasting food, and cleaning food preparation area).

FYI: Amanda is an ID student; reference Transition Flow Charts for more transition information.

Transition

Requirement

A statement of transition services must be included in the IEP for all students, beginning at age 14 or younger, if appropriate.

Comments

Transition services are based on the individual student's needs, taking into account the student's preferences and interests and include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation. Services may include special education, if provided as specially designed instruction, or related services, if required to assist a student with a disability to benefit from special education.

Transition services include a coordinated set of activities for a student with a disability that are designed within an outcome-oriented process that promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.

The transition needs and service statements may be written on the transition-planning page of the IEP, or as a student- or teacher-generated narrative, which must become part of the IEP. Statements regarding transition must address the two following areas:

❖ **Transition Service Needs** (beginning at age 14)

These focus on the student's course of study that will assist the student to make a successful transition to his or her goals for life after high school, as shown in the following examples:

- Math through Algebra II, all industrial arts classes that focus on engineering and technology path in construction fields, job shadowing and possible community work experience.
- Functional classes to develop skills for working on a team collaboratively; work experience in a sheltered workshop; and functional life skills.
- As many family and consumer science classes as possible to acquire adult living skills; functional math and community-based work experience in the health and food service area.
- Ted will continue to take college prep classes and explore options in medical field and other interest areas, take advanced biology classes, chemistry, and advanced math classes. Ted has asked for assistance to consider other career fields as well.

- Core classes leading to basic high school diploma, Spanish, Band, Physical Education, Science, Sociology, Study Skills, Child Development, Cooperative Work Experience related to child care, UBSCT, Career counseling, College Day.

❖ **Needed Transition Services** (beginning at age 16)

These include services necessary in the areas of instruction, related services, community experiences, the development of employment and other post-school adult living objectives; and if appropriate, acquisition of daily living skills and functional vocational evaluation. A statement of interagency responsibilities or linkages is also needed. Needed transition services should:

- Be based on the student's post-school vision or goal
- Be a team developed course of instructional and educational study for the next 3 to 4 years based on the student's vision and his/her needs, interests, and preferences
- Be referenced in the student's PLEP as statements of current level of functioning in required transition areas
- Be developed through an outcome-oriented process, with the student's involvement, to promote movement from school to post-school activities including post-secondary education, vocational training, integrated employment (including supported employment), continuing adult education, adult services, independent living, or community participation
- Be a team developed statement that addresses instruction, related services, community experiences, the development of employment and other post-school adult living objectives; and if appropriate, acquisition of daily living skills and functional vocational evaluation
- Include interagency responsibilities and linkages as appropriate
- Be reviewed annually to ensure it continues to reflect the long-range vision of the student.

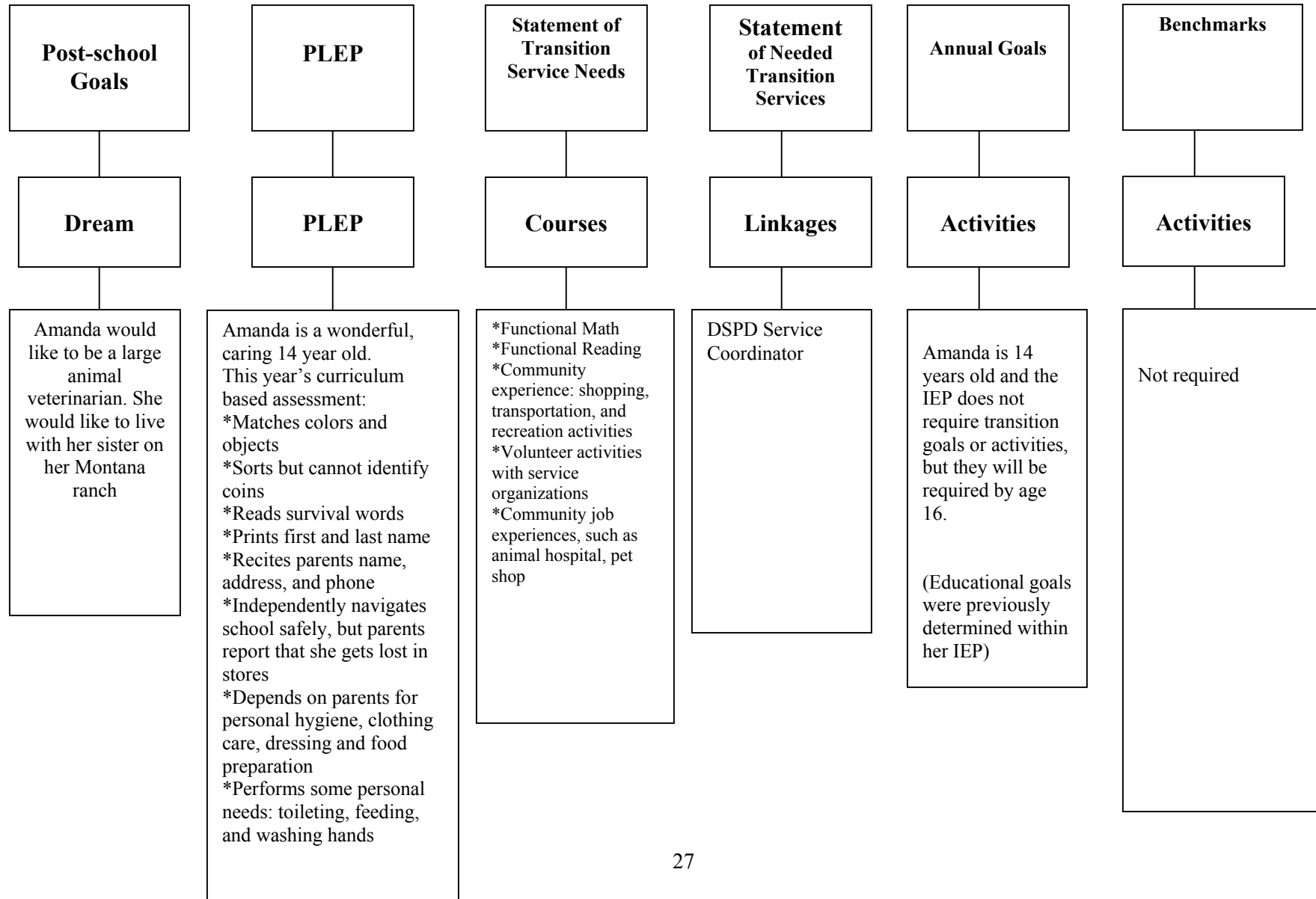
Examples

- ❖ **Instruction:** the use of formal techniques to impart knowledge; the instruction the student needs to receive in specific areas to complete needed course, succeed in the general curriculum and gain needed skills including, for example, self advocacy.
- ❖ **Related services:** those services that may be required to assist a student with a disability to benefit from special education; related services for transition may

- include orientation and mobility services, parent counseling and training services, counseling (including rehabilitation counseling) services, and transportation.
- ❖ ***Community experiences:*** those services provided outside of the school building, in community settings, by schools or other agencies; may include community-based work experiences and/or exploration, banking, shopping, transportation, community counseling, recreational activities, independent living centers, or adult service providers.
 - ❖ ***Employment:*** services that lead to a job or a career; may include community-based work experiences and job-site training programs.
 - ❖ ***Post-school adult living objectives:*** services that support important adult activities that are done occasionally, such as registering to vote, doing taxes, renting a home, accessing medical services, Supplemental Security Income, or filing for insurance.
 - ❖ ***Acquisition of daily living skills:*** those activities adults do every day; may include preparing meals, budgeting, maintaining a home, paying bills, caring for clothes, grooming.
 - ❖ ***Functional vocational evaluation:*** an assessment process that provides practical information about job or career interests, aptitudes and skills; information may be gathered through situational assessments, observations or formal measures (Garfield, 2000)

FYI: *See example on the next page. Additional examples are located in Appendix C.*

Amanda



Assessment and Supports

Participation of Students with Disabilities in Utah's State-wide Assessment Programs

Requirement

The Utah Special Education Rules require all students with disabilities to participate in district and statewide assessments. Individualized Education Program (IEP) teams are required to make determinations of how each student will participate in the various parts of the statewide assessment. Students may participate in one of three ways: (1) standard administration, (2) administration of the test with accommodations, or (3) alternate assessment (see below). Any adaptations/modifications required to participate in statewide assessments need to be implemented during classroom instruction.

State and District-Wide Assessments

State and district-wide assessments include those in the UPASS system, such as level/course Core Assessment Criterion-Referenced Tests (CRTs), the Utah Basic Skills Competency Test (USBCT), and the SATs. If a student cannot participate in these assessments the student must take an alternate assessment (see below) given through the school year in which the student turns 18 years of age.

❖ Participation options:

- 1) Grade level CRT under standard administration
- 2) Grade level CRT with accommodation(s)
- 3) Out of Level CRT
- 4) Utah Alternate Assessment

Alternate assessments include:

- ❖ ***Utah's Alternate Assessment (UAA):*** If a student is receiving instruction in functional life or access skills the IEP team may determine that the UAA is the most appropriate method to evaluate the student's progress. ***Caution:*** Parents and students must be fully informed of the possible consequences of selection of alternate assessment. A student who participates in the UAA may receive an alternative completion diploma if he/she meets all other school/district graduation requirements.
- ❖ ***Out-of-Level Assessment:*** If the IEP team determines that an out-of-level CRT most closely aligns with the curriculum and instruction the student is receiving in that subject area, they may select an out-of-level CRT. ***Caution:*** The IEP team must consider what information out-of-level testing will provide about the student's progress toward meeting graduation criteria.

Participation of Students with Disabilities in UPASS (July 2002).

Guiding principles for IEP teams to consider in determining the student's participation in state and district-wide tests.

- ❖ The CRT is designed to measure performance against curriculum standards. For example, the 5th grade Math CRT measures performance against the 5th grade math CORE.
- ❖ There is overlap in the curriculum standards from grade to grade. For example, estimation strategies appear in multiple grade levels.
- ❖ There is a range of abilities of students within the non-disabled population at each grade level.
- ❖ The participation option selected by the IEP team should be the one that best aligns with the curriculum standards the student is being taught.
- ❖ It is possible for a student to be assessed at grade level in one area (Math for instance) and assessed on an Out of Level or UAA for a different area (Language Arts for instance).
- ❖ The more severely the student's disability affects their educational performance, the more likely they will be participate in either an Out of Level CRT or the UAA.
- ❖ The greater the distance between the student's enrolled grade and their academic grade level, the more likely the UAA would be selected. For example, a student in the twelfth grade functioning at the first grade academic level would most likely participate via the UAA rather than the 1st grade CRT.
- ❖ The Utah State Department of Education defines Out of Level testing as more than one grade level different than the student's age-appropriate grade level or class. Some districts may give additional guidance to their teachers.
- ❖ It is required under IDEA that results of students in Special Education be disaggregated and reported publicly as well as to the Secretary of Education.

Special Education Services and Supports

Requirement

The IEP must contain a statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided for the child, to advance appropriately toward attaining the annual goals. To be involved and progress in the general curriculum in accordance with paragraph (a)(1) of this section and to participate in extra-curricular and other nonacademic activities; and to be educated and participate with other children with disabilities and nondisabled children in the activities described in this section. 300.47 (a)(3)

Special Education Service

Definition: Specially designed instruction to meet the unique needs of a student with a disability. The components include:

- Services provided
- Start Date
- Location
- Duration
- Frequency

Model

Special Education Services: (Services Provided) _____
Start Date: (If other than IEP date) _____
Location: (Regular Education, Special Education, Other) _____
Duration: (Time) _____
Frequency: (How often) _____

Examples

- ❖ Special Education Services: *Reading*
Start Date: (If other than IEP date) *July 1, 2002*
Location: *Regular Education*
Duration: *45 minutes*
Frequency: *Daily*
- ❖ Special Education Services: *Work-Based Learning*
Start Date: (If other than IEP date) *September 30, 2002*
Location: *Community Work Sites*
Duration: *2 hours*
Frequency: *3 times weekly*

- ❖ Special Education Services: Developmental Readiness Skills
 Start Date: (If other than IEP date) September 30, 2002
 Location: Preschool
 Duration: 2.5 hours
 Frequency: 4 times weekly

- ❖ Special Education Services: Positive Behavioral Supports
 Start Date: (If other than IEP date) July 1, 2002
 Location: Regular Education
 Duration: 45 minutes
 Frequency: Daily

Related Services

Definition: Transportation and such developmental, corrective and other supportive services required to assist a student with a disability to benefit from special education. Be sure to provide location, frequency, and duration. The components include:

- Services provided
- Start Date
- Location
- Duration
- Frequency

Model

Related Services: _____
 Start Date: (If other than IEP date) _____
 Location: (Regular Education, Special Education, Other) _____
 Duration: (Time) _____
 Frequency:(How often) _____

Examples

- ❖ Related Services: Occupational Therapy
 Start Date: (If other than IEP date) October 1, 2002
 Location: Special Education
 Duration: 60 minutes
 Frequency: weekly

- ❖ Related Services: Transportation
 Start Date: (If other than IEP date) August 26, 2002
 Location: Home to school/ school to home
 Duration: 40 minutes
 Frequency: Daily

- ❖ Related Services: Job Coach
 Start Date: (If other than IEP date) _____
 Location: job site
 Duration: 2 hours
 Frequency: 3 x / wk

Supplementary Aids and Services*

Definition: The term supplementary aids and services means aids, services, and other supports that are provided in regular education classes or other education-related settings to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate. The components include:

- Services provided
- Start Date
- Location
- Duration
- Frequency

Model

Supplementary aids and services: _____
 Start Date: (If other than IEP date) _____
 Location: (Regular Education, Special Education, Other) _____
 Duration: (Time) _____
 Frequency: (How often) _____

Examples

- ❖ Supplementary Services: Assistive Technology
 Start Date: (If other than IEP date) September 1, 2002
 Location: Regular Education
 Duration: 30 minutes
 Frequency: instructional time

- ❖ Supplementary Services: Augmentative Communication Device
 Start Date: (If other than IEP date) August 26, 2002
 Location: Regular Class
 Duration: as needed
 Frequency: as needed

- ❖ Supplementary Services: Feeding Chair
 Start Date: (If other than IEP date) September 1, 2002
 Location: Special Education Classroom
 Duration: 1 hour
 Frequency: as needed

Program Modifications and Accommodations*

Definition: Changes to the learning environment or curriculum that enable children with disabilities to be educated with non-disabled children to the maximum extent appropriate. Program adaptations for instruction must be used on a regular basis to be used for assessment. Location, frequency, and duration must be provided. The components are:

- Services provided
- Start Date
- Location
- Duration
- Frequency

Model

Program modifications and accommodations: _____
Start Date: (If other than IEP date) _____
Location: (Regular Education, Special Education, Other) _____
Duration: (Time) _____
Frequency: (How often) _____

Examples

- ❖ Program modifications and accommodations: Test given orally
Start Date: (If other than IEP date) _____
Location: Resource room
Duration: 30 minutes
Frequency: as needed
- ❖ Program modifications and accommodations: peer tutoring
Start Date: (If other than IEP date) August 26, 2002
Location: General Education Classroom
Duration: 40 minutes
Frequency: Student Monitored
- ❖ Program modifications and accommodations: Job Coach
Start Date: (If other than IEP date) _____
Location: job site
Duration: 2 hours
Frequency: 3 x /wk

Supports for School Personnel*

Definition: Services provided to the staff ON BEHALF OF THE STUDENT. The components include:

- Services provided
- Start Date
- Location
- Duration
- Frequency

Model

Supports for School Personnel: _____
Start Date: (If other than IEP date) _____
Location: (Regular Education, Special Education, Other) _____
Duration: (Time) _____
Frequency:(How often) _____

Examples

- ❖ Supports for School Personnel: Autism Conference
Start Date: (If other than IEP date) Fall Semester
Location: Utah
Duration: 2 days
Frequency: 1 time

- ❖ Supports for School Personnel: Consultation general ed/special ed teachers
Start Date: (If other than IEP date) August 26, 2002
Location: General Education Classroom
Duration: 30 minutes
Frequency: weekly

- ❖ Supports for School Personnel: Paraprofessional for Reading
Start Date: (If other than IEP date) _____
Location: general ed
Duration: 1 hour
Frequency: 3 x / wk

* FYI: If it is too problematic to indicate specific location, duration, and/or frequency, a clear and understandable narrative describing the specifics of each should be written on the IEP.

Appendices

Appendix A

PLEP Worksheets

Elementary PLEP Worksheet

Subject/Activity	Sp Ed services are not needed	Sp Ed services are needed	Describe the student's present levels of educational performance for each of the areas of the general curriculum affected by the disability.
Speaking/Listening			
Reading			
Language Arts			
Mathematics			
Social Studies			
Science			
Art			
Music			
PE			
Library			
Computer			
Lunch			
Recess			
Transition time			
Other			

Secondary PLEP Worksheet

Subject/Activity	Sp Ed services are <i>not</i> needed	Sp Ed services are needed	Describe the student's present levels of educational performance for each of the areas of the general curriculum affected by the disability
Speaking/Listening			
Reading			
Language Arts/English			
Mathematics			
Social Studies			
Science			
Art			
Music			
Drama			
Dance			
Healthy Lifestyles			
Technology			
Library/Media			
Transition time			
Other			

Appendix B

Student Scenarios, Examples, Non-Examples, and Criteria Checklist

Student Scenarios, Examples, and Non Examples

PLEPs, Goals, Objectives and Benchmarks

Use the accompanying checklist to evaluate the following PLEPs, Goals, Objectives/Benchmarks.

- ❖ **PLEP:** Josh is currently working on multiplication.

Measurable Annual Goal: Improve skills in addition, subtraction, multiplication, and division.

Objective/Benchmark: Write/see answers to multiplication. Problems. Criteria, evaluation procedures, and schedule for determining whether objective is being achieved: 80% accuracy/assignment.

Objective/Benchmark: Write/see answers to division problems. Criteria, evaluation procedures, and schedule for determining whether objective is being achieved: 80% accuracy/assignment.

Objective/Benchmark: Write/see answers to fraction and decimal problems.

Response:

PLEP _____

Measurable Annual Goal _____

Objectives/Benchmarks _____

PLEP: Lisa can perform routine reading activities/struggles with reading and following directions.

Measurable Annual Goal: Improve reading skills

Objective/Benchmark: Lisa will read/tell meaning of new vocabulary within reading material.

Objective/Benchmark: Lisa will read and tell important details from reading in correct sequence.

Objective/Benchmark: Lisa will read directions and complete assignments independently when appropriate.

Response:

PLEP _____

Measurable Annual Goal _____

Objectives/Benchmarks _____

- ❖ **PLEP:** Cody will read 100 wpm as a fourth grade reader with 5 or fewer errors on 1 minute timed reading of a 200 word passage.

Measurable Annual Goal: Cody will read passages (short stories, etc.) and answer comprehension questions with 85% accuracy on a fourth grade reading level.

Objective/Benchmark: 1. Cody will answer comprehension questions on a 2nd grade level at 85% accuracy 4 out of 5 times. 2. Answer comprehension questions on a 3rd Grade level with 85% accuracy 4 out of 5 times.

Response:

PLEP _____
Measurable Annual Goal _____
Objectives/Benchmarks _____

- ❖ **PLEP:** Brad's hearing is within normal limits. He has difficulty with semantic language, defining, describing vocabulary.

Measurable Annual Goal: To increase semantic language skills

Objective/Benchmark: To see/say synonyms given visual cues w/90% accuracy over 2 consecutive sessions. To see/say antonyms given visual cues w/ 90% accuracy over 2 consecutive sessions. To identify/say multiple meaning words w/ 90% accuracy over 2 consecutive sessions.

Response:

PLEP _____
Measurable Annual Goal _____
Objectives/Benchmarks _____

- ❖ **PLEP:** Abby is able to use punctuation marks with 33% accuracy and able to write complete sentences on a 6th grade level with 50% accuracy on Brigance testing.

Measurable Annual Goal: Abby will improve her writing skills through correct use of punctuation with 60% accuracy on Brigance testing by the end of the year.

Objective/Benchmark: Abby will use commas, apostrophes, colons, and quotation marks with 40% accuracy the 1st term.

Objective/Benchmark: Abby will use correct punctuation with 45% accuracy the 2nd term.

Objective/Benchmark: Abby will use correct punctuation with 50% accuracy the 3rd term.

Objective/Benchmark: Abby will use correct punctuation with 60% accuracy the 4th term.

Response:

PLEP _____
Measurable Annual Goal _____
Objectives/Benchmarks _____

- ❖ **PLEP:** Recent testing shows that **Melissa** is 2.5 standard deviations below the norm on the LAP-D in the following areas:
 - Cognitive Matching
 - Cognitive Counting
 - Fine Motor Manipulation
 - Gross Motor Object Movement

Measurable Annual Goal: Melissa match 3 items correctly across 3 consecutive days measured by teacher observation.

Objective/Benchmark: Melissa will match concrete objects by December 2002.

Objective/Benchmark: Melissa will match object to picture by March 2002.

Objective/Benchmark: Melissa will match like pictures by May 2002.

Response:

PLEP _____

Measurable Annual Goal _____

Objectives/Benchmarks _____

- ❖ **PLEP: James** is a five-year-old boy. According to current language testing (4/15/02), James can label some body parts such as head, nose, eyes and ears. James can use 2 word phrases to express his wants and needs. Parents report he does not play with other children due to his language delay. James shows his frustration by throwing himself on the floor and crying when he cannot express himself.

Measurable Annual Goal: James will increase his sentence length from 2 words to 4 words by 11/30/02 through teacher observation.

Objective/Benchmark: James will request an item during snack time using a 4-word sentence.

Objective/Benchmark: James will use words/pointing/gestures to communicate needs throughout the day.

Response:

PLEP _____

Measurable Annual Goal _____

Objectives/Benchmarks _____

- ❖ **PLEP: Lacy** has made significant gains in the area of reading. She is reading on a 2nd grade level (end). She has been reading and writing the basic Dolch words.

Measurable Annual Goal: Lacey will read on a 3.9 reading level at a rate of 100 wpm.

Objective/Benchmarks: Lacy will read all Dolch words, 1st through 3rd grade, at 100 wpm with 1000% accuracy.

Objective/Benchmark: Lacy will read multi-syllable words at 60 wpm with 90% accuracy.

Response:

PLEP _____

Measurable Annual Goal _____

Objectives/Benchmarks _____

- ❖ **PLEP: Tom** is a 7th grade student, who has a disability that affects the core curriculum area of speaking. A conversational sample collected last week, indicates that Tom has difficulty correctly saying the R sound and the TH sound. Tom has attended speech therapy sessions in elementary school, and has corrected several other sounds. Tom's parents and teacher report that he becomes embarrassed about his speech when he speaks in discussion groups or in front of the class.

Measurable Annual Goal: Tom will participate in discussions in a variety of settings (e.g., content area discussion groups, peer conferences, and whole group interactions) (SL1-601), using the R and TH sounds correctly at 70% accuracy over three observational periods.

Objective/Benchmark:

- A. Use the R and TH sounds correctly in single words
- B. Use the R and TH sounds correctly in short phrases
- C. Use the R and TH sounds correctly in sentences
- D. Use the R and TH sounds correctly in oral reading
- E. Use the R and TH sounds correctly in structured conversation
- F. Use the R and TH sounds correctly in a variety of conversational settings

Response:

PLEP _____

Measurable Annual Goal _____

Objectives/Benchmarks _____

- ❖ **PLEP: Andrew** is diapered full time currently. He can move clothing that has been undone. He needs help to dry his hands. Andrew needs to participate in a toileting routing with minimal assistance.

Measurable Annual Goal: Andrew will participate in a toileting routine including opening and shutting stall door, getting on and off the toilet, adjusting clothing, washing and drying his hands when given full physical assist with 100% accuracy over 10 trials.

Objective/Benchmark: Andrew will participate in a toileting routine including opening and shutting stall door, getting on and off the toilet, adjusting clothing,

washing and drying his hands when given full physical assist with 100% accuracy over 10 trials.

Objective/Benchmark: Same goal when given physical prompts with 100% accuracy over 10 trials.

Response:

PLEP _____
Measurable Annual Goal _____

Objectives/Benchmarks _____

- ❖ **PLEP:** Observations from the past month show that **Kelly** can answer questions by nodding yes/no. She can push a switch to make a toy move or make sounds. Kelly can move herself across the floor using a modified army crawl. Kelly enjoys being part of a group, she moves to music, and laughs when others laugh. Kelly is attempting to move more frequently to the house area to play with the dolls. This is difficult for her, and takes her quite awhile. She does not like help to move from one area to another. Her guardians report she is beginning to make sounds at home in trying to get their attention.

Measurable Annual Goal: Kelly will initiate verbal interaction with a peer throughout the school day as measured by 3 observations.

Objective/Benchmark: Kelly will initiate with an adult by using gestures or physical contact.

Objective/Benchmark: Kelly will initiate with a peer through gestures or physical contact.

Objective/Benchmark: Kelly will verbally interact with an adult

Response:

PLEP _____
Measurable Annual Goal _____

Objectives/Benchmarks _____

Transition Non-examples

Read the examples below and determine why each one does not meet the criteria for transition service needs.

- ❖ I am planning to be reevaluated in April of 2002 to determine what services I can receive at S.L.C.C. I need information about Vocational Rehabilitation. I want to pursue accounting or nursing as a career.

Response:

- ❖ Candy has been working to fulfill her substitution obligations by taking construction class. She has been finding it difficult to stay focused enough in Art to receive a passing grade. Otherwise she is on track to graduate.

Response:

- ❖ Goals 1,2,5

Response:

- ❖ Classes leading to a diploma

Response:

Supports and Services Non-examples

Read the examples below and determine why each does not meet supports and services requirements.

- ❖ Special Education Services: Resource Room
Start Date: (If other than IEP date) July 1, 2002
Location: Resource Room
Duration: 2 times
Frequency: Daily

Response:

- ❖ Special Education Services: Assistive Technology
Start Date: (If other than IEP date) as needed
Location: Regular Education
Duration: 45 minutes
Frequency: Daily

Response:

- ❖ Special Education Services: Resource Room
Start Date: (If other than IEP date) July 1, 2002
Location: Resource Room
Duration: 2 times
Frequency: Daily

Response:

- ❖ Special Education Services: Assistive Technology
Start Date: (If other than IEP date) as needed
Location: Regular Education
Duration: 45 minutes
Frequency: Daily

Response:

- ❖ Related Services: Physical Therapy
Start Date: (If other than IEP date) next school year
Location: Therapy Room
Duration: _____
Frequency: _____

Response:

- ❖ Related Services: More time on tests/assignments
Start Date: (If other than IEP date) _____
Location: Regular Education
Duration: 20 minutes
Frequency: as needed

Response:

- ❖ Supplementary Services: Speech Therapy
Start Date: (If other than IEP date) _____
Location: Therapy Room
Duration: 2 times weekly
Frequency: 30 minutes

Response:

- ❖ Supplementary Services: Preferential Seating
Start Date: (If other than IEP date) Daily
Location: Regular Education
Duration: instructional time
Frequency: daily

Response:

- ❖ Program modifications and accommodations: calculator
Start Date: (If other than IEP date) next school year
Location: Therapy Room
Duration: _____
Frequency: _____
Response:

PLEP/Goals/Objectives/Benchmarks Checklist

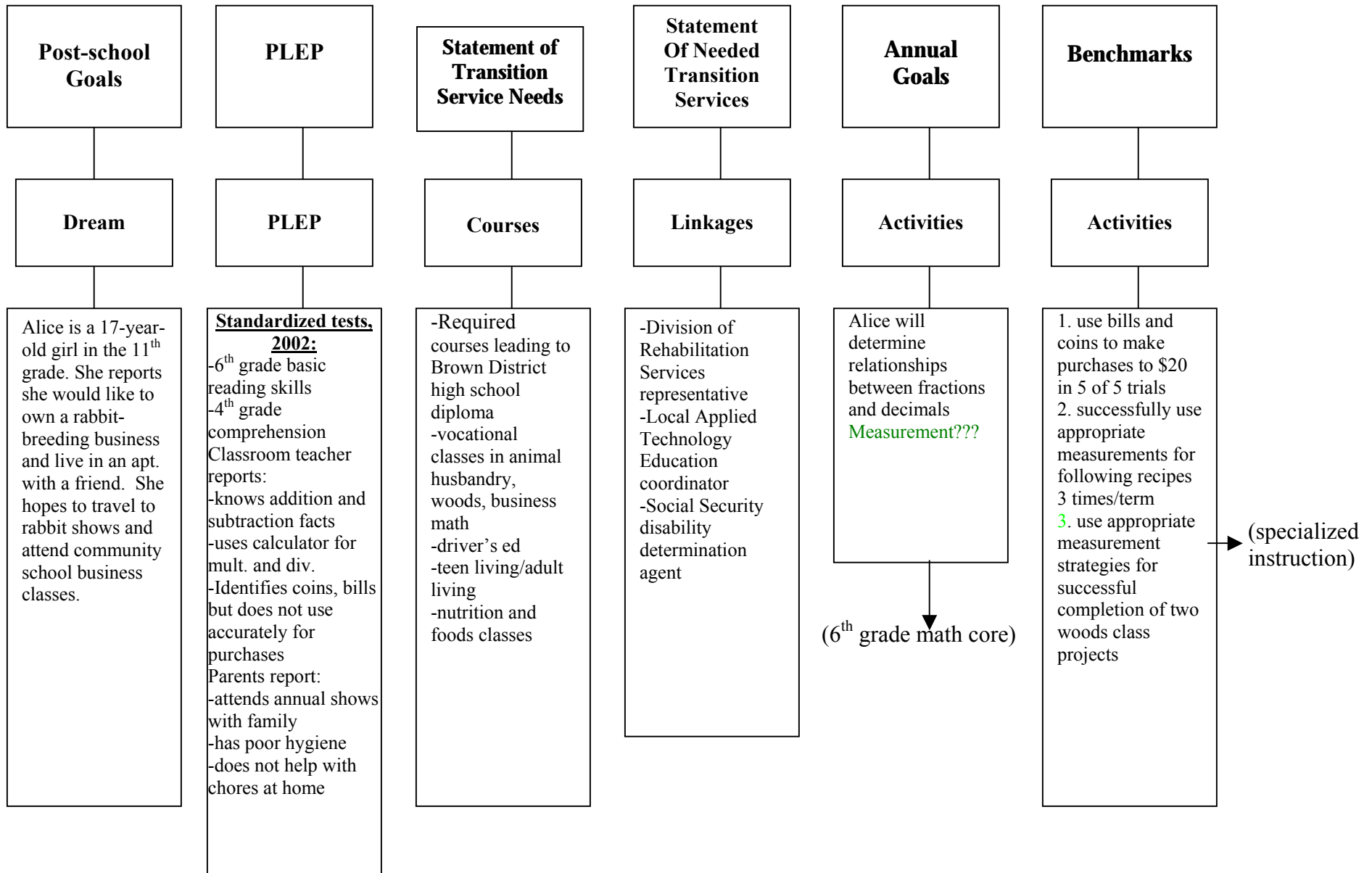
	Ex 1	Ex 2	Ex 3	Ex 4	Ex 5	Ex 6	Ex 7	Ex 8	Ex 9	Ex 10	Ex 11	Ex 12
Mark Y (Yes) or N (No)	PLEP's											
State areas of core curriculum affected by disability that will need specialized instruction												
Be based on evidence												
Reflect current information												
Be understandable												
Goals and Objectives/Benchmarks												
<i>Measurable*</i>												
State what student will learn												
Show how student's progress will be measured												
Specify criteria for mastery												
<i>Meaningful</i>												
Show a direct relationship to the PLEP												
Level 1: Using language from core curriculum standards and indicators												
Level 2: Expressing the <i>intent</i> of the core curriculum standards and indicators												
<i>Understandable</i>												
Written in language clear to all parties involved												

* Progress and criteria for mastery can be written in either the annual goal statement or in the objective/benchmark statements associated with the goal.

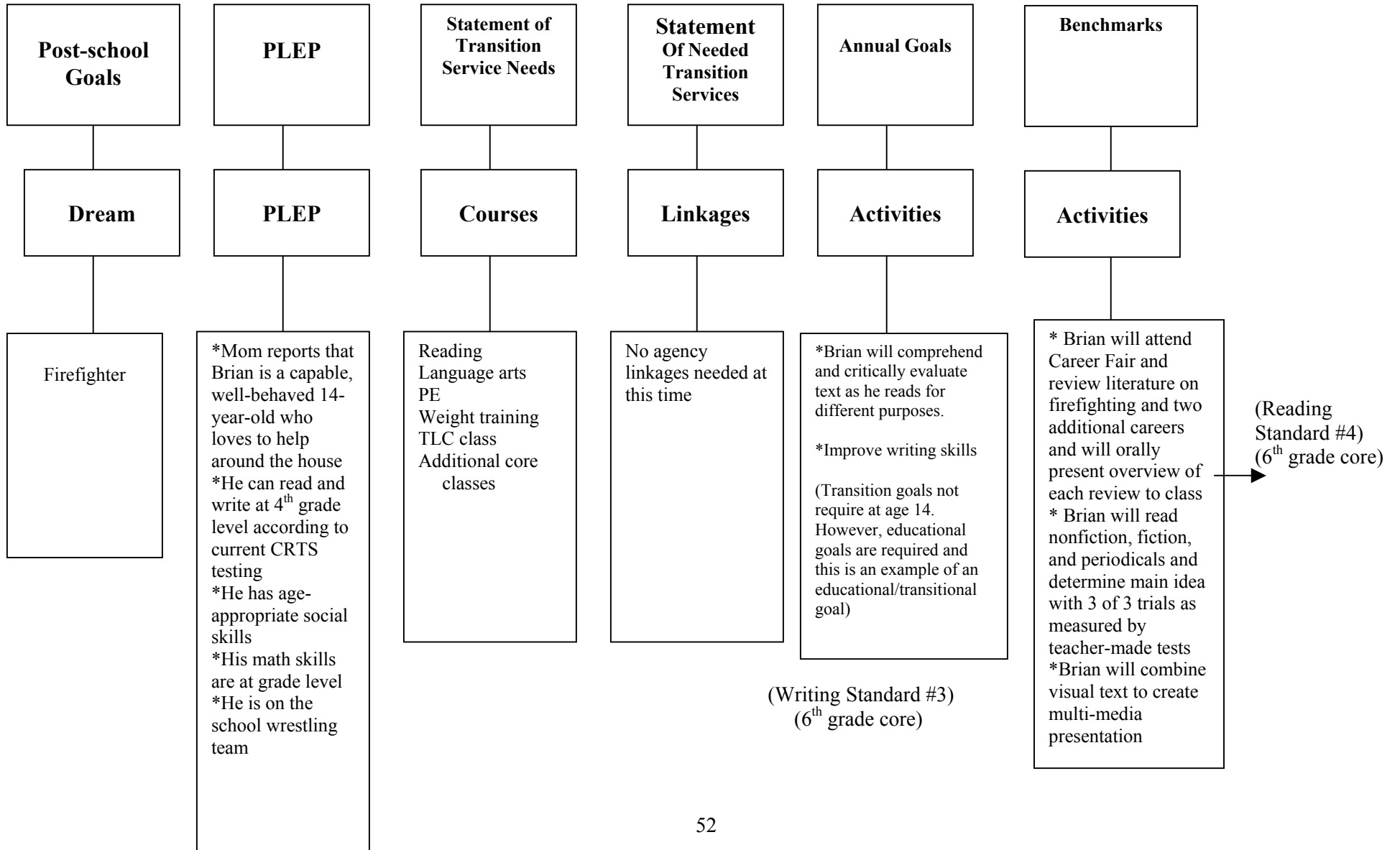
Appendix C

Additional Transition Examples

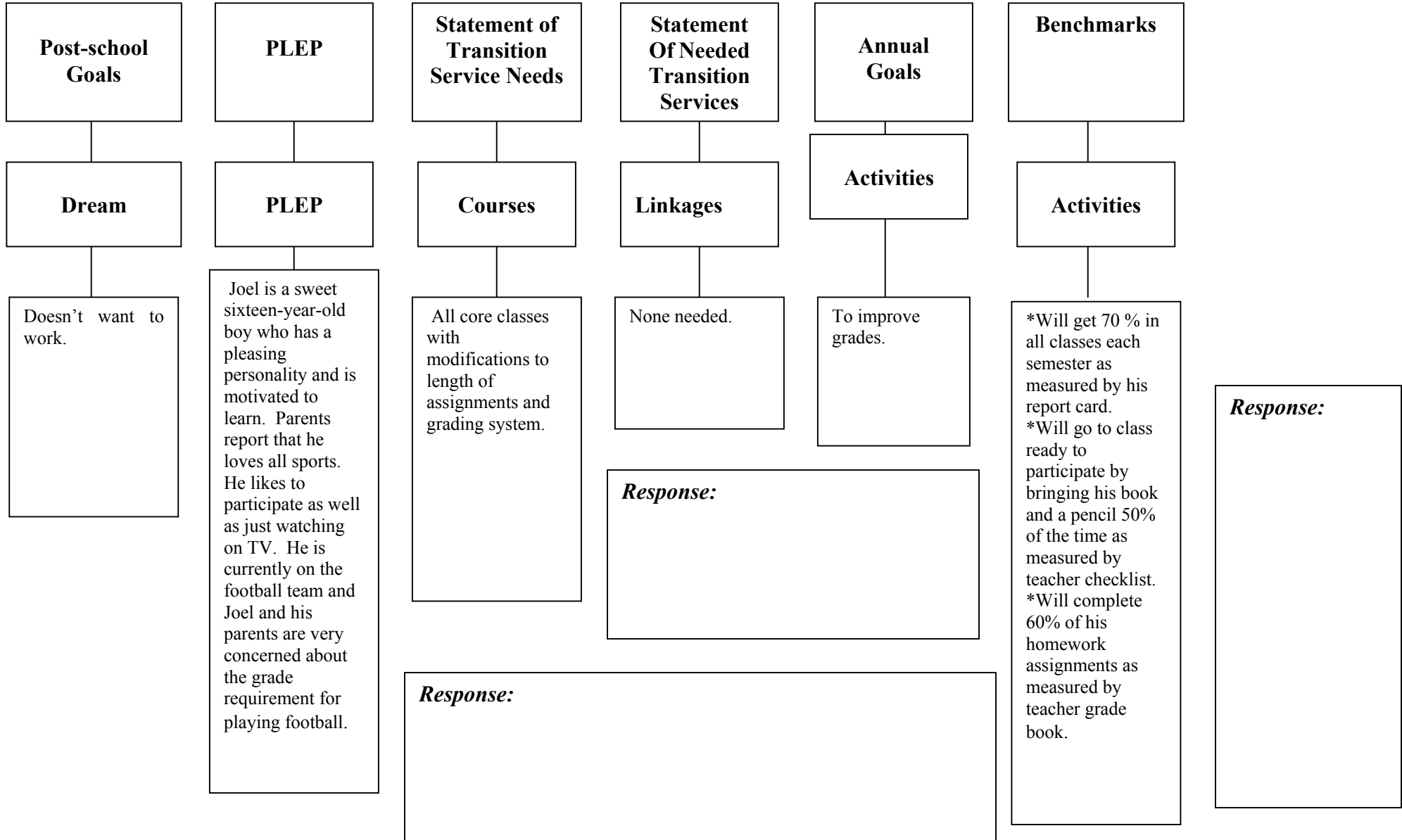
Alice



Brian



Joel (Non-Example)



Appendix D

Frequently Asked Questions (FAQs)

FAQs

The IEP team makes the final decision as to how an individual student will access and progress in the general curriculum. During this decision-making process, teams frequently have questions that need clarification. The questions below often have more than one right answer, as you can see by the responses. How a question is answered will depend on individual student needs. The important thing to remember is that the Core Curriculum standards are the way by which *all* students can meaningfully participate in the general curriculum as required by IDEA '97. Teams will decide how this happens.

1. ***Do we have to word goals and objectives just like the standards are written?***
 - ❖ No, but it must have enough of the language or be clear enough for all team members to agree that they know what core standards the child is working on.
 - ❖ No, just so it addresses the standard.
 - ❖ No, it can be written as the intent of the core.
2. ***Do we use an indicator as a goal?***
 - ❖ This would be very appropriate in many cases, depending on the need of the student as determined by the IEP team. Depending on the core, the indicators are the skills listed under core objectives.
3. ***Can we use the core indicators as objectives?***
 - ❖ Yes, it is even recommended. However, this would depend on the need of the student.
4. ***Do we hunt and peck for standards to meet the goals and objectives we want to write?***
 - ❖ Once teachers know the core, it will be easy to refer to the appropriate core objectives or indicators that meet the needs of the student. Until teachers have a clearer knowledge of the Core Curriculum standards it may be more difficult to write the standards without finding them in the Core.
5. ***How does the parent know the PLEP, goals, and objectives/benchmarks address the standard?***
 - ❖ The team is responsible for telling or showing them, using the Core Curriculum as needed.
 - ❖ If applicable, it should be explained to the parent how the standard is being adapted to the student's developmental or instructional level.
 - ❖ Upon request the parent should have access to the Core Curriculum (a hard copy or be told how to access it on the web).
6. ***How does a parent know that you are accessing a different grade level standard and how does any one know it is a standard if it's not the exact verbiage of the standard?***

- ❖ Since many standards are across multiple grades, a standard can represent numerous grades levels.
- ❖ Copies of the relevant Core Curriculum should be available at the IEP team meeting when questions arise. The teachers involved in developing the goals should be able to show the parents how the goals relate to the core.
- ❖ Teachers should communicate to the parents how they access the core and that goals and objectives are based on the core. As teachers become more comfortable with the standards-based process they will inherently use the core as the basis for the development of goals and objectives.

7. *Does the team tell parents exactly what the strengths and needs are and the grade level at which the student is functioning?*

- ❖ The parent should have access to all information.
- ❖ The IDEA regulations say that parents must be provided a copy of the evaluation report and the documentation of eligibility.
- ❖ The parents should know how their student compares with other students and the level the student is functioning.

8. *For a mild-moderate student in the 10th grade and who reads on a second grade level do I write goals at the 10th grade or 2nd grade level?*

- ❖ Start at the 10th grade level and work down to the appropriate instructional level.
- ❖ 10th grade reading core standards could be modified for the student by selecting goals and objectives on a lower grade level, wherever the student's instructional level might be.
- ❖ It's up to the IEP team to decide which would be most appropriate for the student.

9. *Is our guidance to provide instructional level activities or age level standards (or developmental) knowing that there are going to be unique cases. If you take some of these extreme examples, what standards are students accessing if they are in the 10th grade and are functioning at the second grade level?*

- ❖ Look at the 10th grade standards and objectives first. If you can't find appropriate goals at that grade level, work down until those are located that best fit the instructional level of the student.
- ❖ The IEP team should decide whether to address the instructional, age, or grade level.
- ❖ The student should be accessing the standards on their grade level with appropriate accommodations/modifications and remediation in basic skills as necessary.

10. *What if you want to write transition goals, such as check balancing, filling out an application, etc.) for an ID student who is in the 10th grade, but on 2nd grade level in reading writing, and math? How could we write these goals so that they are based on the core?*

- ❖ There are relevant core standards in the health, teen living and applied technology areas.
- ❖ Second grade has standards for adding and subtracting and understanding basic information that would show up on any form students might have to complete.
- ❖ The goal can be based on the life skill on a high school level

11. What do you do if a child is ED in a self-contained unit and his goal is compliance? How will his goals be based on the core?

- ❖ The social studies and health core address behavior and social competencies. The behavior area relates to the core in almost all core goals when performance of skill must be demonstrated.
- ❖ An ED student in a self-contained classroom must be given instruction in the core. His IEP goals and objectives may need to include goals around these areas if the child also has learning issues related to his behavior. The behavior area relates to the core in almost all core goals when performance of skill must be demonstrated. His goals should be based on his needs, the decisions being made by the IEP team.
- ❖ Using the core as the reference point, the team must decide what it is that the student should know or be able to do in relation to the core standard. Next, the team determines where the student is in reaching the standard. Then, the team should determine and address the gaps in the form of PLEPs, goals, and objectives/benchmarks.
- ❖ Educators developing the goals need to know and communicate how the goals are linked to the core but do not need to cite the exact part of the core from which the goals are derived.
- ❖ The goals and objectives of a student are determined by the needs of the child and result from team decisions. Because the team should be knowledgeable about the core curriculum standards it should not be too difficult for its members to focus on the standards in the core in which the child needs instruction.

Appendix E

Court Cases

Cases related to the Present Levels of Educational Performance (PLEP) Statement

Three relevant cases are instructive in interpreting what constitutes an adequate statement for the PLEP on the IEP as required by IDEA.

In the first case, even though the IEP contained no statement of PLEP, the Sixth Circuit Court of Appeals ruled that this was a technical deviation that did not render the IEP invalid, particularly in light of the fact that the information absent from the IEP was known to all parties. In the second case, a hearing officer ruled that although the statement of PLEP was rather succinct, it did address how the student's disability affects his involvement and progress in the general curriculum. In the third case, a hearing officer ruled the district's statement of PLEP was inadequate because the test scores were not self-explanatory, statements were not written in objective terms, not all deficit areas were mentioned and the description of the effect of the child's handicap on the child's performance in nonacademic areas was inadequate.

The message from these three cases is that the interpretation of what is an acceptable statement of PLEP is broad. On one hand no PLEP at all on the IEP was a minor technical violation of no significance because the spirit of the IEP process was maintained in that the parents were knowledgeable of the student's On the other, a lengthy detailed PLEP was not adequate. The criteria and examples for PLEP statements listed below strike a reasonable balance.

U.S. Court of Appeals, Sixth Circuit, March 23, 1990 16 EHLR 930

The Parents of a learning disabled student sought reimbursement for the costs of tutoring, retesting and private school tuition. Parents, among other issues, argued that their student's IEP was insufficient because it did not state the student's present levels of educational performance. After failing to prevail in a due process hearing and in federal court, parents appealed to the U.S. Court of Appeals, Sixth Circuit.

Relevant quotes from the Sixth Circuit Court's decision:

"IEP contains no reference to his present educational performance as required by section 1401(19)(A). Nor does it include any objective criteria and evaluation procedures and schedules for determining whether instructional objectives are being achieved in violation of section 1401(19)(E)."

"However, to say that these technical deviations from section 1401(19) render appellant's (student's) IEP invalid is to exalt form over substance. It is undisputed that appellant's most recent grades were known by both the parents and the school officials. Moreover, because he was to be given instruction in the regular classroom, he would be graded according to the normal criteria used in the class. Thus, the parents and administrators had all of the information required by section 1401(19), even though it was not contained within the four corners of the IEP."

“Recognizing that Rowley holds that the adequacy of an IEP is to be judged by whether it was produced in conformity with the requirements of section 1401(19), the Court’s continued emphasis on the procedural safeguards afforded to parents convinces us that the Court was referring to the process by which the IEP is produced, rather than the myriad of technical items that must be included in the written document.”

“Adequate parental involvement and participation in formulating an IEP, not adherence to the laundry list of items given in section 1401(19), appear to be the Court’s primary concern in requiring that procedures be strictly followed.”

“We therefore agree with appellate (district) that because appellant’s (student’s) parents were allowed to participate fully in the development of his November 7, 1986 IEP, the procedural requirements of the Education of All Handicapped Children Act were met even though two items were omitted from the document. We underscore the fact that the information absent from the IEP was nonetheless known to all the parties.”

**Ysleta Independent School District, El Paso,
TX, July 20, 200033 IDEHLR 53**

The parent of a student with a learning disability sought a due process hearing to order the district provide the student with an IEP that contained specific statements. She wanted the IEP to state how the student’s disability affected his involvement in the general curriculum.

Relevant quotes from the Hearing Officer’s decision:

“The petitioner (parent) raises the issues whether the district has failed to provide the student with an IEP that includes a statement of how his disability affects his involvement and progress in the general curriculum.”

“The student’s September 21st IEP includes a statement of how his disability affects his involvement and progress in the general curricula. The statement reads: Orlando is unable to make progress in the regular class unless modifications and sp. ed. aids and services are in place.”

“I find that Orlando’s 1999-2000 school year IEP contained the required statement. While the statement is rather succinct in the IEP, it does directly address how his disability affects his involvement and progress in the general curriculum.”

**Pocatello Sch. Dist. #25, Pocatello,
ID, May 17, 1991/18 IDEHLR 83**

The parents of a student with autism requested a due process hearing alleging that the district committed several procedural and substantive violations with regard to the provision of special education in the least restrictive environment.

Relevant quotes from the hearing officer's decision:

"Petitioner (parent) argues the []'s IEP is inadequate because it fails to contain an adequate statement of []'s present levels of educational performance. Petitioner argues that the test scores listed on the IEP should have been accompanied by the explanations of the precise impact on the child's educational needs which can be understood by all participants, including []'s parents. And where test scores were not used, as in the Social/Behavioral section, the statements were too vague to constitute statements of present levels. The district failed to include statements regarding []'s alleged behavior problems such as the frequency and intensity of behavior that interferes with integration and learning. The IEP is incorrect in that: (1) indicates that gross motor skills are "o.k." when the school had not conducted an evaluation of gross motor skills; and (2) it fails to indicate that [] is deficient in fine motor skills and speech and language skills, according to the Brigance Inventory."

"Respondent (district) argues that the statement of present levels of performance is adequate, that the statement represents a summary of a comprehensive report on present levels of educational performance that was on the table at the IEP meeting and available to the parents at other times, and that the parent's full and effective participation in the IEP meeting cure whatever procedural inadequacies might have existed."

"The Hearing Officer concludes that the statement of present levels of performance on []'s IEP are inadequate for the following reasons: (1) test scores are neither self explanatory nor explained on the IEP; (2) if the statements of present levels are a summary of a comprehensive report, that report was neither attached to the IEP nor specifically referenced on the IEP; (3) the statements as to Social/Behavioral and Sensory/Motor Skills are not written in objective terms; (4) the deficit in fine motor skills is not mentioned at all; and (5) a description of the effect of the child's handicap on the child's performance in nonacademic areas is inadequate."

Court Cases Related to Transition Issues

Elmhurst Sch. Dist 205 (SEA Illinois 9/8/00)

High school senior's IEP contains proper transition goals; progress merits diploma

Ruling: The district satisfactorily demonstrated that its IEP for a 12th grader provided him with FAPE, including appropriate transition goals, despite his parents' contention that he was not prepared to graduate. Accordingly, an impartial hearing officer rejected the parents' request for compensatory education.

What it means: Transition services can address areas such as academic/lifelong learning, workplace readiness, occupationally specific skills, self-determination, daily living skills, health and physical care, money management and social skills. The IEP for each IDEA-eligible student must include a statement of needed appropriate services beginning no later than age 16. 34 C.F.R. § 300.346 (b)(2).

What the Independent Hearing Officer (IHO) said: The IHO ruled that the district met its burden of showing that the student was receiving FAPE and that graduation with a regular diploma was appropriate.

The student's IEP, despite the parents' allegations of procedural deficiencies, was substantively valid. The IHO pointed out that the student made progress toward his transition goal of attending a community college, stating that he was "better prepared for college now than he was a year ago."

According to the IHO, the IEP included appropriate input from the student's teachers and implemented strategies on matters of attentiveness, drowsiness and distractibility. The program also contained sufficiently quantifiable goals and objectives to gauge the student's progress, he determined.

While the IHO stated that the student needed additional education, possibly at the high school level, he refused to order the district to pay for it. The parents did not prove that the student's IEP failed to confer an educational benefit, and, therefore, they could not successfully maintain a compensatory education claim, the IHO concluded.

Pace v. Bogalusa City Sch. Board., 34 IDLER ¶ 116 (E.D. La. 3/14/01)

District's transition services measure up to IDEA standards; high schooler receives FAPE

Ruling: A U.S. District Court in Louisiana found nothing to support charges the district denied a student FAPE by failing to provide him with adequate transition services, accommodations or educational benefit. The student and his parent, together with state and local agencies, were given opportunities to participate in transition decisions, and the student made positive academic and nonacademic gains from the district's program, the court said.

What it means: When transition services or transition service needs are part of a student's IEP, 34 C.F.R. § 300.344 (B) requires the district to "invite" representatives of public agencies likely to be involved, financially or operationally, with meeting the student's needs. Parents are considered necessary members of the IEP team.

What the court said: According to the court, the district satisfied its IDEA obligations by incorporating individual transition plans in the student's 1996 and 1997 IEPs. The plans detailed desired adult outcomes, school action steps and family action steps, the court

noted. Additionally, the district's evaluation report identified transition services as a need and recommendation for the student.

The District Court found the school officials contacted appropriate state and local agencies to obtain assistance in providing the student with transition services. The district also sought input from the parent on various eligibility issues.

As to the alleged deficiencies in the student's IEP, the court determined the student's mother was provided an opportunity for meaningful participation into decisions affecting her son. She could have previously exercised her right to review and challenge any decision concerning his educational program. Because she did not do so at the due process hearing, the court refused to consider the charges on appeal.

Livermore Valley Joint Unified Sch. Dist., 33 IDELR ¶ 288 (SEA CA 09/08/00)
IHO orders district to rescind student's diploma, provide transition services

Ruling: Finding that a district granted a diploma to a student with multiple disabilities before providing her with complete transition planning and services, an independent hearing officer (IHO) ruled that the student remained eligible for special education services. The IHO directed the district to rescind the student's diploma, ordering continuation of her transition program and awarded the student compensatory education.

What it means; A district can satisfy the IDEA's requirement that it prepare a student for transition to post-secondary school life by conducting a transition survey of the student, holding transition plan meetings, and developing and implementing a transition plan that includes appropriate services and notification of services available through other agencies.

What the IHO said: the IHO ruled that although the student earned passing grades in her high school courses, the district provided her with a diploma before she received adequate transition planning and services. At the time the student received her diploma, she did not have an expressive communications devices and did not have any way to continue necessary interpreter services or speech and physical therapy. Without funding for an interpreter, the IHO stated, the student lacked the ability to utilize either of the two post-high school programs agreed to by her IEP team. The student was scheduled to attend a cerebral palsy center and a local community college.

Because the student had not completed transition planning and services required by her IEP the IHO ruled that she had not finished her prescribed course of study and was thus not yet eligible to receive a regular high school diploma. The IHO ordered the district to rescind the diploma and reinstate the student's special education services for the 2000-01 school year.

Finally, the IHO awarded compensatory education consisting of 24 sessions with a speech and language pathologist or specialist. She also ordered the district to provide four additional weeks of services beyond the termination of the student's eligibility.

San Diego Unified Sch. Dist., 36 IDELR 172 (SEA CA 2002)
Transition services found lacking for 18-year-old

Ruling: The district denied FAPE to a high school senior with Down syndrome by failing to provide him with an adequate reading program to address his employment-related and independent living needs. To remedy the violation, an impartial hearing officer awarded the student a year of independent study beyond his scheduled June 2002 graduation.

What it means: Originating with the 1990 amendments to the IDEA, transition services are intended to bridge the gap after a student with a disability graduates from high school and enters the “real world.” They must emphasize the acquisition of functional skills and hands-on knowledge, enabling students who can enter the work force to do so. Improvement of reading skills is frequently an essential component of transition services.

Summary: Despite the knowledge of the student’s inclusion teachers that he intended to pursue employment following graduation, the IEP team did not address his reading needs. Evidence indicated the student was not instructed to read job applications or safety warnings. Instead, he only was taught to read first-grade books and a list of words he would recognize in the community. The student’s IEP lacked reading goals or objectives to help him secure employment or live independently.

What the IHO said: The IHO determined the district’s reading program, beginning with the student’s sophomore year and continuing through 12th grade, was not designed to meet his unique needs. He should have been provided with a comprehensive, intense, phonics-based program during that period to assist his transition to post-graduation employment and living. The district was ordered to formulate an independent study program with goals related to those needs. However, despite the three-year FAPE deprivation, the IHO limited the study program to one year.

Wisconsin Dells Sch. Dist., 35 IDELR 145 (SEA WI 2001)
ALJ nixes compensatory education for dissatisfied graduated student

Ruling: Rejecting a compensatory education claim filed by a 21-year-old graduated student, an administrative law judge concluded that the district provided him with appropriate transitional services. It met the obligation of providing job experiences to the student based on his individual needs, taking into account his interests and preferences.

What it means: The educational program for each IDEA-eligible student must include a statement of needed appropriate transition services beginning on later than age 16. Such services emphasize the acquisition of functional skills and hands-on knowledge, enabling students who can enter the workforce or continue training to do so and students who can do neither to live as autonomously as possible given the extend of their disabilities.

What the administrative law judge said: While refusing to dismiss the claim as moot despite the former student having turned 21, the ALJ ruled that the complaint failed on its merits. The student was unable to show that he did not receive a varied exposure to job experiences through the district's transition program. The program exposed the student to employment both in the school setting and in the community.

Although there may have been other job experiences that the district could have offered the student, the ALJ pointed out that it was not required to provide employment in every possible setting. She also stated that the student received educational benefit from the district's program, as evidenced by his successful transition into the community through employment at a sheltered workshop.

Caribou Sch. Dist., 35 IDELR 118 (SEA ME 2001)

Graduated student receives tutor, tuition for district's poor transition planning

Ruling: The district's failure to provide a graduated student with ED with appropriate IEPs and outcome-based transition planning resulted in a compensatory education award consisting, in part, of tuition for three non-degree classes at a state university and English tutorial services.

What it means: Transition services are defined as a coordinated set of activities for a student with a disability, "designed within an outcome-oriented process, that promotes movement from school to post-school activities, including postsecondary education, vocational training, integrated employment, continuing adult education, adult services, independent living or community participation." 34C.F.R. § 300.29 (a)(1).

Summary: In awarding compensatory education, the impartial hearing officer determined the district violated the IDEA's procedural requirements in a number of areas. It failed to consider whether it was appropriate to begin the student's transition planning prior to his 16th birthday. The district also did not adequately involve the student or his family in the transition process. The student received no advice or assistance to insure that his coursework was appropriate for his future plans.

According to the IHO, since the student's IEP over four years failed to include appropriate transition plans and because there was inadequate delivery of transition services, the IEP must be deemed inappropriate under the IDEA. In addition to a college tuition award, the student also received English tutorial services and the incidental costs of college attendance. His parents were reimbursed for the cost of a privately obtained IEP.

Appendix F

Trainer Materials*

**Additional items will be available online as they are developed to meet district needs.*

PLEP/Goals/Objectives/Benchmarks Checklist (Key)

	Ex 1	Ex 2	Ex 3	Ex 4	Ex 5	Ex 6	Ex 7	Ex 8	Ex 9	Ex 10	Ex 11	Ex 12
Mark Y (Yes) or N (No)	PLEP's											
State areas of core curriculum affected by disability that will need specialized instruction	Josh	Lisa	Cody	Brad	Abby	Melissa	James	Lacy	Tom	Andrew	Kelly	
	N	Y	N	N	N	Y	Y	Y	Y	N	N	
Be based on evidence	N	N	N	N	Y	Y	Y	Y	Y	Y	Y	
Reflect current information	N	N	N	N	Y	Y	Y	Y	Y	Y	Y	
Be understandable	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	
Goals and Objectives/Benchmarks												
<i>Measurable*</i>												
State what student will learn	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Show how student's progress will be measured	N	N	Y	Y	Y	Y	Y	Y	Y	N	Y	
Specify criteria for mastery	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	
<i>Meaningful</i>												
Show a direct relationship to the PLEP	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	
Level 1: Using language from core curriculum standards and indicators	N	N	N	N	N	NA	N	N	Y	N	N	
Level 2: Expressing the <i>intent</i> of the core curriculum standards and indicators	N	Y	Y	N	N	NA	Y	NA	NA	Y	Y	
<i>Understandable</i>												
<i>Written in language clear to all parties involved</i>	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	

* Progress and criteria for mastery can be written in either the annual goal statement or in the objective/benchmark statements associated with the goal.

Student Scenarios, Examples and Non-Examples (Key)

PLEPs, Goals, Objectives and Benchmarks

Use the accompanying checklist to evaluate the following PLEPs, goals, objectives or benchmarks.

❖ **PLEP: Josh** is currently working on multiplication.

Measurable Annual Goal: Improve skills in addition, subtraction, multiplication, and division.

Objective/Benchmark: Write/see answers to multiplication problems. Criteria, evaluation procedures, and schedule for determining whether objective is being achieved: 80% accuracy/assignment.

Objective/Benchmark: Write/see answers to division problems. Criteria, evaluation procedures, and schedule for determining whether objective is being achieved: 80% accuracy/assignment.

Objective/Benchmark: Write/see answers to fraction and decimal problems.

Response:

PLEP no current data; not based on evidence; not reflective of his progress in core; understandable language.

Measurable Annual Goal doesn't state specifically what student will learn, nor how progress will be measured; criteria listed but not specific enough;

Objectives/Benchmarks related to PLEP; uses intent of core; is not clear – lacks information

PLEP: Lisa can perform routine reading activities/struggles with reading and following directions.

Measurable Annual Goal: Improve reading skills

Objective/Benchmark: Lisa will read/tell meaning of new vocabulary within reading material.

Objective/Benchmark: Lisa will read and tell important details from reading in correct sequence.

Objective/Benchmark: Lisa will read directions and complete assignments independently when appropriate.

Response:

PLEP states how disability affects access to the core; no current evidence; understandable language

Measurable Annual Goal states what will be learned; not measurable; no criteria

Objectives/Benchmarks not measurable; no criteria; understandable; expresses intent of core

PLEP: Cody will read 100 wpm as a fourth grade reader with 5 or fewer errors on 1 minute timed reading of a 200 word passage.

Measurable Annual Goal: Cody will read passages (short stories, etc.) and answer comprehension questions with 85% accuracy on a fourth grade reading level.

Objective/Benchmark: 1. Cody will answer comprehension questions on a 2nd grade level at 85% accuracy 4 out of 5 times. 2. Answer comprehension questions on a 3rd Grade level with 85% accuracy 4 out of 5 times.

Response:

PLEP This is a goal, not a PLEP; other criteria doesn't apply; uses understandable language

Measurable Annual Goal states what will be learned; measurable; criteria missing

Objectives/Benchmarks no relationship to PLEP (no PLEP)

- ❖ **PLEP: Brad's** hearing is within normal limits. He has difficulty with semantic language, defining, describing vocabulary.

Measurable Annual Goal: To increase semantic language skills

Objective/Benchmark: To see/say synonyms given visual cues w/90% accuracy over 2 consecutive sessions. To see/say antonyms given visual cues w/ 90% accuracy over 2 consecutive sessions. To identify/say multiple meaning words w/ 90% accuracy over 2 consecutive sessions.

Response:

PLEP doesn't state how disability affects access to the core – connection to standard not clear; understandable language

Measurable Annual Goal states what student will learn; is measurable; states criteria

Objectives/Benchmarks shows relationship to PLEP; doesn't use intent of core; uses understandable language

- ❖ **PLEP: Abby** is able to use punctuation marks with 33% accuracy and able to write complete sentences on a 6th grade level with 50% accuracy on current Brigance testing.

Measurable Annual Goal: Abby will improve her writing skills through correct use of punctuation with 60% accuracy by the end of the year as measured on the Brigance

Objective/Benchmark: Abby will use commas, apostrophes, colons, and quotation marks with 40% accuracy the 1st term.

Objective/Benchmark: Abby will use correct punctuation with 45% accuracy the 2nd term.

Objective/Benchmark: Abby will use correct punctuation with 50% accuracy the 3rd term.

Objective/Benchmark: Abby will use correct punctuation with 60% accuracy the 4th term.

Response:

PLEP doesn't state how disability effects access to the core; evidence is current; uses understandable language

Measurable Annual Goal states what student will learn; is measurable; states criteria; uses understandable language

Objectives/Benchmarks uses intent from the core; uses understandable language

PLEP: Recent testing shows that **Melissa** is 2.5 standard deviations below the norm on the LAP-D in the following areas:

Cognitive Matching

Cognitive Counting

Fine Motor Manipulation

Gross Motor Object Movement

Measurable Annual Goal: Melissa match 3 items correctly across 3 consecutive days measured by teacher observation.

Objective/Benchmark: Melissa will match concrete objects by December 2002.

Objective/Benchmark: Melissa will match object to picture by March 2002.

Objective/Benchmark: Melissa will match like pictures by May 2002.

Response:

PLEP states how areas of appropriate developmental activities will be affected by student's disability; is based on current evidence; doesn't use understandable language

Measurable Annual Goal states what student will learn; is measurable; states criteria

Objectives/Benchmarks is related to PLEP; doesn't use core language or intent (no core for preschool); uses understandable language

- ❖ **PLEP: James** is a five-year-old boy. According to current language testing (4/15/02), James can label some body parts such as head, nose, eyes and ears. James can use 2 word phrases to express his wants and needs. Parents report he does not play with other children due to his language delay. James shows his frustration by throwing himself on the floor and crying when he cannot express himself.

Measurable Annual Goal: James will increase his sentence length from 2 words to 4 words by 11/30/02 through teacher observation.

Objective/Benchmark: James will request an item during snack time using a 4-word sentence.

Objective/Benchmark: James will use words/pointing/gestures to communicate needs throughout the day.

Response:

PLEP states how disability affects access to the core; has current evidence; uses understandable language

Measurable Annual Goal states what student will learn; is measurable; specifies criteria; uses understandable language

Objectives/Benchmarks expresses intent of the core; uses understandable language

- ❖ **PLEP:** According to last week's informal reading inventory, **Lacy** has made significant gains in the area of reading. However, she has difficulty comprehending material written above a 2nd grade level. Since Lacy is in the fourth grade, she is having difficulty accessing classroom information through reading.

Measurable Annual Goal: Lacy will use prior knowledge to make predictions, comprehend new information, and confirm meaning.

Objective/Benchmarks: To access prior knowledge, Lacy will use a compare and contrast organizer to extract information from four different informational pieces she has read with at least a “3” on teacher-made rubric.

Objective/Benchmark: On three different stories she has read, Lacy will use a story web organizer to retell events to confirm meaning, achieving at least a “3” on teacher-made rubric.

Response:

PLEP states how access to the curriculum will be affected by her disability; has current evidence and information; uses understandable language.

Measurable Annual Goal states what student will learn; is measurable, specifies criteria

Objectives/Benchmarks related to PLEP; uses language from the core standard and indicators; uses understandable language

- ❖ **PLEP: Tom** is a 7th grade student who has a disability that affects the core curriculum area of speaking. A conversational sample collected last week indicates that Tom has difficulty correctly saying the R sound and the TH sound. Tom has attended speech therapy sessions in elementary school, and has corrected several other sounds. Tom’s parents and teacher report that he becomes embarrassed about his speech when he speaks in discussion groups or in front of the class.

Measurable Annual Goal: Tom will participate in discussions in a variety of settings (e.g., content area discussion groups, peer conferences, and whole group interactions) (SL1-601), using the R and TH sounds correctly at 70% accuracy over three observational periods.

Objective/Benchmark:

- A. Use the R and TH sounds correctly in single words
- B. Use the R and TH sounds correctly in short phrases
- C. Use the R and TH sounds correctly in sentences
- D. Use the R and TH sounds correctly in oral reading
- E. Use the R and TH sounds correctly in structured conversation
- F. Use the R and TH sounds correctly in a variety of conversational settings

Response:

PLEP states how progress in the curriculum is affected by his disability; has current evidence and information; uses understandable language

Measurable Annual Goal states what student will learn; is measurable; specifies criteria

Objectives/Benchmarks relates to the PLEP; uses language of core indicators; uses understandable language

- ❖ **PLEP: Andrew** is currently diapered full time. He can move clothing that has been undone. He needs help to dry his hands. Andrew needs to participate in a toileting routing with minimal assistance.

Measurable Annual Goal: Andrew will participate in a toileting routine including opening and shutting stall door, getting on and off the toilet, adjusting clothing, washing and drying his hands when given full physical assist with 80% accuracy over 10 trials.

Objective/Benchmark: Andrew will participate in a toileting routine including opening and shutting stall door, getting on and off the toilet, adjusting clothing, washing and drying his hands when given full physical assist with 100% accuracy over 10 trials.

Objective/Benchmark: Same goal when given physical prompts with 100% accuracy over 10 trials.

Response:

PLEP doesn't state area of core curriculum affected by his disability; has current evidence and information; uses understandable language

Measurable Annual Goal states what student will learn; is measurable but doesn't state how measure will be taken; states criteria

Objectives/Benchmarks related to PLEP; expresses intent of the standards; uses understandable language

PLEP: Observations from the past month show that **Kelly** can answer questions by nodding yes/no. She can push a switch to make a toy move or make sounds. Kelly can move herself across the floor using a modified army crawl. Kelly enjoys being part of a group, she moves to music, and laughs when others laugh. Kelly is attempting to move more frequently to the house area to play with the dolls. This is difficult for her, and takes her quite awhile. She does not like help to move from one area to another. Her guardians report she is beginning to make sounds at home in trying to get their attention.

Measurable Annual Goal: Kelly will initiate verbal interaction with a peer throughout the school day as measured by 3 observations.

Objective/Benchmark: Kelly will initiate with an adult by using gestures or physical contact.

Objective/Benchmark: Kelly will initiate with a peer through gestures or physical contact.

Objective/Benchmark: Kelly will verbally interact with an adult.

Response:

PLEP doesn't state area of core affected by disability; has current evidence and information; uses understandable language

Measurable Annual Goal states what student will learn; is measurable; states criteria

Objectives/Benchmarks relates to the PLEP; expresses the intent of the core; uses understandable language

Transition Non-examples (Key)

Read the examples below and determine why each one does not meet the criteria for transition service needs.

- ❖ I am planning to be reevaluated in April of 2002 to determine what services I can receive at S.L.C.C. I need information about Vocational Rehabilitation. I want to pursue accounting or nursing as a career.

Response:

Good statement of goals. This transition services needs statement needs to include courses/classes, work experiences, campus visits, etc. that would help this student be successful in post-school activities.

Possible statement: Student needs to complete math and science core courses or substitutions as determined by IEP team; complete requirements for regular high school diploma; career counseling through high school counselor, VR counselor, SLCC admissions departments; job shadowing nursing and/or accounting; interviews with nurses, accountants.

- ❖ Candy has been working to fulfill her substitution obligations by taking construction class. She has been finding it difficult to stay focused enough in Art to receive a passing grade. Otherwise she is on track to graduate.

Response:

Team needs to consider Candy's post-school goals. Do art and construction classes teach her the skills needed to meet post-school goals? Statement needs to refer to documentation of substitutions made by the IEP team. What other classes, besides art and construction, is Candy taking? Has the team planned any other educational experiences, such as job shadowing or sampling, career counseling?

Possible statement: Candy is on track to graduate this spring; she needs to pass art class to complete graduation requirements. The IEP team has decided to substitute a vocational class (construction) for a required computer class. Candy is taking Life Skills Math, Adult Living, Reading, Career Choices, and PE classes this year. She will visit construction sites this spring as part of the construction class.

- ❖ Goals 1,2,5

Response:

Goals do not belong in this section. List coursework and other educational and community experiences that will help teach the skills listed in the goals.

- ❖ Classes leading to a diploma

Response:

List the classes. List any substitutions or refer to another document in the file that outlines substitutions made.

Possible statement: (Assume the student is in 10th grade and wants to be a professional athlete): Core classes in English, Math, History, Science, etc. required for a Brown High School diploma (see attached list of required courses), reading skill and study skills classes, Adult Living, PE, Driver's Education, career counseling, UBSCT, job shadowing, high school athletics (participation at ability level).

Supports and Services Non-examples (Key)

Read the examples below and determine why each does not meet supports and services requirements.

- ❖ Special Education Services: **Math**
Start Date: (If other than IEP date) July 1, 2002
Location: Resource Room
Duration: 2 times
Frequency: **Weekly**

- ❖ Special Education Services: **English**
Start Date: (If other than IEP date) **can't say "as needed"**
Location: Regular Education
Duration: 45 minutes
Frequency: Daily

- ❖ Special Education Services: **Written Language**
Start Date: (If other than IEP date) July 1, 2002
Location: **General Education Classroom**
Duration: **30 minutes**
Frequency: Daily

- ❖ Special Education Services: **Life Skills**
Start Date: (If other than IEP date) **can't say, "as needed"**
Location: Community
Duration: 45 minutes
Frequency: Monthly

- ❖ Related Services: **Physical Therapy**
Start Date: (If other than IEP date) next school year
Location: Therapy Room
Duration: **2 times**
Frequency: **Monthly**

- ❖ Related Services: **Speech and Language**
Start Date: (If other than IEP date) _____
Location: Regular Education
Duration: 20 minutes
Frequency: 1 time weekly

- ❖ Supplementary Services: **Assistant in class for math**
Start Date: (If other than IEP date) _____
Location: **General ed classroom**
Duration: 2 times weekly
Frequency: 30 minutes

- ❖ Supports for School Personnel: **Consultation with spec ed teacher**
Start Date: **Sept. 14, 02**
Location: Regular education classroom
Duration: **30 min**
Frequency: **1 x weekly**

- ❖ Program modifications and accommodations: calculator
Start Date: (If other than IEP date) next school year
Location: **Regular ed classroom**
Duration: during instructional time as requested by the student
Frequency: As requested by student or as prompted by the teacher

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