

# OPERATING PROCEDURES

## PRESENT LEVELS

Goose Creek CISD

101911

Legal Framework: [Present Levels](#)

Category: Admission, Review, and Dismissal Committee

Template update Oct 2016

Several commenters asked the U.S. Department of Education to state that not every [individualized education program] IEP must include a statement about the child's "functional performance" and "functional goals." The U.S. Department of Education pointed out that the language is in the statute, and therefore, cannot be omitted. Thus the IEP must always include a statement of "the child's present levels of academic achievement and functional performance." 71 Fed. Reg. 46662 (August 14, 2006).

"It is not necessary to include a definition of 'functional' in these regulations because we believe it is a term that is generally understood to refer to skills or activities that are not considered academic or related to a child's academic achievement. Instead, 'functional' is often used in the context of routine activities of everyday living." 71 Fed. Reg. 4661 (August 14, 2006).

### **Application Guidance**

- [PGC Network \(esc20.net\)](#) (Region 20 ESC)
- [Standards-Based Individualized Education Program Guidance](#) (TEA)
- [Texas Essential Knowledge and Skills \(TEKS\)](#) (TEA)
- [Case Study: Making Connections to the General Curriculum Through the 7 Step IEP Process \(esc20.net\)](#) (OSEP)
- [IEP Q and A 2020.pdf \(esc20.net\)](#) (Region 20)
- [ERIC - ED529731 - Standards-Based IEP: Implementation Update. inForum, Project Forum, 2010-Jun](#) (NASDSE)
- [Ethan Frome \(state.or.us\)](#) (NASDSE)

Through the implementation of the Goose Creek CISD policies and procedures as outlined in the [Legal Framework](#) for the Child-Centered Special Education Process, the Goose Creek CISD ensures that the IEP of each child with a disability includes a statement of present levels as required by the Individuals with Disabilities Education Act (IDEA) and its accompanying federal regulations, state statutes and regulations.

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**PERSONS RESPONSIBLE:** Case Managers, General Education Teachers, Related Service Providers, SLPs, Adaptive PE Teachers, Campus Diagnosticians, ARD Facilitators, Program Coordinators, and Director of Special Education

**TIMELINES:** 2020-2021

**MATERIALS:** eSped Forms that include PLAAFP information

**METHODS:** Solving the Mystery of PLAAFP Writing training

### **Annual ARD Preparation**

# OPERATING PROCEDURES

## PRESENT LEVELS

Goose Creek CISD

101911

At the start of the year, case managers should create a report from eSped that delineates when all of the annual ARDs are due for students on their caseload. The notification of the actual date of the ARD will come from an Outlook invitation, generally from the campus clerk or ARD facilitator or Campus Evaluator (Diagnostician).

In order to prepare for the annual ARD date, many items need to be completed 2-3 weeks prior to the annual ARD. Case managers should complete the following:

- Complete the Universal Screener for updated academic levels
- Request feedback from general education teachers
- Contact the parent(s)/guardian(s)/adult student to gain their input
- Meet with counselor to confirm credits, graduation plan and 4 year plan (SECONDARY)
- Meet with the student to discuss current accommodations and modifications, transition services and course selection for upcoming the year (SECONDARY)

Once all of the above is collected, the case manager should start to prepare ARD documents in eSped. Case managers are responsible for drafting the PLAAFP, IEP goals and objectives, Behavior Intervention Plans (in collaboration with LSSP), accommodations, supplements (as appropriate), and for SECONDARY case managers this includes transition information and coordinated set of activities. All items should be drafted in ESPED at least 5 days prior to the date of the meeting. The drafted accommodations, goals and objectives should be sent home in advance for parent input.

The day of the ARD, case managers should attend with the following material ready to review:

- Teacher input
- Transition information (SECONDARY)
- Progress updates on current goals/objectives
- Draft of the PLAAFP
- Draft goals/objectives/accommodations
- A printed copy of discipline record, attendance, grades, current schedule
- Work Samples

Case managers should play an active role throughout the ARD meeting. Special Education teachers should be prepared to discuss all of the above. If a case manager is not prepared for the ARD, the Campus Evaluator or Campus Administrator may decide to cancel the meeting.

After the ARD, case managers need to ensure all service providers have an updated copy of the newly accepted accommodations/modifications, goals/objectives and BIP. It is also

important to obtain signatures on a new verification of receipt for those items. Annual ARD meetings must take place at least once per year, on or before the date of the last annual ARD. There are times that an ARD needs to take place outside of the annual. It is the case manager's responsibility to request those meetings. When a student's PLAAFP changes that results in a change in services, schedule, etc... an ARD may need to occur. If a student experiences a lack of expected progress, the case manager is required to request a brief ARD.

### Present Levels of Academic Achievement and Functional Performance

#### ***34 CFR § 300.320(a)(1)***

The ARDC must provide a statement of the child's Present Levels of Academic Achievement and Functional Performance (PLAAFP). The PLAAFP is a statement of a student's present level of academic (social, behavioral, communication, health, and transition) achievement and functional performance.

A PLAAFP describes how the student's disability affects his/her involvement and progress in the general education curriculum (or how the disability affects a preschool child's participation in appropriate activities). A PLAAFP states the following information about the student:

1. Impact of Disability Statement – clear statement of how the disability affects involvement and progress in the same curriculum as non-disabled students with a clear consistency between the FIE and the PLAAFP
  2. Progress Statement – evidence of change in performance over last year, along with a review or summary of the previous year's IEP
  3. Accommodations and Modifications – student performance with accommodations and/or modifications is reported as well as performance without.
  4. Variety of information from a variety of sources – includes parent and student information to give a complete and accurate picture
  5. Measurable and observable baseline data – used to track progress, along with consistent tools to measure progress
- Discuss Transition Planning
  - Review achievement on previous years' short-term goals and objectives (academic and behavior)-a copy of the updated goals and objectives must be presented at the ARD meeting and attached to the ARD paperwork.
  - Discuss specific needs in the area of:

## OPERATING PROCEDURES

### PRESENT LEVELS

Goose Creek CISD

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- Language (second language learners as their needs relate to their IEP)
- Communication
- Physical
- Behavioral (includes behavioral data, attendance, discussion of need for supplements – FBA, BIP)
- Academic/Developmental – discuss areas in which student’s disability significantly interferes
- Review current grades and current credits (if applicable)
- Review District and/or State Assessment results
- Prevocational/Vocational (include CTE information here)
- Review the need for assistive technology devices and services
- Discuss the recommendation for ESY due to regression/recoupment/maintenance of critical skills Make sure the parent has provided input in enhancing the education of their student at some point during this discussion (documented in deliberations)