

## CONTENTS OF THE PLOP - WHAT DOES EACH SECTION MEAN?

### PRESENT LEVELS OF PERFORMANCE AND INDIVIDUAL NEEDS

DOCUMENTATION OF STUDENT'S CURRENT PERFORMANCE AND ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS

### EVALUATION RESULTS (INCLUDING FOR SCHOOL-AGE STUDENTS, PERFORMANCE ON STATE AND DISTRICT-WIDE ASSESSMENTS)

In this section, we list the assessments and evaluations that have been done, and give the date (month) that they were done. These might include school-based assessments, state tests, or testing done by the school psychologist.

Examples of evaluations that would be listed here are:

NYS Standardized Tests ELLs)	SANDI	SANDI/FAST	NYSAA	NYSESLAT (for
Fountas & Pinnell assessments	Scantron	SMiLE	LFSC/MFSC	OT/PT/speech

Level 1 vocational assessment (if the student's birthday is before June 30, 2008)

### ACADEMIC ACHIEVEMENT, FUNCTIONAL PERFORMANCE AND LEARNING CHARACTERISTICS

LEVELS OF KNOWLEDGE AND DEVELOPMENT IN SUBJECT AND SKILL AREAS INCLUDING ACTIVITIES OF DAILY LIVING, LEVEL OF INTELLECTUAL FUNCTIONING, ADAPTIVE BEHAVIOR, EXPECTED RATE OF PROGRESS IN ACQUIRING SKILLS AND INFORMATION, AND LEARNING STYLE:

Here, we would write about the child's progress toward the IEP goals from last year, and what he has been working on this year. We would describe the results of the assessments listed above. What are the student's skills and levels in terms of reading, writing, math, ADL, and speech and language? We write about how quickly the child picks up new skills, and how he learns best.

STUDENT STRENGTHS, PREFERENCES, INTERESTS:

What is the child interested in? What are his relative strengths, in which areas is he most successful?

ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT:

**PRESENT LEVELS OF PERFORMANCE AND INDIVIDUAL NEEDS**

**DOCUMENTATION OF STUDENT'S CURRENT PERFORMANCE AND ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS**

Here, we would list the most important skills that the team feels the child needs to work on in this area. We will also list any areas of concern that the parent brings up at the meeting. **These will be used to develop the student's goals.**

**SOCIAL DEVELOPMENT**

**THE DEGREE (EXTENT) AND QUALITY OF THE STUDENT'S RELATIONSHIPS WITH PEERS AND ADULTS; FEELINGS ABOUT SELF; AND SOCIAL ADJUSTMENT TO SCHOOL AND COMMUNITY ENVIRONMENTS:**

In this section, we write about the student's progress toward the previous year's IEP goals (in terms of social development), any new skills that he is working on. What are the student's social skills? What do interactions with peers and staff look like? How does the student feel about himself? Does the student like school? If the student receives counseling, we will write about progress toward counseling goals here.

**STUDENT STRENGTHS:**

What does the student like? What is he interested in? Are there any areas of social skills that he is doing well in?

**SOCIAL DEVELOPMENT NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT:**

Here, we would list the most important skills that the team feels the child needs to work on in this area. We will also list any areas of concern that the parent brings up at the meeting. **These will be used to develop the student's goals.**

**PHYSICAL DEVELOPMENT**

**THE DEGREE (EXTENT) AND QUALITY OF THE STUDENT'S MOTOR AND SENSORY DEVELOPMENT, HEALTH, VITALITY AND PHYSICAL SKILLS OR LIMITATIONS WHICH PERTAIN TO THE LEARNING PROCESS:**

In this section, we include information about the child's general health (based on what information the parent gives us, like whether he takes asthma medicine) and information about fine motor and gross motor skills. If the child has occupational therapy or physical therapy, we will write about his skills in this area, what goals he has been working on in the past year, and what he is working on now.

**STUDENT STRENGTHS:**

**PRESENT LEVELS OF PERFORMANCE AND INDIVIDUAL NEEDS**

**DOCUMENTATION OF STUDENT'S CURRENT PERFORMANCE AND ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS**

What are the student's strengths and interests, in terms of physical development? Does he love to participate in gym, is he great at basketball?

**PHYSICAL DEVELOPMENT NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT:**

Here, we would list the most important skills that the team feels the child needs to work on in this area. We will also list any areas of concern that the parent brings up at the meeting. **These will be used to develop the student's goals.**

**MANAGEMENT NEEDS**

What supports and instructional materials does the child need in order to be successful? We describe the type of classroom structure, the related services, the types of supports and materials that the student needs in order to make progress in the classroom.

**EFFECT OF STUDENT NEEDS ON INVOLVEMENT AND PROGRESS IN THE GENERAL EDUCATION CURRICULUM OR, FOR A PRESCHOOL STUDENT, EFFECT OF STUDENT NEEDS ON PARTICIPATION IN APPROPRIATE ACTIVITIES**

How does the child learn, and what effect does that have on his need for special education services? What effect does the disability have on his ability to be successful in a general education setting?

**MEASURABLE ANNUAL GOALS**

**THE FOLLOWING GOALS ARE RECOMMENDED TO ENABLE THE STUDENT TO BE INVOLVED IN AND PROGRESS IN THE GENERAL EDUCATION CURRICULUM OR, FOR A PRESCHOOL CHILD, IN APPROPRIATE ACTIVITIES, ADDRESS OTHER EDUCATIONAL NEEDS THAT RESULT FROM THE STUDENT DISABILITY, AND, FOR A SCHOOL-AGE STUDENT, PREPARE THE STUDENT TO MEET HIS/HER POSTSECONDARY GOALS.**

<b>ANNUAL GOALS</b> WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT	<b>CRITERIA</b> MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED	<b>METHOD</b> HOW PROGRESS WILL BE MEASURED	<b>SCHEDULE</b> WHEN PROGRESS WILL BE MEASURED
<p>What is the student going to learn to do, over the next year?</p> <p>These goals will come directly from what is written in the different NEEDS OF THE STUDENT sections of the Present Level of Performance</p>	<p>How well will he learn to do the new skill?</p> <p>With what level of accuracy?</p>	<p>How will we check for progress?</p>	<p>How often will we check for progress?</p>
<p><b>SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS (INTERMEDIATE STEPS BETWEEN THE STUDENT'S PRESENT LEVEL OF PERFORMANCE AND THE MEASURABLE ANNUAL GOAL):</b></p> <p>If the child is in an alternate assessment class, there will be short-term objectives listed here, where we will break the skills down into smaller steps for the student to work on</p>			