



Active Learning Space at [www.activelearningspace.org](http://www.activelearningspace.org)

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## Active Learning Study Group

November 10, 2016, 3:00-4:00 PM

Presented by

Kate Hurst, Statewide Staff Development Coordinator

TSBVI Outreach Programs

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with

Charlotte Cushman, Perkins School for the Blind

Patty Obrzut, Perkins Center for Blind Children

Matt Schultz, TX School for the Blind & Visually Impaired

Developed for

Penrickton Center for Blind Children

Perkins School for the Blind and

TSBVI Outreach Programs

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- Location of pods
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# Active Learning Study Group – November 2016

Facilitated by  
Kate Hurst, Statewide Staff Development Coordinator  
[hurstk@tsbvi.edu](mailto:hurstk@tsbvi.edu)  
with Matt Schultz, Texas Deafblind Outreach Consultant  
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## Co-Hosts

Charlotte Cushman  
Perkins E-Learning



Figure 1 Photo of Charlotte Cushman

Patty Obrzut  
Penrickton Center



Figure 2 Photo of Patty Obrzut.

## Additional ALSG webinars

1. January 26, 2017
2. March 30, 2017
3. May 25, 2017

You must register for each webinar separately!

## Submitting Questions

We invite you to submit your questions in one of two ways.

1. Post in chat box.
2. Submit a question privately, start a private chat with the host.

# Active Learning Newsletter

## Subscribe to our mailing list

\* indicates required  
Email Address \*

First Name

Last Name

Subscribe



## Welcome to Active Learning Space!

This is our first eNewsletter and we hope to send them out regularly to let you know what's new.

**Figure 3** Two images: the online mailing list form and image of an Activity Wall as seen on [www.activelearningspace.org](http://www.activelearningspace.org)

## DropBox

- Upload anything you'd like to share, such as:
  - sample IEP goals using an Active Learning approach
  - case studies, where permission has been granted to share
- To share files (even if you don't have a DropBox account): <http://bit.ly/2ddYtm5>  
To view files only: <http://bit.ly/2crJiXg>

## Questions

Submit your questions!

<http://www.activelearningspace.org/questions>

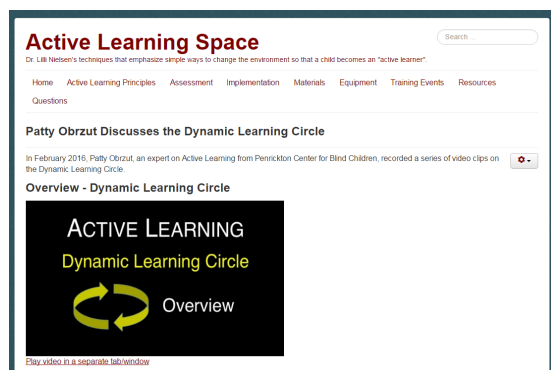
## Question

From Susan:

I have a student who is visually impaired, but, who also, has other limitations, such as fine motor control. If he cannot grasp and select an object to explore, how can I still implement the principles of Active Learning without making the choice for him (which is what I would be doing by placing an object in his hand)?

## Answer

<http://www.activelearningspace.org/obrzut-discusses-dynamic-learning-circle>



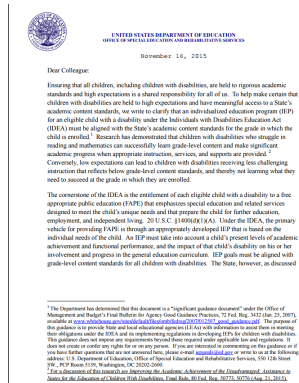
**Figure 4** Page on the Active Learning Space website: Patty Obrzut Discusses the Dynamic Learning Circle.

## Steps to Creating Standards-based IEP

1. Consider grade-level content
2. Examine classroom and student data to determine student functioning in relation to grade-level standards
3. Develop PLAAFP
4. Develop measurable annual goals aligned with grade-level content standards
5. Assess and report student progress throughout the year
6. Identify specially designed instruction including accommodations and/or modifications needed to access and progress in the general education curriculum
7. Determine most appropriate assessment option

(Standards-Based Individualized Education Program Examples, Marla Davis Holbrook, 2007. Project Forum, National Association of State Directors of Special Education )

**November 16, 2015 Dept. of Ed., OSEP Guidance Document - Academic Standards**



<https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/guidance-on-fape-11-17-2015.pdf>

## IEP Goals

- IEP goals to be aligned with State academic content standards
- Must guide but not replace the individualized decision-making required in IEP process
- Must consider how child's specific disability impacts ability to advance
- May be restricted in scope or complexity or take the form of introductory or pre-prerequisite skills.

## Opportunity for Input

- Send comments to [iepggoals@ed.gov](mailto:iepggoals@ed.gov) or US Department of Education, 550 12th Street SW, PCP Room 5139, Washington, DC 20202-2600.
- Specifically interested in receiving input from the field on examples of models of alignment
- Example of how guidance should be implemented for children with the most significant cognitive disabilities

## Functional Scheme Assessment Summary

	0-3 months	6-9 months	9-12 months	12-15 months	15-18 months	18-24 months	24-30 months	30-36 months	36-42 months	42-48 months
Gross Motor										
Fine Motor										
Mouth Movements										
Visual Perception										
Auditory Perception										
Haptic-tactile Perception										
Smell & Taste										
Spatial Relations										
Object Perception										
Language: Non-verbal										
Language: Verbal										
Language: Comprehension										
Social Perception										
Emotional Perception										
Perception through Play										
Toileting Skills										
Undress & Dress										
Personal Hygiene										
Eating Skills										

**Figure 5 The Assessment Summary from the Functional Scheme for Jack.**

### Current Levels of Performance

- 3 years old
- Assessed overall range of function between 0-9 months
- Jack has Microcephaly, Hypotonic Cerebral Palsy, Dysgenesis of the Corpus Callosum
- CVI (Cortical Visual Impairment) visual responses in the midline to inferior regions, with visual loss throughout the superior range, responds well to red light
- Eats pureed food and drinks from sippy cup with assistance

### Current Levels of Performance

- able to roll over independently
- working on sitting with support (can tailor-sit for 10 min., does not sit in a chair without support to trunk)
- not yet able to independently get into a prone-on-elbows position
- does not crawl or stand
- Is developing grasp and release

### Current Levels of Performance

- Hearing appears normal
- No speech, vocalizes to show discontent or pleasure, expressive communication is limited to facial expressions, body movements, receptive communication is underdetermined
- Engages in self-injurious behavior when stressed
- Responds to comfort from a familiar adult

## Priorities - Improve and increase use:

- Self-concept, emotional skills
- Fine, gross motor skills (especially use of hands, arms, legs, feet, mouth)
- Foundational concepts related to object properties, functions
- Receptive, expressive communication (including vocalization moving towards speech)
- Audition - recognize, localize sounds
- Vision, other senses to locate and identify objects, people
- Tactile exploration (including oral motor) to support vision and hearing

## Regulation: Part 300 /D/300.320 /a /2 /i

(i) A statement of measurable annual goals, including academic and functional goals designed to--

(A) Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and

(B) Meet each of the child's other educational needs that result from the child's disability;

## What does “functional” mean?

Functional means nonacademic, routine activities of everyday living

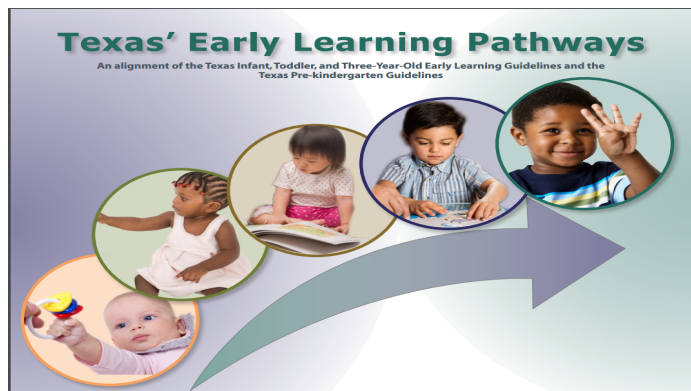
Wright's Law <http://www.wrightslaw.com/howey/iep.functional.perf.htm>

For students with visual impairment the Expanded Core Curriculum relates to other educational needs (functional)

## Expanded Core Curriculum

- Compensatory/functional academic skills, including communication
- Orientation and mobility
- Social interaction skills
- Independent living skills
- Recreation and leisure skills
- Career education
- Use of assistive technology
- Sensory efficiency skills
- Self-determination

Priority Skills	ECC Area
Self-concept, emotional skills	Social Interaction & Self-Determination
Fine, gross motor skills (especially use of hands, arms, legs, feet, mouth and body awareness)	Compensatory & O&M
Foundational concepts - object properties, functions	Compensatory
Receptive, expressive communication	Compensatory
Audition - recognize, localize sounds	Compensatory, Sensory Efficiency & O&M
Vision, other senses - locate and identify objects, people	Compensatory & Sensory Efficiency
Tactile exploration (including oral motor)	Compensatory & Sensory Efficiency
Oral motor (related to speech and eating)	Independent Living & Compensatory



**Figure 6** cover of Texas' Early Learning Pathways.

You may download this document at:

<http://earlylearningtexas.org/media/24000/texas%20early%20learning%20pathways.pdf>



# Sample pages from Texas' Early Learning Pathways

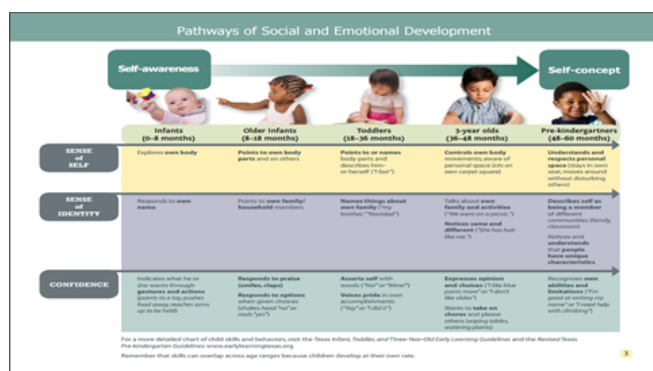


Figure 7 Page showing Pathways of Social and Emotional Development.

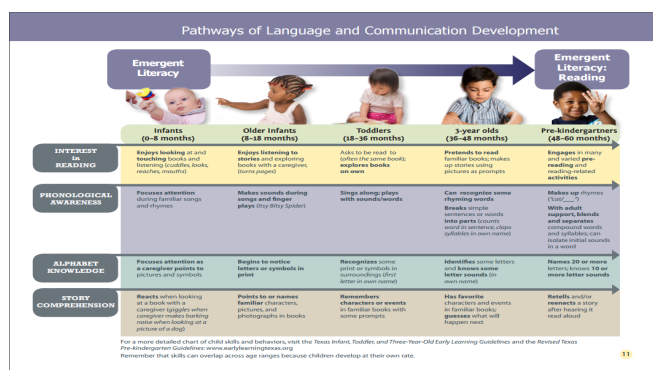


Figure 8 Page showing Pathways of Language and Communication Development (Emergent Literacy: Reading)

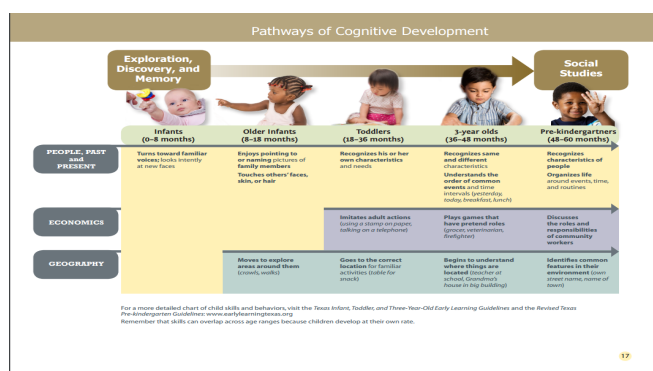


Figure 9 Page showing Pathways of Cognitive Development (Social Studies).

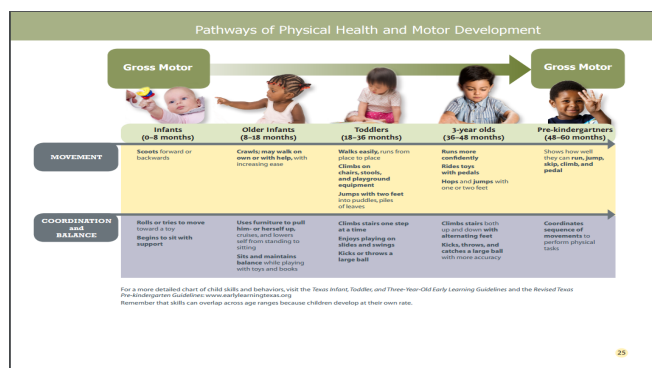


Figure 10 Page showing Pathways of Physical Health and Motor Development (Gross Motor).

## Poll

Do you have specific documents similar to the ones we use in Texas to help you with alignment to the Standard curriculum?

Yes

No

## Some Thoughts

- Need to consider how detailed to make the criteria of the goal for the uninitiated (specify equipment, materials, Active Learning technique for the adult, etc.). What needs to be in the modification page, in the lesson plan, etc.?
- Consider collaborating with other team members to infuse skills into goal (e.g. using a visually direct reach).

## More Thoughts

- Write the goal so the student behavior can be observed and measured. If using Functional Scheme, specify skills and use it to track progress.
- Remember to write the goal to include any appropriate perceptualizing aids (equipment), don't limit yourself.

## Sample Goal Fine Motor

By the end of the IEP completion date, when the adult uses Dr. Nielsen's stage of "offering" technique to introduce a variety of materials while the child uses perceptualizing aids (e.g. Resonance Board), the student will demonstrate grasp and release, at least 2 times during a 10-20 minute activity period.

## Sample Goal Communication

By the end of the IEP completion date, when in an adult-child activity where the adult imitates the child's vocalizations or movements, the child will maintain contact with the adult by continuing to vocalize or repeat the movement as the adult imitates him 2 additional times within a 5 minute period.

## Sample Goal Gross Motor

By the end of the IEP completion date, when positioned in prone on a Support Bench or other appropriate equipment the child will reach and grasp a desired object 2 times during a 10 minute period.

## Sample Goal Vision

By the end of the IEP completion date, when the child is offered items that are shiny, red and/or preferred which are presented at eye level to either side of his face and within a distance of 12 inches while in Active Learning environments and activities, the student will demonstrate awareness by looking briefly towards the object at least 3 times within a 30 minute activity period.

## Jack on Resonance Board – Offering



Figure 11 Image from a video showing Jack and Cindy on a Resonance Board.

### Assignment

Write at least one functional IEP goal for a student based on their current performance levels (for you Texans that would be a PLAAFP).

Submit your goals to Kate Hurst at [hurstk@tsbvi.edu](mailto:hurstk@tsbvi.edu)

### Thank you for joining us!

Active Learning Study Group

December 1, 2015



**UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF SPECIAL EDUCATION AND REHABILITATION SERVICES**

November 16, 2015

Dear Colleague:

Ensuring that all children, including children with disabilities, are held to rigorous academic standards and high expectations is a shared responsibility for all of us. To help make certain that children with disabilities are held to high expectations and have meaningful access to a State's academic content standards, we write to clarify that an individualized education program (IEP) for an eligible child with a disability under the Individuals with Disabilities Education Act (IDEA) must be aligned with the State's academic content standards for the grade in which the child is enrolled.<sup>1</sup> Research has demonstrated that children with disabilities who struggle in reading and mathematics can successfully learn grade-level content and make significant academic progress when appropriate instruction, services, and supports are provided.<sup>2</sup> Conversely, low expectations can lead to children with disabilities receiving less challenging instruction that reflects below grade-level content standards, and thereby not learning what they need to succeed at the grade in which they are enrolled.

The cornerstone of the IDEA is the entitlement of each eligible child with a disability to a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet the child's unique needs and that prepare the child for further education, employment, and independent living. 20 U.S.C. §1400(d)(1)(A). Under the IDEA, the primary vehicle for providing FAPE is through an appropriately developed IEP that is based on the individual needs of the child. An IEP must take into account a child's present levels of academic achievement and functional performance, and the impact of that child's disability on his or her involvement and progress in the general education curriculum. IEP goals must be aligned with grade-level content standards for all children with disabilities. The State, however, as discussed

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<sup>1</sup> The Department has determined that this document is a "significant guidance document" under the Office of Management and Budget's Final Bulletin for Agency Good Guidance Practices, 72 Fed. Reg. 3432 (Jan. 25, 2007), available at [www.whitehouse.gov/sites/default/files/omb/fedreg/2007/012507\\_good\\_guidance.pdf](http://www.whitehouse.gov/sites/default/files/omb/fedreg/2007/012507_good_guidance.pdf). The purpose of this guidance is to provide State and local educational agencies (LEAs) with information to assist them in meeting their obligations under the IDEA and its implementing regulations in developing IEPs for children with disabilities. This guidance does not impose any requirements beyond those required under applicable law and regulations. It does not create or confer any rights for or on any person. If you are interested in commenting on this guidance or if you have further questions that are not answered here, please e-mail [iepgoals@ed.gov](mailto:iepgoals@ed.gov) or write to us at the following address: U.S. Department of Education, Office of Special Education and Rehabilitative Services, 550 12th Street SW., PCP Room 5139, Washington, DC 20202-2600.

<sup>2</sup> For a discussion of this research see Improving the Academic Achievement of the Disadvantaged; Assistance to States for the Education of Children With Disabilities, Final Rule, 80 Fed. Reg. 50773, 50776 (Aug. 21, 2015).

on page five, is permitted to define alternate academic achievement standards for children with the most significant cognitive disabilities.<sup>3</sup>

## **Application of Provisions in the Elementary and Secondary Education Act of 1965 to Children with Disabilities**

Since 2001, the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB), has required each State to apply the same challenging academic content and achievement standards to all schools and all children in the State, which includes children with disabilities. 20 U.S.C. §6311(b)(1)(B). The U.S. Department of Education (Department), in its regulations implementing Title I of the ESEA, has clarified that these standards are grade-level standards. 34 CFR §200.1(a)-(c). To assist children with disabilities in meeting these grade-level academic content standards, many States have adopted and implemented procedures for developing standards-based IEPs that include IEP goals that reflect the State's challenging academic content standards that apply to all children in the State.

### **Interpretation of “General Education Curriculum”**

Under the IDEA, in order to make FAPE available to each eligible child with a disability, the child's IEP must be designed to enable the child to be involved in and make progress in the general education curriculum. 20 U.S.C. §1414(d)(1)(A). The term “general education curriculum” is not specifically defined in the IDEA. The Department's regulations implementing Part B of the IDEA, however, state that the general education curriculum is “the same curriculum as for nondisabled children.” 34 CFR §300.320(a)(1)(i). In addition, the IDEA Part B regulations define the term “specially designed instruction,” the critical element in the definition of “special education,” as “adapting, as appropriate to the needs of an eligible child, the content, methodology, or delivery of instruction to address the unique needs of the child that result from the child's disability and to ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children.” 34 CFR §300.39(b)(3) (emphasis added). Otherwise, the IDEA regulations do not specifically address the connection between the general education curriculum and a State's academic content standards.

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<sup>3</sup> In accordance with 34 CFR §200.1(d), for children with the most significant cognitive disabilities who take an alternate assessment, a State may define alternate academic achievement standards provided those standards are aligned with the State's academic content standards; promote access to the general curriculum; and reflect professional judgment of the highest achievement standards possible. See also 34 CFR §300.160(c)(2)(i).

## Analysis

The Department interprets “the same curriculum as for nondisabled children” to be the curriculum that is based on a State’s academic content standards for the grade in which a child is enrolled. This interpretation, which we think is the most appropriate reading of the applicable regulatory language, will help to ensure that an IEP for a child with a disability, regardless of the nature or severity of the disability, is designed to give the child access to the general education curriculum based on a State’s academic content standards for the grade in which the child is enrolled, and includes instruction and supports that will prepare the child for success in college and careers. This interpretation also appropriately harmonizes the concept in the IDEA regulations of “general education curriculum (i.e., the same curriculum as for nondisabled children),” with the ESEA statutory and regulatory requirement that the same academic content standards must apply to all public schools and children in the State, which includes children with disabilities.

The IDEA statutory and regulatory provisions discussed above, the legislative history of the IDEA, and clarification the Department has provided on the alignment of the IEP with a State’s content standards in the Analysis of Comments and Changes to the 2006 IDEA Part B regulations also support this interpretation. When it last reauthorized the IDEA in 2004, Congress continued to emphasize, consistent with the provisions in the ESEA, the importance of “having high expectations for [children with disabilities] and ensuring their access to the general education curriculum in the regular classroom, to the maximum extent possible.” 20 U.S.C. §1400(c)(5)(A). The Senate Report accompanying the 2004 reauthorization of the IDEA also explained that “[f]or most children with disabilities, many of their IEP goals would likely conform to State and district wide academic content standards and progress indicators consistent with standards based reform within education and the new requirements of NCLB.” S. Rep. No. 108-185, 105th Cong., 1st Sess. 29 (Nov. 3, 2003).

The Analysis of Comments and Changes accompanying the 2006 IDEA Part B regulations also included important discussion that further clarifies the alignment of an IEP with a State’s academic content standards under the ESEA, explaining: “section 300.320(a)(1)(i) clarifies that the general education curriculum means the same curriculum as all other children. Therefore, an IEP that focuses on ensuring that the child is involved in the general education curriculum will necessarily be aligned with the State’s content standards.”<sup>4</sup>

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<sup>4</sup> See Assistance to States for the Education of Children with Disabilities and Preschool Grants for Children with Disabilities, Final Rule, 71 Fed. Reg. 46540, 46662 (Aug. 14, 2006); see also 71 Fed. Reg. 46579.



The Department’s interpretation of the regulatory language “general education curriculum (i.e., the same curriculum as for nondisabled children)” to mean the curriculum that is based on the State’s academic content standards for the grade in which a child is enrolled is reasonable. This interpretation is also necessary to enable IDEA and ESEA requirements to be read together so that children with disabilities receive high-quality instruction that will give them the opportunity to meet the State’s challenging academic achievement standards and prepare them for college, careers and independence. Therefore, in order to make FAPE available to each eligible child with a disability, the special education and related services, supplementary aids and services, and other supports in the child’s IEP must be designed to enable the child to advance appropriately toward attaining his or her annual IEP goals and to be involved in, and make progress in, the general education curriculum based on the State’s academic content standards for the grade in which the child is enrolled.

### Implementation of the Interpretation

Based on the interpretation of “general education curriculum” set forth in this letter, we expect annual IEP goals to be aligned with State academic content standards for the grade in which a child is enrolled. This alignment, however, must guide but not replace the individualized decision-making required in the IEP process.<sup>5</sup> In fact, the IDEA’s focus on the individual needs of each child with a disability is an essential consideration when IEP Teams are writing annual goals that are aligned with State academic content standards for the grade in which a child is enrolled so that the child can advance appropriately toward attaining those goals during the annual period covered by the IEP. In developing an IEP, the IEP Team must consider how a child’s specific disability impacts his or her ability to advance appropriately toward attaining his or her annual goals that are aligned with applicable State content standards during the period covered by the IEP. For example, the child’s IEP Team may consider the special education instruction that has been provided to the child, the child’s previous rate of academic growth, and whether the child is on track to achieve grade-level proficiency within the year.

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<sup>5</sup> The IEP must include, among other required content: (1) a statement of the child’s present levels of academic achievement and functional performance, including how the child’s disability affects the child’s involvement and progress in the general education curriculum; (2) a statement of measurable annual goals, including academic and functional goals, designed to meet the child’s needs that result from the child’s disability to enable the child to be involved in and make progress in the general education curriculum; and (3) the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, 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 to enable the child to advance appropriately toward attaining the annual goals, and to be involved in and make progress in the general education curriculum in accordance with the child’s present levels of performance. 34 CFR §300.320(a).

The Department recognizes that there is a very small number of children with the most significant cognitive disabilities whose performance must be measured against alternate academic achievement standards, as permitted in 34 CFR §200.1(d) and §300.160(c). As explained in prior guidance,<sup>6</sup> alternate academic achievement standards must be aligned with the State's grade-level content standards. The standards must be clearly related to grade-level content, although they **may be restricted in scope or complexity or take the form of introductory or pre-requisite skills**. This letter is not intended to limit a State's ability to continue to measure the achievement of the small number of children with the most significant cognitive disabilities against alternate academic achievement standards, but rather to ensure that annual IEP goals for these children reflect high expectations and are based on the State's content standards for the grade in which a child is enrolled.

In a case where a child's present levels of academic performance are significantly below the grade in which the child is enrolled, in order to align the IEP with grade-level content standards, the IEP Team should estimate the growth toward the State academic content standards for the grade in which the child is enrolled that the child is expected to achieve in the year covered by the IEP. In a situation where a child is performing significantly below the level of the grade in which the child is enrolled, an IEP Team should determine annual goals that are ambitious but achievable. In other words, the annual goals need not necessarily result in the child's reaching grade-level within the year covered by the IEP, but the goals should be sufficiently ambitious to help close the gap. The IEP must also include the specialized instruction to address the unique needs of the child that result from the child's disability necessary to ensure access of the child to the general curriculum, so that the child can meet the State academic content standards that apply to all children in the State.

### **An Example of Implementation**

We provide an example of how an IEP Team could apply the interpretation of "general education curriculum" set forth in this letter. For example, after reviewing recent evaluation data for a sixth grade child with a specific learning disability, the IEP Team determines that the child is reading four grade levels below his current grade; however, his listening comprehension is on grade level. The child's general education teacher and special education teacher also note that when materials are read aloud to the child he is able to understand grade-level content. Based on these present levels of performance and the child's individual strengths and weaknesses, the IEP

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<sup>6</sup> See U.S. Department of Education Non-regulatory guidance: Alternate achievement standards for students with the most significant cognitive disabilities August 2005) available at: <https://www2.ed.gov/policy/elsec/guid/altguidance.pdf>



Team determines he should receive specialized instruction to improve his reading fluency. Based on the child's rate of growth during the previous school year, the IEP Team estimates that with appropriate specialized instruction the child could achieve an increase of at least 1.5 grade levels in reading fluency. To ensure the child can learn material based on sixth grade content standards (e.g., science and history content), the IEP Team determines the child should receive modifications for all grade-level reading assignments. His reading assignments would be based on sixth grade content but would be shortened to assist with reading fatigue resulting from his disability. In addition, he would be provided with audio text books and electronic versions of longer reading assignments that he can access through synthetic speech. With this specialized instruction and these support services, the IEP would be designed to enable the child to be involved and make progress in the general education curriculum based on the State's sixth grade content standards, while still addressing the child's needs based on the child's present levels of performance.<sup>7</sup> This example is provided to show one possible way that an IEP could be designed to enable a child with a disability who is performing significantly below grade level to receive the specialized instruction and support services the child needs to reach the content standards for the grade in which the child is enrolled during the period covered by the IEP.<sup>8</sup> We caution, though that, because the ways in which a child's disability affects his or her involvement and progress in the general education curriculum are highly individualized and fact-specific, the instruction and supports that might enable one child to achieve at grade-level may not necessarily be appropriate for another child with the same disability.

## Summary

In sum, consistent with the interpretation of "general education curriculum (i.e., the same curriculum as for nondisabled children)" based on the State's academic content standards for the

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<sup>7</sup> For information on developing, reviewing, or revising the IEP for a child with limited English proficiency, see: Questions and Answers Regarding Inclusion of English Learners with Disabilities in English Language Proficiency Assessments and Title III Annual Measurable Achievement Objectives <https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/q-and-a-on-elp-swd.pdf>.

<sup>8</sup> While the Department does not mandate or endorse specific products or services, we are aware that many States have issued guidance addressing standards-based IEPs. For example see Minnesota Department of Education, Developing Standards-Based IEP Goals and Objectives A Discussion Guide available at: [https://education.state.mn.us/mdeprod/idcplg?IdcService=GET\\_FILE&dDocName=050483&RevisionSelectionMet hod=latestReleased&Rendition=primary](https://education.state.mn.us/mdeprod/idcplg?IdcService=GET_FILE&dDocName=050483&RevisionSelectionMet hod=latestReleased&Rendition=primary). States and LEAs also may consider reviewing the following examples from OSEP-funded projects regarding implementation of standards-based IEPs: inForum: Standards-Based Individualized Education Program Examples available at: [www.nasds.org/portals/0/standardsbasediepexamples.pdf](http://www.nasds.org/portals/0/standardsbasediepexamples.pdf). For an example of annual goals aligned with State academic content standards for a child taking the alternate assessment based on alternate academic achievement standards, see: an issue brief provided by the OSEP-funded National Center and State Collaborative (NCSC), NCSC Brief 5: Standards-based Individualized Education Programs (IEPs) for Children Who Participate in AA-AAS available at: <http://www.ncscpartners.org/Media/Default/PDFs/Resources/NCSCBrief5.pdf>.

grade in which a child is enrolled set forth in this letter, an IEP Team must ensure that annual IEP goals are aligned with the State academic content standards for the grade in which a child is enrolled. The IEP must also include the specially designed instruction necessary to address the unique needs of the child that result from the child's disability and ensure access of the child to the general education curriculum, so that the child can meet the State academic content standards that apply to all children, as well as the support services and the program modifications or supports for school personnel that will be provided to enable the child to advance appropriately toward attaining the annual goals.

### Opportunities for Input

We are interested in receiving comments on this document to inform implementation of this guidance. If you are interested in commenting on this document, please e-mail your comments to [iepggoals@ed.gov](mailto:iepggoals@ed.gov) or write to us at the following address: US Department of Education, 550 12th Street SW, PCP Room 5139, Washington, DC 20202-2600. Note that we are specifically interested in receiving input from the field on examples of models of alignment of IEP goals with State content standards that are working well at the State and local level, and how this guidance could be implemented for children with disabilities who are English learners and children with the most significant cognitive disabilities. We will share appropriate models with you in further communications as they become available. We would also be glad to help answer your questions and help with your technical assistance needs in this important area. We ask you to share this information with your local school districts to help ensure all children with disabilities are held to high standards and high expectations. Thank you for your continued interest in improving results for children with disabilities.

Sincerely,

/s/

Michael K. Yudin  
Assistant Secretary

/s/

Melody Musgrove  
Director Office of Special Education  
Programs



## Penrickton Center for Blind Children



Figure 12 Penrickton Center for the Blind logo.

## Perkins School for the Blind E-Learning



Figure 13 Perkins E-Learning logo.

## Texas School for the Blind & Visually Impaired Outreach Programs



Figure 14 TSBVI logo.



"This project is supported by the U.S. Department of Education, Office of Special Education Programs (OSEP). Opinions expressed herein are those of the authors and do not necessarily represent the position of the U.S. Department of Education."

Figure 15 IDEAs that Work logo and OSEP disclaimer.