

## MEMORANDUM

To: Glenna Gallo, Director of Special Education Services  
From: Utah Special Education Advisory Panel (USEAP)  
Subject: Standards-Based IEPs  
Date: February 21, 2013

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In our role as an advisory panel, we would like to provide input and recommendations to the Special Education Section of the Utah Office of Education to improve services to students with disabilities. After receiving numerous trainings about standards-based IEPs and being involved in numerous discussions, it is the feeling of this panel that there are certain areas related to Standards-Based IEPs that need to be priorities of the State Office of Education in order to improve usage of Standards-Based IEPs in Utah.

The panel:

- Understands that all students with disabilities need to have access to the Utah Core Standards, Essential Elements, and the Utah Early Childhood Core Standards, as appropriate.
- Recognizes Standards-Based IEPs are best practice for accessing the Utah Core Standards, based on individual needs.
- Agrees Standards-Based IEPs are a framework through which IEP teams can address individual annual goals to facilitate achievement of state grade-level academic standards.

Recommendations:

Based on the above consensus, USEAP recommends to the Utah State Office of Education:

- Encourage LEAs to invite special education teachers to participate in district-wide training on Utah Core Standards.
- Encourage LEAs to train all special educators on developing and implementing Standards-Based IEPs for students with disabilities.
- Encourage the development of Present Levels of Academic Achievement and Functional Performance (PLAAFP) statements that clearly indicate how the student is performing in relationship to Utah Core Standards.
- Encourage IEP goals that focus on student needs and are linked to the Utah Core Standards.
- Collaborate with the Utah Parent Center on providing parent training and materials on Standards-Based IEPs.

We feel that by implementing the above recommendations, students will:

- Receive appropriate specially designed instruction linked to the general education curriculum for their enrolled grade.
- Receive appropriate accommodations designed to support their achievement at grade level.
- Be better prepared to earn a regular high school diploma and enjoy success beyond secondary school.

Thank you for your time and consideration in reviewing these recommendations. We as a panel appreciate all of your efforts on behalf of children with disabilities throughout the State of Utah.