



## PLP: Frequently Asked Questions (FAQs)

### PLP Process

- **What is the goal of a PLP?**

The goal of a PLP is to create a system of support for students as they develop proficiency in all areas of literacy.

- **How often are PLPs updated?**

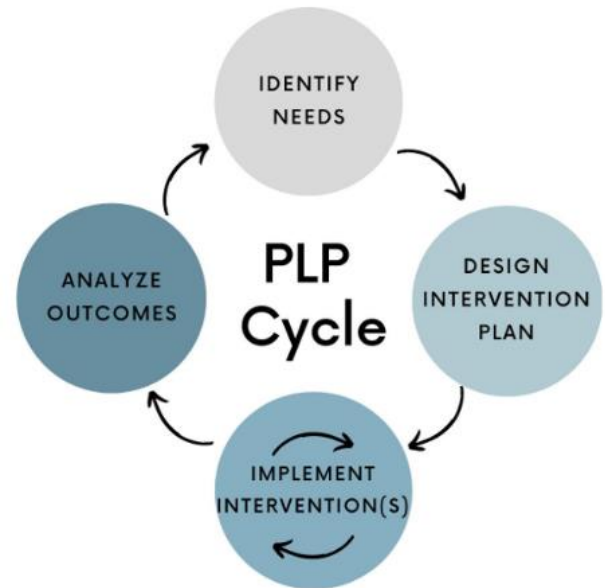
A PLP is a dynamic plan of action used to accelerate a student's ability to read on grade level. Therefore, the PLP should be updated/revised as teams analyze data to determine next steps.

- **Are LEAs required to screen ALL students (K-12) each year?**

In accordance with [Rhode Island General Laws § 16-67-2\(A\)1](#) and the [Rhode Island Board of Regents Secondary Regulations §2.2.1\(a\)](#) LEAs shall develop a screening/review process that utilizes state and local assessments to identify students in need of additional diagnostic assessment instructional support. It is the LEA's responsibility to establish the protocols for this screening/review process. The LEA's Comprehensive Assessment System identifies universal screening, diagnostic, and progress monitoring assessments used within each grade to ensure the validity and reliability of the data used to determine if a student is reading on grade level in accordance with the LEA's protocols.

- **How is reading below grade level defined?**

It is the LEA's responsibility to ensure their definition of below grade level is aligned to their literacy screener's designations for below benchmark/ grade level to determine who is reading below grade level.





- **How long does a student require a PLP?**

Once the interventions provided have proven successful and lead to a student reading at grade level, the student will no longer require a PLP. PLP documentation should remain in the student's file for future reference. However, if future data shows the student is reading below grade level, then a PLP is initiated again.

## PLP Documentation

- **Does RIDE require one PLP form to be used by all LEAs?**

No. While RIDE does supply a sample PLP form, it is up to the individual LEA to decide which form they would like to use. PLPs will vary from LEA to LEA. However, they must all include the required elements. Tier 2 or 3 intervention plans that include all required elements can meet the requirement of documenting a PLP. For more information about the required elements, refer to Appendix A.

- **Once a student no longer needs a PLP, what happens to the documentation?**

The LEA should devise a system to maintain the documentation for future reference.

- **When a student transfers to another LEA within Rhode Island, how will the receiving LEA be alerted that the student has a PLP?**

Every student has a right to have all relevant education plans forwarded to a new school, including PLPs. This includes Charter, Collaborative, Alternative Schools, etc. If the student currently has a PLP, the current PLP documentation must be sent to the receiving LEA to ensure that the intervention plan continues.

- **If a student has a PLP at the elementary level, what happens when the student transitions to the secondary level?**

The PLP shall continue until the student is reading at grade level. If a student is placed on a PLP at the elementary level and is not at grade level by 6<sup>th</sup> grade, then the PLP becomes a component of their ILP. LEAs are responsible for the development and implementation of a K-12 PLP system that includes explicit and consistent provisions for students' transitioning from grade to grade, building to building, or LEA to LEA.



- **Which LEA is responsible for students who require Tier 2 or 3 support if they participate in a vocational program in another LEA?**

Commonly, the school/center where the student receives his/her academic instruction will be responsible for assessing, planning, implementing, and monitoring tiered literacy support for their students, unless other arrangements have been made.

All content area teachers, whether they are in a comprehensive high school or technical school/center are required to: employ School-wide Discipline Specific Literacy Instruction; differentiate instruction for all students as needed so they read and acquire information in every subject; provide ongoing assistance in navigating content, concepts, text structure, and vocabulary encountered in texts read by the students; and familiarize themselves with and use the information documented on every student's PLP that is relevant for their classroom instruction.

## Roles and Responsibilities

- **Who is responsible for writing the PLP?**

At the elementary level, the classroom teacher in consultation with other professionals will write the PLP. At the secondary level, a certified reading specialist and/or a specially trained literacy teacher will take responsibility for writing the PLP in consultation with content teachers, administrators, and others. For students with disabilities who receive all their services in literacy outside of the general education setting, special educators will be primarily responsible for developing and carrying out PLPs.

- **What is the role of a special education teacher?**

At the elementary level, special education teachers have a responsibility to work with classroom teachers as PLPs are developed, implemented, and revised for students with IEPs. At the secondary level, special education teachers are responsible for working with specially trained teachers/certified reading specialists, as PLPs are developed, implemented, and revised for students with IEPs. For students with disabilities who receive all their services in literacy outside of the general education setting, special educators are primarily responsible for developing and implementing the PLP.



- **What are the required qualifications for the specially trained literacy teacher?**

The specially trained literacy teacher must receive proficiency level training in science of reading and structured literacy instruction to understand how to plan instruction for students to make accelerated progress in reading. In addition, if the specially trained teacher is required/ expected to implement an intervention program, the teacher must receive program-specific training to ensure that the program is implemented with high fidelity.

For example: If a school is using Lexia for their students, the specially trained literacy teacher must successfully complete the professional development from the company on how to manage/execute the program effectively.

**Note:** English teachers receive formal training in their course work within their content specialty of English. This training does NOT provide sufficient training/course work in structured literacy instruction.

- **What is the difference between Tiers at the secondary level?**

Every student receives Tier 1 differentiated support from every content area teacher. Tier 2 is additional support needed by some students who are reading one and up to two years below grade level. Tier 3 support is for students who are reading more than two years below grade level.

- **Are the Tiers of support at the secondary level flexible?**

Yes, they are flexible and should allow students to move among the tiers based on their progress monitoring results.

- **Does RIDE delineate the recommended number of meeting times per week or time for students within Tier 2 or Tier 3?**

No, RIDE does not set the requirements for the number of sessions per week nor length of time. Different interventions require different dosages in order to be effective. Interventions should be delivered in accordance with research indicating the dosage and schedule needed for the instruction to be effective.



## Special Education

- **How are PLPs and IEPs connected?**

Per the [RI Regulations Governing the Education of Children with Disabilities §6.7.4](#), if a student has an IEP, their literacy goal should be aligned, where applicable, to their Personal Literacy and/or Individual Learning Plan.

- **Do students who participate in the Alternate Assessment require?**

When a student's reading level indicates that a PLP is needed, the guidelines are the same for a student with or without an IEP. The state assessment the student participates in does not impact their eligibility for a PLP.

- **Can any indication of Special Education services be identified on PLP documents?**

Students can be identified on their PLP as having an IEP, if it is listed among one of many student categories (For example: MLL, 504 Plan, IEP, Speech). If this information is included on this document, just like any other student record, it would be considered and maintained as confidential in accordance with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99).