

PLAAFP Template

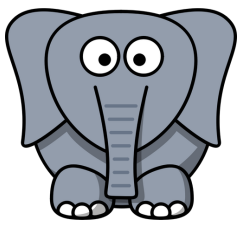
Present Levels of Academic Achievement and Functional Performance

PLAAFPs should present a clear picture of the child's abilities. Goals and objectives are developed from a student's PLAAFPs.

The following items must be considered and included in a child's PLAAFPs (34 C.F.R. §300.324):

- The Strengths of the Child
- Concerns of the parents for enhancing the education of their child
- Results of the initial or most recent evaluation of the child
- The academic, developmental and functional needs of the child

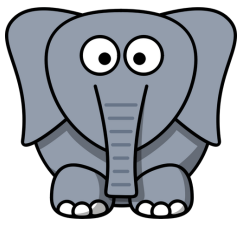
PLAAFPs should include the following information Current academic or functional performance (strengths in all areas and weaknesses in areas identified). Always include your source(s).			
1	<u>Eligibility</u> <u>FIE</u> <u>Cognitive</u>	• PLAAFP and FIE should have the same disability condition. • List how disability impacts access and progress in the gen ed curriculum? • Sources (include what they report) ○ Teachers ○ Parents ○ Current and past evaluations ○ Diagnostician/LSSP or outside reports, etc. Be careful not to rewrite the assessment.	<i>Student Name is a student with a [] disability.</i> <i>It impacts his/her access and progress in the general education curriculum by.....</i> <i>Teachers report....</i> <i>Parents report...</i>
2	<u>Language and</u> <u>Communication</u>	• Summarize last year's IEP progress (if appropriate) and how it was noted (informal, criterion-referenced, curriculum-based, and/or norm-referenced). • Sources (include what they report) ○ Teachers, Speech Pathologist, other service providers ○ Parents ○ Current/past evaluations (FIE Part II) and/or outside reports ○ Asst. Tech information, etc.	<i>Student Name's greatest language strengths are in....</i> <i>Student's weaknesses include...</i>
3	<u>Emotional</u> <u>Behavioral</u> <u>Social</u>	• Summarize last year's IEP progress (if appropriate) and how it was noted (informal, criterion-referenced, curriculum-based, and/or norm-referenced). • Sources (include what they report) ○ Teachers, counselor, school administration	<i>Student Name's strengths are in...</i> <i>Student's weaknesses include...</i>



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		○ LSSP, behavior specialist ○ Parent ○ Medical reports ○ Current and past evaluations	
4	<u>Physical and Health</u>	Summarize information collected from: ● Teachers ● Nurse (include visits or lack of) ● PT, OT, O&M, PE, APE, and other service providers ● Parents ● Current/past evaluations and/or outside reports	<i>Student Name has [_____] health.</i> <i>He/She has [_____] visits to the nurse.</i> <i>He/She participates in PE [with/without] restriction.</i> <i>The parent(s) report [Student]</i>
5	<u>Academic Functional Vocational</u>	● Summarize last year's IEP progress (if appropriate) and how it was noted (informal, criterion-referenced, curriculum-based, and/or norm-referenced). ● Sources (include what they report or data) ○ Teachers ■ Attendance and Conduct ■ Classwork, Homework, Grades ○ Parents ○ RTI Data, tutoring, etc. ○ Assessments (Report scores obtained on benchmark tests, grades, etc as compared to same-age peers) ■ Tests ■ Benchmarks ■ District and State Assessments ● Functional and Vocational-work habits ○ Attention to task and completion of tasks ○ Punctuality ○ Organizational skills ○ Work History ○ Dependent/Independent work style ● Current/past evals ● Student preferences	<i>Student Name [summarize overall and IEP progress]</i> <i>Student can...</i> <i>He/She cannot...</i> <i>He/She has [_____] attendance with # of absences. His/Her conduct is....</i> <i>Student's grades as follows:</i> <i>Report assessment data and compare to same-age peers</i> <i>Student's functional and/or vocational ability is....</i> <i>He/she can/cannot...</i>
6	<u>Needs of a Critical</u>	● Identify weaknesses that will be addressed for the	



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	<u>Nature</u>	upcoming school year as the “Needs of Critical Nature” or “critical needs” ○ Be careful not to list ALL of the child’s weaknesses as “critical” as it may not be possible to address or master all weaknesses within an IEP school year. ● Any “critical needs” identified should have an accompanying Goal and/or Objective connecting the IEP and PLAAFP. ● Include measurable/observable baseline data to identify student needs. This required to track progress. ● List the tool of measurement assists in the development of annual goals.	<i>Areas of critical need for Student that need to be addressed in the upcoming IEP year are as follows:</i> <i>[list the critical needs]</i> <i>[Include measurable/observable baseline data]</i> <i>[list the tool of measurement]</i>
7	<u>Type of Accommodations and/or Modifications</u>	● Report the student’s performance with accommodation and/or modification. ● Ask yourself ○ What is the student’s performance without them? ○ How much does performance improve with them?	<i>Student Name will need the following accommodations and/or modifications because....</i> <i>[share the student’s performance without and how it is improved with]</i>