



# PLAAFP Template

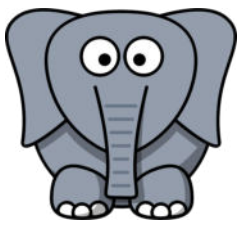
Present Levels of Academic Achievement and Functional Performance

**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

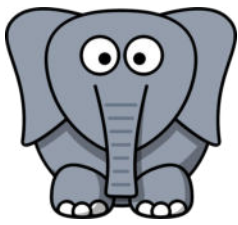
| <b>PLAAFPs should include the following information</b><br>Current academic or functional performance (strengths in all areas and weaknesses in areas identified). Always include your source(s). |  |  |  |
|---|--|--|--|
| 1   | <u>Eligibility</u><br><u>FIE</u><br><u>Cognitive</u>   | <ul style="list-style-type: none"> <li>• PLAAFP and FIE should have the same disability condition.</li> <li>• List how disability impacts access and progress in the gen ed curriculum?</li> <li>• Sources (<b>include what they report</b>)               <ul style="list-style-type: none"> <li>○ Teachers</li> <li>○ Parents</li> <li>○ Current and past evaluations</li> <li>○ Diagnostician/LSSP or outside reports, etc.</li> </ul>               Be careful not to rewrite the assessment.             </li> </ul>  | <i>Student Name is a student with a [ ] disability.</i><br><br><i>It impacts his/her access and progress in the general education curriculum by.....</i><br><br><i>Teachers report....</i><br><br><i>Parents report...</i> |
| 2   | <u>Language and</u><br><u>Communication</u>            | <ul style="list-style-type: none"> <li>• Summarize last year's IEP progress (if appropriate) and how it was noted (informal, criterion-referenced, curriculum-based, and/or norm-referenced).</li> <li>• Sources (<b>include what they report</b>)               <ul style="list-style-type: none"> <li>○ Teachers, Speech Pathologist, other service providers</li> <li>○ Parents</li> <li>○ Current/past evaluations (FIE Part II) and/or outside reports</li> <li>○ Asst. Tech information, etc.</li> </ul> </li> </ul> | <i>Student Name's greatest language strengths are in....</i><br><br><i>Student's weaknesses include...</i>   |
| 3   | <u>Emotional</u><br><u>Behavioral</u><br><u>Social</u> | <ul style="list-style-type: none"> <li>• Summarize last year's IEP progress (if appropriate) and how it was noted (informal, criterion-referenced, curriculum-based, and/or norm-referenced).</li> <li>• Sources (<b>include what they report</b>)               <ul style="list-style-type: none"> <li>○ Teachers, counselor, school administration</li> </ul> </li> </ul>  | <i>Student Name's strengths are in...</i><br><br><i>Student's weaknesses include...</i>  |



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|   |  |   |   |
|---|--|---|---|
|   |  | <ul style="list-style-type: none"> <li>○ LSSP, behavior specialist</li> <li>○ Parent</li> <li>○ Medical reports</li> <li>○ Current and past evaluations</li> </ul>  |   |
| 4 | <b><u>Physical and Health</u></b>            | <p>Summarize information collected from:</p> <ul style="list-style-type: none"> <li>● Teachers</li> <li>● Nurse (include visits or lack of)</li> <li>● PT, OT, O&amp;M, PE, APE, and other service providers</li> <li>● Parents</li> <li>● Current/past evaluations and/or outside reports</li> </ul>   | <p><i>Student Name has [_____] health.</i></p> <p><i>He/She has [_____] visits to the nurse.</i></p> <p><i>He/She participates in PE [with/without] restriction.</i></p> <p><i>The parent(s) report [Student]</i></p>   |
| 5 | <b><u>Academic Functional Vocational</u></b> | <ul style="list-style-type: none"> <li>● Summarize last year's IEP progress (if appropriate) and how it was noted (informal, criterion-referenced, curriculum-based, and/or norm-referenced).</li> <li>● Sources (<b>include what they report or data</b>) <ul style="list-style-type: none"> <li>○ Teachers <ul style="list-style-type: none"> <li>■ Attendance and Conduct</li> <li>■ Classwork, Homework, Grades</li> </ul> </li> <li>○ Parents</li> <li>○ RTI Data, tutoring, etc.</li> <li>○ Assessments<br/>(Report scores obtained on benchmark tests, grades, etc as compared to same-age peers) <ul style="list-style-type: none"> <li>■ Tests</li> <li>■ Benchmarks</li> <li>■ District and State Assessments</li> </ul> </li> </ul> </li> <li>● Functional and Vocational-work habits <ul style="list-style-type: none"> <li>○ Attention to task and completion of tasks</li> <li>○ Punctuality</li> <li>○ Organizational skills</li> <li>○ Work History</li> <li>○ Dependent/Independent work style</li> </ul> </li> <li>● Current/past evals</li> <li>● Student preferences</li> </ul> | <p><i>Student Name [summarize overall and IEP progress]</i></p> <p><i>Student can...</i></p> <p><i>He/She cannot...</i></p> <p><i>He/She has [_____] attendance with # of absences. His/Her conduct is....</i></p> <p><i>Student's grades as follows:</i></p> <p><i>Report assessment data and compare to same-age peers</i></p> <p><i>Student's functional and/or vocational ability is....</i></p> <p><i>He/she can/cannot...</i></p> |
| 6 | <b><u>Needs of a Critical</u></b>            | <ul style="list-style-type: none"> <li>● Identify weaknesses that will be addressed for the</li> </ul>  |   |



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|   |   |  |  |
|---|---|--|--|
|   | <b><u>Nature</u></b>                                      | <p>upcoming school year as the “Needs of Critical Nature” or “critical needs”</p> <ul style="list-style-type: none"><li>○ Be careful not to list <b>ALL</b> of the child’s weaknesses as “critical” as it may not be possible to address or master all weaknesses within an IEP school year.</li><li>● <b>Any “critical needs” identified should have an accompanying Goal and/or Objective connecting the IEP and PLAAFP.</b></li><li>● Include measurable/observable baseline data to identify student needs. <b>This required to track progress.</b></li><li>● List the tool of measurement assists in the development of annual goals.</li></ul> | <p><i>Areas of critical need for Student that need to be addressed in the upcoming IEP year are as follows:</i></p> <p><i>[list the critical needs]</i></p> <p><i>[Include measurable/observable baseline data]</i></p> <p><i>[list the tool of measurement]</i></p> |
| 7 | <b><u>Type of Accommodations and/or Modifications</u></b> | <ul style="list-style-type: none"><li>● Report the student’s performance with accommodation and/or modification.</li><li>● Ask yourself<ul style="list-style-type: none"><li>○ What is the student’s performance without them?</li><li>○ How much does performance improve with them?</li></ul></li></ul>  | <p><i>Student Name will need the following accommodations and/or modifications because....</i></p> <p><i>[share the student’s performance without and how it is improved with]</i></p>   |