

## Present Levels of Academic Achievement and Functional Performance (PLAAFP)

The IEP includes a statement of the child's Present Levels of Academic Achievement and Functional Performance (PLAAFP), including how the child's disability affects the child's involvement and progress in the general education curriculum (i.e. the same curriculum as for nondisabled children); or for preschool children, as appropriate, how the disability affects the child's participation in appropriate activities. 34 C.F.R. § 300.320 (a)(1)

As used in special education, "functional" means routine activities of everyday living.

The PLAAFP must include:

- The child's current level of learning or performance
- Information on how the child's disability effects or impacts learning, progress and participation in the general curriculum

To see where a child is starting and what obstacles he or she may face, the IEP team will ask these important questions at the annual IEP meeting:

- What are the disability-related challenges affecting his or her learning and involvement at school?
- At what academic and functional level is this student performing right now? (Where is the student's starting point?)
- Is there any other information we need to provide a complete picture of this student?
- What strategies, accommodations and/or assistive technology have already been successful for this student's learning?
- What are the grade-level academic standards for this student's grade, and how do this student's skills compare to those standards?

The answer to these questions will be documented as the Present Level of Academic Achievement and Functional Performance (PLAAFP) statement on the IEP.

The PLAAFP statement will give a snapshot of the student at a particular time and place. It will describe the level at which the student is working academically and functionally. This includes a description of a student's strengths and needs. Areas the team will consider include:

- academic
- communication
- functional
- general intelligence
- health
- motor or physical
- sensory, such as vision and hearing

- social and emotional
- transition to postsecondary adult living (beginning in ninth grade)

The PLAAFP statement will include data gathered from various sources, including:

- ending levels of performance on last year's goals
- any new special education assessment results
- performance on district and statewide assessments, including identification of skills and knowledge already attained in relation to grade-level standards
- classroom grades and observations, including behavior data
- input from the student and parents
- interests and strengths, including non-curricular areas
- any strategies, accommodations or assistive technology devices or services that have already shown success

The team will also need to know how the student stands in comparison to his or her peers. Are there any gaps between a student's ability to perform academically with grade-level skills or behave with age-appropriate developmental skills?

Minnesota has adopted a set of academic standards in language arts, math, social studies, English language proficiency and science for kindergarten through 12th grade. The standards describe what all students in a particular grade are expected to know and be able to do. School districts have chosen various curricula to teach these skills to their students. As the student's IEP team reviews the student's current performance level, they will ask, "How does that compare with other students in this grade?" This information is also part of the PLAAFP statement.

The information in the PLAAFP section of the IEP should be written in brief, clear, specific and accurate statements with enough information to describe the student's current skill levels in objective, measurable terms. If scores are reported, they should either be self-explanatory or explained.

The PLAAFP statement will lead to the development of annual goals, accommodations, modifications and other IEP services. All IEP goals should be connected to the PLAAFP statement.