Describe the individual strengths and critical needs of the student in relation to accessing and mastering the general curriculum.

Consider the factors related to the student’s disability and their impact on how the student learns and demonstrates what he or she knows.

The PLAAFP is the only section of the IEP that contains data showing a student’s present performance, and thus, is vital when determining the student’s current areas of need.

A PLAAFP SHOULD...

- Provide information on the student’s current performance in both academic (grade-level standards) and/or functional skills
- Identify what is keeping the student from accessing the general curriculum (critical need)
- Allow the ARD committee to determine what the student can reasonably be expected to achieve within one year
- Be objective and data driven

Legal Requirements: 300.320 (A)(1)

(a) General. As used in this part, the term individualized education program or IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with Sec. 300.320 through 300.324, and that must include--

1. A statement of the child’s present levels of academic achievement and functional performance, including
   (i) 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
   (ii) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities
Writing PLAAFP Statements

WHEN TO WRITE A PLAAFP STATEMENT

- All students who receive special education services must have a PLAAFP.
- PLAAFP Statements include the information that drive goal creation.

THE PLAAFP IS THE FOUNDATION FOR THE REST OF THE ARD DOCUMENT

Areas identified in the PLAAFP as areas of need must be addressed in one or more of the following ARD sections:
- Annual Goals
- Special Education Programs and services
- Supplementary Aides, services and supports
- Secondary Transition Services

EXAMPLE SENTENCE STARTERS

___________ (student’s name) is a/an ______________ (grade) student.
His/ Her area(s) of need include ________________ (academic/functional area), specifically related to ________________ (critical need).
Based on ________________ (data sources), he/she Specific grade level or functional skill(s) the student can do includes ________________.
Baseline data indicates ____________ (student’s name) Is able to ________________ (written in measurable and observable terms) using _______________ (conditions: supports, accommodations allowable and unallowable on state assessment)
Progress made during the previous year ________________
Enrolled grade-level curriculum standard(s): ________________
Essential accommodations (to support performance include ________________.

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