








## Quick Guide for BIE-Funded Schools

### Present Levels of Academic Achievement and Functional Performance

The Present Levels of Academic Achievement and Functional Performance (PLAAFP) is the foundation of the Individualized Education Program (IEP). The primary reason for PLAAFP is to describe the student's strengths, areas of concern, and the support required to access the general education curriculum.

Element	Overview
<p>Description of the student's current academic achievement, functional performance, and needs</p> 	<p>A description of the student's academic achievement, functional performance, and needs should:</p> <ul style="list-style-type: none"><li>• Include a description of the student's strengths and areas of need</li><li>• Be based on various forms of data</li><li>• Include statements indicating when the student is meeting grade-level expectations with or without accommodations, modifications, or additional support</li></ul>
<p>Results of the initial or most recent evaluation</p> 	<p>The results of the initial or most recent evaluation include relevant formal and informal assessment data collected to determine eligibility for special education and related services.</p>
<p>Results of local and statewide assessments</p> 	<p>Include the current school year's results from local and statewide assessments. Including the results from the previous year's assessment may be appropriate if that data demonstrates the student's progress or is relevant to the student earning a unit of credit.</p> <p>When the performance data from relevant assessments are included, there must be a description of how the student's performance compares to grade-level expectations.</p>
<p>Description of how the student's disability impacts participation in the general education curriculum</p> 	<p>When describing how the disability impacts the student's participation in the general education curriculum provide specific information based on data and the student's individual needs for special education services, related services, and accommodations.</p>
<p>The concerns of the parent</p> 	<p>The concerns of the parent documented in the Present Levels of Academic Achievement and Functional Performance can include a summary of concerns expressed over a period of time, concerns raised during the IEP meeting, or a written statement brought to the IEP meeting.</p>