

IEP At a Glance 2021-2022

DATE OF INITIAL ELIGIBILITY: _____

DATE OF LAST RE-EVALUATION: _____

• **WAS TESTING COMPLETED:** YES NO

DATE OF LAST IEP MEETING: _____

- **RE-EVALUATION MEETINGS ARE HELD 1 X / 3 YEARS**
- **ANNUAL REVIEW MEETINGS ARE HELD 1X/ YEAR**

BEGINNING DATE OF CURRENT IEP: _____

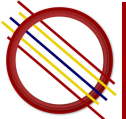
END DATE OF CURRENT IEP: _____

CASE MANAGER:

TEACHERS:



RELATED SERVICES



SERVICE: _____ PROVIDER: _____

FREQUENCY: _____ DURATION: _____ GROUP / INDIVIDUAL

SERVICE: _____ PROVIDER: _____

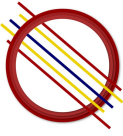
FREQUENCY: _____ DURATION: _____ GROUP / INDIVIDUAL

SERVICE: _____ PROVIDER: _____

FREQUENCY: _____ DURATION: _____ GROUP / INDIVIDUAL

SERVICE: _____ PROVIDER: _____

FREQUENCY: _____ DURATION: _____ GROUP / INDIVIDUAL



PLAAFP

- PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

The PLAAFP should be written in narrative form with clear, specific language. All quantitative data, such as grades and assessment scores, should be interpreted. In line with **IDEA**, the PLAAFP is the foundation of the IEP, which supports the development and implementation of annual goals/objectives, related services, accommodations, modifications, and other special education services.

The PLAAFP statement will describe the levels at which the student is currently working academically, functionally, behaviorally, and socially. This includes a description of a student's needs and strengths as they relate to:

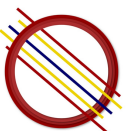
- Academics
- Cognitive ability
- Function
- Communication
- Sensory
- Social / Emotional
- Behavior
- Motor / Physical
- Health

The PLAAFP statement should always include data / input / information from multiple sources:

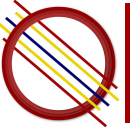
- Assessment results; classroom + district + statewide (if applicable)
- Classroom grades + performance + observations
- Information from the student; interests, non-preferred activities, strengths, motivators, personal goals
- Progress / Effectiveness of accommodations, modifications, and supplemental aids and services
- Progress / Effectiveness of a behavior intervention plan (BIP) or behavior modification strategies
- Progress / Effectiveness of a student's transition plan (if applicable and of age)

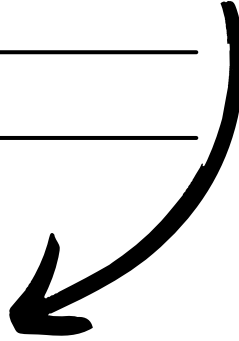
PLAAFP CHECK-POINTS:

- STUDENT STRENGTHS AND NEEDS ARE IDENTIFIED
- CURRENT GRADES + ASSESSMENTS ARE PROVIDED WITH DESCRIPTIVE INTERPRETATIONS
- ACCOMMODATIONS / MODIFICATIONS DEMONSTRATE SUPPORT FOR NEED(S)
- SUPPLEMENTAL AIDES & SERVICES DEMONSTRATE SUPPORT FOR NEEDS(S)
- PROGRESS TOWARDS ANNUAL GOALS IS REPORTED
- PROGRESS / EFFECTIVENESS OF TRANSITION PLAN IS DESCRIBED
- PROGRESS / EFFECTIVENESS OF BIP OR BEHAVIOR PLAN IS DESCRIBED
- PARTICIPATION IN EXTRACURRICULAR AND OTHER NONACADEMIC ACTIVITIES
- SOCIAL INTERACTIONS / COMMUNICATION IS INCLUDED

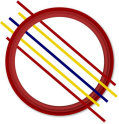


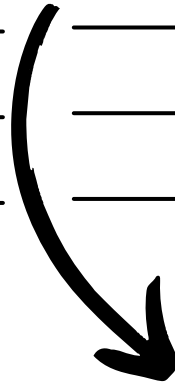
NEEDS





GOALS / OBJECTIVES





ACCOMMODATIONS

