**Questions and Answers from the February 10, 2022 Zoom Support Meeting: Present Levels of Academic Achievement and Functional Performance (PLAAFP)**

**1) Are the functional performance example statements supposed to be in the first section of the PLAAFP, or could they be found in any section of the PLAAFP (like strengths, parent concerns, etc.)? Some of the statements addressed accommodations needed which our district would put in the first section of the present level. Some of the statements describe strengths which would be in the strengths section. Just clarifying that these statements might be in any section of the present level, not just the first section which defines impacts, correct?**

Information regarding a student’s functional performance can be addressed anywhere within the present level the team determines is appropriate. The explanation noted at the top of the PLAAFP is there to give examples of some of the areas that make up a student’s functional performance overall. An IEP is a living document, and the team is not limited to the first section to address the functional performance items the team feels are most important for others to know.

**2) When writing a standards-based present level for ECSE, would you use the MO Early Learning Standards or developmental milestones, given that most students qualify under a developmental delay?**

Using either the Missouri Early Learning Standards (MELS), a developmental milestones resource such as Missouri Developmental Milestone Checklist Program, or a combination of the two would be appropriate for documenting the early childhood skills children should be exhibiting at various ages.

**3) When writing a transition IEP for HS students, can the functional performance statements relating to transition be explained in the transition section of the PLAAFP or does it need to be listed in the first section of the PLAAFP?**

When writing the PLAAFP for high school students who require transition to be addressed within their IEP, the functional performance statements can be provided in any part of the present level the team feels is most appropriate. If the functional performance information fits better within that first section of the PLAAFP outlining how the disability affects the student’s performance in the general education curriculum, then put it there. If that functional performance information may have implications for transition planning, the team could list those things within the section for information provided by post-secondary transition assessments. Either place is appropriate and compliant. However, best practice is to address transition using the prompts in all the areas of the PLAAFP. In this way, the team demonstrates it is carefully considering how the student’s strengths, needs, and interests will impact the student’s postsecondary activities.

**4) When working on the PLAAFP in the area where the team determines if the student is unable to access the regular curriculum, how do we address students who have already taken the MAP-A, are in 12th grade, and no longer are required to participate in state assessments?**

Fulfilling state testing requirements by participating in the MAP-A is only one consideration for students with the most significant cognitive disabilities. Students who have been deemed MAP- A eligible and who have participated in the MAP-A have demonstrated their disability impacts them in such a manner that accessing regular curriculum and instruction based on Missouri Learning Standards, is not appropriate to meet their needs. Once a student has fulfilled their state testing obligations, their need for instruction based on alternative curriculum and alternative standards continues. Therefore, the IEP team must still address within the PLAAFP that the student is unable to access the regular curriculum and that a curriculum based on alternative standards is appropriate, even if the student has fulfilled state testing obligations.

MAP-A section of the PLAAFP says:

When the IEP team determines that the student is unable to access the regular curriculum and that a curriculum based on alternative standards is appropriate (MAP-A guidance), complete this section by describing the following:

* How the student demonstrates the most significant cognitive disabilities and limited adaptive skills that may be combined with physical or behavioral limitations.
* How the most significant cognitive disability impacts the student’s access to the curriculum and requires specialized instruction.
* How the most significant cognitive disability impacts the student’s post-school outcomes.
* Any additional factors considered. (The student’s inability to participate in the general education assessment must be primarily the result of the most significant cognitive disability and NOT excessive absences; visual or auditory disabilities; or social, cultural, language, or economic differences.