
“The Four P’s”: PLAAFP, Progress Reports, Prior Written Notice, and Parent Communication

Cynthia S. Buechler
Buechler & Associates, P.C.
3660 Stoneridge Road, Suite D-101
Austin, TX 78746
attorneys@buechlerlaw.com

PLAAFP

What is PLAAFP?

A statement of the child's present levels of academic achievement and functional performance.

What does the word “functional” of functional performance mean?

“Functional” means skills or activities that are not considered academic or related to a child’s academic achievement. Instead, “functional” is often used in the context of routine activities of everyday living.

Are the evaluation procedures for functional skills different from other evaluation procedures?

No.

Are the PLAAFP derived from the FIE?

If the FIE was done in close proximity to the annual ARD, then the results of the FIE are one source to obtain the PLAAFP. However, if the evaluation was done significantly before the annual ARD, the PLAAFP need to be based upon current assessment from the student's teachers and related service providers.

How specific do the PLAAFP need to be?

Since the PLAAFP are the foundation for developing measurable goals and objectives, they need to provide a clear picture of the student's strengths and weaknesses.

What are examples of functional performance?

If a student has behavioral deficits, a description of his/her current behavioral strengths and weaknesses need to be included in the PLAAFP. Likewise, if a student has social skills deficits a description of the social skills strengths and weaknesses needs to be included.

What is academic achievement?

“Academic achievement” generally refers to a child’s performance in academic areas (e.g., reading, language arts, math, science and history).

IEP Progress Reports

What does the law require with respect to progress reports?

The IEP must include when periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided.

How often do IEP progress reports have to be provided to the parent?

IEP progress reports need to be provided at least as often as report cards are provided for nondisabled students.

Can a progress report indicate that the objective is “in progress” or “C”?

The progress report should use the same method of determining progress as is set forth in the measurable objective.

Do related service providers need to provide IEP progress reports?

If the student has IEP goals and objectives for a related service, the related service provider needs to provide IEP progress updates in the same manner as a teacher. It should be noted that most of these goals and objectives can be co-implemented by the service provider and teacher.

Prior Written Notice

When must prior written notice be given?

Prior written notice must be given to a parent a reasonable time before the public agency:

- Proposes to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child; or
 - Refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child.
-

Is the prior written notice given before a decision is contemplated or before a decision is acted upon?

A public agency meets the requirements in §300.503 so long as the prior written notice is provided a reasonable time before the public agency implements the proposal (or refusal) described in the notice.

How does the timing work in the context of an ARD committee meeting?

IDEA requires that prior to an ARD meeting, the parent must be given a notice of the meeting. The purpose of this notice is to ensure parent participation in the ARD meeting.

The prior written notice of the ARD committee's decision is not given to the parent until after the ARD committee has made its final decision.

What should be included in the prior written notice?

The prior written notice must include:

- A. A description of the action proposed or refused by the agency;
- B. An explanation of why the agency proposes or refused to take the action;
- C. A description of each evaluation procedure, assessment, record or report the agency used as a basis for the proposed or refused action;

- D. A statement that the parents of a child with a disability have protection under the procedural safeguards of this part and, if the notice is not an initial referral for evaluation, the means by which a copy of the description of the procedural safeguards can be obtained;
 - E. Sources for parents to contact to obtain assistance in understanding the provisions of this part;
 - F. A description of other options that the IEP Team considered and the reasons why those options were rejected; and
 - G. A description of other factors that are relevant to the agency's proposal or refusal.
-

Can we use the ARD record as prior written notice?

Yes.
