



HOW DOES IT ALL FIT?

2019

PRESENT LEVELS

- Given the assigned age and disability category, please create a PLAAFP for your student.
- Be sure to be legible. 😊



300.320(a)(1), 300.324(a)(1)

LET'S CAROUSEL

- Pass your PLAAFP in the direction provided.



ANNUAL GOALS

- Read the PLAAFP you have just been provided.
- Based on the PLAAFP, please develop measurable annual goals for the student. Refer to the Measurable Annual Goal Worksheet as needed.
- Be sure to document legibly. 😊



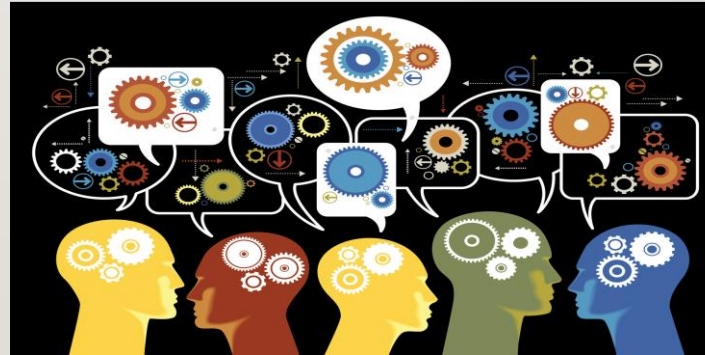
300.320(a)(2)(i)

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SERVICES AND ACCOMMODATIONS/MODIFICATIONS

- Read the PLAAFP and goals provided to you.
- Based on the PLAAFP and goals, develop the specially designed instruction, related services, accommodations and modifications needed for the student.
- Be sure to document legibly. 😊



300.18(b), 300.39, 300.320(a)(4), ARS15-763.A, ARS15-183©(5)&(E)(5), R7-2-401.G.4

LET'S CAROUSEL



LEAST RESTRICTIVE ENVIRONMENT

- Read the PLAAFP, annual goals, and services provided to you.
- Based on the PLAAFP, annual goals, and services needed, determine the LRE for the student.
- Be sure to document legibly. 😊



300.320(a)(5)

LET'S CAROUSEL



LET'S MAKE CALLS

- Review the document using the student file form provided.
- Be sure to include reasons for any out calls and how items could be made compliant.



FIND THE ORIGIN

- Provide the created student file and completed file form to the person/group who wrote the PLAAFP.



DISCUSSION TIME....

1. What did teams find to be helpful or not helpful in this process? Why?
2. What were some challenges you faced when writing each piece of the IEP? Why?
3. How does this process help you when applying it to your own students?

QUESTIONS?

