

Individual Education Plan (Pennsylvania)

Last Modified on 04/04/2024 12:31 pm CDT

[Editor Home](#) | [General Information](#) | [Editor Types](#) | [Editor Lock Out and Release Logic](#) | [Template Banks](#) | [Text Editors](#) | [Editors](#)

Tool Search: Special Ed Documents

The Individual Education Plan is used to capture student special education plan information and match the required documentation provided by the state of Pennsylvania. This document describes each editor, the section(s) of the print format that include the entered information, a description of each field on the editor, and any special considerations and instructions.

The current print format of this document is the **PA IEP 2023**. Plan formats are selected in [Plan Types](#).

Editor Home			
NAME	STATUS	MODIFIED BY	COMPLETED BY
Education Plan	NOT STARTED		>
Enrollment Information	NOT STARTED		>
Student Information	NOT STARTED		>
Parent/Guardian Information	NOT STARTED		>
Revisions	NOT STARTED		>
Team Meeting	NOT STARTED		>

Print Cancel

PA Editor Home

Editor Home

The Editor Home lists the editors available, their status, and Modification and Completion information.

Header	Description
Name	The name of the editor.
Status	<p>The state of the editor. Statuses can be:</p> <ul style="list-style-type: none"> • In Progress indicates a user has entered and saved data in that editor. • Not Started is the default status for all editors. • Complete indicates a user has clicked the Complete button on the editor and the editor is read only. This does not lock the editor from further editing, but indicates the user considers the editor to be finished. • Not Needed indicates a user has clicked the Not Needed button on the editor. This is usually done for editors that do not apply to the student. <p>The following statuses are only available for the Nevada IEP:</p> <ul style="list-style-type: none"> • ESign indicates that editor has functionality related to the eSignature process. See the Nevada Individual Education Plan eSignature Process for additional information. • Complete Pending eSignature indicates the plan has been entered and sent via the Campus Parent portal to the student's guardian for eSignature.
Modified By	The date and the user by whom the editor was last edited.
Completed By	The date and the user who clicked the Complete button for that editor.

General Information

The following table lists the actions available for the editors. When resizing the window, certain buttons are condensed into a single **Action** button.

Button	Description
Save	<p>Different editors have different save options. Click the arrow next to the Save & Stay button to view all saving options for any given editor.</p> <ul style="list-style-type: none"> • Save captures progress and navigates the user to the Editor Home or to the List Screen for List editors. See the Editor Types section for additional information. • Save & Stay captures progress and keeps the user on the current editor. This save button is the default save option and usually found within the detail screen or list editors, such as Goals and Objectives. • Save & Next captures progress and navigates the user to the next editor. • Save & New captures progress and creates a new record. This save button is usually found within the detail screen of a list editor, such as Goals and Objectives. See the Editor Type section for additional information.

Button	Description
Refresh	Retrieves a new copy of data from the student's record. This includes enrollment, student, parent/guardian, and team member information. This also returns any accidentally deleted people records. Manually entered fields do not change when the refresh button is clicked. The user must Save after clicking Refresh to capture changes. A side panel displays listing all applicable Enrollment records for the student. See the Enrollments tool documentation for additional information.
Cancel	Navigates the user to the Editor Home screen or to the List Screen for List editors.
Status	Changes the status of the editor. <ul style="list-style-type: none"> • Complete indicates the editor is finished. This makes the editor read-only. However, this does not lock the editor from further editing. To further edit after an editor is marked Complete, the user must click In Progress. • Not Needed indicates the editor does not apply to the student's plan or evaluation. This makes the editor read only. However, this does not lock the editor from further editing. To further edit after an editor is marked Not Needed, click the In Progress button. • In Progress only displays when the editor is in the Complete or Not Needed status and allows additional edits to be made. <p>The following status is only available for the Nevada IEP:</p> <ul style="list-style-type: none"> • Complete Pending eSignature only displays for the Procedural Safeguards, IEP Implementation, and Medicaid Consent editors. This button marks the editor as complete until the parent/guardian electronically signs those sections of the plan via the Campus Parent Portal. See the Nevada Individual Education Plan eSignature Process for additional information.
Print	Prints the entire document.
Editors	Opens a side panel listing all the available editors and their status. Select an editor from this list to navigate to that editor or click Close to collapse the side panel.
Previous	Navigates the user to the previous editor.
Next	Navigates the user to the next editor.

Editor Types

There are two types of editors available: List or Basic editors. When navigating to a Basic editor, the list of fields within the editor display. List editors display a list of all records within that editor. Clicking an existing record or the New button opens the detail view for an individual record.

Editor Lock Out and Release Logic

Only one user at a time can actively work on an editor. A person with a padlock icon  displays in

the Editors side panel, Editor Home, and List Screen of list editors indicating which editors currently have users working on them. Hovering over the icon displays the name of the user who has checked out the editor, including the current user (you).

Editors that are currently being edited are read-only for all other users. The name of the person working on the editor displays in the header.

In order to release an editor, the user must:

- navigate to the next editor by clicking **Save and Next**, or by clicking the **Editors** button and selecting the next editor from the side panel.
- click the **Cancel** button to return to the Editor Home screen.
- log out of the Campus application.
- navigate to a different tool in the Campus application.

Editors are automatically released when the in-application timeout limit has been exceeded. This is a back-end process and is usually around 30-60 minutes.

Template Banks

Certain fields within several editors have an **Add Template** icon that displays next to their name. Clicking this button displays a side panel with the available library of predetermined text for that field. [Template Banks](#) are managed in System Administration.

Transition Goals and Services: Postsecondary

Sequence Number: 1

Area*: Postsecondary Education and Training Goal

Goal: Add Template

Reading Goal

Courses of Study: Add Template

Save & Stay | Cancel

Template Banks

Categories	Sequence	Selected Template Bank Values
+ Course of Study English (4 Templates)		No records selected.
+ Course of Study Math (4 Templates)		

Insert Selected Template(s) | Clear Selected Template(s) | Cancel

Template Bank Side Panel

Click the plus (+) icons next to the category to view the available template values.

Template Banks

Categories	Sequence	Selected Template Bank Values										
- Course of Study English (4 Templates) <table border="1"> <thead> <tr> <th>Add</th> <th>Templates</th> </tr> </thead> <tbody> <tr> <td><input type="button" value="Add"/></td> <td>Course of Study 10 Grade 10: English 200</td> </tr> <tr> <td><input type="button" value="Add"/></td> <td>Course of Study 11 Grade 11: English 300</td> </tr> <tr> <td><input type="button" value="Add"/></td> <td>Course of Study 12 Grade 12: English 400</td> </tr> <tr> <td><input type="button" value="Add"/></td> <td>Course of Study 9 Grade 9: English 100</td> </tr> </tbody> </table>	Add	Templates	<input type="button" value="Add"/>	Course of Study 10 Grade 10: English 200	<input type="button" value="Add"/>	Course of Study 11 Grade 11: English 300	<input type="button" value="Add"/>	Course of Study 12 Grade 12: English 400	<input type="button" value="Add"/>	Course of Study 9 Grade 9: English 100	1 <input type="button" value="▲"/> <input type="button" value="▼"/> 2 <input type="button" value="▲"/> <input type="button" value="▼"/> 3 <input type="button" value="▲"/> <input type="button" value="▼"/> 4 <input type="button" value="▲"/> <input type="button" value="▼"/>	Course of Study 9 <input type="button" value="X"/> Grade 9: English 100 Course of Study 10 <input type="button" value="X"/> Grade 10: English 200 Course of Study 11 <input type="button" value="X"/> Grade 11: English 300 Course of Study 12 <input type="button" value="X"/> Grade 12: English 400
Add	Templates											
<input type="button" value="Add"/>	Course of Study 10 Grade 10: English 200											
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<input type="button" value="Add"/>	Course of Study 12 Grade 12: English 400											
<input type="button" value="Add"/>	Course of Study 9 Grade 9: English 100											
+ Course of Study Math (4 Templates)												

Expanded Category and Values Selected

Template Bank Categories display on the left and the selected text displays on the right. Click the **Add** button to add the template value. This adds the template to the queue of values on the right. The red **X** removes selected templates while the sequence field can be used to reorder the templates. Another option is to use the up and down arrows next to the sequence field to reorder values.

Click **Cancel** to go back to the document. The **Clear Selected Template(s)** button removes all selected template values from the right selection screen.

Once selections are finalized, click the **Insert Selected Template(s)** button to add the values to the field within the document in the selected order. Template values are separated by carriage returns.

Courses of Study:

Grade 9: English 100

Grade 10: English 200

Grade 11: English 300

Grade 12: English 400

Example Template Bank Selections in the Document

Text Editors

Images should not be inserted into text fields.

Editors

[Education Plan](#) | [Enrollment Information](#) | [Student Information](#) | [Parent/Guardian Information](#) | [Revisions](#) | [Team Meetings](#) | [Special Considerations](#) | [Communication Plan](#) | [Section I: Language and Communication Needs](#) | [Section II: Academic Level, Services, and Assistive Technology](#) | [PLAAFP](#) | [Transition Goals and Services](#) | [State Assessments](#) | [Local Assessments](#) | [Plan Goals](#) | [Services](#) | [Gifted Supports](#) | [Extended School Year](#) | [Educational Placement](#) | [Educational Environment](#) | [Behavior Plan Team Meeting](#) | [Behavior Plan Assessment Summary](#) | [Behavior Plan Sections A-C](#)

The following section lists each editor and describes each field on the editor.

Education Plan

The Education Plan editor includes the various dates associated with the plan, why the IEP meeting was held, and how student progress is reported.

This editor must be saved before entering data into other editors.

Education Plan IN PROGRESS
Editor 1 of 21

Meeting Date: * <input style="width: 90%; border: 1px solid #ccc;" type="text" value="01/04/2021"/>	Implementation Date: * <input style="width: 90%; border: 1px solid #ccc;" type="text" value="01/05/2021"/>	Anticipated Duration Date: * <input style="width: 90%; border: 1px solid #ccc;" type="text" value="01/03/2022"/>
---	--	--

Was this student placed by an agency?

Other Information:

The LEA and parent have agreed to make the following changes to the IEP without convening an IEP meeting, as documented by:

Education Plan Editor

▶ [Click here to expand...](#)

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Enrollment Information

The Enrollment Information editor reports Special Education information from the student's Enrollment.

When the most recent locked Evaluation for the student was created using the classic Campus style, the **Refresh** button retrieves information from the student's Enrollment record. When the most recent locked Evaluation for the student was created using the updated Campus style, the **Refresh** button retrieves the Eligibility Date(s) and Disability information from the Evaluation. All other fields still pull from the Enrollment record.

Enrollment Information IN PROGRESS
Editor 2 of 22

Click Refresh to retrieve a new copy of data from a selected Enrollment record.
Information entered into this editor will modify the student's current Enrollment record when the plan is locked.

Primary Disability 2128: Specific learning disability	Secondary Disability 2126: Orthopedic impairment	
Tertiary Disability		
Special Ed Status Y: Has IEP	Special Ed Setting/Environment 19: Inside regular class >=80% of the day	
Resident District :	Resident School	School of Attendance EAST MIDDLE SCHOOL
School Phone (999)555-5298		
School Year 23-24	Grade 08	Local Education Agency (LEA): School District City of Erie

Enrollment Information Editor

▶ [Click here to expand...](#)

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Student Information

The Student Information editor displays basic information about the student such as demographic information. This is a read-only editor.

The Refresh button retrieves a fresh copy of data from the student's record. See the [General Information](#) section for additional information.

Student Information IN PROGRESS
Editor 3 of 21

When a Plan is generated, a snapshot of the student's information is taken from Census. Click Refresh to retrieve a new copy of data.

Last Name HAMILL	First Name DARRIN	Middle Name PARKER	Suffix
Age 17	Birthdate 01/02/2004	Gender M	
Federal Designation 6: White	Federal Race(s) 6: White	Race, Ethnicity (state) 5: White, not Hispanic	
Home Primary Language			
Address 934 W 17 ST ERIE, PA 16502		Student Number 304563	State ID 6331071008
CIP Code (for Students in Career and Technology Centers)		Anticipated Graduation Year	County of Residence
<input type="text"/>		<input type="text"/>	<input type="text"/>

Student has been offered the opportunity to have assistance with voter registration.

Case Manager Information

Name MEGAN BROOKS	Title (SPEDSTAFF)
Phone	

Student Information Editor

▶ [Click here to expand...](#)

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Parent/Guardian Information

The Parent/Guardian Information editor populates based on the guardian checkbox on the student's [Relationships](#) tool. The editor includes [Demographics](#) information for the student's guardian.

The **Delete** button next to each parent/guardian can be used to remove a parent/guardian from the IEP.

The **Refresh** button retrieves a new copy of parent/guardians' data. This also returns any accidentally deleted people. Manually entered fields do not change when the refresh button is clicked. The user must **Save** after clicking Refresh to capture changes.

Parent/Guardian Information Editor 4 of 21

When a Plan is generated, a snapshot of the parent/guardian information is taken from Census. Individuals with the Guardian check box marked on the Relationship tool for the student display below. Click Refresh to retrieve a new copy of data.

MILLS, LAURA - MOTHER - SON

Print Sequence Delete

Address
934 W 17 ST ERIE, PA 16502

Home Phone (752)555-7398x658 Work Phone Cell Phone (889)555-6735x716

E-mail

Home Primary Language

Parent/Guardian Information Editor

▶ [Click here to expand...](#)

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Revisions

The Revisions editor is used to document any IEP changed.

Revisions Editor 5 of 21

	Date ↓ 1	Participants / Roles ↑ 2	IEP Section(s) Amended
	04/13/21	Example Participant	Services

Revisions List Screen

▶ [Click here to expand...](#)

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Team Meetings

The Team Meeting editor lists the team meetings held regarding the student and the participants of the meeting. Team Meetings display based on the Meeting Date. The **Print in Plan** slider must be marked On for the team meeting record to appear on the printed document.

Team members added on the [Team Members](#) tool can be added to team meetings. Team members can be added manually on this editor, but are not saved in the system and have to be created each time they are included in a meeting.

Team Meeting IN PROGRESS			Editor 6 of 21
 Meeting Date	Meeting Location	Print In Plan	
03/23/21	Conference Room	<input type="checkbox"/> OFF	

Team Meeting List Screen

▶ [Click here to expand...](#)

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Special Considerations

The Special Considerations editor describes other factors that may affect the student's progress, including behavioral issues, limited English proficiency, visual or hearing impairment, communication needs, or assistive technology.

Special Considerations IN PROGRESS
Editor 7 of 21

Special Considerations the IEP Team must consider before developing the IEP. Any factors checked as yes must be addressed in the IEP.

Is the student blind or visually impaired? *
 If yes, the IEP must include a description of the instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student.

Is the student deaf or hard of hearing? *
 If yes, the IEP must include a communication plan to address the following: language and communication needs; opportunities for direct communications with peers and professional personnel in the student's language and communication mode; academic level; full range of needs, including opportunities for direct instruction in the student's language and communication mode; and assistive technology devices and services. Indicate in which section of the IEP these considerations are addressed. The Communication Plan must be completed and is available at www.pattan.net.

Does the student have communication needs? *
 If yes, student needs must be addressed in the IEP (i.e., present levels, specially designed instruction (SDI), annual goals, etc.)

Does the student need assistive technology devices and/or services? *
 If yes, student needs must be addressed in the IEP (i.e., present levels, specially designed instruction, annual goals, etc.)

Does the student have limited English proficiency? *
 If yes, the IEP team must address the student's language needs and how those needs relate to the IEP.

Does the student exhibit behaviors that impede his/her learning or that of others? *
 If yes, the IEP team must develop a Positive Behavior Support Plan that is based on a functional assessment of behavior and that utilizes positive behavior techniques. Results of the functional assessment of behavior may be listed in the Present Levels section of the IEP with a clear measurable plan to address the behavior in the Goals and Specially Designed Instruction sections of the IEP or in the Positive Behavior Support Plan if this is a separate document that is attached to the IEP. A Positive Behavior Support Plan and a Functional Behavioral Assessment form are available at www.pattan.net.

Other (specify):

Special Considerations Editor

▶ [Click here to expand...](#)

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Communication Plan

The Communication Plan editor is used to document the student's communication needs.

This editor is available and required when the **Is this student deaf or hard of hearing?** question on the Special Considerations editor is marked as Yes.

Communication Plan Contributors IN PROGRESS
Editor 7 of 22

COMMUNICATION PLAN FOR A STUDENT WHO IS DEAF/HARD OF HEARING OR DEAF-BLIND

The primary purpose of the Communication Plan is to establish discussion among IEP team members who review the student's needs based on communication skills and access. It is to be used to complete other sections of the IEP, including accommodations, appropriate specially designed instruction, and IEP goals. Therefore, the Communication Plan must be completed prior to the development of the IEP.

Communication Plan Contributors

First Name *	Last Name *	Role Name	Attended
<input type="text" value="Sharon"/>	<input type="text" value="Example"/>	<input type="text" value="Special Education Teacher"/>	<input checked="" type="checkbox"/>
			<input type="checkbox"/>

Communication Plan Editor

▶ [Click here to expand...](#)

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Section I: Language and Communication Needs

The Section I: Language and Communication Needs editor is used in conjunction with the Communication Plan editor.









This editor is available and required when the **Is this student deaf or hard of hearing?** question on the Special Considerations editor is marked as Yes.

Section I: Language and Communication Needs IN PROGRESS Editor 8 of 22

1. What evidence is available to substantiate the student's language and communication mode is/are an effective means to support the student's access to information, people, and experiences across multiple environments? For example, assessments, observations, student input, provider input, caregiver input.

B *i* U A:        

2. Are there other contributing factors that impact effective language and communication development and full range of needs? For example, medical diagnosis, social, cultural, or additional identified exceptionalities.

B *i* U A:        

Section I: Language and Communication Needs Editor

▶ [Click here to expand...](#)

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Section II: Academic Level, Services, and Assistive Technology

The Section II: Academic Level, Services, and Assistive Technology editor is used in conjunction with the Communication Plan editor.

This editor is available and required when the **Is this student deaf or hard of hearing?** question on the Special Considerations editor is marked as Yes.



Section II: Academic Level, Services, and Assistive Technology
NOT STARTED
Editor 9 of 22

1. Does the student have grade-level academic language and communication skills to access and participate in grade-level curriculum and instruction? *

2. How is the student accessing the grade-level curriculum through direct instruction in their communication mode? When direct instruction does not occur, describe how the curriculum is delivered using the student's language and communication modes. *

B *i* U **A:**

3. What specially designed instruction and/or accommodations are needed for the student to have equal opportunity to participate and make progress in their educational program? *

Must select at least one

- American Sign Language Interpretation
- C-Print
- Captioned Media
- CART
- Cued language transliteration
- Deaf-blind interpreting (tactile or visual)

Section II: Academic Level, Services, and Assistive Technology Editor

▶ [Click here to expand...](#)

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PLAAFP

The Present Level of Academic Achievement and Functional Performance (PLAAFP) editor describes the academic, developmental, and functional needs of the student, including the student's current strengths, parental concerns, the student's needs, the results of assessments, and the impact of the student's exceptionality on their progress.

PLAAFP IN PROGRESS Editor 8 of 21

	Sequence Number	PLAAFP Area
		Functional Performance

PLAAFP List Screen

▶ [Click here to expand...](#)

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Transition Goals and Services

The Transition Goals and Services editor lists measurable goals based on transition assessments related to specific areas of the student's development.

Transition Goals and Services IN PROGRESS Editor 9 of 21

	Sequence #	Area	Goal
-		Employment Goal	Example Goal
<p>Transition Service Activities</p> <p>: Example</p>			

Transition Goals and Services List Screen

▶ [Click here to expand...](#)

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State Assessments

The State Assessments editor is used to document the state or alternative tests the student takes.

State Assessments IN PROGRESS
Editor 10 of 21

Instructions for IEP Teams:
Please select the appropriate assessment option. Information on available testing accommodations may be found in the Accommodations Guidelines available on www.education.pa.gov.

Not Assessed

No statewide assessment is administered at this student's grade level.

No English proficiency assessment administered because the student is not an English Learner.

PSSA
Math and English Language Arts (ELA) administered in grades 3-8; Science administered in grades 4 and 8

Math

Science

ELA

Keystone Exam
Replaces the 11th grade PSSA in high school; Student must participate by 11th grade

Algebra 1

Literature

State Assessments Editor

▶ [Click here to expand...](#)

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Local Assessments

The Local Assessments editor is used to document the type of local assessment the student participates in.

Local Assessments IN PROGRESS
Editor 11 of 21

Local Assessment

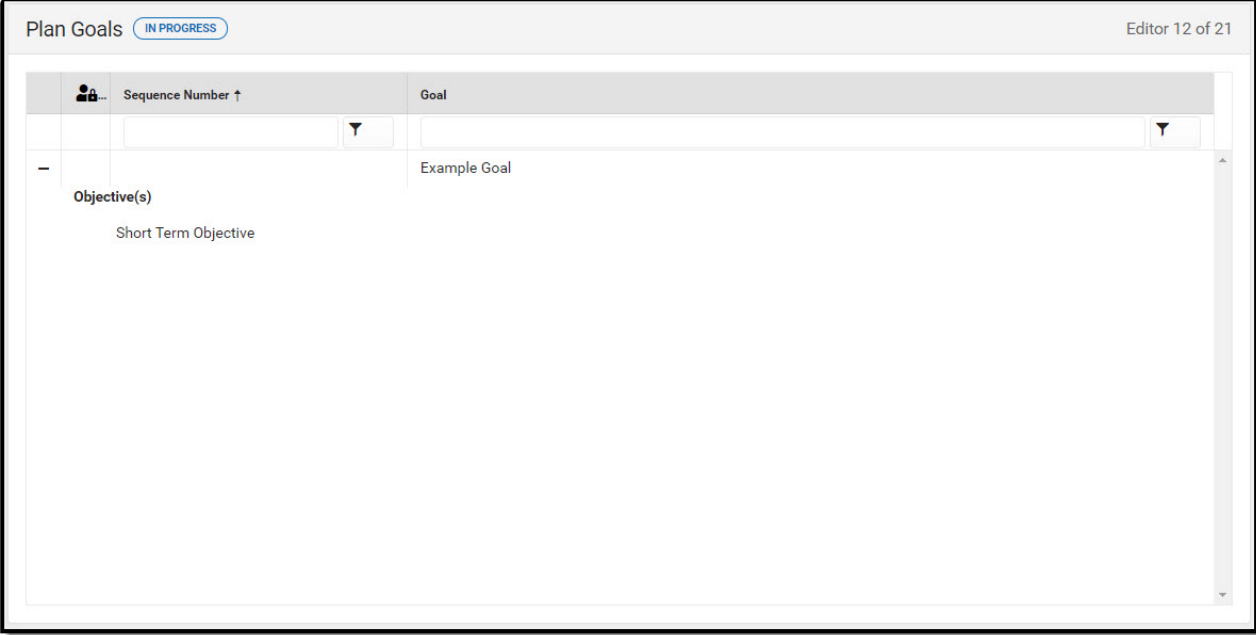
State Accommodations

Local Assessments Editor

▶ [Click here to expand...](#)

Plan Goals

The Plan Goals editor lists goals for the student in regards to their IEP. This includes Condition, Name, Behavior, and Criteria for the goal.



The screenshot shows a software interface for editing plan goals. At the top, it says 'Plan Goals' and 'IN PROGRESS' in a blue pill. To the right, it says 'Editor 12 of 21'. Below this is a table with two main columns: 'Sequence Number' and 'Goal'. The 'Sequence Number' column has a small icon and an upward arrow. The 'Goal' column has a downward arrow. A single row is visible in the table with a minus sign in the first column, and the text 'Objective(s)' and 'Short Term Objective' in the second column. The goal text 'Example Goal' is also visible. A vertical scrollbar is on the right side of the table area.

Plan Goal List Screen

▶ [Click here to expand...](#)

Services

The Services editor is used to document supplemental aids and services, as well as adaptations, accommodations, or modifications to the regular education curriculum for the student.

Services Editor Editor 13 of 21

IN PROGRESS

	Sequence ↑ 2	Service Type ↑ 1	Service	Projected Beginning	Anticipated Duration	Area
		Positive Behavior Support Plan	Example Service	01/05/21	01/03/22	PBSP

Services List Screen

▶ [Click here to expand...](#)

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Gifted Supports

The Gifted Supports editor lists the gifted support services for a student identified as gifted who also is identified as a student with a disability.

Gifted Supports Editor 14 of 21

IN PROGRESS

	Sequence ↑	Support
	1	Gifted

Gifted Supports List Screen

[▶ Click here to expand...](#)

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Extended School Year

The Extended School Year editor indicates if the student requires services beyond the standard school time, such as beyond school hours or during breaks.

Extended School Year NOT STARTED
Editor 15 of 21

The IEP team has considered and discussed ESY services, and determined that:

Eligibility *

Student IS eligible for ESY ▼

Student eligibility selected above is based on the following information or data reviewed by the IEP team: *

Example

The Annual Goals and, when appropriate, Short Term Objectives from this IEP that are to be addressed in the student's ESY Program are:

No ESY Goals or Objectives recorded.

Extended School Year Editor

[▶ Click here to expand...](#)

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Educational Placement

The Educational Placement editor identifies the extent of the student's participation in general education alongside non-disabled, same age peers.

Educational Placement NOT STARTED
Editor 16 of 21

A. Questions for IEP Team

The following questions must be reviewed and discussed by the IEP team prior to providing the explanations regarding participation with student without disabilities.

It is the responsibility of each public agency to ensure that to the maximum extent appropriate students with disabilities, including those in public or private institutions or other care facilities are educated with students who are not disabled. Special classes, separate schooling or other removal of students with disabilities from the general educational environment occurs only when the nature or severity of the disability is such that education in general education classes, even with the use of supplementary aids and services, cannot be achieved satisfactorily.

- What supplementary aids and services were considered? What supplementary aids and services were rejected? Explain why the supplementary aids and services will or will not enable the student to make progress on the goals and objectives (if applicable) in the IEP in the general education class.
- What benefits are provided in the general education class with supplementary aids and services versus the benefits provided in the special education class?
- What potentially beneficial effects and/or harmful effects might be expected on the student with disabilities or the other students in the class, even with supplementary aids and services?
- To what extent, if any, will the student participate with nondisabled peers in extracurricular activities or other nonacademic activities?

Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class:

Educational Placement Editor

▶ [Click here to expand...](#)

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Educational Environment

The Educational Environment editor identifies the percentage of time the student participates in the regular classroom with individuals with and without disabilities.

Educational Environment
NOT STARTED
Editor 17 of 21

Special Ed Setting
 This value was defined in the Enrollment Status Editor, please make any necessary changes to the Special Ed Setting within the Enrollment Status Editor.
 19: Inside regular class >=80% of the day

Section
 Section A

Section A: For Students Educated in Regular School Buildings with Non Disabled Peers.
 Time spent outside the regular classroom receiving services unrelated to the student's disability (e.g. time receiving ESL services) should be considered time inside the regular classroom. Education time spent in age-appropriate community-based settings that include individuals with and without disabilities, such as college campuses or vocational sites should be counted as time spent inside the regular classroom.

Calculation for this student:
 Indicate the percentage of time INSIDE the regular classroom for this student.

Total hours the student spends in the regular classroom per day

Total hours in a typical school day (including lunch, recess and student periods)

The percentage of time student spends inside the regular classroom

Educational Environment Editor

▶ [Click here to expand...](#)

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Behavior Plan Team Meeting

The Behavior Plan Team Meeting is used to documents meetings held to discuss the student's behavior plan.

This editor only needs to be filled out for students who have been identified as exhibiting behaviors that impede his/her learning or that of others within the Special Considerations editor.

Behavior Plan Team Meeting Editor 19 of 21

IN PROGRESS

	Meeting Date ↑	Meeting Location	Print In Plan
	03/02/21	Classroom E	<input checked="" type="checkbox"/>

Behavior Plan Team Meeting List Screen

▶ [Click here to expand...](#)

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Behavior Plan Assessment Summary

The Behavior Pan Assessment Summary is used to describe the student's overall behavior concerns and plan to address those concerns.

Behavior Plan Assessment Summary Editor 20 of 21

The IEP Services that are to be addressed in the student's Positive Behavior Support Plan are:

- Positive Behavior Support Plan: Example Service

Antecedents to the behavior of concern*

B *i* U A: ?

Behavior of concern*

B *i* U A: ?

Behavior Plan Assessment Summary

▶ [Click here to expand...](#)

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Behavior Plan Sections A-C

The Behavior Plan Sections A-C editor is used to document prevention strategies and replacement behavior for the student.

Behavior Plan Sections A-C Editor 21 of 21

Program Modifications and Specially Designed Instruction for the Positive Behavior Support Plan

A. Antecedent (prevention) Strategies

B *i* U A: ?

B. Replacement Behavior

B *i* U A: ?

Behavior Plan Sections A-C Editor

▶ [Click here to expand...](#)

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