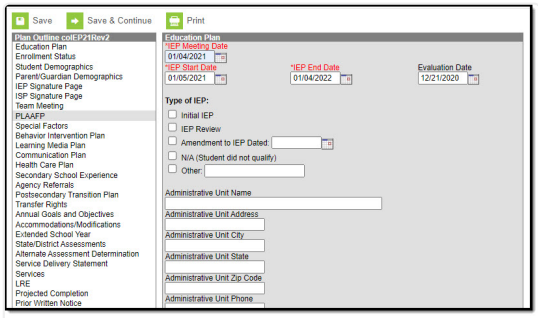
Individual Education Plan (Colorado)

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Path: Student Information > Special Ed > Special Ed Documents

The editors available on the Individual Education Plan provide all required information by the State of Colorado. Editors and fields are listed below. Included here are instructions on entering data into Campus and references to state-defined guidelines.

The current format of this document is the **CO IEP 2026**. Plan formats are selected in Plan Types.



IEP Document Editors

Note: Images should not be inserted into text fields.

Individual Education Plan editors

The following table lists the editors available on the student's Individual Education Plan, the section(s) of the print format that include the entered information, a description of what the editor is used for and any special considerations and instructions for using the editor.

Editor Name	Printed Document Section	Description	Special Considerations and Instructions
Education Plan	Section 1: Type of Meeting Section 2: Dates of Meetings	The Education Plan editor lists the dates associated with the plan, such as dates the plan is active and meeting dates, and general plan information, including the type of IEP, additional meeting information, and student language information.	This editor must be saved before continuing to other areas of the plan. Fields indicated in red text are required. The IEP Start Date auto-populates to the day after the IEP Meeting Date. The date fields Initial Consent for Evaluation and Initial Eligibility Determination are populated from the student's initial evaluation. The Creation and Modification information for the plan appears at the bottom of this editor. For information on how this editor is impacted by the Special Education Interchange files, visit the Colorado Department of Education website (http://www.cde.state.co.us/datapipeline/inter_sped-iep).

Editor Name	Printed Document Section	Description	Special Considerations and Instructions
Enrollment Status	Section 3: Student and Family Information	The Enrollment Status editor reports Special Education information from the student's Enrollment, reported before and after the plan meeting.	Clicking Get Special Ed Status from Enrollment synchronizes the information in the editor with the most recent information from the student's Enrollments tool. There are three versions of this editor. Best practice is to use the third editor. This editor fetches special education data from the student's Enrollment, values which can be edited in the IEP. If values are modified, the student's Enrollment will be updated based on the IEP when saved.
Student Demographics	Section 3: Student and Family Information	The Student Demographics editor populates basic information about the student such as demographic data, address and school information.	Clicking Refresh Student Information synchronizes information in the editor with the most recent information entered for the student from the Demographics, Households, Enrollments and School tools.
Parent/Guardian Demographics	Section 3: Student and Family Information	The Parent/Guardian Demographics editor populates based on the established student/guardian relationships created on the student's Relationships tool or indicated by the guardian checkbox on the Households tool. The editor includes Demographics information for the student's guardian.	Clicking Refresh Guardian Information synchronizes information in the editor with the most recent information from the student's guardian's Demographics and Households tools.
IEP Signature Page	Section 4: Procedural Safeguards	The IEP Signature editor indicates if the student has been provided with the appropriate procedural safeguards and if the parent has been provided with a copy of the IEP.	N/A

Editor Name	Printed Document Section	Description	Special Considerations and Instructions
ISP Signature Page	Section 4: Procedural Safeguards	Used for an ISP, the ISP Signature editor indicates the appropriate information regarding the ISP has been provided to the parents.	The first set of checkboxes auto-populate based on the selection made in the IEP Signature Page.
Team Meeting	Section 5: IEP Participants	The Team Meeting editor lists the team meetings held regarding the student.	Before team meetings can be added, the student must have team members added on the Team Members tool. The Print in Plan checkbox must be marked for the team meeting to appear on the printed document.
PLAAFP	Section 6: Present Levels of Academic Achievement and Functional Performance Including Input from Parent and Student Section 8: Postsecondary Transition Plan	The Present Level of Academic Achievement and Function (PLAAFP) editor includes all relevant information concerning the student's current interests, abilities, and performance, and the educational impact of the student's disability and postsecondary goals.	N/A
Special Factors	Section 7: Consideration of Special Factors	The Special Factors editor identifies possible concerns that may interfere with the student's learning, such as behavior issues, limited English proficiency, visual or communication impairments or assistive technology.	Selecting Yes for any of the first five questions prompts the user to complete an additional plan, found in the four following editors.

Editor Name	Printed Document Section	Description	Special Considerations and Instructions
Behavior Intervention Plan	Behavior Intervention Plan (BIP)	The Behavior Intervention Plan editor guides the user through assessing the student's positive and negative behaviors, strategies for coping with concerns, and the methods for analyzing success.	N/A
Learning Media Plan	Learning Media Plan for Student with a Vision Disability or Deaf-Blindness	he Learning Media Plan editor analyses the student's needs based on a visual disability or limited literacy and the action taken to address these issues.	N/A
Communication Plan	Communication Plan for Student who is Deaf/Hard of Hearing or Deaf-Blind	The Communication Plan editor describes analysis and action taken in response to the student's hearing impairment, if applicable, including the student's current mode of communication and descriptions of steps taken and options available for improvement.	N/A
Health Care Plan	Confidential Individualized Health Care Plan	The Health Care Plan editor describes the student's health concerns, including symptoms and history, medications and response.	N/A

Editor Name	Printed Document Section	Description	Special Considerations and Instructions
Secondary School Experience	This editor does not print	The Secondary School Experience editor indicates if the student was a volunteer, was employed, or participated in some other kind of work study or internship.	N/A
Agency Referrals	This editor does not print	The Agency Referrals editor indicates if the student was referred to another service organization, such as a vocational rehabilitation center or a mental health instution.	N/A
Postsecondary Transition Plan	Section 8: Postsecondary Transition Plan	The Postsecondary Transition Plan editor list postsecondary goals, including those related to education, work, community involvement and daily skills.	N/A
Transfer Rights	Section 8: Postsecondary Transition Plan	The Transfer Rights editor indicates if the student and parents have been informed of the transfer of rights when the student turns 21.	N/A
Annual Goals and Objectives	Section 9: Annual Goals and/or Objectives>	The Annual Goals and Objectives editor editor lists measurable goals designed to improve the student's progress in general education and how accomplishing those goals is tracked and determined.	N/A

Editor Name	Printed Document Section	Description	Special Considerations and Instructions
Accommodations/ Modifications	Section 10: Accommodations and Modifications	The Accommodations and Modifications editor describes the accommodations provided to the student to succeed in general education and the standards that have been modified to aid the student.	Template Banks are established in System Administration and available by clicking the white paper icon where it appears.
Extended School Year	Section 11: Extended School Year Determination	The Extended School Year editor lists factors that may qualify the student for services outside of the standard school day or year.	N/A
State/District Assessments	Section 12: State/District Assessments	The State and District Assessments editor tracks student accommodations on state and district tests.	Template Banks are established in System Administration and available by clicking the white paper icon where it appears.
Alternate Assessment Determination	Alternate Assessment Determination	The Alternate Assessment Determination editor is used to document the student's alternate assessments if needed.	This editor becomes available if Yes is marked on the State/District Assessments editor. Marking the Do Not Print in Plan checkbox excludes this editor from displaying on print.
Services Delivery Statement	Section 13: Service Delivery Statement	The Services Delivery Statement editor summarizes the services provided to the student, including those linked to established goals	N/A
Services	Special Education and Related Services in the Least Restrictive Environment	The Services editor lists all services provided to the student.	Only active Services can be included in this editor. Services, Service Providers and Service Positions are established in System Administration. Date fields default to the Start and End Dates of the plan.

Editor Name	Printed Document Section	Description	Special Considerations and Instructions
LRE	Section 14: Recommended Placement in the Least Restrictive Environment (Special Education Setting)	The Least Restrictive Environment editor lists the factors considered to determine the type of special education environment the student should be placed in, including options considered and selected.	The student's Age Range is required. The options available are dependent on the age range selected.
Projected Completion	Section 8: Postsecondary Transition Plan	The Projected Completion editor includes the date the student is expected to graduate or complete education and how that completion will be documented.	N/A
Prior Written Notice	Section 15: Prior Written Notice	The Prior Written Notice editor communicates to parents additional information about the student's plan, including other options and factors considered.	N/A

Ad hoc inquiries

Editor	Field	Ad hoc inquiries
Enrollment Status	Total Instructional Minutes	instructionalMinutes
	Primary Disability (Prior to Meeting)	primaryDisabilityPrior
	Secondary Disability (Prior to Meeting)	secondaryDisabilityPrior
	Special Ed Status (Prior to Meeting)	spedStatusPrior
	Primary Special Education Environment (Prior to Meeting)	primarySPEDEnvironmentPrior
	Resident District	residentDistrict
	Primary Disability (After Meeting)	primaryDisabilityAfter
	Secondary Disability (After Meeting)	secondaryDisabilityAfter
	Special Ed Status (After Meeting)	spedStatusAfter
	Primary Special Education Environment (After Meeting)	primarySPEDEnvironmentAfter
Student Demographics	Student’s Primary Language is ASL (American Sign Language)?	primaryLanguageASL
Team Meeting	Meeting Time	meetingTime

Editor	Field	Ad hoc inquiries
	Meeting Date	meetingDate
	Meeting Location	meetingLocation
	Invite Date	inviteDate
	Comments	comments
	Invited	invited
	Attended	attended
	Name	name
	Role	role
	Area/Agency Represented	areaAgencyRepresented
PLAAFP	Student Strengths, Preferences, Interests	plaafpStrengths
	Present Levels of Educational Performance Summary	plaafpEducationalPerformance
	Describe the age appropriate transition assessment process used to develop the post-school goals	plaafpTransitionAssessment
	Student Needs and Imact of Disability	plaafpNeedsImpact
	Parent/Student Input	plaafpParentStudent
	Measurable Post-School Goals: Education/Training	plaafpEducationTraining
	Measurable Post-School Goals: Employment	plaafpEmployment
	Measurable Post-School Goals: Independent Living Skills	plaafpIndependentLiving
Special Factors	Does the student exhibit behavior that requires a Behavior Intervention Plan?	behaviorInterventionPlan
	Is the student blind or visually impaired?	blindVisualImpair
	Is the student deaf or hard of hearing?	deafHardHearing
	Is the student deaf-blind?	deafBlind
	Does the student have unique communication needs?	communicationNeeds
	Text area associated with “Does the student have unique communication needs?”	describeCommunicationNeeds
	Does the student have Limited English Proficiency?	LEP
	If yes, specify how this will be addressed?	addressLEP
	Does the student need Assistive Technology devices or services?	needAT
	If yes, specify	specifyAT
	Does the student require Special Transportation	needSpecialTransport
	If yes, specify	specifyTransport
	Does the student require a Health Care Plan?	needHealthCarePlan
	If yes, indicate location of Plan	locationHealthCarePlan
Annual Goals and Objectives	Name	goalName
	Extended School Year Goal	esyGoal
	Annual Goal to be Measured by Achievement of Benchmarks: (Goals should reflect standards/key components/access skills based on individual student's post school transition outcomes	annualGoal
	Area of Need	areaNeed
	Unit of Measurement	unitMeasure

Editor	Field	Ad hoc inquiries
	Related Colorado Academic Standard/Extended Evidence Outcomes	standardOutcome
	Baseline Data Point	baselineData
	Evaluation Method	evaluationMethod
	Progress Report	progressReportFrequency
	Extent of progress toward achieving the annual goals (pulls in from Progress Report as read-only)	extentProgress
	Objectives	objectives
LRE	Ages 3-5	lreAgeRange35
	Ages 6-21	lreAgeRange621
	End of 3-5 Services	end35ServiceDate
	Start of 6-21 Services	start621ServiceDate
	Attending a regular early childhood program at least 10 hours per week AND receiving the majority of hours of special education and related services in the regular early childhood program.	preschTenPlusServRegECConsider
	Attending a regular early childhood program at least 10 hours per week AND receiving the majority of hours of special education and related services in the regular early childhood program.	preschTenPlusServRegECSelect
	Attending a regular early childhood program at least 10 hours per week AND receiving the majority of hours of special education and related services in some other location.	preschTenPlusServOtherLocConsider
	Attending a regular early childhood program at least 10 hours per week AND receiving the majority of hours of special education and related services in some other location.	preschTenPlusServOtherLocSelect
	Attending a regular early childhood program less than 10 hours per week AND receiving the majority of hours of special education and related services in the regular early childhood program	preschLessTenServRegECConsider
	Attending a regular early childhood program less than 10 hours per week AND receiving the majority of hours of special education and related services in the regular early childhood program	preschLessTenServRegECSelect
	Attending a regular early childhood program less than 10 hours per week AND receiving the majority of hours of special education and related services in some other location.	preschLessTenServOtherLocConsider
	Attending a regular early childhood program less than 10 hours per week AND receiving the majority of hours of special education and related services in some other location.	preschLessTenServOtherLocSelect
	Separate Class	preschSepClassConsider
	Separate Class	preschSepClassSelect
	Separate School	preschSepSchoolConsider
	Separate School	preschSepSchoolSelect
	Residential Facility	preschResFacConsider
	Residential Facility	preschResFacSelect
	Home	preschHomeConsider
	Home	preschHomeSelect
	Service Provider Location	servProvLocConsider

Editor	Field	Ad hoc inquiries
	Service Provider Location	servProvLocSelect
	General education class at least 80% of the time	genEd80MoreConsider
	General education class at least 80% of the time	genEd80MoreSelect
	General education class 40% to 79% of the time	genEd4079Consider
	General education class 40% to 79% of the time	genEd4079Select
	General education class less than 40% of the time	genEd40LessConsider
	General education class less than 40% of the time	genEd40LessSelect
	Separate School	schAgeSepSchConsider
	Separate School	schAgeSepSchSelect
	Residential Facility	schAgeResFacConsider
	Residential Facility	schAgeResFacSelect
	Homebound/hospital	schAgeHomeHospConsider
	Homebound/hospital	schAgeHomeHospSelect
	Correctional Facilities	schAgeCorrectFacConsider
	Correctional Facilities	schAgeCorrectFacSelect
	Possible advantages for the student	advantages
	Possible disadvantages or potential harmful effects on the student ot on the quality of services needed	disadvHarmEffect
	Modifications/supplementary aids and services considered to reduce possible disadvantage to the student	modSuppAids
	Below, summarize discussions regarding placement options	placementDiscuss
	Service	spedService
Services	General Education Setting	genEdSetting
	Non-General Education Setting	nonGenEdSetting
	Service Provider	serviceProvider
	Primary	primaryServiceProvider
	Service Position	servicePosition
	Start Date	serviceStartDate
	End Date	serviceEndDate
	Indirect	indirectMin
	Direct	directMin
	Service Frequency	serviceFreq
	Total Minutes	totalMinutes
	Did the student experience severe regression on his/her IEP goals and objectives?	severeRegression
Extended School Year	Did the student require an unreasonably long period of time to relearn previously learned skills?	requireLongPeriodRecover
	Do predictive factors indicate the need for ESY services?	predictiveFactors
	Decision: Is the student eligible for Extended School Year Services?	eligibleESY
	To be determined by Date	determineESYDate
	Identify which goals will be worked on during Extended School Year Below	esyGoals

Editor	Field	Ad hoc inquiries
	Volunteer Did the student participate prior to exiting school	volunteerParticipation
Secondary School Experience	Paid/Competitive Employment Did the student participate prior to exiting school	paidCompetitiveEmployParticipation
	Work Experience/Work Study/Internship Did the student participate prior to exiting school	workExperienceParticipation
	Vocational Rehabilitation or SWAP Was the student referred to this agency prior to exiting school?	vocRehabReferred
Agency Referrals	Mental Health Was the student referred to this agency prior to exiting school?	mentalHealthReferred
	Soc Sec Administration Was the student referred to this agency prior to exiting school?	SocSecurityReferred
	Community-Centered Board/Dev Disabilities Services Was the student referred to this agency prior to exiting school?	CommCenteredDevDisabReferred
	Plan Name	postSecPlanName
Postsecondary Transition Plan	Planned Course of Study	courseStudy
	Education/Instruction and Related Services	educInstructionRelSrv
	Career/Employmnet and other Post-School Adult Living Objectives	careerEmployment
	Community Experiences	communityExp
	If appropriate, Daily Living Skills and/or Functional Vocational Evaluation	dailyLivingFuncVocEval
	Agency Linkage	agencyLinkage
	IDEA 300.320(c) Transfer of rights at age of majority	transferRights
Transfer Rights	Projected date of graduation/program completion:	projectedGradDate
Projected Completion	Projected type of completion document	CompletionDoc
	Check if the student is being considered for Alternate Assessments	altAssessConsidered
State/District Assessments	English Language Arts	districtELA
	Math	districtMath
	Science	districtScience
	Social Studies	districtSocialStudies
	Other	districtOther1
	Other	districtOther2
	List district assessment accommodations	districtAssessAccomm
	Category	districtCategory
	Accommodation	districtAccommodation
	Check if the student meets participation requirements to receive instruction based on alternate academic achievement standards (Extended Evidence Outcomes) and will participate in the district alternate assessment.	alternateAcademicStandards
	If the student is eligible for the district alternate assessment, provide justification:	alternateAssessJustification
	English Language Arts	stateELA
	Math	stateMath
	Science	stateScience

Editor	Field	Ad hoc inquiries
	Social Studies	stateSocialStudies
	PSAT	psat
	SAT	sat
	ACCESS	access
	Alt ACCESS for ELLs	AltAccess
	List all accessibility features and/or accommodations to be used in the Colorado state assessment administration:	stateAssessAccomm
	Refer to assessment guidance documents for allowable accommodations per content area. NOTE: Allowable accommodations may change within the IEP period	stateAllowAccomm
	Category	stateCategory
	Accommodation	stateAccommodation
	Describe Unique Accommodations, pending approval by the CDE Assessment Office	uniqueAccomm
	If the student will be participating in the Colorado Alternate Assessments provide justification	coAltAssessJustification
	List any Accommodations for the Colorado alternate assessment	coAltAssessAccomm
	If the IEP Team has determined that the student qualifies for alternate assessments, parents have been informed about the differences between regular and the alternate assessments (both state and district) and the effects of these, if any (including that, for students taking alternate assessments, achievement will be measured based on alternate achievement standards).	parentNotifiedAltAssess
	Has the student been determined to be a student with a disability eligibile to receive special education services under the Individuals with Disabilities Education Act (IDEA)?	determinedEligible
Alternate Assessment Determination	Is a current Individualized Education Plan (IEP) in place or being developed for the student?	currentIEP
	Yes. If both elements can be affirmed, continue to Criterion #2.	criterion1Response
	During the process of determining eligibility for a student to receive special education services, did the IEP Team review a body of evidence that supports the existence of a cognitive disability?	evidenceCogDisability
	No. Stop Here. The student must have documented evidence of the existence of a cognitive disability, regardless of the special education disability category.	criterion2ResponseNo
	Yes. Empirical evidence of a cognitive disability is documented in the IEP. Continue to Criterion #3	criterion2ResponseYes
	The student’s demonstrated cognitive functioning and adaptive behavior in the home, school, and community environments are significantly below age expectations, even with program modifications, adaptations and accommodations and	cogFunctionBelowExpectations
	The School Psychologist (or other personnel trained in administering psychometric evaluation) presents evidence that the student’s cognitive and adaptive functioning is consistent with that of a student with significant cognitive disability*.	evidenceCogFunctioning

Editor	Field	Ad hoc inquiries
	Yes. Both elements affirm that the student's evaluated performance falls within range of the most significant cognitive disability. The student (a) requires extensive, repeated individualized instruction and support that is not of a temporary or transient nature and (b) uses substantially adapted and modified materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer academic and functional skills necessary for application in school, work, home and community environments. Daily modified instruction is linked to the enrolled grade level Colorado Academic Standards Extended Evidence Outcomes (EEOs). For students receiving instruction on alternate standards and taking alternate assessment, the IEP must contain measurable annual goals and objectives for content areas.	criterion3ResponseYes
	The documented evidence supports the existence of a significant cognitive disability. However the IEP Team determines that with appropriate adaptations (supports and accommodations), the student will receive daily instruction based on the Colorado Academic Standards enrolled grade-level expectations. (The student then does not qualify for instruction on alternate academic achievement standards or to take alternate assessment based on alternate academic achievement standards.)	criterion3ResponseNoAltAssessNeeded
	Yes. Although the documented evidence supporting the existence of a significant cognitive disability does not fall into the lower ranges, the IEP Team has considered the impact and severity of the disability along with other related factors in order to determine that the student qualifies to receive modified daily instruction based on the Colorado Academic Standards Extended Evidence Outcomes (alternate academic achievement standards) and participate in alternate assessment based on alternate academic achievement standards.	criterion3ResponseAltAssessNeeded
	Alternate classroom/district assessments based on alternate standards	cmasAltAssess
	Alternate State Summative Assessments (Gr. 3-9 and 11)	elaMathSSSciAltSummAssess
	ACCESS for ELLs (K-12)	altACCESS
	10th Grade DLM Alternate Assessment	grade10AltDLM
	11th Grade DLM Alternate Assessment	grade11AltDLM
	that the annual assessment data was reviewed for each content area	annualAssessDataReviewed
	the decision for participation in the Alternate Assessment is NOT based on.....	altAssessParticipationNotBased
	Student meets participation guidelines as a student with a significant cognitive disability and will receive instruction based upon alternate academic achievement standards and participate in alternate assessment as indicated above.	meetsGuidelinesAltAssess
	I have been provided the special education procedural safeguards in my native language or other mode of communication.	iepProceduralSafeguardsProvided

Editor	Field	Ad hoc inquiries
IEP Signature Page	A copy of the IEP has been provided to the parent(s)	iepProvided
	Parent/Guardian/ESP have been provided the special education procedural safeguards in his/her native language or other mode of communication.	ispProceduralSafeguardsProvided
ISP Signature Page	A copy of the ISP has been provided to the parent(s)	ispProvided