

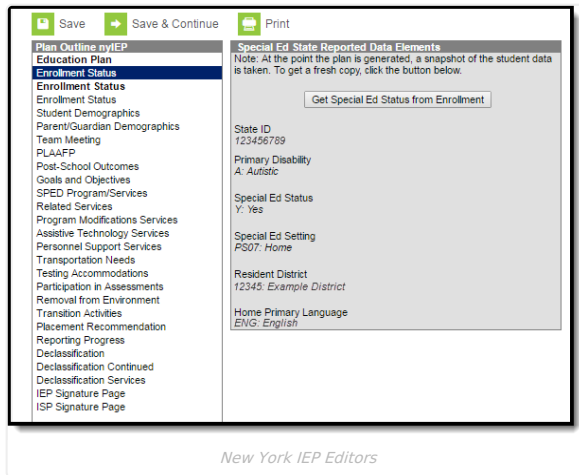
Individual Education Plan (New York)

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Tool Search: Special Ed Documents

The editors available on the Individual Education Plan provide all required information by the State of New York. 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 **NY IEP Format**. Plan formats are selected in [Plan Types](#).



New York IEP Editors

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 | Special Education Information | The Education Plan editor includes general meeting and screening information and lists the dates associated with the plan, such as dates the plan is active. | This editor must be saved before continuing to the plan. |
| Enrollment Status | Disability Classification | The Enrollment Editor provides a snapshot of the student's enrollment data. | Clicking Get Special Ed Status from Enrollment synchronizes the information in the the most recent information from the student's Enrollments tool. When establishing the Plan Type in System Admin three Enrollment editors are available. Users should choose the editor that best meets their needs. The section editor is the most commonly used. |
| Student Demographics | Student 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 about the student, from the Demographics , Households , Enrollments and |

| Editor Name | Printed Document Section | Description | Special Considerations and Instructions |
|--|---|--|---|
| Parent/Guardian Demographics | Parent Information | The Parent/Guardian Demographics Editor populates based on 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 syncs information in the editor with the most recent information from the student's guardian's Demographics and Households tools. |
| Team Meeting | Team Meeting | The Team Meeting editor lists the team meetings held regarding the student. | Before team meetings can be added, the student team members added on the Team Members tool. The Print in IEP checkbox must be marked for meeting to appear on the printed document. |
| Present Level of Academic Achievement and Function (PLAAFP) | Present Levels of Academic Achievement and Functional Performance | The Present Level of Academic Achievement and Function (PLAAFP) editor provides a summary of the student's current achievement in school. This editor includes areas for parent and student input and a description of various kinds of assistance the student could be receiving. | N/A |
| Post-School Outcomes | Projected Post-School Outcomes (ages 15 and older) | The Projected Post-School Outcomes editor describes the projected employment, postsecondary education/training, and community living outcomes for the student. | N/A |
| Goals and Objectives | Measurable Annual Goals and Short-Term Instructional Objectives | The Goals and Objectives editor lists the annual goals the student is working toward within the time frame of the IEP and the objectives or benchmarks identified to achieve those goals. | Template Banks are established in System Administration and available by clicking the white paper icon in the Goal area. When establishing the Plan Type, two Objectives editors are available. Districts should select the editor that best meets their needs. |
| SPED Program/Services | Special Education Program Services | The SPED Program/Services editor lists services provided to the student in a Special Education setting. | Only active Services with a Type of <i>Normal Services</i> included in this editor. Services, Service Provider Positions are established in System Administration. |
| Related Services | Related Services | The Related Services editor lists developmental, corrective or other supportive services required to assist the student with a disability. | Only active Services with a Type of <i>Related Services</i> can be added in this editor. Services, Service Providers and Service Provider Positions are established in System Administration. |
| Program Modifications Services | Program Modifications / Accommodations/ Supplementary Aids and Services | The Program Modifications Services editor lists the modifications to the services the student requires. | Only active Services with a Type of <i>Program Modifications</i> can be added in this editor. Services, Service Providers and Service Provider Positions are established in System Administration. |
| Assistive Technology Services | Assistive Technology Devices / Services | The Assistive Technology Devices/Services List editor lists all technology devices and services the student requires to succeed in his/her education plan. | Only active Services with a Type of <i>Assistive Technology</i> can be added in this editor. Services, Service Providers and Service Provider Positions are established in System Administration. |
| Personnel Support Services | Supports for School Personnel on Behalf of Student | The Supports for School Personnel on Behalf of Student List editor lists all services for school staff to assist in providing special education services. | Only active Services with a Type of <i>Supports for School Personnel</i> can be added in this editor. Services, Service Providers and Service Provider Positions are established in System Administration. |

| Editor Name | Printed Document Section | Description | Special Considerations and Instructions |
|-------------------------------------|--|---|--|
| Transportation Needs | Special Transportation Needs | The Special Transportation Needs editor describes the transportation needs the student requires to travel to various locations necessary for success with his/her education plan. | N/A |
| Testing Accommodations | Testing Accommodations | The Testing Accommodations editor lists all accommodations to state and district-wide tests the student requires for their educational success. | The following testing accommodations will be used consistently: <ul style="list-style-type: none"> • in the student's education program, • in the administration of district-wide assessments: student achievement, and, • in the administration of State assessments achievement, consistent with State Education Department policy. |
| Participation in Assessments | Participation in Assessments | The Participation in Assessments editor identifies if the student will participate in the same state or local assessments administered to general education students and those assessments administered to general education students that are not appropriate for the student. | N/A |
| Removal from Environment | Removal from Environment | The Removal from the General Education Environment editor identifies when and if the nature or severity of the student's disability is such that, even with the use of supplementary aids and services, education cannot be satisfactorily achieved. | N/A |
| Transition Activities | Coordinated Set of Transition Activities (School to Post School) | The Transition Activities editor describes all activities the student may require to aid in transition to his/her post-education life. | For students ages 14 and older, courses of study, instructional activities and educational experience transition needs are documented in this editor. For students beginning at age 15 (and younger appropriate) needed transition services/activities area are documented. |
| Placement Recommendation | Placement Recommendation | The Placement Recommendation editor indicated the educational setting in which the student's IEP is implemented (e.g. public school, approved private school, etc.). | N/A |
| Reporting Progress | Reporting Progress to Parents | The Reporting Progress editor includes the plan for communicating student progress to parents/guardians, including the method of communication and how often progress reports are provided. | N/A |
| Declassification | Recommendations Upon Declassification | The Declassification editor is used to document the student's decertification from special education services. | During annual, requested and triennial reviews of IEP, the IEP Team should determine if that student requires special education services because his or her needs can be met in the general education setting with education supports. Upon review, the IEP Team may recommend the decertification of a student from special education provision of appropriate support services for up to one year following the student's declassification. Student continue to require ongoing special education services more than a year are not appropriate for declassification support services. |

| Editor Name | Printed Document Section | Description | Special Considerations and Instructions |
|-----------------------------------|---|--|--|
| Declassification Continued | IEP recommendations to continue upon declassification | The Declassification Continued editor is used to document the IEP recommendations to continue upon declassification. | N/A |
| Declassification Services | Declassification Support Services to be provided during the first year that a student moves from a special education program to a full-time general education program | The Declassification Services editor indicates the direct or indirect services intended to support the decertified student while he/she makes the transition from a special program to a general education program with no other special education services. | Declassification services include, but are not limited to the following: <ul style="list-style-type: none"> • Declassification Support Services • Services that provide instructional support remediation • Instructional modifications • Individual and/or group speech/language services • Individual and/or group counseling |
| IEP Signature Page | Public School IEP Signature Page | The IEP Signature Page includes the language found on the printed document for verifying that appropriate communication with the needed individuals was completed, including a list of documents that may need to be provided to the signer. | This signature page is used for public school students. Checkboxes in this section indicate which documents parent/guardian received at the meeting for this student. |
| ISP Signature Page | Private School ISP Signature Page | The ISP Signature Page summarizes the rights of the student and parent/guardian and verifies that the signer has had the necessary information communicated and documents provided. | This signature page is used for private school students. Checkboxes in this section indicate which documents parent/guardian received at the meeting for this student. |