

Individual Education Plan (Missouri)

Last Modified on 10/21/2024 8:20 am CDT

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Tool Search: Special Ed Documents

The Elementary Individual Education Plan captures student special education plan information and matches the required documentation provided by the state of Missouri. This document describes each editor, a description of each field on the editor, and any special considerations and instructions. **The Individual Service Plan (ISP) is the same format as the IEP used for Private Schools in Missouri.**

The current format of this document is the **MO IEP 2024** and **MO ISP 2024**. Plan formats are managed using the [Special Education Plan Type Setup](#) tool.

Editor Home - ***MO IEP 2024 ⓘ

| NAME | STATUS | MODIFIED BY | COMPLETED BY |
|-----------------------------|-------------|--|--------------|
| Plan Information | IN PROGRESS | System Administrator 5/21/24 12:46 PM | > |
| Student Information | IN PROGRESS | System Administrator 5/21/24 12:53 PM | > |
| Parent/Guardian Information | IN PROGRESS | System Administrator 5/21/24 12:53 PM | > |
| Enrollment Information | IN PROGRESS | System Administrator 5/21/24 12:55 PM | > |
| Team Meeting | IN PROGRESS | System Administrator 5/21/24 12:57 PM | > |
| PLAAFP | NOT STARTED | | > |
| Special Considerations | NOT STARTED | | > |
| Annual Goals | IN PROGRESS | System Administrator 5/21/24 1:07 PM | > |

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 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 certain state-specific documents:</p> <ul style="list-style-type: none"> • ESign indicates that the editor has functionality related to the eSignature process. See the Nevada Individual Education Plan eSignature Process or Delaware Special Ed Plan eSignature Process articles 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 is 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 | <p>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 records. Manually entered fields do not change when the refresh button is clicked. The user must Save after clicking Refresh to capture changes.</p> <p>A side panel displays a listing of all the student's applicable enrollment records. See the Enrollments tool documentation for additional information.</p> |
| Cancel | Navigates the user to the Editor Home screen or the List Screen for List editors. |
| Status | <p>Changes the status of the editor.</p> <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. The user must click In Progress to further edit after an editor is marked Complete. • 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. Click the In Progress button to further edit after an editor is marked Not Needed. • 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 or Delaware Special Ed Plan eSignature Process articles 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 is displayed. 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.

To release an editor, the user must:

- navigate to the next editor by clicking **Save and Next** or 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.

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="▼"/> | Course of Study 9 <input type="button" value="X"/> Grade 9: English 100 |
| 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 | | | | | | | | | | | |
| | 2 <input type="button" value="▲"/> <input type="button" value="▼"/> | Course of Study 10 <input type="button" value="X"/> Grade 10: English 200 | | | | | | | | | | |
| | 3 <input type="button" value="▲"/> <input type="button" value="▼"/> | Course of Study 11 <input type="button" value="X"/> Grade 11: English 300 | | | | | | | | | | |
| | 4 <input type="button" value="▲"/> <input type="button" value="▼"/> | Course of Study 12 <input type="button" value="X"/> Grade 12: English 400 | | | | | | | | | | |
| + 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

[Plan Information](#) | [Student Information](#) | [Parent/Guardian Information](#) | [Enrollment Information](#) | [Team Meeting](#) | [PLAAFP](#) | [Special Considerations](#) | [Annual Goals](#) | [Reporting Progress](#) | [Special Education Services](#) | [Related Services](#) | [Supplementary Aids and Services](#) | [Parent and School Personnel Supports](#) | [Form F: Classroom Accommodations and Modifications](#) | [Transportation as a Related Service](#) | [Regular Education Participation](#) | [Placement Considerations](#) | [Blind and Visually Impaired](#) | [Form B: Extended School Year](#) | [ESY Services](#) | [Form C: Post-Secondary Transition Plan](#) | [Post-Secondary Transition Goals](#) | [Post-Secondary Transition Services](#) | [Form C: Course of Study](#) | [Form D - Part 1: MAP Grade-Level Assessments](#) | [Form D - Part 2: MAP End-Of-Year \(EOC\) Assessments](#) | [Form D - Part 3: Alternative Assessment \(MAP-A\)](#) | [Form D - Part 4: WIDA ACCESS](#) | [Form D - Part 5: NAEP/International Assessments](#) | [Form E: District Wide Assessments and Alternative Assessments](#) | [Form G](#) | [IEP Signature Page](#) | [Prior Written Notice](#)

Plan Information

The Plan Information editor provides information about the type of plan and all relevant dates regarding the team meeting, last evaluation date, and future review dates.

Plan Information IN PROGRESS
Editor 1 of 32

IEP Type *

Meeting Date *

Parent(s)/Legal Guardian(s) provided copy of this IEP

Projected Date for the next Triennial Evaluation

Educational Decision Maker

Initiation Date *

Evaluation Date

Projected Date of Annual IEP Review

Specify Other

End Date

Date of Previous IEP Review

Plan Information Editor

▶ [Click here to expand...](#)

| Field | Description | Validation |
|------------------------------------|--|------------|
| IEP Type <i>Required</i> | The type of plan. Options are Initial or Annual. | N/A |

| Field | Description | Validation |
|---|--|---|
| Meeting Date <i>Required</i> | The day the team met. | N/A |
| Initiation Date <i>Required</i> | The first day of the plan. | N/A |
| End Date <i>Required</i> | The last day of the plan. | This day must be on or after the Initiation Date. |
| Parent(s)/Legal Guardian(s) provided copy of this IEP <i>Required</i> | The day the student's parent(s)/guardians(s) were provided a copy of the plan. | N/A |
| Evaluation Date | The day the student was evaluated for disability criteria and special education services. | N/A |
| Date of Previous IEP Review | When applicable, the day the student's previous plan was reviewed. | N/A |
| Projected Date for the next Triennial Evaluation | The future day of the student's next evaluation. | N/A |
| Projected Date of Annual IEP Review | The future day of the review of the student's plan. | N/A |
| Educational Decision Maker | The person responsible for making decisions on behalf of the student. Options include: <ul style="list-style-type: none"> • Parent • Legal Guardian • Educational Surrogate • Foster Parent • Child Age 18+ • Other | N/A |
| Specify Other <i>*Required</i> | The other decision maker. | *This field is available and required when Other is selected as the Educational Decision Maker. This field is limited to 150 characters. |

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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 from Census. See the [General Information](#) section for additional information.

This editor cannot be placed in a Not Needed status.

Student Information IN PROGRESS
Editor 2 of 33

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 [Redacted] | First Name Eli | Middle Name Luther | Suffix |
| Age 12 | Birthdate [Redacted] | | |
| Home Primary Language ENG: ENGLISH | | | |
| Address [Redacted] MO 65023 | Student Number [Redacted] | | |
| Case Manager Information | | | |
| Name Kristin [Redacted] | Title Special Ed Teacher (SPEDSTAFF) | | |
| Phone | | | |

Student Information Editor

▶ [Click here to expand...](#)

| Field | Description | Location (when <i>Refresh</i> is clicked) |
|--------------------|----------------------------|---|
| Last Name | The student's last name. | Demographics > Last Name identity.lastName |
| First Name | The student's first name. | Demographics > First Name identity.firstName |
| Middle Name | The student's middle name. | Demographics > Middle Name identity.middleName |

| Field | Description | Location (when <i>Refresh</i> is clicked) |
|-------------------------|--|--|
| Suffix | The student's suffix. | Demographics > Suffix Name identity.suffix |
| Age | The age of the student. | Demographics > Age |
| Birthdate | The student's date of birth. | Demographics > Birth Date identity.birthDate |
| Primary Language | The student's home primary language. | Demographics > Language At Home identity.homePrimaryLanguage |
| Address | The student's address. This field becomes a dropdown when more than one address exists for the student. The primary household displays by default. | Households > Address Info address.number; address.street; address.tag; address.prefix; address.dir; address.apt; address.city; address.state; address.zip |
| Student Number | The student's identification number. | Demographics > Student Number identity.studentNumber |
| Case Manager | | |
| Name | The name of the student's case manager. | Student Information > Special Ed Team Members > Name teamMember.firstName teamMember.lastName |
| Title | The role of the student's case manager. | Student Information > Special Ed Team Members > Title teamMember.title |
| Phone | The phone number of the case manager. | Student Information > Special Ed Team Members > Phone |

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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 Demographic information for the student's guardian.

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

The **Refresh** button retrieves a new copy of parent/guardians' data from Census. 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.

This editor cannot be placed in a Not Needed status.

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

Parent/Guardian

Print Sequence i

1
▼

Remove

Name

Darrin - Father

Address

MO 65023

Home Phone

Work Phone

Cell Phone

E-mail

Home Primary Language

Parent/Guardian

Print Sequence i

2
▼

Remove

Name

Parent/Guardian Information Editor

▶ [Click here to expand...](#)

| Field | Description | Validation and Location (when Refresh is clicked) |
|-------|-------------|---|
|-------|-------------|---|

| Field | Description | Validation and Location (when Refresh is clicked) |
|------------------------------------|--|--|
| Print Sequence | The parent/guardian(s) print order on the plan. | When no Sequence is selected, parent/guardian(s) print in the order displayed in the UI. When any Sequences are selected, parent/guardian(s) with a sequence number print in the order defined THEN un-sequenced parent/guardian(s) display at the bottom. |
| Name | The name of the parent/guardian and their relationship to the student. | This field populates from Census. Demographics > Last Name/First Name, Relationships > Relationship identity.lastName, identity.firstName |
| Address <i>Read-only</i> | The parent/guardian's address. | This field populates from Census. When there are multiple addresses for a person, there is a dropdown with an option to select which address. When there is only one address, the dropdown only holds one option. The populated address is the one marked Primary. Households > Address Info address.number; address.street; address.tag; address.prefix; address.dir; address.apt; address.city; address.state; address.zip |
| Home Phone | The home phone number of the parent/guardian. | This field populates from Census. Demographics > Household Phone |
| Work Phone | The work phone of the parent/guardian. | This field populates from Census. Demographics > Work Phone |
| Cell Phone | The cell phone of the parent/guardian. | This field populates from Census. Demographics > Cell Phone |
| Email | The primary email address for the parent/guardian. | This field populates from Census. Demographics > Email |

Enrollment Information

The Enrollment Information editor reports special education information from the student's Enrollment record.

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

This editor cannot be placed in a Not Needed status.

Enrollment Information NOT STARTED
Editor 4 of 33

Click Refresh to select or change Enrollment data. Information entered into this editor will modify the student's current Enrollment record when the plan is locked.

| | |
|---|---|
| Primary Disability <input type="text" value="06: Visual Impairment"/> | Secondary Disability <input type="text"/> |
| Special Ed Status <input type="text" value="Y: Yes"/> | Special Ed Setting/Environment <input type="text"/> |

Resident District

Resident District Home School

| | |
|---|--------------------------------------|
| School of Attendance Capital City High School | School Phone (999)555-6526 |
| School Year 24-25 | Grade 12 |

Total Building Minutes (generally bell to bell schedule) *

District/Agency Name

School Name

Address

Enrollment Information Editor

▶ [Click here to expand...](#)

| Field | Description | Validation |
|-------|-------------|------------|
|-------|-------------|------------|

| Field | Description | Validation |
|-----------------------------|--|--|
| Primary Disability | <p>The student's first disability. Options include:</p> <ul style="list-style-type: none"> • 00: None • 01: Intellectual Disability • 02: Emotional Disturbance • 04: Orthopedic Impairment • 06: Visual Impairment • 08: Hearing Impairment • 09: Specific Learning Disabilities • 10: Other Health Impairment • 12: Multiple Disabilities • 13: Autism • 14: Traumatic Brain Injury • 16: Young Childhood w/ Developmental Delay • 17: Language impairment (LI) • 18: Speech Impairment (SI) | <p>This field populates first from the Eligibility Category field on the Team Conclusion editor of the student's most recent, locked Evaluation. When that field is null, this field populates from the selected Enrollment upon Refresh but can be edited.</p> <p>Special Ed Documents > (locked) Evaluation > Team Conclusions editor > Eligibility Category, Enrollments > Special Ed Fields > Primary Disability</p> <p>enrollments.primaryDisability</p> |
| Secondary Disability | <p>The student's second disability. Options include:</p> <ul style="list-style-type: none"> • Visual Impairment • Hearing Impairment • Both Visual and Hearing Impairment | <p>This field populates first from the Eligibility Category field on the Team Conclusion editor of the student's most recent, locked Evaluation. When that field is null, this field populates from the selected Enrollment upon Refresh but can be edited.</p> <p>Special Ed Documents > (locked) Evaluation > Team Conclusions editor > Eligibility Category, Enrollments > Special Ed Fields > Secondary Disability</p> <p>enrollments.secondaryDisability</p> |
| Special Ed Status | <p>Indicates the student's special education status. Options are Yes or No.</p> | <p>This field populates from the selected Enrollment upon Refresh but can be edited.</p> <p>Enrollments > Special Ed Fields > Special Ed Status (enrollments.specialEdStatus)</p> |

| Field | Description | Validation |
|--|---|---|
| Special Ed Setting/Environment | <p>The location at which the student spends their time receiving regular education and special education instruction. Click the expand link to view available options.</p> <p>▶ Click here to expand...</p> <ul style="list-style-type: none"> • 00A4: Reg EC 10+ hrs and Maj SPED Served in Reg Prog • 00A5: Reg EC 10+ hrs and Maj of SPED in another location • 00A6: Reg EC Less 10hrs and Maj SPED Served in Reg Prog • 00A7: Reg EC Less 10hrs and Maj SPED Served Other Loc • 00B1: Separate Class • 00B2: Separate School • 00B3: Residential Facility • 00B4: Home • 00B5: Service Prov Location • 1100: Inside The Regular Class 80 Percent or More Of The Day • 1201: Inside reg between 79% and 40% • 1301: Inside reg less than 40% • 1401: State Operated School • 1402: Private Sep Day School • 1403: Public Sep Day School • 1601: Home/Hospital • 1701: Private Res Facility • 1801: Correctional Facility • 2100: Parentally Placed Private | <p>This field populates from the selected Enrollment upon Refresh but can be edited.</p> <p>Enrollments > Special Ed Fields > Special Ed Setting (enrollments.specialEdSetting)</p> |
| Resident District <i>Read-only</i> | <p>The student's district of residence.</p> | <p>This field populates from the selected Enrollment upon Refresh and cannot be edited.</p> <p>Enrollments > State Reporting Fields > Residing District (enrollment.residingDistrict)</p> |

| Field | Description | Validation |
|--|---|--|
| Resident District Home School | The school at which the student would attend based on their resident district and address. | This dropdown populates from the Attribute Dictionary. |
| School of Attendance <i>Read-only</i> | The school at which the student attends. | This field populates from the selected Enrollment upon Refresh and cannot be edited. Enrollment > State Reporting Fields > Attending School enrollment.attendingSchool |
| School Phone <i>Read-Only</i> | The phone number of the student's attending school. | This field populates from the School Information tool upon Refresh and cannot be edited. School Information > Phone |
| School Year <i>Read-Only</i> | The school year of the student's enrollment. | This field populates from the selected Enrollment upon Refresh and cannot be edited. Enrollment > General Enrollment Information > Calendar > School Year Label |
| Grade <i>Read-Only</i> | The student's grade level associated with their enrollment record. | This field populates from the selected Enrollment upon Refresh and cannot be edited. Enrollment > General Enrollment Information > Grade (enrollment.grade) |
| Total Building Minutes (generally bell to bell schedule) <i>Required</i> | The total number of minutes in the school day. | N/A |
| District Agency/Name | The district of agency responsible for administering special education and related services to a student when they are attending outside their home school or district. | N/A |

| Field | Description | Validation |
|---|---|--|
| School Name | The name of the school where the student receives services when they are attending outside their home school or district. | N/A |
| Address | The address of the school where the student receives services when they are attending outside their home school or district. | N/A |
| Phone | The phone number of the school where the student receives services when they are attending outside their home school or district. | N/A |
| District Information This section is read-only. | | |
| District Number | The state district number associated with the student's enrollment school. | District Information > State District Number |
| District Name | The district name associated with the student's enrollment school. | District Information > Name |
| District Address | The district address associated with the student's enrollment school. | District Information > Address, City, Zip, State |
| District Phone | The district phone number associated with the student's enrollment school. | District Information > Phone |
| District SPED Address | The district special education address associated with the student's enrollment school. | District Information > SPED Address |
| District SPED Phone | The district special education phone number associated with the student's enrollment school. | District Information > SPED Phone |

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Team Meeting

The Team Meeting editor documents information regarding the meeting date and attendance for team members.

Team Meeting IN PROGRESS Editor 5 of 33

| | Meeting Date ↑ | Meeting Location | Print In Plan |
|--|----------------|------------------|-------------------------------------|
| | 02/05/24 | School, Room 150 | <input checked="" type="checkbox"/> |

Team Meeting List Screen

▶ [Click here to expand...](#)

Team Meeting List Screen

| Column Name | Description |
|-------------------------|--|
| Padlock Icon | Indicates the person editing the Team Meeting record. |
| Meeting Date | The day of the team meeting. |
| Meeting Location | The location of the meeting. |
| Print in Plan | Indicates this team meeting record displays on the printed plan. |

Team Meeting Detail Screen

Select an existing record or click **New** to view the detail screen.

Team Meeting: 2/5/2024

Print in Plan

Meeting Date *

Meeting Time

Meeting Location

Invite Date

Comments

Attendance

| First Name * | Last Name * | Role Name * | Invited | Method of Attendance | Specify Other |
|--------------|----------------------|--------------------------------|--------------------------|----------------------|----------------------|
| Kristin | <input type="text"/> | Special Ed Teacher (SPEDSTAFF) | <input type="checkbox"/> | In Person | <input type="text"/> |

Team Meeting Detail Screen

| Field | Description | Validation |
|--|--|---|
| Print in Plan | Indicates this team meeting record displays on the printed document. | This defaults to unmarked. |
| Meeting Date <i>Required</i> | The day of the team meeting. | This field populates from the Meeting Date selected on the Plan Information editor. |
| Meeting Time | The time of the meeting. | N/A |
| Meeting Location | The location of the meeting. | This field is limited to 150 characters. |
| Invite Date | The day the team was notified of the meeting. | N/A |
| Comments | Any comments related to the team meeting. | This field is limited to 8000 characters. |
| Attendance | | |

| Field | Description | Validation |
|--|---|---|
| First Name <i>Required</i> | The first name of the team member. | <p>This field populates from the First Name field on the Special Ed Team Members tool and is read-only. When null, users can manually enter team members.</p> <p>This field is limited to 150 characters.</p> |
| Last Name <i>Required</i> | The last name of the team member. | <p>This field populates from the Last Name field on the Special Ed Team Members tool and is read-only. When null, users can manually enter team members.</p> <p>This field is limited to 150 characters.</p> |
| Role <i>Required</i> | The role of the team member. | <p>This field populates from the Role field on the Special Ed Team Members tool and is read-only. When null, users can manually enter team members.</p> <p>This field is limited to 150 characters.</p> |
| Invited | Indicates this team member was invited to the team meeting. | N/A |
| Method of Attendance <i>Required</i> | <p>This field documents how the team member participated in the meeting. Options include:</p> <ul style="list-style-type: none"> • Did not participate • In Person • In Writing • By Phone • Other | N/A |
| Specify Other <i>*Required</i> | The team member's other method of meeting participation. | *This field is available and required when Other is selected as the Method of Attendance. |

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PLAAFP

The Present Levels (PLAAFP) editor includes the student's present levels of academic achievement and functional performance, including the assessment conducted to determine level, resulting skills determined, and needs identified.

PLAAFP NOT STARTED
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Present Level must include:

How the child's disability affects his/her involvement and progress in the general education curriculum; or for preschool children, participation in age-appropriate activities
For students with transition plans, consider how the child's disability will affect the child's ability to reach his/her post-secondary goals (what the child will do after high school). For children with the most significant cognitive disabilities, describe how the disability impacts the child's access to the general education curriculum and how the alternate standards are appropriate.

The strengths of the child
For students with transition plans, consider how the strengths of the child relate to the student's post-secondary goals.

Concerns of the parent/guardian for enhancing the education of the student
For students with transition plans, consider the parent/guardian's expectations for the student after the student leaves high school.

PLAAFP Editor

▶ [Click here to expand...](#)

| Field | Description | Validation |
|--|---|---|
| How the child's disability affects his/her involvement and progress in the general education curriculum; or for preschool children, participation in age-appropriate activities | A description of how the student's disability impacts their participation and progress in the general education curriculum. | This field is limited to 8000 characters. |
| The strengths of the child | A description of the student's strengths. | This field is limited to 8000 characters. |
| Concerns of the parent/guardian for enhancing the education of the student | A description of any parent/guardian concerns. | This field is limited to 8000 characters. |

| Field | Description | Validation |
|---|--|---|
| Changes in current functioning of the student since the initial or prior IEP | A description of any changes in the student's functional performance since the initial or prior plan. | This field is limited to 8000 characters. |
| A summary of the most recent evaluation/re-evaluation results | A description of the most recent evaluation or re-evaluation results. | This field is limited to 8000 characters. |
| A summary of formal and/or informal age appropriate transition assessments based on the student's needs, preferences and interests | A description of the transition assessments. | This field is limited to 8000 characters. |
| Justification for participation in the Alternate Assessment (MAP-A) | A description of the reasoning behind the determination for the student to participate in the MAP-A alternate assessment. | This field is limited to 8000 characters. |
| Please select one of the following for students determined eligible for alternative assessments | Options include: <ul style="list-style-type: none"> Objective/benchmarks are on goal page(s) Objective/benchmarks described below. | N/A |
| Describe objective/benchmarks <i>Required</i> | A description of the objectives or benchmarks. | *This field is available and required when "Objective/benchmarks described below" is selected above. This field is limited to 8000 characters. |

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Special Considerations

The Special Consideration: Federal and State Requirements editor documents additional considerations including limited English proficiency, visual or communication impairments, assistive technology needs, and participation in an extended school year program and/or state and/or district-wide assessments.

Special Considerations: Federal and State Requirements NOT STARTED

Editor 7 of 33

Note: For the first six items below, if the IEP team determines that the child needs a particular device or service (including an intervention, accommodation, or other program modification) information documenting the team's decision regarding the device or service must be included in the appropriate section of the IEP. These must be considered annually.

Is the student blind or visually impaired?

Is the student deaf or hearing impaired? i

Does the student exhibit behaviors that impede his/her learning or that of others? i

Does the student have limited English proficiency? i

Does the student have communication needs?

Does the student require Assistive Technology device(s) and/or services?

Extended School Year

Extended School Year Eligibility

Date ESY will be addressed by

Special Considerations Editor

[Click here to expand...](#)

| Field | Description | Validation |
|---|---|------------|
| Is the student blind or visually impaired? | Options are: <ul style="list-style-type: none"> • Yes. If yes, complete Form A: Blind and Visually Impaired. • No | N/A |
| Is the student deaf or hearing impaired? | Options are Yes or No. | N/A |
| Does the student exhibit behaviors that impede his/her learning or that of others? | Options are Yes or No. | N/A |
| Does the student have limited English proficiency? | Options are Yes or No. | N/A |

| Field | Description | Validation |
|---|--|---|
| Does the student have communication needs? | Options are: <ul style="list-style-type: none"> • Yes. The student's communication needs are addressed in this IEP. • No | N/A |
| Does the student require Assistive Technology device(s) and/or services? | Options are: <ul style="list-style-type: none"> • Yes. The student's assistive technology needs are addressed in this IEP. • No | N/A |
| Extended School Year | | |
| Extended School Year Eligibility | Options include: <ul style="list-style-type: none"> • No. The student is not eligible for ESY services • Yes. The student is eligible for ESY services. Complete form B • The need for ESY services will be addressed at a later date | N/A |
| Date ESY will be addressed by <i>*Required</i> | The day in the future when the extended school year eligibility will be discussed. | *This field is available and required when "The need for ESY services will be addressed at a later date" is selected from the Extended School Year Eligibility field. |
| Transfer of Rights | | |
| Transfer of Rights | Options are: <ul style="list-style-type: none"> • N/A for this student/IEP • Notification was given | N/A |
| Date Notification was Given <i>*Required</i> | The day the student's rights are transferred to them. | *This field is available and required when "Notification was given" is selected from the Transfer of Rights dropdown. |
| State and District-wide Assessments | | |

| Field | Description | Validation |
|--|--|-----------------------------------|
| IDEA requires student with disabilities to participate in the following statewide assessments | Options include: <ul style="list-style-type: none"> • Grade Level Assessment for grades 3-8 (must complete Form D-1; NA for MAP-A eligible students) • End of Course (EOC) Exams for students enrolled in a course with a state or LEA required EOC exam (complete Form D-2; NA for MAP-A eligible students) • MAP-A for eligible* students in Grades 3-8 and Grade 11 (must complete Form D-3) *https://dese.mo.gov/quality-schools/assessment/map-a • WIDA ACCESS for EL students in Grades K-12 (must complete Form D-4) • NAEP/International Assessments for selected students (must complete Form D-5; NA for MAP-A eligible students) • No state assessment is required for this student at this time • No further assessment is required; student meets all state assessment participation requirements | Multiple options can be selected. |
| Are there district-wide assessments administered for this student's age/Grade level? | Options are: <ul style="list-style-type: none"> • Yes. If Yes, complete Form E • No | N/A |
| Post-secondary Transition Services | | |
| Is a Post-secondary Transition Plan required? | Options include: <ul style="list-style-type: none"> • No. Child will not turn sixteen while this IEP is in effect • Yes. Child is/will be sixteen while this IEP is in effect. Complete Form C - Post-secondary Transition Plan) | N/A |
| Alternate Method of Instruction | | |

| Field | Description | Validation |
|---|---|------------|
| Alternate Method of Instruction (AMI) plan | Options are: <ul style="list-style-type: none"> This district is choosing to utilize AMI for up to 36 instructional hours. Complete Form G This district is not using AMI | N/A |

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Annual Goals

The Annual Goals editor describes annual goals set for the student and how that goal is measured.

Annual Goals Editor 8 of 33

IN PROGRESS

| | | Sequence | Annual Goal | Print Progress |
|--|--|----------|---|----------------|
| - | | 1 | Eli will increase reading comprehension from identifying basic facts and basic elements in a passage... | Yes |
| <p>Objective(s)</p> <p style="margin-left: 20px;">Log 60 minutes per week on Eli's reading log</p> | | | | |

Annual Goals List Screen

[▶ Click here to expand...](#)

Annual Goals List Screen

| Column Name | Description |
|-----------------------|---|
| Padlock Icon | Indicates the person currently editing the annual goal record. |
| Sequence | The display and print order of the record. |
| Annual Goal | The first 100 characters of the goal. |
| Print Progress | Indicates this record does not print. This is determined by the "Do not print extent of progress toward goal objective in plan" checkbox. |

Annual Goals Detail Screen

Select an existing record or click **New** to view the detail screen.

Annual Goals: Reading Goal

Sequence Number *

Goal Name *

Annual Goal * Add Template

Eli will increase reading comprehension from identifying basic facts and basic elements in a passage or story to identifying facts and story elements that are both stated and inferred.

Eli will increase assignment completion levels to levels appropriate to his/her age/grade.

For students with Post-secondary Transition Plans, please indicate which goal domain(s) this annual goal will support

Progress toward the goal will be measured by
check all that apply

Reading record ✕

Specify Other

Comments

Annual Goals Detail Screen

| Field | Description | Validation |
|--|--|---|
| Sequence Number <i>Required</i> | The display and print order of the record. | This field automatically sequences to the next integer upon creating a new record. Sequence numbers must be unique. |
| Goal Name <i>Required</i> | The student's goal. | This field is limited to 50 characters. |
| Annual Goal <i>Required</i> | The annual goal. | This field is limited to 250 characters. |
| For students with Post-secondary Transition Plans, please indicate which goal domain(s) this annual goal will support | Options include: <ul style="list-style-type: none"> Post-secondary Education/Training Employment Independent Living | Multiple options can be selected. |

| Field | Description | Validation |
|--|--|---|
| Progress toward the goal will be measured by | Options include: <ul style="list-style-type: none"> • Work samples • Checklists • Reading record • Curriculum based tests • Scoring Guides • Portfolios • Observation chat • Other | Multiple options can be selected. |
| Specify Other <i>*Required</i> | The other method of measurement. | *This field is available and required when Other is selected from the "Progress toward the goal will be measured by" field. |
| Comments | Any comments related to the goal. | N/A |
| Extent of progress towards achieving the annual goal | | |
| Do not print extent of progress toward goal objective in plan | Indicates this record does not print. | N/A |
| <p>Progress Report</p> <p>This table populates when progress is saved for this goal on a Progress Report. When no progress is saved, a message, "No Progress recorded for this goal," displays. The following columns display:</p> <ul style="list-style-type: none"> • Report Date • • Progress • • Comments | | |
| Objectives | | |
| Sequence Number <i>Required</i> | The display and print order of the record. | This field automatically sequences to the next integer upon creating a new record. Sequence numbers must be unique. |
| Measurable Benchmarks/Objectives <i>Required</i> | A description of the benchmark/objective(s) towards achieving the annual goal. | N/A |

| Field | Description | Validation |
|--|-------------|------------|
| Extent of progress towards achieving the objective | | |
| <p>Progress Report</p> <p>This table populates when progress is saved for this goal on a Progress Report. When no progress is saved, a message, "No Progress recorded for objective," displays. The following columns display:</p> <ul style="list-style-type: none"> • Report Date • • Progress • • Comments | | |

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Reporting Progress

The Reporting Progress editor documents the frequency of reporting the student's progress to their parent(s)/guardian(s).

Reporting Progress IN PROGRESS Editor 9 of 33

When progress will be reported to the parent(s)/guardian(s) Specify Other

Quarterly

Reporting Progress Editor

| Field | Description | Validation |
|--|--|---|
| When progress will be reported to the parent(s)/guardian(s) | The frequency of reporting progress to the student's parent(s)/guardian(s). Options include: <ul style="list-style-type: none"> • Bi-Quarterly • Quarterly • Trimester • Semester • Other | N/A |
| Specify Other | The other reporting frequency. | *This field is available and required when Other is selected as the progress frequency above. |

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Special Education Services

The Special Education Services editor lists services provided to the student in a Special Education setting.

Special Education Services IN PROGRESS Editor 10 of 33

| | Service ↑ | Time | Start Date | End Date |
|--|----------------------|------|------------|----------|
| | Language Improvement | 30 | 02/19/24 | 06/07/24 |

Special Education Services List Screen

▶ [Click here to expand...](#)

Special Education Services List Screen

| Column Name | Descriptions |
|---------------------|--|
| Padlock Icon | Indicates the person currently editing the record. |
| Service | The type of service. |
| Time | The number of minutes the student receives services. |
| Start Date | The first day of service. |
| End Date | The last day of service. |

Special Education Services Detail Screen

Select an existing record or click **New** to view the detail screen.

Special Education Services

Type of Service *

Service Provider

Service Position

Location
 Location with regular education peers

Duration and Frequency

Start Date *
End Date *

Minutes per Session * **# times per *** **Service Frequency ***

Special Education Services Detail Screen

| Field | Description | Validation |
|--|--|--|
| Type of Service <i>Required</i> | The service type. | The values available in this dropdown are district-defined from the Special Ed Services tool. |
| Service Provider | The person providing the service. | The values available in this dropdown are district-defined from the Special Ed Service Providers tool. |
| Service Position | The role of the person providing the service. | The values available in this dropdown are district-defined from the Special Ed Service Positions tool. |
| Location | The location of the service. | Multiple options can be selected. |
| Location with regular education peers | Indicates the location of service includes regular education peers. Options are Yes or No. | N/A |
| Duration and Frequency | | |
| Start Date <i>Required</i> | The first day of service. | N/A |

| Field | Description | Validation |
|---|--|------------|
| End Date <i>Required</i> | The last day of service. | N/A |
| Minutes per session <i>Required</i> | The number of minutes the student receives services. | N/A |
| # times per <i>Required</i> | The number of times per service frequency. | N/A |
| Service Frequency <i>Required</i> | The frequency of service. Options include: <ul style="list-style-type: none"> • yearly • termly • monthly • weekly • daily | N/A |

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Related Services

The Related Services editor lists related services provided to the student in a Special Education setting.

Related Services IN PROGRESS Editor 11 of 33

| | Service ↑ | Time | Start Date | End Date |
|--|----------------------|------|------------|----------|
| | Occupational Therapy | 60 | 03/04/24 | 05/30/24 |

Related Services List Screen

▶ [Click here to expand...](#)

Related Services List Screen

| Column Name | Descriptions |
|---------------------|--|
| Padlock Icon | Indicates the person currently editing the record. |
| Service | The type of service. |
| Time | The number of minutes the student receives services. |
| Start Date | The first day of service. |
| End Date | The last day of service. |

Related Services Detail Screen

Select an existing record or click **New** to view the detail screen.

Related Services

Type of Service *
Occupational Therapy ▼

Service Provider
Scrivner, Eileen ▼

Service Position
Occupational Therapist ▼

Location
Home/Hospital ✕

Location with regular education peers
No ▼

Duration and Frequency

Start Date * 03/04/2024 📅

End Date * 05/30/2024 📅

Minutes per Session * 60 ▲▼

times per * 1 ▲▼

Service Frequency * weekly ▼

Related Services Detail Screen

| Field | Description | Validation |
|--|--|--|
| Type of Service <i>Required</i> | The service type. | The values available in this dropdown are district-defined from the Special Ed Services tool. |
| Service Provider | The person providing the service. | The values available in this dropdown are district-defined from the Special Ed Service Providers tool. |
| Service Position | The role of the person providing the service. | The values available in this dropdown are district-defined from the Special Ed Service Positions tool. |
| Location | The location of the service. | Multiple options can be selected. |
| Location with regular education peers | Indicates the location of service includes regular education peers. Options are Yes or No. | N/A |
| Duration and Frequency | | |

| Field | Description | Validation |
|---|---|------------|
| Start Date <i>Required</i> | The first day of service. | N/A |
| End Date <i>Required</i> | The last day of service. | N/A |
| Minutes per session <i>Required</i> | The number of minutes the student receives services. | N/A |
| # times per <i>Required</i> | The number of times per service frequency. | N/A |
| Service Frequency <i>Required</i> | The frequency of service. Options include: <ul style="list-style-type: none"> yearly termly monthly weekly daily | N/A |

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Supplementary Aids and Services

The Supplementary Aids and Services editor lists supplementary aids and services provided to the student in a Special Education setting.

| Supplementary Aids and Services IN PROGRESS Editor 12 of 33 | | | | |
|---|--------------|------|------------|----------|
| | Service ↑ | Time | Start Date | End Date |
| | Para Support | 30 | 02/12/24 | 06/07/24 |

Supplementary Aids and Services List Screen

[▶ Click here to expand...](#)

Supplementary Aids and Services List Screen

| Column Name | Descriptions |
|---------------------|--|
| Padlock Icon | Indicates the person currently editing the record. |
| Service | The type of service. |
| Time | The number of minutes the student receives services. |

| Column Name | Descriptions |
|-------------------|---------------------------|
| Start Date | The first day of service. |
| End Date | The last day of service. |

Supplementary Aids and Services Detail Screen

Select an existing record or click **New** to view the detail screen.

Supplementary Aids and Services

Type of Service *

Service Provider

Service Position

Location
 Location with regular education peers

Duration and Frequency

Start Date * **End Date ***

Minutes per Session * **# times per *** **Service Frequency ***

Supplementary Aids and Services Detail Screen

| Field | Description | Validation |
|-------------------------|---|--|
| Service Required | The service type. | The values available in this dropdown are district-defined from the Special Ed Services tool. |
| Service Provider | The person providing the service. | The values available in this dropdown are district-defined from the Special Ed Service Providers tool. |
| Service Position | The role of the person providing the service. | The values available in this dropdown are district-defined from the Special Ed Service Positions tool. |
| Location | The location of the service. | Multiple options can be selected. |

| Field | Description | Validation |
|---|---|------------|
| Duration and Frequency | | |
| Start Date <i>Required</i> | The first day of service. | N/A |
| End Date <i>Required</i> | The last day of service. | N/A |
| Minutes per session <i>Required</i> | The number of minutes the student receives services. | N/A |
| # times per <i>Required</i> | The number of times per service frequency. | N/A |
| Service Frequency <i>Required</i> | The frequency of service. Options include: <ul style="list-style-type: none"> yearly termly monthly weekly daily | N/A |

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Parent and School Personnel Supports

The Parent and School Personnel Supports editor lists services provided to the parent/guardian(s) and/or staff members to aid the student when administering their education or services needs.

| Parent and School Personnel Supports IN PROGRESS | | | | Editor 13 of 33 |
|---|--------------------|------|------------|-----------------|
| | Service ↑ | Time | Start Date | End Date |
| | Training (Specify) | 60 | 02/05/24 | 02/29/24 |

Parent and School Personnel Supports List Screen

▶ [Click here to expand...](#)

Parent and School Personnel Supports List Screen

| Column Name | Descriptions |
|---------------------|--|
| Padlock Icon | Indicates the person currently editing the record. |
| Service | The type of service. |

| Column Name | Descriptions |
|-------------------|--|
| Time | The number of minutes the student receives services. |
| Start Date | The first day of service. |
| End Date | The last day of service. |

Parent and School Personnel Supports

Select an existing record or click **New** to view the detail screen.

Parent and School Personnel Supports

Support for School Personnel *

Training (Specify) ▼

Comments

Duration and Frequency

Start Date * 02/05/2024

End Date * 02/29/2024

Minutes per Session * 60

times per * 1

Service Frequency * monthly ▼

Parent and School Personnel Supports Detail Screen

| Field | Description | Validation |
|--|--|---|
| Support for School Personnel <i>Required</i> | The supports type. | The values available in this dropdown are district-defined from the Special Ed Services tool. |
| Comments | A description of the specific support. | N/A |
| Duration and Frequency | | |
| Start Date <i>Required</i> | The first day of service. | N/A |
| End Date <i>Required</i> | The last day of service. | N/A |
| Minutes per session <i>Required</i> | The number of minutes the student receives services. | N/A |

| Field | Description | Validation |
|-----------------------------------|---|------------|
| # times per Required | The number of times per service frequency. | N/A |
| Service Frequency Required | The frequency of service. Options include: <ul style="list-style-type: none"> yearly termly monthly weekly daily | N/A |

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Form F: Classroom Accommodations and Modifications

The Classroom Accommodations and Modifications editor documents and areas within the classroom that requires accommodations or modifications for the student.

| Area | Accommodation | Start Date | End Date |
|------------|------------------------------|------------|----------|
| Test/Exams | Extended time for completion | 02/05/24 | 06/07/24 |

Form F: Classroom Accommodations and Modifications List Screen

[▶ Click here to expand...](#)

Classroom Accommodations and Modifications List Screen

| Column Name | Description |
|----------------------|---|
| Padlock Icon | The person currently editing the record. |
| Area | The area requiring accommodation or modification. |
| Accommodation | The type of accommodation or modification. |
| Start Date | The first day of the accommodation or modification. |
| End Date | The last day of the accommodation or modification. |

Classroom Accommodations and Modifications Detail Screen

Select an existing record or click **New** to view the detail screen.

Form F: Classroom Accommodations and Modifications

Differentiated Instruction refers to adjustments in teaching methods or materials to accommodate each student's learning needs and preferences and is available for all students. These instructional strategies should **not** be documented on Form F. **Accommodations** are changes in procedures or materials that increase equitable access in the classroom setting. Accommodations generate comparable results for students who need them and allow these students to demonstrate what they know and can do. **Modifications** are changes in procedures or materials that change the construct of the educational task making it difficult to compare results with typical peer results. Modifications allow students to demonstrate what they know and can do in a non-standardized way.

Area *

Modification/Accommodation *

Specify Other

Location

Specify Other

Comments

Duration and Frequency

Start Date *

End Date *

Service Frequency *

Form F: Classroom Accommodations and Modifications Detail Screen

| Field | Description | Validation |
|--|---|---|
| <p>Area <i>Required</i></p> | <p>The area requiring accommodation or modification. Options include:</p> <ul style="list-style-type: none"> Grading Text Lectures Test/Exams Environment Assignments Reinforcement Pacing Other (Specify) | <p>The values available in the Modification/Accommodation dropdown are determined by selection in the Area field.</p> |
| <p>Modification/Accommodation <i>Required</i></p> | <p>The accommodation or modification. Click the expand link to view available options.</p> <p>▶ Click here to expand...</p> <p>When Grading is selected, options include:</p> <ul style="list-style-type: none"> Modify weight of course examinations | <p>The values available in the Modification/Accommodation dropdown are determined by selection in the Area field.</p> |

| Field | Description | Validation |
|-------|---|------------|
| | <ul style="list-style-type: none"> • Modify weight of course components • Use weekly grading checks • Other <p>When Text is selected, options include:</p> <ul style="list-style-type: none"> • Audio • Digital • Braille • Highlighted • Provide home set of textbooks/materials • Study Guides • Large Print • Adapted or simplified text/material • Other <p>When Lectures is selected, options include:</p> <ul style="list-style-type: none"> • Recorded • Note taking assistance • Preferential Seating • Teacher provides notes • Study Guides • Other <p>When Test/Exams is selected, options include:</p> <ul style="list-style-type: none"> • Oral • Short Answer • Extended time for completion • Recorded • Multiple sessions • Exams of reduced length • Open book exams • Read test to student • Modify Test Format • Record student responses • Alternative setting • Read test to student using recorded format • Other <p>When Environment is</p> | |

| Field | Description | Validation |
|-------|--|------------|
| | <p>selected, options include:</p> <ul style="list-style-type: none"> • Preferential seating (describe) • Alter physical room arrangement (describe) • Adjustments for speech intelligibility/fluency • Study carrel for independent work • Other <p>When Assignments is selected, options include:</p> <ul style="list-style-type: none"> • Read directions to student • Provide recorded directions to student • Allow copying from instructional resource • Lower difficulty level-shorten assignments • Directions given in a variety of ways • Reduce paper/pencil tasks • Give oral cues/prompts • Allow student to record or keyboard assignments • Adapt worksheets and packets • Avoid penalizing for penmanship • Avoid penalizing for spelling errors • Extended Time for completion • Provide study aids • Maintain assignment notebook • Provide structured time for organization of materials • Assistance in recording assignments • Other <p>When Reinforcement is selected, options include:</p> | |

| Field | Description | Validation |
|--|--|--|
| | <ul style="list-style-type: none"> • Use positive/concrete reinforcers • Repeated review and drill • Frequent reminders of rules • Check often for understanding/review • Frequent eye contact/proximity control • Other <p>When Pacing is selected, options include:</p> <ul style="list-style-type: none"> • Extended time for oral responses • Extended time for written responses • Allow frequent breaks/vary activities • Other <p>When Other (Specify) is selected, the only option available is Other.</p> | |
| <p>Specify Other <i>*Required</i></p> | <p>The other accommodation or modification.</p> | <p>*This field is available and required when Other is selected above.</p> <p>This field is limited to 100 characters.</p> |
| <p>Location</p> | <p>The location of the accommodation or modification. Options include:</p> <ul style="list-style-type: none"> • ALL Classes • Language Arts • Mathematics • Science • Social Studies • Health • Fine Arts • PE/Athletics • Reading • Other | <p>Multiple options can be selected.</p> |

| Field | Description | Validation |
|---|--|---|
| Specify Other <i>*Required</i> | The other location. | *This field is available and required when Other is selected as the Location. This field is limited to 100 characters. |
| Comments | Any comments related to the accommodation or modification. | This field is limited to 1000 characters. |
| Duration and Frequency | | |
| Start Date <i>Required</i> | The first day of the accommodation or modification. | N/A |
| End Date <i>Required</i> | The last day of the accommodation or modification. | N/A |
| Service Frequency <i>Required</i> | The frequency of service. Options include: <ul style="list-style-type: none"> • yearly • termly • monthly • weekly • daily | N/A |

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Transportation as a Related Service

The Transportation as a Related Service editor documents the student's transportation services needs and any accommodations or modifications for transportation.

Transportation as a Related Service Editor 15 of 33

IN PROGRESS

Transportation

The student does not require transporta... ▼

The student needs accommodations or modifications for transportation.

▼

If yes, check any transportation accommodations/modifications that are needed.

Wheelchair Lift

Aide

Child safety restraint system

Door to door pick-up and drop-off

Curb to Curb pick-up and drop-off

Other

Specify child safety restraint Specify other

Transportation as a Related Service Editor

▶ [Click here to expand...](#)

| Field | Description | Validation |
|--|---|--|
| Transportation | Indicates the student requires transportation services. Options include: <ul style="list-style-type: none"> The student does not require transportation as a related service. The student requires transportation as a necessary related service. | N/A |
| The student needs accommodations or modifications for transportation | Indicates the student requires accommodations or modifications for transportation. Options are Yes or No. | N/A |
| If yes, check any transportation accommodations/modifications that are needed <i>*Required</i> | Options include: <ul style="list-style-type: none"> Wheelchair lift Door to door pick-up and drop-off Curb to Curb pick-up and drop-off Aide Child safety restraint system Other | *These fields are available and required when Yes is selected above. |

| Field | Description | Validation |
|---|--|--|
| Specify child safety restraint <i>*Required</i> | A description of the restraint device. | *These fields are available and required when Child safety restraint system is selected above. This field is limited to 150 characters. |
| Specify other | The other type of accommodation or modification. | *These fields are available and required when Other is selected above. This field is limited to 150 characters. |

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Regular Education Participation

The Regular Education Participation editor documents the extent of the student's participation in a regular education setting.

Regular Education Participation NOT STARTED Editor 16 of 33

Extent of Participation in Regular Education

For Preschool

Will all of this child's special education and related services be provided with non-disabled peers in a regular education setting designed primarily for children without disabilities?

a. If no, to what extent will the child not receive special education and related services in a regular education setting?
minutes or % of special education and related service minutes on the IEP

b. Describe the reasons why the IEP team determined that provision of services in the regular education setting was not appropriate for the child

Please select all that apply:

The curriculum and goals of the regular education class
i.e., factors which document a need for specially designed materials, supplies, or equipment or significant modifications to the regular curriculum which would have an adverse effect on the educational program for other students in the class

Must describe for this student

Regular Education Participation Editor

[▶ Click here to expand...](#)

| Field | Description | Validation |
|--|--|---|
| For Preschool | | |
| Will all of this child's special education and related services be provided with non-disabled peers in a regular education setting? | Options are Yes or No. | N/A |
| a. If no, to what extent will the child not receive special education and related services in a regular education setting? <i>*Required</i> | A description of the extent to which the student receives services in a regular education setting. | *This field is available and required when No is selected above. This field is limited to 8000 characters. |
| <p>b. Describe the reasons why the IEP team determined that provision of service in the regular education setting was not appropriate for the child. Please select all that apply.</p> <p>Each of the following checkboxes has a text field after them called Must describe for this student that is required when the corresponding checkbox is marked. These text fields are limited to 8000 characters.</p> <ul style="list-style-type: none"> • The curriculum and goals of the regular education class • The sufficiency of the district's efforts to accommodate the child with a disability in the regular class • The degree to which the child with a disability will receive educational benefit from regular education • The effect the presence of a child with a disability may have on the regular classroom environment and on the education that the other students are receiving • The nature and severity of the child's disability | | |
| For K-12 | | |
| Will this student participate 100% of the time with non-disabled peers in the regular education environment? | Options are Yes or No. | N/A |
| a. If no, to what extent will the child not receive special education and related services in a regular education setting? <i>*Required</i> | A description of the extent to which the student receives services in a regular education setting. | *This field is available and required when No is selected above. This field is limited to 8000 characters. |

| Field | Description | Validation |
|--|---|--|
| <p>b. Describe the reasons why the IEP team determined that provision of service in the regular education setting was not appropriate for the child. Please select all that apply:</p> <p>Each of the following checkboxes has a text field after them called Must describe for this student that is required when the corresponding checkbox is marked. These text fields are limited to 8000 characters.</p> <ul style="list-style-type: none"> • The curriculum and goals of the regular education class • The sufficiency of the district's efforts to accommodate the child with a disability in the regular class • The degree to which the child with a disability will receive educational benefit from regular education • The effect the presence of a child with a disability may have on the regular classroom environment and on the education that the other students are receiving • The nature and severity of the child's disability | | |
| Participation in Physical Education | | |
| <p>The student will participate in</p> | <p>Options include:</p> <ul style="list-style-type: none"> • Regular physical education • Regular physical education with accommodations as addressed in this IEP • Adapted physical education (includes special PE, adapted PE, movement education and motor development) • No physical education activities are required for one of the following reasons <ul style="list-style-type: none"> ◦ Credit already earned ◦ Credit waived ◦ Child is preschool aged ◦ Other | <p>Only one of the main checkboxes can be selected.</p> <p>Multiple sub-checkboxes can be selected.</p> |
| <p>Specify Other <i>*Required</i></p> | <p>The other manner in which the student participates in the regular education.</p> | <p>*This field is available and required when Other is selected.</p> <p>This field is limited to 100 characters.</p> |

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Placement Considerations

The Placement Considerations editor documents the student's placement, such as the percentage of time spent in a regular class or in a separate facility.

Placement Considerations NOT STARTED
Editor 17 of 33

This section is a SUMMARY of all of the following: Present Level of Academic Achievement and Functional Performance, goals, objectives/benchmarks (if applicable), characteristics of services, adaptations, and special education and related services information.

K-12 Annual Consideration of Placement

For K-12: At least annually, the IEP team must consider if the IEP goals can be met with services provided 100% of the time in the regular education environment.

Placement Continuum (K-12): Considered
 Select all placement options that were **considered** for the provision of special education and related services. For K-12, "inside regular class at least 80% of the time" all be checked.

Select placement...

Placement Continuum (K-12): Selected
 Select the **one** placement option that was selected.

▼

For K-12 students: Is this student's placement as close as possible to the child's home and/or in the school he/she would attend if nondisabled?

▼

If NO, explain why another school/setting is required
Specify Other

▼

Placement Considerations Editor

▶ [Click here to expand...](#)

| Field | Description | Validation |
|--|---|-----------------------------------|
| K-12 <u>Annual</u> Consideration of Placement | | |
| Placement Continuum (K-12): Considered | Options include: <ul style="list-style-type: none"> Inside regular class at least 80% of the time Inside regular class 40% to 79% of the time Inside regular class less than 40% of time Public separate school (day) facility Private separate school (day) facility Public residential facility Private residential facility Homebound/hospital | Multiple options can be selected. |

| Field | Description | Validation |
|---|---|---|
| Placement Continuum (K-12): Selected | Options include: <ul style="list-style-type: none"> • Inside regular class at least 80% of the time • Inside regular class 40% to 79% of the time • Inside regular class less than 40% of time • Public separate school (day) facility • Private separate school (day) facility • Public residential facility • Private residential facility • Homebound/hospital | Only one option can be selected. |
| For K-12 students: Is this student's placement as close as possible to the child's home and/or in the school he/she would attend if nondisabled? | Options are Yes or No. | N/A |
| If NO, explain why another school/setting is required <i>*Required</i> | Options include: <ul style="list-style-type: none"> • IEP team decision • Parent transfer request • Other | *This field is available and required when No is selected above. This field is limited to 150 characters. |
| Specify Other <i>*Required</i> | The other school or setting. | *This field is available and required when Other is selected above. This field is limited to 150 characters. |
| ESCE <u>Annual</u> Consideration of Placement | | |

| Field | Description | Validation |
|---|---|-----------------------------------|
| Placement Options (ECSE): Considered | Options include: <ul style="list-style-type: none"> • Early childhood setting • Early childhood special education • Home • Part-time early childhood/Part-time early childhood special education • Residential facility • Separate school • Itinerant service outside the home | Multiple options can be selected. |
| Placement Options (ECSE): Selected | Options include: <ul style="list-style-type: none"> • Early childhood setting • Early childhood special education • Home • Part-time early childhood/Part-time early childhood special education • Residential facility • Separate school • Itinerant service outside the home | Only one option can be selected. |

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Blind and Visually Impaired

The Blind and Visually Impaired editor describes any Braille services provided to the student.

Blind and Visually Impaired NOT STARTED
Editor 18 of 33

Based upon the student's current and future reading and writing skills and needs, the IEP team has determined the following regarding Braille/Braille instruction

Does the student need Braille instruction?

If no, complete the following. The IEP team has made the determination that Braille instruction is not appropriate for this child based upon the following factors

If yes, methods by which Braille will be integrated into normal classroom activities

Date on which Braille instruction will begin

month/day/year

Duration of each session

▲▼

Level of competency in Braille reading and writing expected to be achieved by the end of the period covered in this IEP

Blind and Visually Impaired Editor

▶ [Click here to expand...](#)

| Field | Description | Validation |
|---|--|--|
| Does the student need Braille instruction? | Options include: <ul style="list-style-type: none"> Yes, the student needs Braille/Braille instruction No, the student does not need Braille/Braille Instruction | N/A |
| If no, complete the following. The IEP team has made the determination that Braille instruction is not appropriate for this child based upon the following factors <i>*Required</i> | A description of why the IEP team thinks Braille instruction is inappropriate for the student. | *This field is available and required when No is selected above. This field is limited to 8000 characters. |
| If yes, methods by which Braille will be integrated into normal classroom activities <i>*Required</i> | A description of how Braille instruction will be integrated into the classroom for the student. | *This field is available and required when Yes is selected above. This field is limited to 8000 characters. |

| Field | Description | Validation |
|--|--|---|
| Date on which Braille instruction will begin | The first day of Braille instruction. | N/A |
| Duration of each session | The number of minutes per session the student receives Braille instruction. | N/A |
| Level of competency in Braille reading and writing expected to be achieved by the end of the period covered in this IEP | A description of the goal level of competency in Braille the student will achieve by the end of the plan duration. | This field is limited to 8000 characters. |
| A referral to Rehabilitation Services for the blind has been discussed with the parent | Indicates a referral to Rehabilitation Services for the blind was discussed with the parent/guardian. | N/A |
| The parent | <ul style="list-style-type: none"> • agreed to the referral • refused the referral • referral previously made | Only one option can be made. |

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Form B: Extended School Year

The Form B: Extended School Year editor indicates the student is eligible for services beyond the standard school time, such as beyond school hours or during breaks. The only field on this editor is a dropdown called ESY Eligibility Decision.

Form B: Extended School Year IN PROGRESS Editor 19 of 33

Determination of ESY eligibility and/or services can be conducted by

- The IEP team determining ESY eligibility and/or services at the annual meeting
- The parent and authorized representative of the Local Educational Agency or the IEP team determining ESY eligibility and/or services at a later date by amending the IEP
- Document ESY decisions on this page. Attach IEP Amendment Page to the front of the IEP to document ESY decisions made after the initial or annual IEP meeting amendment

ESY Eligibility Decision

The student is not eligible for ESY services ▼

Form B: Extended School Year

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ESY Services

The ESY Services editor describes the specific services provided to the student outside of standard

school hours.

ESY Services Editor 20 of 33

IN PROGRESS

| | Description of Service | Time | Start Date | End Date |
|--|------------------------|------|------------|----------|
| | ESY Service example | 30 | 06/10/24 | 07/26/24 |

ESY Services List Screen

[▶ Click here to expand...](#)

ESY Services List Screen

| Column Name | Descriptions |
|-------------------------------|--|
| Padlock Icon | Indicates the person currently editing the record. |
| Description of Service | The type of service. |
| Time | The number of minutes the student receives services. |
| Start Date | The first day of service. |
| End Date | The last day of service. |

ESY Services Detail Screen

Select an existing record or click **New** to view the detail screen.

ESY Services

Goal *

Description of Service *

Location

Duration and Frequency

Start Date * **End Date ***

Minutes per Session * **# times per *** **Service Frequency ***

ESY Services Detail Screen

| Field | Description | Validation |
|--|--|---|
| Goal <i>Required</i> | The goal number. | N/A |
| Description of Service <i>Required</i> | The type of service. | This field is limited to 8000 characters. |
| Location | The location of the service. | This field is limited to 100 characters. |
| Duration and Frequency | | |
| Start Date <i>Required</i> | The first day of service. | The start date must be on or after the start date of the plan. |
| End Date <i>Required</i> | The last day of service. | The end date must be on or before the end date of the plan. The end date must be before the start date. |
| Minutes per session <i>Required</i> | The number of minutes the student receives services. | N/A |
| # times per <i>Required</i> | The number of times per service frequency. | N/A |

| Field | Description | Validation |
|---|---|------------|
| Service Frequency <i>Required</i> | The frequency of service. Options include: <ul style="list-style-type: none"> yearly termly monthly weekly daily | N/A |

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Form C: Post-Secondary Transition Plan

The Form C: Post-Secondary Transition Plan editor documents the student's graduation options and age-appropriate assessments.

Form C: Post-Secondary Transition Plan IN PROGRESS
Editor 21 of 33

The Post-Secondary Transition Plan is based on formal and informal assessments while considering the individual student's needs, preferences, and interests. This plan must be completed, beginning not later than the first IEP to be in effect when the student turns 16 and updated annually.

Age Appropriate Transition Assessments

Age-appropriate transition assessments refer to the collection of data describing the student's needs, strengths, preferences, and interests. Transition assessment should be completed frequently. Transition assessment results are used as the basis for the postsecondary transition plan. Transition assessments can cover many areas, including employment, self-determination and self-advocacy, independent living, and study skills.

| Date Administered ↑ | Assessment | Summary of Assessment Results |
|---------------------|------------|-------------------------------|
| 01/06/2028 | Example | |

⏪ ◀ 1 ▶ ⏩
1 - 1 of 1 items

Add Assessment

Graduation

Anticipated Date of Graduation/Exit (Month and Year)

Graduation Options

Form C: Post-Secondary Transition Plan Editor

[▶ Click here to expand...](#)

| Field | Description | Validation |
|--|--|---|
| <p>Age Appropriate Transition Assessments</p> <p>The following columns display in the table:</p> <ul style="list-style-type: none"> • Date Administered • Assessment • Summary of Assessment Results <p>Click the Add Assessment button to open the Age Appropriate Transition Assessments side panel. Values must be saved in the Graduation section before users can add an assessment.</p> <p>The following fields display on the side panel:</p> | | |
| <p>Date <i>Required</i></p> | The day of the assessment. | |
| Assessment | The name of the assessment. | This field is limited to 150 characters. |
| Summary of Assessment Results | A description of the results of the assessment. | This field is limited to 8000 characters. |
| Graduation | | |
| Anticipated Date of Graduation/Exit (Month and Year) | The month and year of the student's future graduation. | N/A |
| Graduation Options | <p>Options include:</p> <ul style="list-style-type: none"> • Regular High School Diploma based on earning required credits • Regular High School Diploma based on meeting goals and objectives | N/A |

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Post-Secondary Transition Goals

The Post-Secondary Transition Goals editor documents the student's post-school employment, education, and/or independent living goals.

Form C: Post-Secondary Transition Plan Goals NOT STARTED Editor 22 of 33

Employment Measurable Post-Secondary Goal(s) * Add Template

What work the student will do after graduation from high school

Education/Training Measurable Post-Secondary Goal(s) * Add Template

In what education or training activities will the student participate after high school

Independent Living Measurable Post-Secondary Goal(s) Add Template

How the student will live after graduation from high school

Form C: Post-Secondary Transition Plan Goals Editor

▶ [Click here to expand...](#)

| Field | Description | Validation |
|--|---|---|
| Employment Measurable Post-Secondary Goal(s) <i>Required</i> | A description of the student's employment goals. | This field is limited to 8000 characters. |
| Education/Training Measurable Post-Secondary Goal(s) <i>Required</i> | A description of the student's education or training goals. | This field is limited to 8000 characters. |
| Independent Living Measurable Post-Secondary Goals | A description of the student's independent living goals. | This field is limited to 8000 characters. |

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Post-Secondary Transition Services

The Post-Secondary Transition Services editor documents any services the student requires to achieve their post-school employment, education, and/or independent living goals.

Form C: Post-Secondary Transition Services IN PROGRESS Editor 23 of 33

| | |
|--|--------------------|
| | Goal Type |
| | Education/Training |

Form C: Post-Secondary Transition Services List Screen

▶ [Click here to expand...](#)

Post-Secondary Transition Services List Screen

| Column Name | Description |
|--------------|---|
| Padlock Icon | The person currently editing the record. |
| Goal Type | The type of post-secondary transition goal the service addresses. |

Post-Secondary Transition Services Detail Screen

Select an existing agency record or click **New** to view the detail screen.

Form C: Post-Secondary Transition Plan Services

Goal Type *

Education/Training

What will the school do to prepare the student to earn a career certificate, participate in job training or enroll in post-secondary education?

What will the student do to prepare to have the skills needed to attend post-secondary career training including post-secondary education?

What will the parent do to prepare the student to participate in post-secondary career training including post-secondary education?

Outside Agency (specify agency name)

Form C: Post-Secondary Transition Plan Services Detail Screen

| Field | Description | Validation |
|-------|-------------|------------|
|-------|-------------|------------|

| Field | Description | Validation |
|---|--|---|
| Goal Type <i>Required</i> | The type of post-secondary area the services address. Options are: <ul style="list-style-type: none"> • Employment • Education/Training • Independent Living | N/A |
| When Employment is selected, the following text fields display. These fields are limited to 8000 characters. <ul style="list-style-type: none"> • What will the school do to prepare the student to reach the employment goal? • What will the student do to prepare to have the career/job they want? • What will the parent do to prepare the student to reach the employment goal? | | |
| When Education/Training is selected, the following text fields display. These fields are limited to 8000 characters. <ul style="list-style-type: none"> • What will the school do to prepare the student to earn a career certificate, participate in job training or enroll in post-secondary education? • What will the student do to prepare to have the skills needed to attend post-secondary career training including post-secondary education? • What will the parent do to prepare the student to participate in post-secondary career training including post-secondary education? | | |
| When Independent Living is selected, the following text fields display. These fields are limited to 8000 characters. <ul style="list-style-type: none"> • What will the school do to prepare the student in obtaining the skills needed to live independently? • What will the student do to prepare to have the skills necessary to live independently? • What will the parent do to prepare the student to live at the student's desired level of independence? | | |
| Outside Agency | The name of the agency providing the transition service. | This field is limited to 150 characters. |
| Outside Agency Transition Services | The type of service the agency will provide the student. | This field is limited to 8000 characters. |

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Form C: Course of Study

The Course of Study editor documents all courses the student requires to be completed prior to graduation and how this coursework aligns with their post-secondary goals.

Form C: Course of Study IN PROGRESS Editor 24 of 33

| | | School Year |
|---|--|-------------|
| - | | 2025 |

| Course | Semester |
|---------|----------|
| Example | 1 |

Course of Study List Screen

▶ [Click here to expand...](#)

Course of Study List Screen

| Column Name | Description |
|---------------------|---|
| Padlock Icon | The person currently editing the record. |
| School Year | The school year in which the courses are taken. |

Course of Study Detail Screen

Select an existing record or click **New** to view the detail screen.

Course of Study

The Course of Study is a multi-year description of coursework aligned to the student’s post-secondary goals. The plan should address courses that support the student’s goals in all post-secondary areas. Indicate goal area(s) addressed, as appropriate. IEP teams are encouraged to coordinate with school counselors to incorporate the student’s Individual Career and Academic Plan with this IEP transition Course of Study to ensure they are consistent with each other.

Please identify elective, vocational, technical, and work study courses by their specific course names.

School Year

| Semester | Course | Post Secondary Transition Area |
|----------|---------|--------------------------------|
| 1 | Example | |

1 - 1 of 1 items

New

Course of Study Detail Screen

| Field | Description | Validation |
|--------------------|---|---|
| School Year | The school year in which the courses are taken. | A school year must be saved before any courses can be added using the side panel. |

| Field | Description | Validation |
|---|--|--|
| <p>The following fields display in the table:</p> <ul style="list-style-type: none"> • Semester • Course • Post Secondary Transition Area <p>Click New to open the Course of Study side panel. The following fields display:</p> | | |
| Semester <i>Required</i> | The semester in which the course is taken. Options are 1 or 2. | N/A |
| Course <i>Required</i> | The name of the course. | This field is limited to 150 characters. |
| Post-secondary Transition Area(s) | The post-secondary transition area this course addresses. | N/A |

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Form D - Part 1: MAP Grade-Level Assessments

The MAP Grade-Level Assessments editor documents the student's participation in the MAP Assessments.

Form D - Part 1: MAP Grade-Level Assessments
NOT STARTED
Editor 25 of 33

Grades 3 through 8: English Language Arts and Mathematics

Grade 5 and 8: Science

The Grade-Level Assessment features both **Universal Tools** which are available to ALL students unless marked specifically for English Learners and **Accommodations** which are only available to students with an IEP/504 plan.

Participation

Grade Level Assessment Participation

▼

Universal Tools and Accommodations

Universal tools are access features of the assessment that are either provided as digitally-delivered components of the test administration system or separate from it. Universal tools are available to students based on student preference and selection. IEP teams may recommend but not require the use of universal tools. For detailed descriptions of each tool and any restrictions on the use of them, please see the Tools and Accommodations document found on the [Grade-Level Assessment](#) webpage or in the Test Coordinators and Test Administration Manuals.

Section A: Universal Tools - Automatically Available

The following tools are automatically available and do not need to be marked in the testing system to use them

MAP Grade-Level Assessments Editor

▶ [Click here to expand...](#)

| Field | Description | Validation |
|---|---|-----------------------------------|
| Grade Level Assessment Participation | Options include: <ul style="list-style-type: none"> • Student will participate in the Grade-Level Assessments WITHOUT Accommodations (complete sections A-C) • Student will participate in the Grade-Level Assessments WITH Accommodations. (complete sections A-E) | N/A |
| Universal Tools and Accommodations | | |
| Section A: Universal Tools | Click the expand link to view all the available checkboxes. ▶ Click here to expand... <ul style="list-style-type: none"> • Break (Pause) • Calculator (Grades 6 - 8 Math and 5 and 8 Science only) • Color Contrast (Online Only) • English Dictionary (For use only on the ELA Writing Prompt) • Grammar Handbook (For use only on the ELA Writing Prompt) • Graphing Tool • Highlighter • Line Guide • Magnification • Mark for Review (Flag) • Masking (Online Testing) • Protractor • Read Aloud Test to Self • Reference Sheet • Ruler • Scratch Paper (Sticky Notes) • Strikethrough (Cross Off) • Thesaurus (For use only on the ELA Writing Prompt) • Writing Tools (Bold, Underline, Italicize, Bullet Points, Undo/Redo Typing, Copy/Paste) • None recommended by IEP Team | Multiple options can be selected. |

| Field | Description | Validation |
|--|---|-----------------------------------|
| Section B: Universal Tools | Options include: <ul style="list-style-type: none"> • Bilingual Dictionary (For use by ELs only on the ELA Writing Prompt) • Color Contrast (Paper Testing) • Color Overlay • Magnification (Assistive Technology) • Masking (Paper Testing) • Non-Accommodation Paper Based (See Test Coordinator's Manual for scenarios) • Scribe • Separate Setting • Translation of Student Responses (Only for ELs) • None recommended by IEP Team | Multiple options can be selected. |
| Section C: Universal Tools- Read aloud for everything except ELA reading passages | | |
| English Language Arts | Options include: <ul style="list-style-type: none"> • Text-To-Speech • Human Reader • Assistive Technology • Native Language (ELs Only) | Multiple options can be selected. |
| Math | Options include: <ul style="list-style-type: none"> • Text-To-Speech • Human Reader • Assistive Technology • Native Language (ELs Only) | Multiple options can be selected. |
| Science | Options include: <ul style="list-style-type: none"> • Text-To-Speech • Human Reader • Assistive Technology • Native Language (ELs Only) | Multiple options can be selected. |
| None recommended by the IEP Team | Indicates none of these technologies are recommended by the IEP team. | N/A |
| Section D: Universal Tools - Read aloud for ELA reading passages | | |
| Grades 3-5 | Options include: <ul style="list-style-type: none"> • Text-To-Speech • Human Reader • Assistive Technology • Native Language (ELs Only) | Multiple options can be selected. |

| Field | Description | Validation |
|----------------------------------|--|-----------------------------------|
| Grades 6-8 | Options include: <ul style="list-style-type: none"> • Text-To-Speech • Human Reader • Assistive Technology • Native Language (ELs Only) | Multiple options can be selected. |
| Students who are Blind | Indicates that the student needs to be read aloud to. | N/A |
| Section E: Accommodations | | |
| English Language Arts | Options include: <ul style="list-style-type: none"> • Alternate Response Options (See Test Coordinator's Manual for scenarios) • Braille • Closed Captioning for ELA listening passages • Large Print • Paper Based Assessment • Sign Language for ELA listening passages • Speech-To-Text via Assistive Technology | Multiple options can be selected. |
| Math | Options include: <ul style="list-style-type: none"> • Abacus • Alternate Response Options (See Test Coordinator's Manual for scenarios) • Braille • Calculator - Grade 3: Use will case an invalidation for Math and student will receive the Lowest Obtainable Scale Score • Calculator - Grades 4-5 • Large Print • Multiplication Table - Grade 3: Use will case an invalidation for Math and student will receive the Lowest Obtainable Scale Score • Multiplication table - Grades 4-8 • Paper Based Assessment • Specialized Calculator (For Calculator Allowed Items Only) • Speech-To-Text via Assistive Technology | Multiple options can be selected. |

| Field | Description | Validation |
|---------|---|-----------------------------------|
| Science | Options include: <ul style="list-style-type: none"> • Abacus • Alternate Response Options (See Test Coordinator's Manual for scenarios) • Braille • Large Print • Multiplication table - Grades 4-8 • Paper Based Assessment • Specialized Calculator (For Calculator Allowed Items Only) • Speech-To-Text via Assistive Technology | Multiple options can be selected. |

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Form D - Part 2: MAP End-Of-Year (EOC) Assessments

The MAP End-of-Year Assessments editor documents accommodations provided to the student for end-of-course assessments and the Subject to which the accommodation applies.

Form D - Part 2: MAP End-Of-Course (EOC) Assessments NOT STARTED Editor 26 of 33

Participation

Grades 9-12, or if appropriate, earlier grades

The End-of-Course Assessments feature both Universal Tools which are available to ALL students unless marked specifically for English Learners and Accommodations which are only available to students with an IEP/504 plan.

Required EOC Assessments: Biology, English II, Government, and Algebra I (or Algebra II, if Algebra I was taken prior to grade 9)

Optional EOC Assessments: Geometry, English I, American History, Physical Science, and Algebra II

Personal Finance EOC Assessment:

1. For students who are receiving personal finance credit from embedded coursework, the assessment is **REQUIRED**
2. For students attempting to "test out" and receive personal finance credit toward graduation, the assessment is **REQUIRED**
3. For students who are enrolled in a stand-alone personal finance course, the assessment is **OPTIONAL**

Student will participate in the End-of-Course Assessments WITHOUT Accommodations. (complete sections A-D)

| | |
|-------------------------------------|---|
| <input type="checkbox"/> Algebra I | <input type="checkbox"/> Algebra II |
| <input type="checkbox"/> Geometry | <input type="checkbox"/> American History |
| <input type="checkbox"/> Government | <input type="checkbox"/> Personal Finance |
| <input type="checkbox"/> English I | <input type="checkbox"/> English II |
| <input type="checkbox"/> Biology | <input type="checkbox"/> Physical Science |

Student will participate in the End-of-Course Assessments WITH Accommodations. (complete sections A-F)

| | |
|------------------------------------|-------------------------------------|
| <input type="checkbox"/> Algebra I | <input type="checkbox"/> Algebra II |
|------------------------------------|-------------------------------------|

Form D - Part 2: MAP End-Of-Course (EOC) Assessments Editor

[▶ Click here to expand...](#)

| Field | Description | Validation |
|---|---|---|
| <p>Student will participate in the End-of-Course Assessments WITHOUT Accommodations. (complete sections A-D)</p> | <p>Options include:</p> <ul style="list-style-type: none"> • Algebra 1 • Algebra II • Geometry • American History • Government • Personal Finance • English I • English II • Biology • Physical Science | <p>Multiple options can be selected.</p> <p>Each subject can only be selected in this field OR the "Student will participate in the End-of-Course Assessments WITH Accommodations. (complete sections A-E)" field. The same subject cannot be selected in both fields.</p> |
| <p>Student will participate in the End-of-Course Assessments WITH Accommodations. (complete sections A-F)</p> | <p>Options include:</p> <ul style="list-style-type: none"> • Algebra 1 • Algebra II • Geometry • American History • Government • Personal Finance • English I • English II • Biology • Physical Science | <p>Multiple options can be selected.</p> <p>Each subject can only be selected in this field OR the "Student will participate in the End-of-Course Assessments WITHOUT Accommodations. (complete sections A-D)" field. The same subject cannot be selected in both fields.</p> |
| <p>Universal Tooling</p> | | |

| Field | Description | Validation |
|-----------------------------------|---|--|
| Section A: Universal Tools | <p>Click the expand link to view all available options.</p> <p>▶ Click here to expand...</p> <ul style="list-style-type: none"> • Break • Calculator • English Dictionary (For use only on the English I & II writing prompts) • Grammar Handbook (For use only on the English I & II writing prompts) • Graphing Tool • Highlighter • Line Reader/Masking • Magnification (Zoom) • Mark for Review (Bookmark) • Protractor • Read Aloud Test to Self • Reference Sheet • Ruler • Scratch Paper (Note) • Strikethrough (Answer Elimination) • Thesaurus (For use only on the English I & II writing prompts) • Writing Tools (Bold, Underline, Italicize, Bullet Points, Undo/Redo Typing, Copy/Paste) • None Recommended by IEP Team | <p>Multiple options can be selected.</p> |

| Field | Description | Validation |
|---|---|-----------------------------------|
| Section B: Universal Tools | Options include: <ul style="list-style-type: none"> • Answer Masking • Bilingual Dictionary (For use by ELs only on the ELA Writing Prompt) • Color Contrast • Color Overlay • Magnification (Assistive Technology) • Scribe • Separate Setting • Translation of Student Responses (Only for ELs) • None Recommended by IEP Team | Multiple options can be selected. |
| Section C: Universal Tools - Read aloud for Math, Science, and Social Studies EOCs | | |
| Mathematics | Options include: <ul style="list-style-type: none"> • Text-to-Speech • Human Reader • Assistive Technology • Native Language (ELs Only) • None Recommended by IEP Team | Multiple options can be selected. |
| Science | Options include: <ul style="list-style-type: none"> • Text-to-Speech • Human Reader • Assistive Technology • Native Language (ELs Only) • None Recommended by IEP Team | Multiple options can be selected. |
| Social Studies | Options include: <ul style="list-style-type: none"> • Text-to-Speech • Human Reader • Assistive Technology • Native Language (ELs Only) • None Recommended by IEP Team | Multiple options can be selected. |
| Section D: Universal Tools - Read aloud for ELA EOCs except for reading passages | | |

| Field | Description | Validation |
|--|--|-----------------------------------|
| Section D: Universal Tools | Options include: <ul style="list-style-type: none"> • Text-to-Speech • Human Reader • Assistive Technology • Native Language (ELs Only) • None Recommended by IEP Team | Multiple options can be selected. |
| Section E: Accommodations - Read aloud for ELA reading passages | | |
| Section E: Accommodations | Options include: <ul style="list-style-type: none"> • Text-to-Speech • Human Reader • Assistive Technology • Native Language (ELs Only) • Students who are Blind | Multiple options can be selected. |
| Section F: Accommodations - To be marked in the testing system | | |
| Algebra I | Options include: <ul style="list-style-type: none"> • Abacus • Alternate Response Options • Braille • Large Print • Multiplication Table • Paper Based Assessment • Specialized Calculator • Speech-to-Text via Assistive Technology | Multiple options can be selected. |
| Algebra II | Options include: <ul style="list-style-type: none"> • Abacus • Alternate Response Options • Braille • Large Print • Multiplication Table • Paper Based Assessment • Specialized Calculator • Speech-to-Text via Assistive Technology | Multiple options can be selected. |

| Field | Description | Validation |
|-------------------------|--|-----------------------------------|
| American History | Options include: <ul style="list-style-type: none"> • Alternate Response Options • Braille • Large Print • Paper Based Assessment • Speech-to-Text via Assistive Technology | Multiple options can be selected. |
| Biology | Options include: <ul style="list-style-type: none"> • Abacus • Alternate Response Options • Braille • Large Print • Multiplication Table • Paper Based Assessment • Specialized Calculator • Speech-to-Text via Assistive Technology | Multiple options can be selected. |
| English I | Options include: <ul style="list-style-type: none"> • Alternate Response Options • Braille • Closed Captioning (ELA listening passages) • Large Print • Paper Based Assessment • Sign Language (ELA listening passages) • Speech-to-Text via Assistive Technology | Multiple options can be selected. |
| English II | Options include: <ul style="list-style-type: none"> • Alternate Response Options • Braille • Closed Captioning (ELA listening passages) • Large Print • Paper Based Assessment • Sign Language (ELA listening passages) • Speech-to-Text via Assistive Technology | Multiple options can be selected. |

| Field | Description | Validation |
|-------------------------|--|-----------------------------------|
| Geometry | Options include: <ul style="list-style-type: none"> • Abacus • Alternate Response Options • Braille • Large Print • Multiplication Table • Paper Based Assessment • Specialized Calculator • Speech-to-Text via Assistive Technology | Multiple options can be selected. |
| Government | Options include: <ul style="list-style-type: none"> • Alternate Response Options • Braille • Large Print • Paper Based Assessment • Speech-to-Text via Assistive Technology | Multiple options can be selected. |
| Personal Finance | Options include: <ul style="list-style-type: none"> • Abacus • Alternate Response Options • Braille • Large Print • Multiplication Table • Paper Based Assessment • Specialized Calculator • Speech-to-Text via Assistive Technology | Multiple options can be selected. |
| Physical Science | Options include: <ul style="list-style-type: none"> • Abacus • Alternate Response Options • Braille • Large Print • Multiplication Table • Paper Based Assessment • Specialized Calculator • Speech-to-Text via Assistive Technology | Multiple options can be selected. |

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Form D - Part 3: Alternative Assessment (MAP-

A)

The Alternative Assessment editor documents how the student will participate in the MAP-A assessment.

Form D – Part 3: Alternate Assessment (MAP-A) NOT STARTED Editor 27 of 33

Only for students with the most significant cognitive disabilities

The student will participate in the MAP-A Assessment. This alternate assessment is for students with the most significant cognitive disabilities who meet the multiple criteria* for eligibility which is based upon an educational curriculum focusing on essential skills and alternative learning standards in the following areas:

English Language Arts in Grades 3 through 8 and 11

Mathematics in Grades 3 through 8 and 11

Science in Grades 5, 8 and 11

*Information from the alternate assessment decision making resources including the guidance document, flowchart, and/or checklist should be used to justify participation in the alternate assessment. These resources can be found on DESE's MAP-A webpage.

Dynamic Learning Maps (DLM)

Student will participate in Dynamic Learning Maps (DLM) for local assessment

Student will **NOT** participate in Dynamic Learning Maps (DLM) for any local assessment for Grades 3, 4, 6, and 7.

Student will **NOT** participate in Dynamic Learning Maps (DLM) for any local assessment for Grades 9, 10, and 12. The student still meets MAP-A eligibility and is not required to participate in EOCs

Student will participate in Dynamic Learning Maps (DLM) for local assessment in the following areas:

English Language Arts in Grades 3 through 8 and 11

Mathematics in Grades 3 through 8 and 11

Science in Grades 5, 8 and 11

MAP-A Justification The IEP team must complete the alternative assessment justification section in the Present Level of Academic Achievement and Functional Performance to explain why the child cannot participate in the general education assessment. Resources to assist in answering are located on DESE's [MAP-A Supporting Documents webpage](#).

Form D - Part 3: Alternate Assessment (MAP-A) Editor

▶ [Click here to expand...](#)

| Field | Description | Validation |
|--|--|-----------------------------------|
| The student will participate in the MAP-A Assessment. This alternate assessment is for students with the most significant cognitive disabilities who meet the multiple criteria* for eligibility which is based upon an educational curriculum focusing on essential skills and alternative learning standards in the following areas | Options include: <ul style="list-style-type: none"> English Language Arts in Grades 3 through 8 and 11 Mathematics in Grades 3 through 8 and 11 Science in Grades 5, 8 and 11 | Multiple options can be selected. |

| Field | Description | Validation |
|--|---|--|
| Dynamic Learning Maps (DLM) | Options include: <ul style="list-style-type: none"> • Student will participate in Dynamic Learning Maps (DLM) for local assessment • Student will <u>NOT</u> participate in Dynamic Learning Maps (DLM) for any local assessment for Grades 3, 4, 6, and 7. • Student will <u>NOT</u> participate in Dynamic Learning Maps (DLM) for any local assessment for Grades 9, 10, and 12. The student still meets MAP-A eligibility and it not required to participate in EOCs | Only ONE option can be selected. |
| Student will participate in Dynamic Learning Maps (DLM) for local assessment in the following areas | Options include: <ul style="list-style-type: none"> • English Language Arts in Grades 3 through 8 and 11 • Mathematics in Grades 3 through 8 and 11 • Science in Grades 5, 8 and 11 | *This field is available when "Student will participate in Dynamic Learning Maps (DLM) for local assessment in the following areas" is selected from Dynamic Learning Maps. Multiple options can be selected. |

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Form D - Part 4: WIDA ACCESS

The WIDA ACCESS editor documents accommodations provided to the student to assist the student as an English Language Learner.

Form D - Part 4: WIDA ACCESS Assessments Editor 28 of 33

NOT STARTED

Only for K-12 English Learners

Participation

Choose one of the following WIDA ACCESS assessments and whether it will be administered with or without accommodations

Student will participate in the Kindergarten WIDA ACCESS Assessments Accommodations

Student in grades 1-12 will participate in the Online* WIDA ACCESS Assessments Accommodations

Student in grades 1-12 will participate in the Paper/Pencil WIDA ACCESS Assessments Accommodations

Student in grades K-12 will participate in the Alternate WIDA ACCESS Assessments Accommodations

*This includes students in grades 1-3 who will take the writing modality via paper/pencil.

Form D - Part 4: WIDA ACCESS Assessments Editor

▶ [Click here to expand...](#)

| Field | Description | Validation |
|---|--|------------|
| Participation | | |
| Choose one of the following WIDA ACCESS assessments and whether it will be administered with or without accommodations | Options include: <ul style="list-style-type: none"> • Student will participate in the Kindergarten WIDA ACCESS Assessments (complete section A) • Student in grades 1-12 will participate in the Online* WIDA ACCESS Assessments (complete section A) • Student in grades 1-12 will participate in the Paper/Pencil WIDA ACCESS Assessments (complete section A) • Student in grades K-12 will participate in the Alternate WIDA ACCESS Assessments (complete section A) | |

| Field | Description | Validation |
|---|---|---|
| Student will participate in the Kindergarten WIDA ACCESS Assessments Accommodations | Options include: <ul style="list-style-type: none"> • WITHOUT Accommodations • WITH Accommodations (complete section B) | *This field is available when "Student will participate in the Kindergarten WIDA ACCESS Assessments (complete section A)" is selected from the "Choose one of the following WIDA ACCESS assessments..." field. |
| Student in grades 1-12 will participate in the Online* WIDA ACCESS Assessments Accommodations | Options include: <ul style="list-style-type: none"> • WITHOUT Accommodations • WITH Accommodations (complete section C) | *This field is available when "Student in grades 1-12 will participate in the Online* WIDA ACCESS Assessments (complete section A)" is selected from the "Choose one of the following WIDA ACCESS assessments..." field. |
| Student in grades 1-12 will participate in the Paper/Pencil WIDA ACCESS Assessments Accommodations | Options include: <ul style="list-style-type: none"> • WITHOUT Accommodations • WITH Accommodations (complete section D) | *This field is available when "Student in grades 1-12 will participate in the Paper/Pencil WIDA ACCESS Assessments (complete section A)" is selected from the "Choose one of the following WIDA ACCESS assessments..." field. |
| Student in grades K-12 will participate in the Alternate WIDA ACCESS Assessments Accommodations | Options include: <ul style="list-style-type: none"> • WITHOUT Accommodations • WITH Accommodations (complete section B) | *This field is available when "Student in grades K-12 will participate in the Alternate WIDA ACCESS Assessments (complete section A)" is selected from the "Choose one of the following WIDA ACCESS assessments..." field. |
| Universal Tools and Accommodations | | |

| Field | Description | Validation |
|--|---|--|
| Section A: Universal Tools | <p>Click the expand link to view available checkboxes.</p> <p>▶ Click here to expand...</p> <ul style="list-style-type: none"> • Adaptive and Specialized Equipment or Furniture • Alternative Microphone • Audio Aids • Color Contrast • Color Overlay • Extended Testing Time • Familiar Test Administrator • Frequent or Additional Supervised Breaks • Highlighter, Colored Pencils, Crayons • Individual or Small Group Setting • Keyboard Navigation • Line Guide • Low Vision Aids or Magnification Devices • Monitor placement of Responses in the Test Booklet or Onscreen • Read Aloud Test to Self • Scratch Paper • Short Segments • Specific Seating • Verbal Praise or Tangible Reinforcement • Verbally Redirect Student's Attention to the Test • None recommended by IEP Team | <p>Multiple options can be selected.</p> |
| Section B: Kindergarten and Alternate Assessment Accommodations | | |
| Listen | <p>Options include:</p> <ul style="list-style-type: none"> • Extended Testing of a Test Domain Over Multiple Days • Interpreter Signs Directions in ASL • Large Print - This accommodation is not available for alt ACCESS • Scribed Response • Test may be Administered by School Personnel in Non-School Setting • Word Processor or Similar Keyboarding Device | <p>Multiple options can be selected.</p> |

| Field | Description | Validation |
|--------------|--|-----------------------------------|
| Read | Options include: <ul style="list-style-type: none"> • Extended Testing of a Test Domain Over Multiple Days • Interpreter Signs Directions in ASL • Large Print - This accommodation is not available for alt ACCESS • Scribed Response • Test may be Administered by School Personnel in Non-School Setting • Word Processor or Similar Keyboarding Device | Multiple options can be selected. |
| Speak | Options include: <ul style="list-style-type: none"> • Extended Testing of a Test Domain Over Multiple Days • Interpreter Signs Directions in ASL • Large Print - This accommodation is not available for alt ACCESS • Test may be Administered by School Personnel in Non-School Setting | Multiple options can be selected. |

| Field | Description | Validation |
|---|--|-----------------------------------|
| Write | Options include: <ul style="list-style-type: none"> • Extended Testing of a Test Domain Over Multiple Days • Interpreter Signs Directions in ASL • Large Print - This accommodation is not available for alt ACCESS • Scribed Response • Student Uses a Recording Device and Response Transcribed • Test may be Administered by School Personnel in Non-School Setting • Word Processor or Similar Keyboarding Device | Multiple options can be selected. |
| Section C: Online Accommodations | | |
| Listen | Options include: <ul style="list-style-type: none"> • Extended Testing of a Test Domain Over Multiple Days • In-Person Human Reader • Interpreter Signs Directions in ASL • Manual Control of Item Audio • Repeat In-Person Human Reader • Repeat Item Audio • Scribed Response • Test may be Administered by School Personnel in Non-School Setting • Word Processor or Similar Keyboarding Device | Multiple options can be selected. |
| Read | Options include: <ul style="list-style-type: none"> • Extended Testing of a Test Domain Over Multiple Days • Interpreter Signs Directions in ASL • Scribed Response • Test may be Administered by School Personnel in Non-School Setting • Word Processor or Similar Keyboarding Device | Multiple options can be selected. |

| Field | Description | Validation |
|--------------|--|-----------------------------------|
| Speak | Options include: <ul style="list-style-type: none"> • Extended Speaking Test Response Time • Extended Testing of a Test Domain Over Multiple Days • In-Person Human Reader • Interpreter Signs Directions in ASL • Manual Control of Item Audio • Repeat In-Person Human Reader • Repeat Item Audio • Test may be Administered by School Personnel in Non-School Setting | Multiple options can be selected. |
| Write | Options include: <ul style="list-style-type: none"> • Extended Testing of a Test Domain Over Multiple Days • In-Person Human Reader • Interpreter Signs Directions in ASL • Manual Control of Item Audio • Repeat In-Person Human Reader • Repeat Item Audio • Scribed Response • Student Uses a Recording Device and Response Transcribed • Test may be Administered by School Personnel in Non-School Setting • Word Processor or Similar Keyboarding Device | Multiple options can be selected. |

Section D: Paper/Pencil Accommodations

| Field | Description | Validation |
|---------------|---|-----------------------------------|
| Listen | Options include: <ul style="list-style-type: none"> • Braille with Tactile Graphics (Grades 1-5: UEB, Grades 6-12 UEB w/ Nemeth) • Extended Testing of a Test Domain Over Multiple Days • In-Person Human Reader • Interpreter Signs Directions in ASL • Large Print • Manual Control of Item Audio • Repeat In-Person Human Reader • Repeat Item Audio • Scribed Response • Test may be Administered by School Personnel in Non-School Setting • Word Processor or Similar Keyboarding Device | Multiple options can be selected. |
| Read | Options include: <ul style="list-style-type: none"> • Braille with Tactile Graphics (Grades 1-5: UEB, Grades 6-12 UEB w/ Nemeth) • Extended Testing of a Test Domain Over Multiple Days • Interpreter Signs Directions in ASL • Large Print • Scribed Response • Test may be Administered by School Personnel in Non-School Setting • Word Processor or Similar Keyboarding Device | Multiple options can be selected. |

| Field | Description | Validation |
|--------------|---|-----------------------------------|
| Speak | Options include: <ul style="list-style-type: none"> • Extended Speaking Test Response Time • Extended Testing of a Test Domain Over Multiple Days • In-Person Human Reader • Interpreter Signs Directions in ASL • Large Print • Manual Control of Item Audio • Repeat In-Person Human Reader • Repeat Item Audio • Test may be Administered by School Personnel in Non-School Setting | Multiple options can be selected. |
| Write | Options include: <ul style="list-style-type: none"> • Braille with Tactile Graphics (Grades 1-5: UEB, Grades 6-12 UEB w/ Nemeth) • Extended Testing of a Test Domain Over Multiple Days • In-Person Human Reader • Interpreter Signs Directions in ASL • Large Print • Manual Control of Item Audio • Repeat In-Person Human Reader • Repeat Item Audio • Scribed Response • Student Uses a Recording Device and Response Transcribed • Test may be Administered by School Personnel in Non-School Setting • Word Processor or Similar Keyboarding Device | Multiple options can be selected. |

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Form D - Part 5: NAEP/International Assessments

The NAEP/International Assessments editor documents the accommodations the student requires for taking the NAEP national test.

Participation

Only for students selected to participate

The student was selected for and will participate in NAEP and/or a related International Assessment

NAEP and/or related International Assessment Accommodations

Universal Tools and Accommodations

NAEP is a national test administered to a statewide representative sample of students for national comparison. NAEP is also tied to several international assessments that also use a representative sample of students. Thus, the NAEP and International Assessment samples include student with disabilities and every effort must be made to ensure that selected students have an opportunity to participate in NAEP and/or International Assessments.

The way in which students with disabilities are assessed on the NAEP and/or International Assessments should mirror as closely as possible the way they are tested on the state assessment. For additional information regarding NAEP's universal tools and accommodations, check with your School NAEP Coordinator or refer to: <https://dese.mo.gov/quality-schools/assessment/naep>.

Section A: Universal Tools - Automatically Available

Form D - Part 5: NAEP/International Assessments Editor

▶ [Click here to expand...](#)

| Field | Description | Validation |
|--|--|---|
| The student was selected for and will participate in NAEP and/or a related International Assessment | Indicates the student will participate in the NAEP or International Assessment. | N/A |
| NAEP and/or related International Assessment Accommodations | Options include: <ul style="list-style-type: none"> • WITHOUT Accommodations (review section A) • WITH Accommodations (review section A and B) | *This field is available when the above checkbox is marked. |
| Section A: Universal Tools - Automatically Available | | |

| Field | Description | Validation |
|---|---|-----------------------------------|
| Section A: Universal Tools | Options include: <ul style="list-style-type: none"> • Closed Captioning • Color Theming • Directions Read Aloud/Text-to-Speech • Directions Explained/Clarified • Elimination Capability • Read Aloud/Text-to-Speech • Scratch Paper • Scratch/Highlighter Capability • Use a Computer to Respond • Volume Adjustment • Zooming | Multiple options can be selected. |
| Section B: Accommodations - To be marked in the testing system | | |
| Math | Options include: <ul style="list-style-type: none"> • Braille • Breaks During Test • Calculator Version of the Test • Cueing to Stay on Task • Directions Only Presented in ASL/Sign Language • Extended Time • Familiar Person Present or Administering the Test • Hearing Impaired Version of the Test • High Contrast for Visually Impaired Students • Individual/Small Group • Low Mobility Version of the Test • Magnification • Preferential Seating • Presented in ASL/Sign Language • Response in ASL/Sign Language • Scribe • Special Equipment (see test manual) • Separate Location • Uses Template | Multiple options can be selected. |

| Field | Description | Validation |
|---------|--|-----------------------------------|
| Reading | <p>Options include:</p> <ul style="list-style-type: none"> • Braille • Breaks During Test • Cueing to Stay on Task • Directions Only Presented in ASL/Sign Language • Extended Time • Familiar Person Present or Administering the Test • Hearing Impaired Version of the Test • High Contrast for Visually Impaired Students • Individual/Small Group • Low Mobility Version of the Test • Magnification • Preferential Seating • Response in ASL/Sign Language • Scribe • Special Equipment (see test manual) • Separate Location • Uses Template | Multiple options can be selected. |

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Form E: District Wide Assessments and Alternative Assessments

The District Wide Assessments and Alternative Assessments editor documents accommodations provided to the student for taking district tests.

Form E: District Wide Assessments and Alternative Assessments Editor 30 of 33

| | District Assessment | Accommodations | Assessment Type |
|--|-------------------------------------|--|-----------------|
| | MO IEP: District Test Names Example | MO IEP: State/District Test Accommodations Example | District-Wide |

District Wide Assessments and Alternative Assessments List Screen

[▶ Click here to expand...](#)

District Wide Assessments and Alternative Assessments List Screen

| Column Name | Description |
|----------------------------|--|
| Padlock Icon | The person currently editing the record. |
| District Assessment | The name of the district assessment in which the student will or will not participate. |
| Accommodations | A description of the accommodations the student needs for the district assessment. |
| Assessment Type | Displays as District-Wide or Alternate, depending on the record. |

District Wide Assessments and Alternative Assessments Detail Screen

Select an existing record or click **New** to view the detail screen.

District Wide Assessments and Alternative Assessments

The student **WILL** participate in the following District-Wide Assessment(s) of Student Achievement that are administered for this student's grade level

District Assessment *

MO IEP: District Test Names Example

Accommodations needed for the student to participate in this assessment are *

MO IEP: State/District Test Accommodations Example

The student **WILL NOT** participate in the District-Wide Assessment(s) of Student Achievement administered at their grade, but must participate in the following District-Wide Alternate Assessments for this student's grade level

NOTE: Alternate assessment must assess the same areas as the District-wide assessment

District Assessment

District Wide Assessments and Alternative Assessments Detail Screen

| Field | Description | Validation |
|--|---|------------|
| The student WILL participate in the following District-Wide Assessment(s) of Student Achievement that are administered for this student's grade level | Indicates the student will participate in the assessment. | N/A |

| Field | Description | Validation |
|---|---|---|
| District Assessment <i>*Required</i> | The name of the district assessment in which the student will participate. | *This field is available and required when the above checkbox is marked. This field is limited to 8000 characters. |
| Accommodations needed for the student to participate in this assessment are <i>*Required</i> | A description of the accommodations the student needs for the district assessment. | *This field is available and required when the above checkbox is marked. This field is limited to 8000 characters. |
| The student WILL NOT participate in the District-Wide Assessment(s) of Student Achievement administered at their grade, but must participate in the following District-Wide Alternate Assessments for this student's grade level | Indicates the student will NOT participate in the assessment. | N/A |
| District Assessment <i>*Required</i> | The name of the district assessment in which the student will NOT participate. | *This field is available and required when the above checkbox is marked. This field is limited to 8000 characters. |
| Name/Description of Alternative Assessment <i>*Required</i> | The name of the alternative assessment the student will take in place of the district assessment. | *This field is available and required when the above checkbox is marked. This field is limited to 8000 characters. |
| Statement of why the child cannot participate in the regular assessment <i>*Required</i> | A description as to why the student cannot participate in the regular assessment. | *This field is available and required when the above checkbox is marked. This field is limited to 8000 characters. |

| Field | Description | Validation |
|--|--|---|
| Why the particular alternate assessment selected is appropriate <i>*Required</i> | A description as to why the alternative assessment is appropriate for the student. | *This field is available and required when the above checkbox is marked. This field is limited to 8000 characters. |

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Form G

The Form G documents how the student receives special education and related services on days when school facilities are closed.

Form G NOT STARTED
Editor 31 of 33

PURPOSE: This optional model form was created to support districts designing individualized student plans for the delivery of special education and related services on days when school facilities are closed. It is recommended this form be used in conjunction with the companion document, [Implementation guidance for alternative methods of instruction \(AMI\) days for students with disabilities](#), for additional information and strategies to support the planning of services and supports. Districts can elect to use a self-generated form containing similar information.

Parental and staff input on priorities needed for the student during closures
technology, instructional materials, instructional supports available in the home, training needed for parents in order to support distance learning in the home

Communication Plan
describe how communication will be implemented; who will be contacting the parent, by what method, and how frequently

Form G: Services

| Goal | Description of Instructional Support | Staff Responsible |
|-----------------------|--------------------------------------|-------------------|
| No records available. | | |

Form G Editor

[▶ Click here to expand...](#)

| Field | Description | Validation |
|--|---|------------|
| Form G | | |
| Parental and staff input on priorities needed for the student during closures | A description of the input by staff and or parents. | N/A |

| Field | Description | Validation |
|--|--|--|
| Communication Plan | The communication plan. | N/A |
| <p>Form G: Services</p> <p>The following fields display in the table:</p> <ul style="list-style-type: none"> • Goal • Description of Instructional Support • Staff Responsible <p>Text must be saved into the first two text fields before services can be added. Click Add Services to open the Form G: Services side panel. The following fields display:</p> | | |
| Goal | The goal addressed. | This populates from the Annual Goals editor. |
| Description of Instructional Support | A description of the support/service. | This field is limited to 8000 characters. |
| Method of Participation | The method in which the student will participate in the support/service. | This field is limited to 8000 characters. |
| Staff Responsible for Delivering Service or Support | The person responsible for administering the support/service. | This field is limited to 150 characters. |
| <p>Form G: Accommodations and Modifications</p> <p>The following fields display in the table:</p> <ul style="list-style-type: none"> • Accommodations and Modifications • How and when will it be provided? <p>Text must be saved into the first two text fields before services can be added. Click Add Accommodations/Modifications to open the Form G: Accommodations and Modifications side panel. The following fields display:</p> | | |
| Accommodations and Modifications | The accommodation or modification needed. | This field is limited to 8000 characters. |
| How and when will it be provided? | A description on how this accommodation or modification will be provided to the student. | This field is limited to 8000 characters. |

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IEP Signature Page

The IEP Signature Page editor documents the parent/guardian's consent that they agree with the contents of the IEP and have received copies of the appropriate documents.

IEP Signature Page NOT STARTED Editor 32 of 33

Signature indicates that I was invited to participate in the IEP preparation and that I accept its content. I have had explained to me the due process rights and procedures, and I have received a copy of the following: (Check all that apply.)

Parental Rights in Special Education IEP and Meeting Minutes
 Individualized Transition Plan Eligibility Report
 Evaluation Report-Initial or Reevaluation Alternate Assessment Information

Copies of the attached documents are provided to parent to serve as notice of actions proposed or refused. Implementation date shall be approximately one week after meeting date to provide opportunity for parental review and input.

IEP Signature Page Editor

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Prior Written Notice

The Prior Written Notice documents communication with parents/guardians and other members of the student's special education team and their consent and/or approval for the proposed or refused actions documented in the plan.

Prior Written Notice IN PROGRESS Editor 33 of 33

| | Date Provided | Method of Provision | Consent Needed | Consent Not Needed |
|--|---------------|---------------------|--------------------|--------------------|
| | 02/05/24 | Personally present | Initial Evaluation | Initial Placement |

Prior Written Notice List Screen

[▶ Click here to expand...](#)

Prior Written Notice List Screen

| Column Name | Description |
|----------------------------|--|
| Padlock Icon | The person currently editing the record. |
| Date Provided | The day the prior written notice was provided. |
| Method of Provision | The method of communication. |
| Consent Needed | A list of actions requiring consent. |
| Consent Not Needed | A list of actions not requiring consent. |

Prior Written Notice Detail Screen

Select an existing record or click **New** to view the detail screen.

Prior Written Notice

Date Provided *

Method of Provision

In accordance with Part B of the IDEA, Prior Written Notice must be given before our district takes certain actions.

The following is to describe the action(s)

Proposed by our district
 Refused by our district

Consent is required for these actions to be carried out

Initial Evaluation
 Initial Services
 Reevaluation (with assessment)

Consent is not required for these actions to be carried out

Initial Placement
 Initial Eligibility
 Change in Eligibility
 Ineligibility for Services
 Change of Placement
 Change of Services
 Graduation with regular diploma
 Other
 Specify Other

Prior Written Notice Detail Screen

| Field | Description | Validation |
|--|---|-----------------------------------|
| Date Provided <i>Required</i> | The day the prior written notice was provided. | N/A |
| Method of Provision | Options include: <ul style="list-style-type: none"> Personally present Mailed Hand carried by student Emailed | N/A |
| The following is to describe the action(s) | Options include: <ul style="list-style-type: none"> Proposed by our district Refused by our district | Multiple options can be selected. |
| Consent is required for these actions to be carried out | Options include: <ul style="list-style-type: none"> Initial Evaluation Initial Services Reevaluation (with assessment) | Multiple options can be selected. |

| Field | Description | Validation |
|--|---|---|
| Consent is not required for these actions to be carried out | Options include: <ul style="list-style-type: none"> • Initial Placement • Initial Eligibility • Change in Eligibility • Ineligibility for Services • Change of Placement • Change of Services • Graduation with regular diploma • Other | Multiple options can be selected. |
| Specify Other <i>*Required</i> | The other action. | *This field is available and required when Other is selected above. This field is limited to 150 characters. |
| Description and Explanation of Action <i>Required</i> | A description of the actions proposed or refused and the reasoning behind it. | This field is limited to 8000 characters. |
| Basis for the action <i>Required</i> | A description of each procedure, assessment, report, or record the district used in determining the proposed or refused action. | This field is limited to 8000 characters. |
| Options Considered and Why Rejected <i>Required</i> | A description of any other options for the provision of a Free Appropriate Public Education (FAPE) that the Individualized Education Program (IEP) team considered and the reasons why those options were rejected. | This field is limited to 8000 characters. |
| Other Factors Relevant to the Action <i>Required</i> | A description of any other relevant factors considered. | This field is limited to 8000 characters. |

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