

Individual Education Plan (Missouri)

Last Modified on 05/31/2024 9:12 am CDT

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

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 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	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. A side panel displays a listing of all the student's applicable enrollment records. See the Enrollments tool documentation for additional information.
Cancel	Navigates the user to the Editor Home screen or the List Screen for List editors.
Status	Changes the status of the editor. <ul style="list-style-type: none"> • Complete indicates the editor is finished. This makes the editor read-only. However, this does not lock the editor from further editing. 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 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.

Transition Goals and Services: Postsecondary

Sequence Number: 1

Area*: Postsecondary Education and Training Goal

Goal: Add Template

Reading Goal

Courses of Study: Add Template

Template Banks

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

Save & Stay | Cancel | Insert Selected Template(s) | Clear Selected Template(s) | Cancel

Template Bank Side Panel

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

Template Banks

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

Initial
▼

Meeting Date *

02/05/2024
📅

Initiation Date *

02/05/2024
📅

End Date

02/04/2025
📅

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

month/day/year
📅

Evaluation Date

month/day/year
📅

Date of Previous IEP Review

month/day/year
📅

Projected Date for the next Triennial Evaluation

month/day/year
📅

Projected Date of Annual IEP Review

02/04/2025
📅

Educational Decision Maker

Parent
▼

Specify Other

Plan Information Editor

▶ [Click here to expand...](#)

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Student Information

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

The **Refresh** button retrieves a fresh copy of data from the student's record 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...](#)

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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
Editor 3 of 33

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...](#)

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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 IN PROGRESS
Editor 4 of 33

Click Refresh to retrieve a new copy of data from a selected Enrollment record.

Primary Disability

Special Ed Status **Special Ed Setting/Environment**

Resident District

Resident District Home School

School of Attendance Thomas Jefferson Middle School **School Phone**

School Year 23-24 **Grade** 07

Total Building Minutes (generally bell to bell schedule) *

District/Agency Name

School Name

Enrollment Information Editor

▶ [Click here to expand...](#)

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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"/> ON

Team Meeting List Screen

▶ [Click here to expand...](#)

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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
Editor 6 of 33

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...](#)

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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? ⓘ

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

Does the student have limited English proficiency? ⓘ

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
 month/day/year

Special Considerations Editor

▶ [Click here to expand...](#)

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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 IN PROGRESS Editor 8 of 33

	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>Log 60 minutes per week on Eli's reading log</p>			

Annual Goals List Screen

▶ [Click here to expand...](#)

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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 [Input Field]

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...](#)

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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...](#)

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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...](#)

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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...](#)

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.

Form F: Classroom Accommodations and Modifications IN PROGRESS
Editor 14 of 33

	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...](#)

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 IN PROGRESS
Editor 15 of 33

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...](#)

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 at 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...](#)

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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.

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

ECSE Annual Consideration of Placement

Placement Considerations Editor

▶ [Click here to expand...](#)

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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...](#)

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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 IN PROGRESS
Editor 20 of 33

	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...](#)

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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 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...](#)

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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...](#)

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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...](#)

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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
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		School Year
-		2025
	Course	Semester
	Example	1

Course of Study List Screen

▶ [Click here to expand...](#)

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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...](#)

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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...](#)

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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.

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

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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
NOT STARTED
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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

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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.

Form D - Part 5: NAEP/International Assessments
NOT STARTED
Editor 29 of 33

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

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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
IN PROGRESS
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	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

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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
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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

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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
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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

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

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