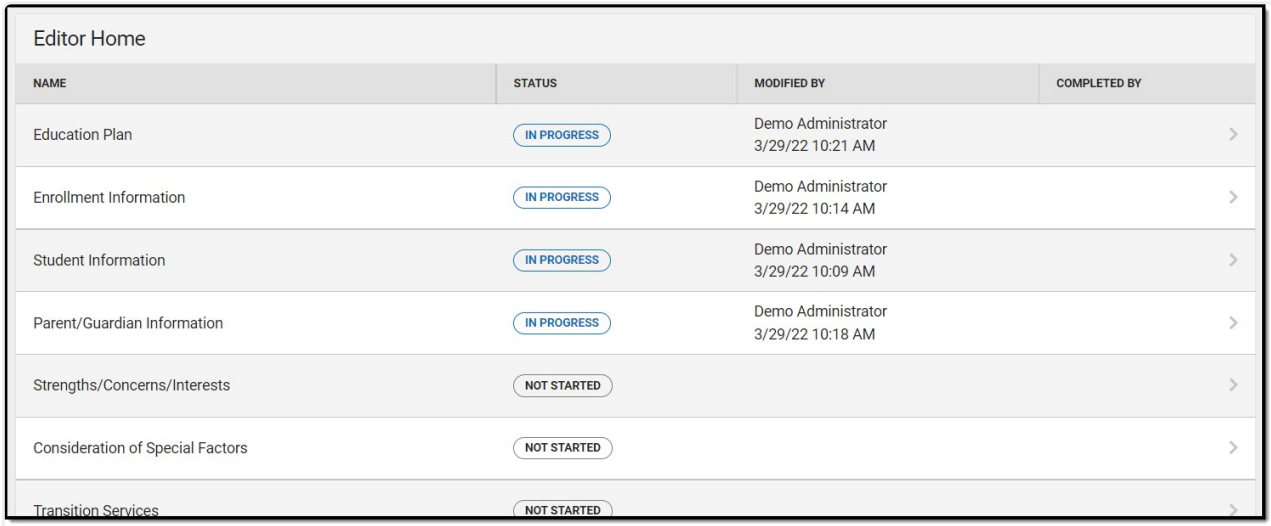
Individual Education Plan (Montana)

Last Modified on 10/15/2026 12:53 pm CDT

Tool Search: Special Ed Documents

The Individual Education Plan is used to capture student special education plan information and match the required documentation provided by the state of Montana. This document describes each editor, each field on the editor, and any special considerations and instructions. For information on general functionality, navigation, and additional plan and evaluation features, see the core Plan and Evaluation Information article.

The current print format of this document is the **MT IEP**. Plan formats are selected in the Special Ed Plan Types tool.



Editor Home

Education Plan

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

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



Education Plan Editor

Click here to expand...

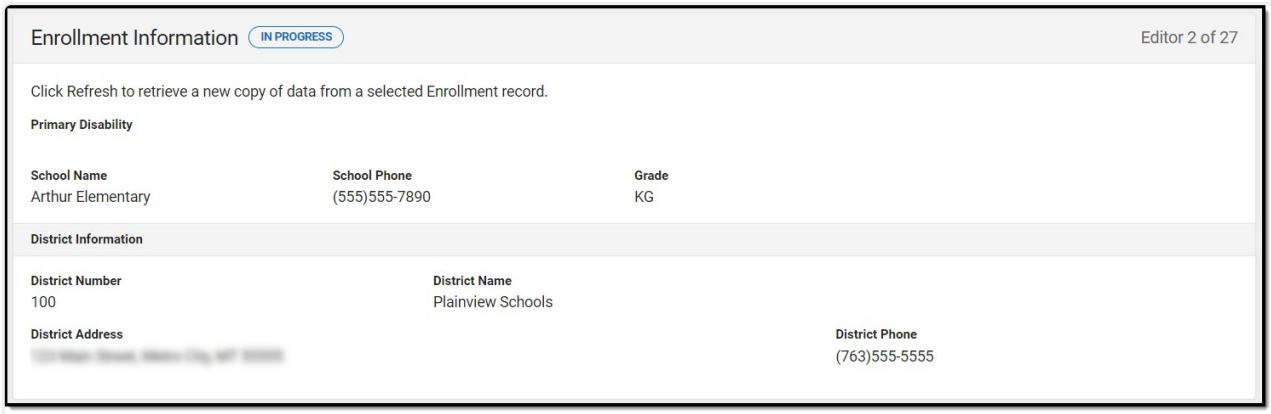
Field	Description	Ad Hoc	Validation
Meeting Date *Required*	The day the team met.	Learner Planning > Learning Plans > meetingDate	N/A
Start Date *Required*	The day on which the plan begins for the student.	Learner Planning > Learning Plans > planStartDate	This field auto-populates to one day after the Meeting Date.
End Date *Required*	The last day when the plan ends for the student.	Learner Planning > Learning Plans > planEndDate	This field auto-populates to one year after the Meeting Date.
Last Re-Evaluation	The day of the student's most recent evaluation.	N/A	This field auto-populates with the date of the most recent locked Evaluation.

Field	Description	Ad Hoc	Validation
Secondary Transition information is needed for this student:	Indicates the student needs a secondary transition documented.	N/A	This checkbox defaults to marked for students who are 15 years old and older. This cannot be changed if the student meets the age criteria. When marked, the following editors become available: • Transition Services • Postsecondary Goals • Course of Student • Transition Services Needed • Transfer of Rights • High School Graduation This checkbox can be selected and de-selected for student's younger than 15.

Enrollment Information

The Enrollment Information editor reports Special Education information from the student's Enrollment record. This editor is read only.

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



Enrollment Information Editor

Click here to expand...

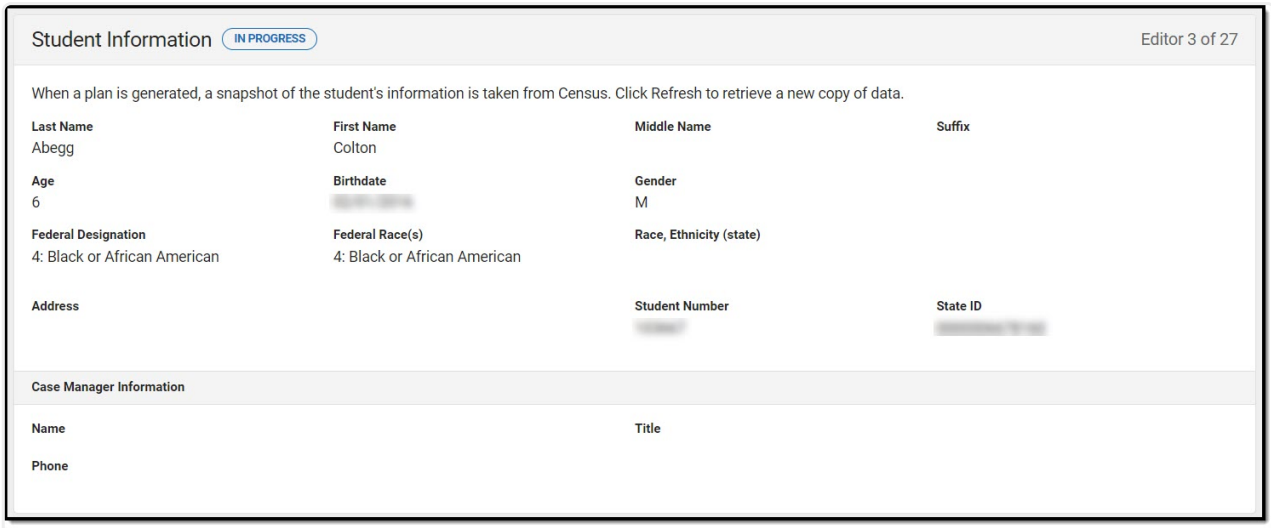
Field	Description	Ad Hoc	Validation
Primary Disability	The primary disability of the student.	Learner Planning > Learning Plans > disability1	This field is pulled from the most recent locked evaluation. This field is read only. Up to 10 disabilities can display if entered on the Evaluation. • Multiple Disabilities are primary when there are more than one and Deaf/Blindness or Developmental Delay are NOT listed. • When Deaf/Blindness of Developmental Delay are listed as a disability, one of these would be the Primary.
School Name	The name of the school associated with the student's Enrollment record.	Learner Planning > Learning Plans > servingSchoolName	This field is pulled from the Enrollment record. This field is read only.

Field	Description	Ad Hoc	Validation
School Phone	The phone number of the school associated with the student's Enrollment record.	N/A	This field is pulled from System Administration > Resources > School > School Phone. This field is read only.
Grade	The student's current grade.	Enrollment > Grade enrollment.grade	This field is pulled from the Enrollment record. This field is read only.
District Information *These fields are read only.*			
District Number	The district number associated with the Enrolled school.	N/A	System Administration > Resources > District Information > State District Number
District Name	The district name associated with the Enrolled school.	N/A	System Administration > Resources > District Information > Name
District Address	The district address associated with the Enrolled school.	N/A	System Administration > Resources > District Information > Address
District Phone	The district phone number associated with the Enrolled school.	N/A	System Administration > Resources > District Information > Phone

Student Information

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

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



Student Information Editor

Click here to expand...

Field	Description	Ad Hoc
Last Name	The student's last name.	Census > People > Demographics > Last Name identity.lastName
First Name	The student's first name.	Census > People > Demographics > First Name identity.firstName
Middle Name	The student's middle name.	Census > People > Demographics > Middle Name identity.middleName
Suffix	The student's suffix.	Census > People > Demographics > Suffix Name identity.suffix
Age	The age of the student.	Census > People > Demographics > Age
Birthdate	The student's birthdate.	Census > People > Demographics > Birth Date identity.birthDate
Gender	The student's gender.	Census > People > Demographics > Gender identity.gender
Federal Designation	The student's federal race designation.	Census > People > Demographics > Federal Designation identity.raceEthnicityDetermination
Federal Race(s)	The student's federal race(s).	Census > People > Demographics > Race(s) identity.raceEthnicityFed

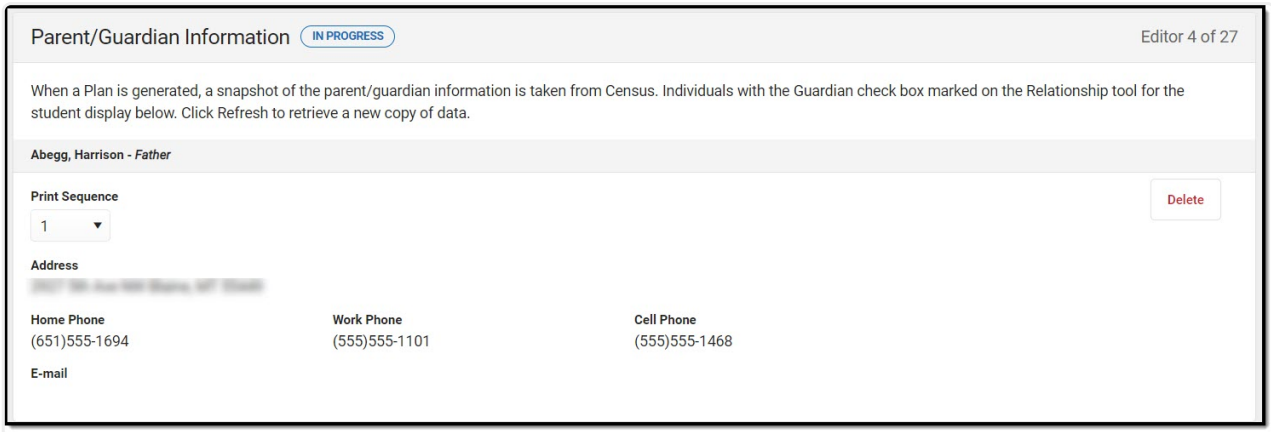
Field	Description	Ad Hoc
Race, Ethnicity (state)	The student's state race/ethnicity designation.	Census > People > Demographics > Race/Ethnicity Determination identity.raceEthnicity
Address	The student's address. This field becomes a dropdown when more than one address exists for the student. The primary household displays by default.	Census > 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.	Census > People > Demographics > Student Number
State ID	The student's state identification number.	Census > People > Demographics > State ID
Case Manager Information *These fields are read-only.*		
Name	The first and last name of the team member.	Student Information > Special Ed > General > Team Members
Title	The role of the team member.	Student Information > Special Ed > General > Team Members
Phone	The phone number of the team member.	Student Information > Special Ed > General > Team Members

Parent/Guardian Information

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

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

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



Parent/Guardian Information Editor

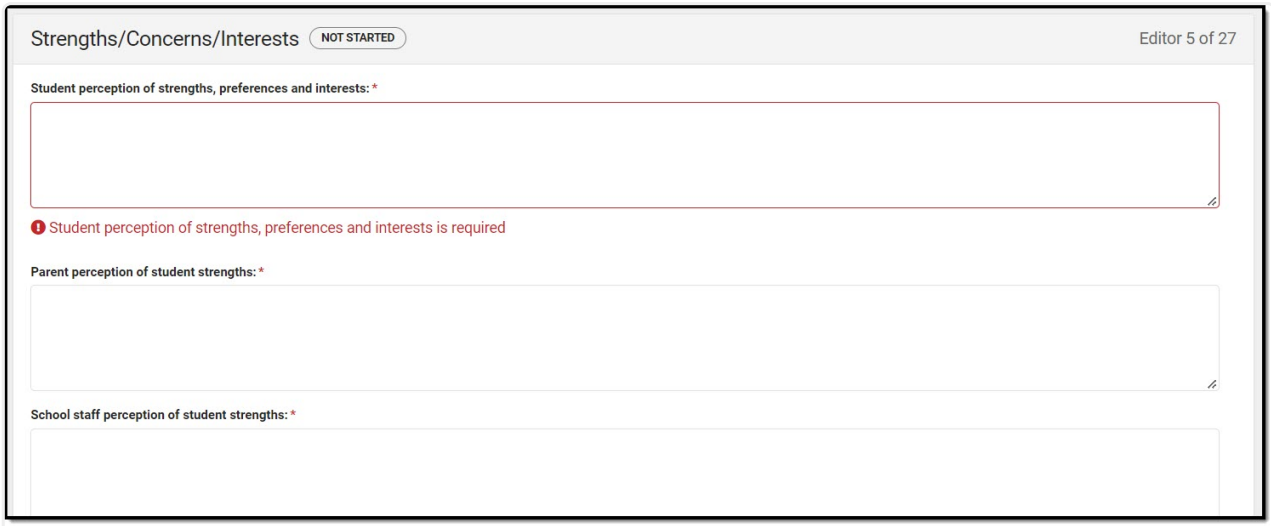
Click here to expand...

Field	Description	Ad Hoc	Validation
Last Name	The last name of the parent/guardian.	Census > People > Demographics > Last Name identity.lastName	This field populates from Census. This is part of the header for the parent/guardian.
First Name	The first name of the parent/guardian.	Census > People > Demographics > First Name identity.firstName	This field populates from Census. This is part of the header for the parent/guardian.
Middle Name	The suffix of the parent/guardian.	Census > People > Demographics > Suffix Name identity.suffix	This field populates from Census. This is part of the header for the parent/guardian.
Suffix	The suffix of the parent/guardian.	Census > People > Demographics > Suffix Name identity.suffix	This field populates from Census. This is part of the header for the parent/guardian.
Relationship	The relation of the parent/guardian to the student.	Census > People > Relationships	This field populates from Census. This is part of the header for the parent/guardian.

Field	Description	Ad Hoc	Validation
Sequence	The print order of the parent/guardian(s) on the IEP.	N/A	When no Sequence is selected, parent/guardian(s) print in the order displayed in the UI. When any Sequences are selected, only parent/guardian(s) with a sequence number prints in the order defined.
Address	The parent/guardians' address.	Census > Households > Address Info address.number; address.street; address.tag; address.prefix; address.dir; address.apt; address.city; address.state; address.zip	This field populates from Census. When there are multiple addresses for a person, a drop down with an option to select which address displays. When there is only one address, the drop down only has one option. The populated address is the one marked "Primary."
Home Phone	The home phone number of the parent/guardian.	Census > People > Demographics > Household Phone	This field populates from Census.
Work Phone	The work phone of the parent/guardian.	Census > People > Demographics > Work Phone	This field populates from Census.
Cell Phone	The cell phone of the parent/guardian.	Census > People > Demographics > Cell Phone	This field populates from Census.
Email	The primary email address for the parent/guardian.	Census > People > Demographics > Email	This field populates from Census.

Strengths/Concerns/Interests

The Strengths/Concerns/Interests editor lists the student's interests according to the student, as well as the student's strengths and needs according to the student's parents and school staff.



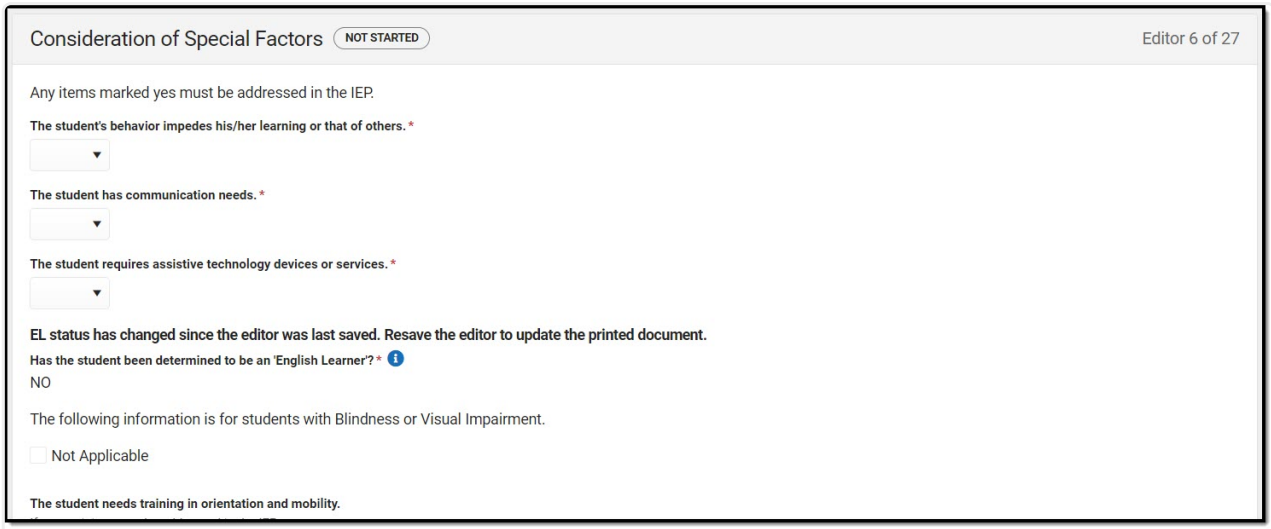
Strengths/Concerns/Interests

Click here to expand...

Field	Description
Student perception of strengths, preferences and interests: *Required*	A description of the student's strengths as seen by the student.
Parent perception of student strengths: *Required*	A description of the student's strengths as seen by the student's parent/guardians.
School staff perception of student strengths: *Required*	A description of the student's strengths as seen by the school staff.
Parent perception of student educational needs: *Required*	A description of the student's educational needs as seen by the student's parent/guardians.
School Staff perception of student educational needs: *Required*	A description of the student's educational needs as seen by the school staff.

Consideration of Special Factors

The Consideration of Special Factors editor is used to document the special factors the team is considering when developing the student's plan.



Consideration of Special Factors

Click here to expand...

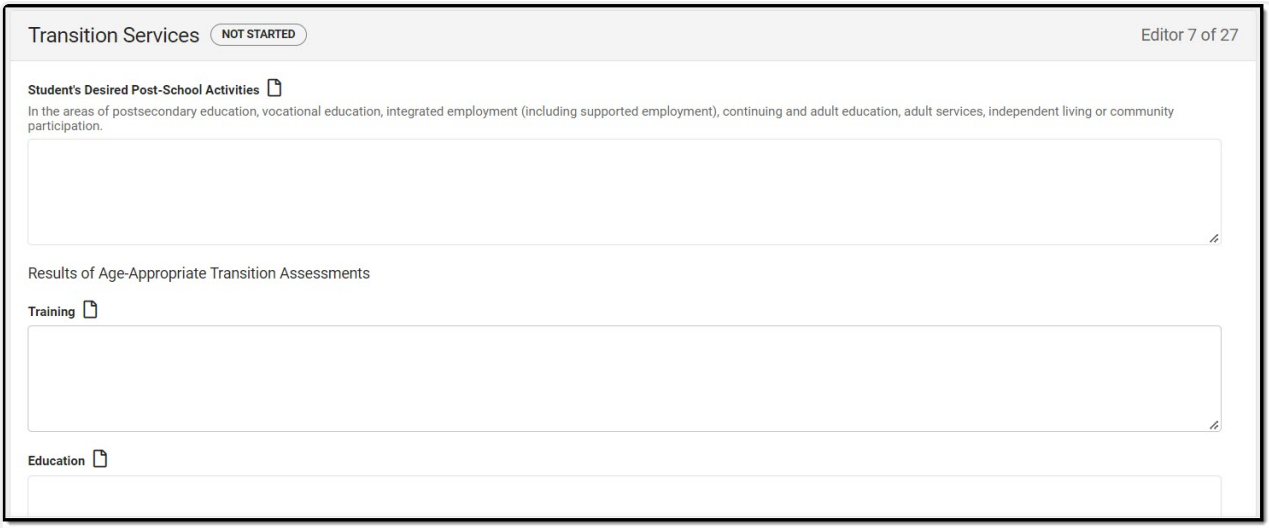
Field	Description	Validation
The student's behavior impedes his/her learning or that of others. *Required*	Indicates if the student's behavior impedes their learning or the learning of others.	Yes or No
The student has communication needs. *Required*	Indicates the student has communication needs.	Yes or No
The student requires assistive technology devices or services *Required*	Indicates the student requires assistive technology devices or services.	Yes or No
Has the student been determined to be an 'English Learner'? *Required*	Indicates if the student is determined to be an English Learner.	This field is read-only. This field pulls from from Program Participation > English Learners > Program Status.
The following information is for students with Blindness or Visual Impairment.		
Not Applicable	Indicates the student is not Blind or Visually Impaired.	When marked, the following two dropdowns become grayed out.
The student needs training in orientation and mobility. If yes, training must be addressed in the IEP.	Indicates the student requires additional training for orientation and mobility.	Yes or No

Field	Description	Validation
The student needs instruction in Braille or the use of Braille.	Indicates the student requires instruction in Braille.	Yes or No
If no, describe below why instruction in Braille or the use of Braille is not appropriate. This decision must be based on evaluation results. **Required*	A description of why Braille is not appropriate for the student.	*This field displays when the above question equals NO and is then required.

Transition Services

The Transition Services editor is used to document any transition services to be provided to the student.

This editor only needs to be filled out when the "Secondary Transition information is needed for this student:" is marked under the Education Plan editor.



Transition Services Editor

Click here to expand...

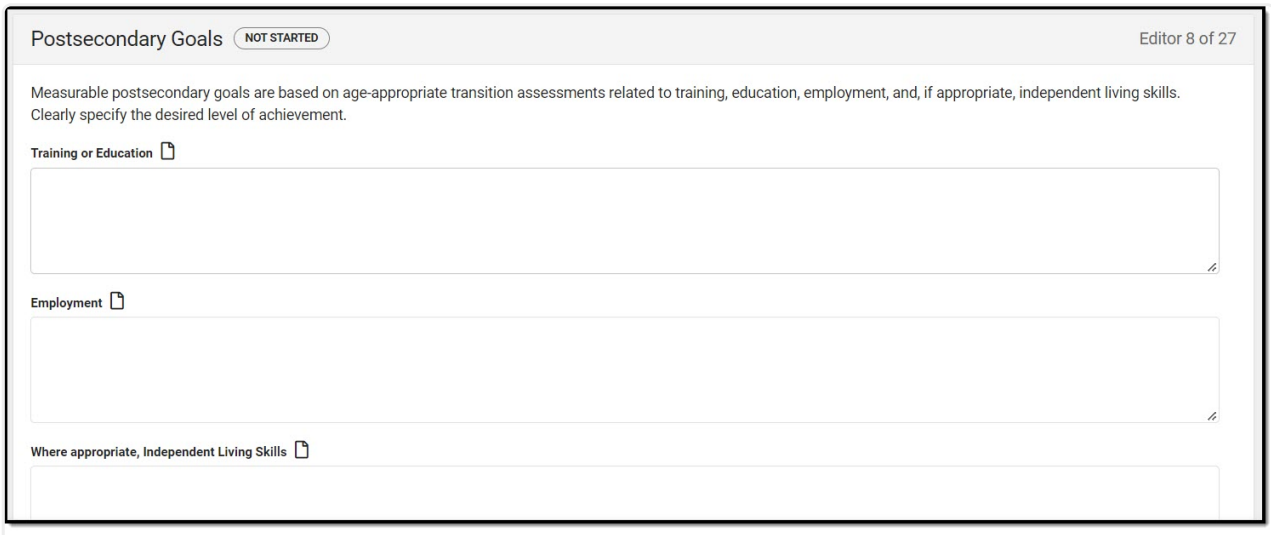
Field	Description
Student's Desired Post-School Activities	A description of the student's post-secondary goals.
Results of Age-Appropriate Transition Assessments	

Field	Description
Training	A description of the results of the training transition assessment.
Education	A description of the results of the education transition assessment.
Employment	A description of the results of the employment transition assessment.
Where appropriate, Independent Living Skills	A description of the results of the student's independent living skills assessment.
Results of age-appropriate transition assessments attached.	Indicates an age-appropriate transition assessment has been attached.

Postsecondary Goals

The Postsecondary Goals editor describes measurable goals set for the student's postsecondary transition in the areas of Training and Education, Employment, and Independent Living Skills.

This editor only needs to be filled out when the "Secondary Transition information is needed for this student:" is marked under the Education Plan editor.



Postsecondary Goals Editor

Click here to expand...

Field	Description
Training or Education	A description of the student's postsecondary goals for training and/or education.

Field	Description
Employment	A description of the student's postsecondary goals for employment
Where appropriate, Independent Living Skills	A description of the student's postsecondary goals for independent living skills.

Course of Study

The Course of Study editor lists the courses taken by the student in each school year and the credits earned for each course, and basic graduation information including graduation date and total credits earned and needed.

This editor only needs to be filled out when the "Secondary Transition information is needed for this student:" is marked under the Education Plan editor.



Course of Study

Click here to expand...

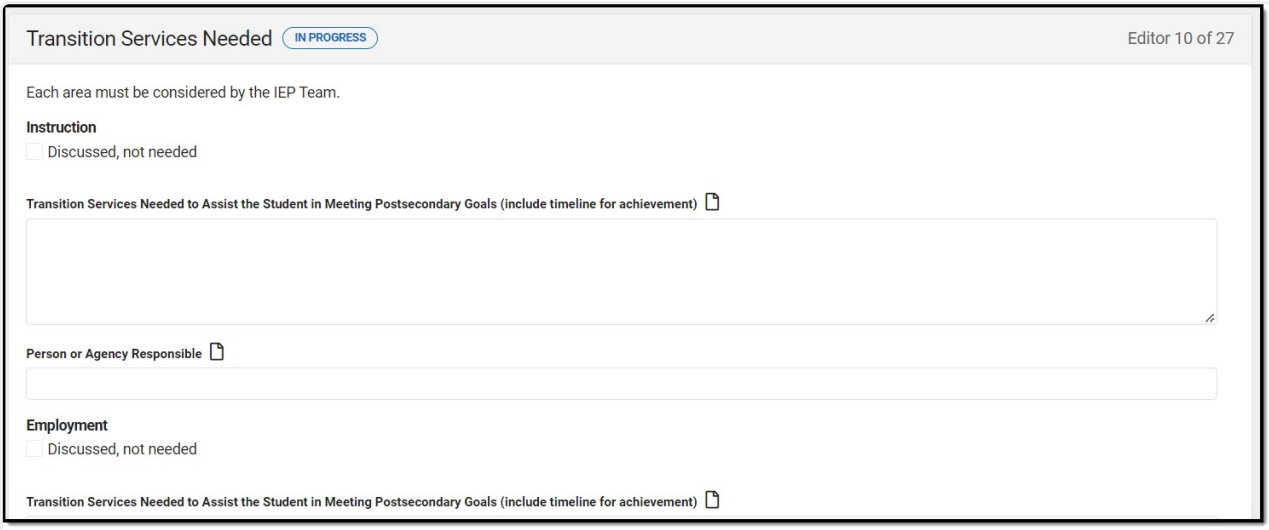
Field	Description	Validation
Anticipated Graduation Date	The student's anticipated graduation date.	N/A
Credits Earned to Date	The number of credits the student has earned.	N/A
Total number of credits for graduation *Required*	The total number of credits the student needs to graduate.	N/A

Field	Description	Validation
Total Credits	The calculated total number of credits the student has earned.	This field is read-only and calculates the number of credits manually entered into the "Credits" fields below.
School Year *This section is used to manually enter the student's course and credit information by school year. The "X" button can be used to enter a record. Both "School Year" tables are identical.*		
School Year	The school year.	N/A
Semester	The semester when the course took place.	N/A
Course	The name of the course.	N/A
Credits	The number of credits the student earned for the course.	N/A

Transition Services Needed

The Transition Services Needed editor lists the services provided to the student to help meet post-secondary goals in the areas of Instruction, Employment, Community Experiences, Post School Adult Living, Related Services, Daily Living Skills, and Functional Vocational Assessment.

This editor only needs to be filled out when the "Secondary Transition information is needed for this student:" is marked under the Education Plan editor.



Transition Services Needed

Click here to expand...

Each area must be considered by the IEP Team:

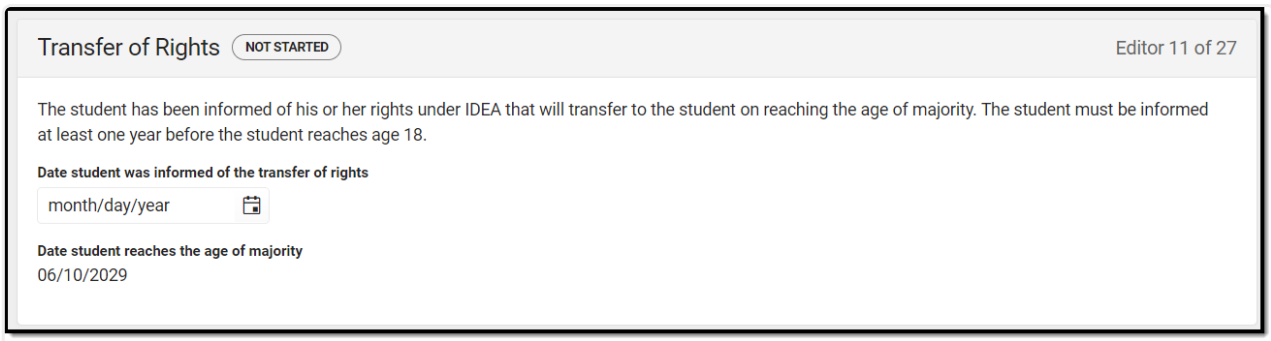
- *Instruction*
- *Employment*
- *Community Experiences*
- *Post School Adult Living*
- *Related Services*
- *Daily Living Skills (is appropriate)*
- *Functional Vocational Assessment*

Field	Description	Validation
Discussed, not needed	Indicates this type of transition service is not needed.	When marked, the following two fields are grayed out.
Transition Services Needed to Assist the Student in Meeting Postsecondary Goals (include timeline for achievement)	A description of the services needed to aid the student in achieving their postsecondary goals.	N/A
Person or Agency Responsible	The person or agency responsible for providing the service to the student.	N/A

Transfer of Rights

The Transfer of Rights editor indicates when the student was notified of the transfer of rights that occurs when the student turns 18.

This editor only needs to be filled out when the "Secondary Transition information is needed for this student:" is marked under the Education Plan editor.



Transfer of Rights Editor

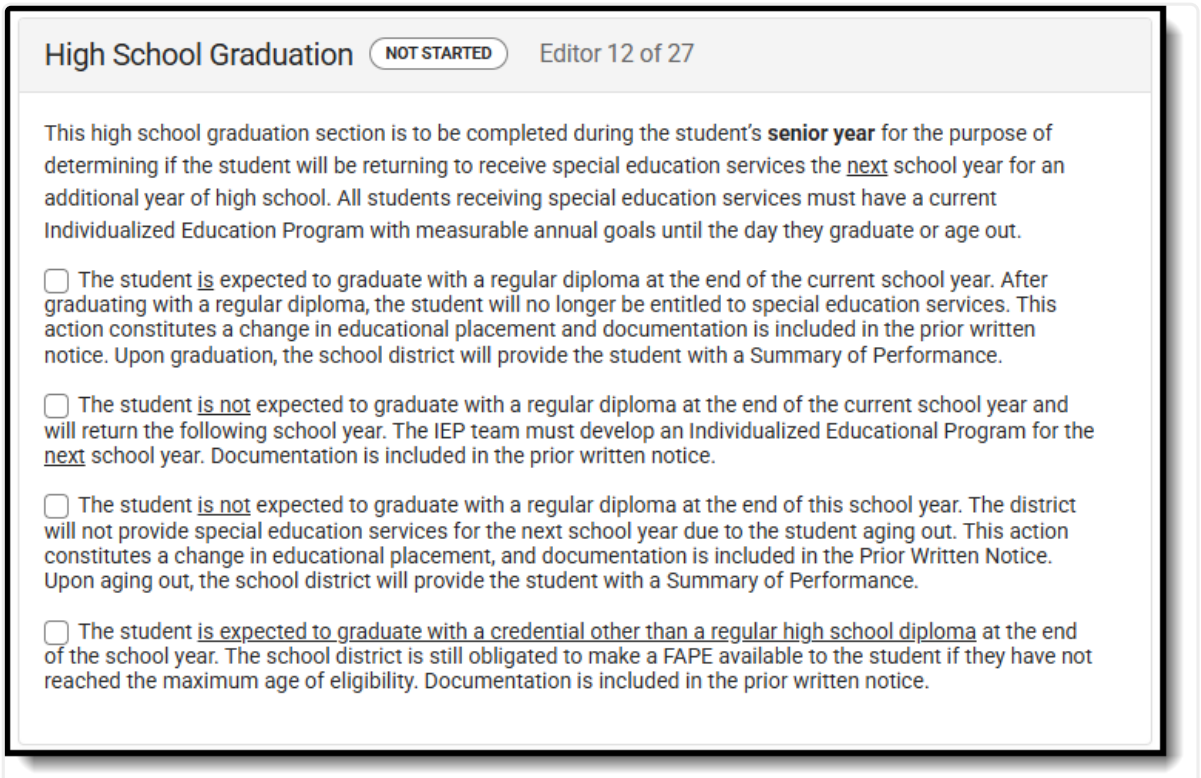
Click here to expand...

Field	Description	Validation
Date student was informed of the transfer of rights	The date the student was notified of the transfer of rights.	This date must be on or before the meeting date of the Plan.
Date student reaches the age of majority	The day the student reaches 18 years old.	This is a read-only field.

High School Graduation

The High School Graduation editor indicates whether the student will or will not meet the district's graduation requirements and receive a diploma.

This editor only needs to be filled out when the "Secondary Transition information is needed for this student:" is marked under the Education Plan editor.



High School Graduation Editor

Click here to expand...

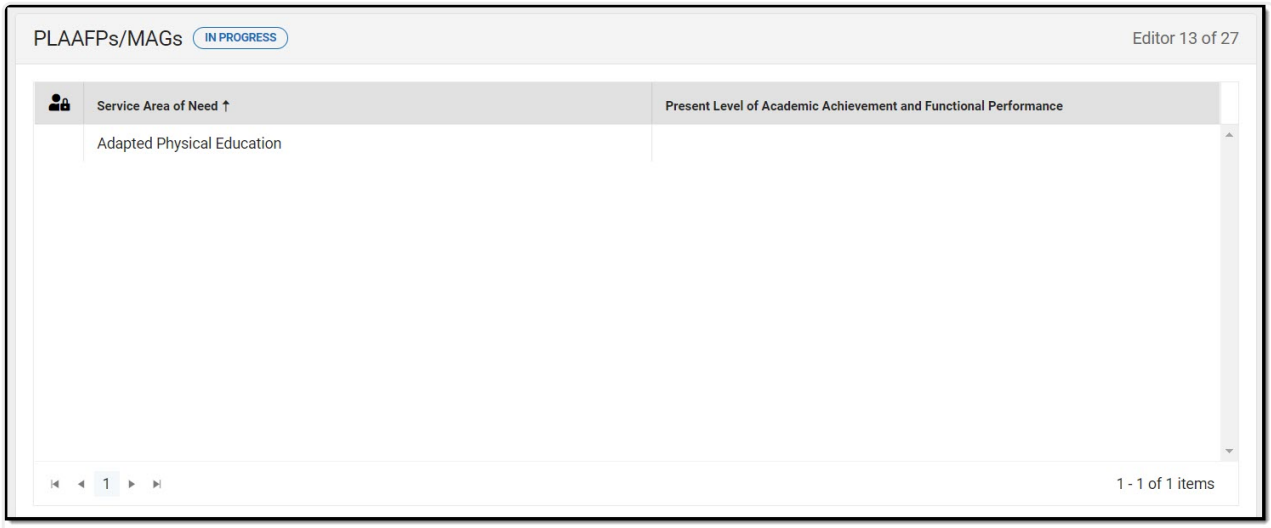
Field	Validation
The student is expected to graduate with a regular diploma at the end of the current school year. After graduating with a regular diploma, the student will no longer be entitled to special education services. This action constitutes a change in educational placement and documentation is included in the prior written notice. Upon graduation, the school district will provide the student with a Summary of Performance.	When marked, the other checkboxes cannot be selected.
The student is not expected to graduate with a regular diploma at the end of the current school year and will return the following school year. The IEP team must develop an Individualized Educational Program for the next school year. Documentation is included in the prior written notice.	When marked, the other checkboxes cannot be selected.
The student is not expected to graduate with a regular diploma at the end of this school year. The district will not provide special education services for the next school year due to the student aging out. This action constitutes a change in educational placement, and documentation is included in the Prior Written Notice. Upon aging out, the school district will provide the student with a Summary of Performance.	When marked, the other checkboxes cannot be selected.
The student is expected to graduate with a credential other than a regular high school diploma at the end of the school year. The school district is still obligated to make a FAPE available to the student if they have not reached the maximum age of eligibility. Documentation is included in the prior written notice.	When marked, the other checkboxes cannot be selected.

PLAAFPs/MAGs

The PLAAFPs and MAGs editor includes the student's present levels of academic achievement and functional performance, including skills and needs, and Measurable Annual Goals to chart student progress.

Click here to expand...

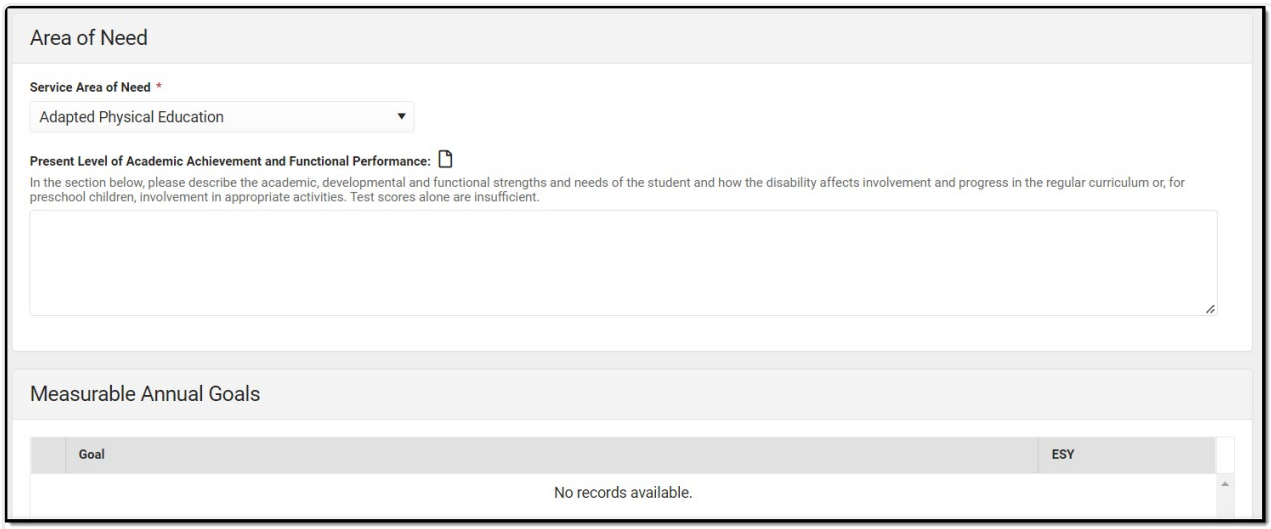
PLAAFPs/MAGs List Screen



PLAAFPs/MAGs List Screen

Column Name	Description
Padlock Icon	The user currently editing the record.
Service Area	The name of the Service Area.
Present Level	The student's present level of academic achievement and functional performance.
Goals	The goals associated with the Service Area of Need.

PLAAFPs/MAGs Detail Screen



PLAAFPs/MAGs Detail Screen

Field	Description	Validation
Area of Need *This header is replaced with the Service Area of Need when selected.*		
Service Area of Need *Required*	The area in which the student has need. Options include: • Adapted Physical Education • Assistive Technology • Braille Instruction • Career/Vocational • Communication • Counseling • Math • Occupational Therapy • Orientation & Mobility • Physical Therapy • Reading • Rehabilitation Counseling • Self-Help/Independence • Sensory-Motor • Social/Emotional/Behavioral • Speech/Language • Therapeutic Recreation • Transition • Travel Training • Written Expression	**Ad hoc Inquiries**: learningPlan.ServiceAreaofNeed
Present Level of Academic Achievement and Functional Performance:	A description of the student's present level of academic achievement and functional performance.	**Ad hoc inquiries:** learningPlan.Present Level of Academic Achievement and Functional Performance
Measurable Annual Goals *This is a read-only section displaying the goal(s) associated to the area of need as well as any objectives tied to those goals when expanded. Clicking "New" opens a side panel where goals and objectives can be added.*		
Measurable Annual Goal and Objectives (side panel)		
Measurable Annual Goal	A description of the student's annual goal associated with this area of need.	**Ad hoc inquiries:** learningPlan.goal
ESY	Indicates this goal is a part of an extended school year program.	**Ad hoc inquiries:** learningPlan.esyCheck
Objectives		

Field	Description	Validation
Objective	A description of the student's objective associated with this goal.	**Ad hoc inquiries:** learningPlan.objective
ESY	Indicates this objective is a part of an extended school year program.	**Ad hoc inquiries:** learningPlan.esyObjective

Progress Report Frequency

The Progress Report Frequency editor records how often progress reports are provided to the parents describing progress towards annual goals.



Progress Report Frequency

Click here to expand...

Field	Description	Validation
When will progress reports on the measurable annual goal(s) be provided to the parents?	The frequency in which the parent/guardian of the student will be notified of the student's progress toward their annual goals. Options include: • Quarter • Semester • Other	Only one option can be selected. When "Other" is selected, the Specify field displays.
Specify	A description of the notification frequency.	Displays when "Other" is selected above.

Special Education Services

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

Click here to expand...

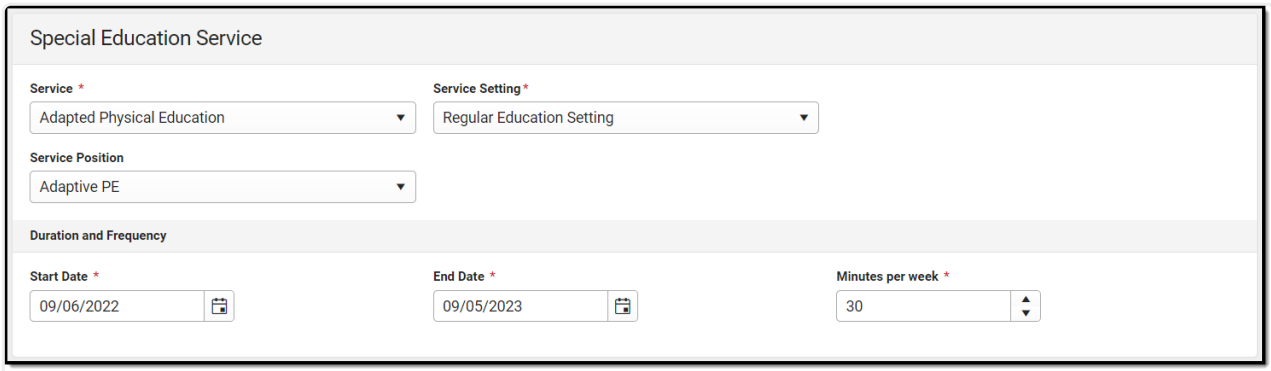
Special Education Services List Screen



Special Education Services List Screen

Column Name	Description
Padlock Icon	The user currently editing the record.
Service Provided	The name of the services provided to the student.
Time	The minutes per week of service.
Start Date	The first day of service.
End Date	The last day of service.

Special Education Services Detail Screen



Special Education Services Detail Screen

Field	Description	Validation
Service *Required*	The name of the special education service provided.	Service options available in this dropdown are based on the hard-coded list created in the Special Ed Services tool.

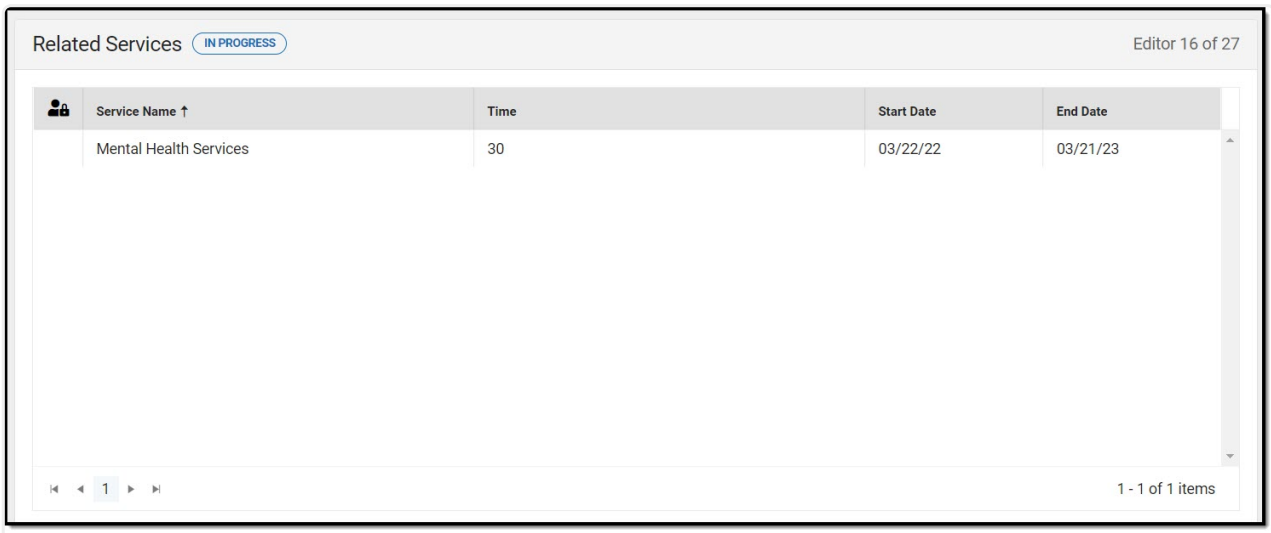
Field	Description	Validation
Service Setting *Required*	The location of the service. Options include: • Regular Education Setting • Special Education Setting	N/A
Service Position	The type of staffing position providing the service.	Service Position options available in this dropdown are based on the hard-coded list created in the Special Ed Service Positions tool.
Start Date *Required*	The first day of service.	This date cannot be before the Start Date of the plan.
End Date *Required*	The last day of service.	This date cannot be after the End Date of the plan.
Minutes per week *Required*	The number of minutes per week the student will receive services.	Only whole numbers allowed, up to 5 characters before the decimal point (0 after the decimal).

Related Services

The Related Services editor lists developmental, corrective or other supportive services required to assist the student with a disability.

Click here to expand...

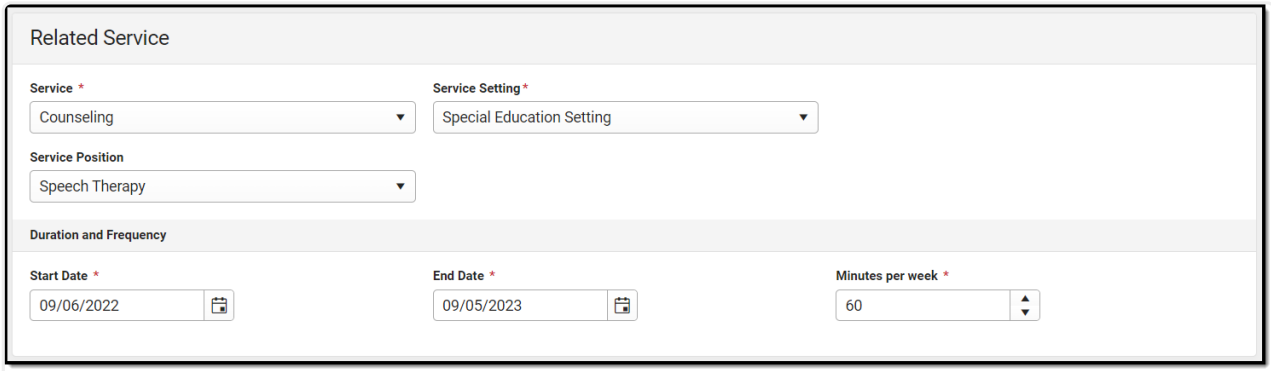
Related Services List Screen



Related Services List Screen

Column Name	Description
Padlock Icon	The user currently editing the record.
Service Provided	The name of the services provided to the student.
Time	The number of minutes entered in the detail screen.
Start Date	The first day of service.
End Date	The last day of service.

Related Services Detail Screen



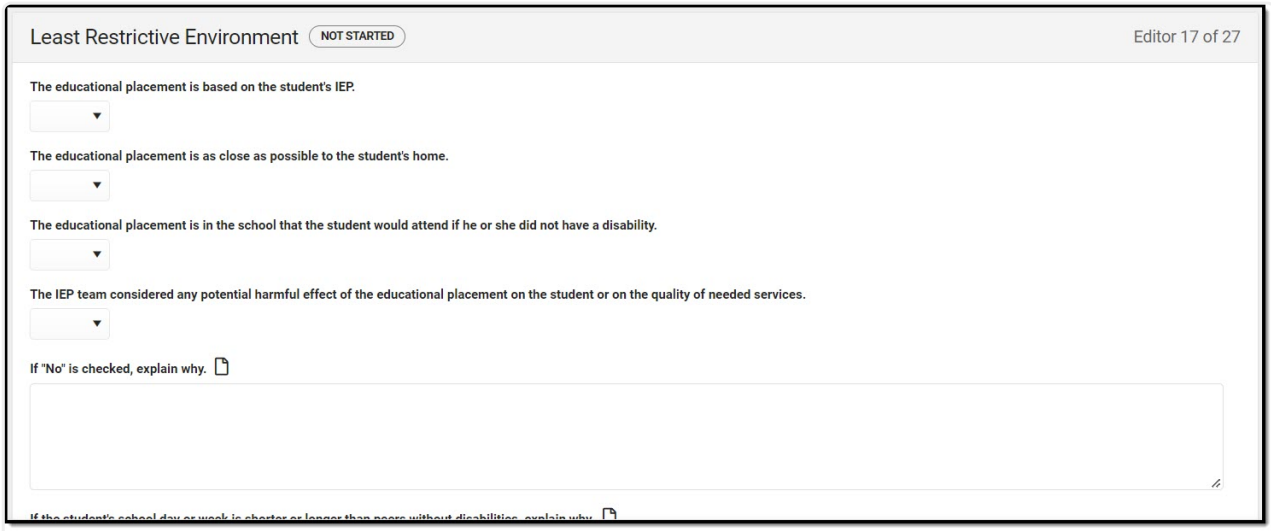
Related Services Detail Screen

Field	Description	Validation
Service *Required*	The name of the special education service provided.	Service options available in this dropdown are based on the hard-coded list created in the Special Ed Services tool.
Service Setting *Required*	The location of the service. Options include: • Regular Education Setting • Special Education Setting	N/A
Service Position	The type of staffing position providing the service.	Service Position options available in this dropdown are based on the hard-coded list created in the Special Ed Service Positions tool.
Start Date *Required*	The first day of service.	This date cannot be before the Start Date of the plan.
End Date *Required*	The last day of service.	This date cannot be after the End Date of the plan.

Field	Description	Validation
Minutes per week *Required*	The number of minutes per week the student will receive services.	Only whole numbers allowed, up to 5 characters before the decimal point (0 after the decimal).

Least Restrictive Environment

The Least Restrictive Environment editor describes modifications made to the student's educational environment based on special education needs.



Least Restrictive Environment Editor

Click here to expand...

Field	Validation
The educational placement is based on the student's IEP.	Yes or No
The educational placement is as close as possible to the student's home.	Yes or No
The educational placement is in the school that the student would attend if he or she did not have a disability.	Yes or No
The IEP team considered any potential harmful effect of the educational placement on the student or on the quality of needed services.	Yes or No
If "No" is checked, explain why.	N/A
If the student's school day or week is shorter or longer than peers without disabilities, explain why.	N/A

Statewide Assessments

The Statewide Assessments editor lists the accommodations in state required assessments.

This editor cannot be placed in a Not Needed status.

Click here to expand...

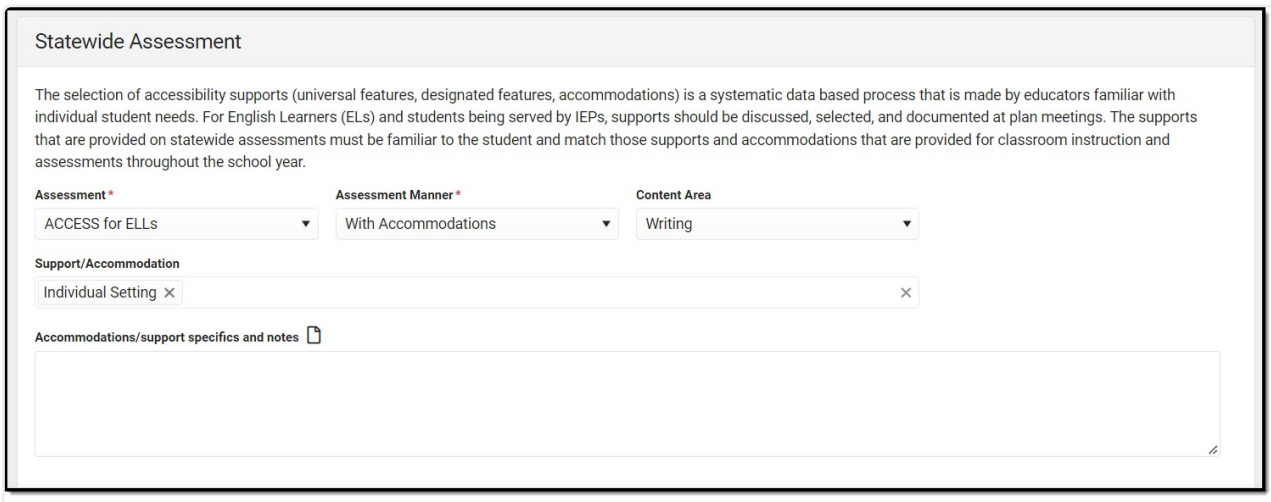
Statewide Assessments List Screen



Statewide Assessment List Screen

Column Name	Description
Padlock Icon	The user currently editing the record.
Assessment Name	The name of the assessment.
Content Area	The content of the assessment.

Statewide Assessment Detail Screen



Statewide Assessment Detail Screen

Field	Description	Validation
Assessment *Required*	The name of the assessment. Options include: • MAST • Multi-State Alt Assessment (MSSA) • DLM Alt Assessment • Montana Science (MSA) • Montana Alt Science (AMSA) • Access for ELLs • Alt Access for ELLs • ACT with Writing • Not Applicable (N/A)	A selection must be made in order to Complete the editor.
Assessment Manner *Required*	The method in which the assessment was administered. Options include: • Without Accommodations • With Accommodations • Alternate	Options available in the dropdown are determined by the Assessment selected above. When DLM Alt Assessment is selected above, the only option is Alternate for the Assessment Manner.
Content Area	The content of the assessment.	The values available in the dropdown are determined based on the Assessment and Test Manner selected. See the table below.

Field	Description	Validation
A student with a significant cognitive disability may be eligible to take the alternate statewide assessment if the IEP team determines that the student meets all the following criteria:	Options include: • The student has an active IEP and receives services under the Individuals with Disabilities Education Act (IDEA). • The student's demonstrated cognitive abilities and adaptive behavior require substantial adjustments to the general curriculum. • The student's learning objectives and expected outcomes focus on functional application of skills, as illustrate in the student's annual goals and short-term objectives. • The student requires direct and extensive instruction to acquire, maintain, generalize and transfer new skills.	These checkboxes are only available when "Alternate" is selected from the Assessment Manner dropdown. All checkboxes must be marked.
Support/Accommodation	The type of support or accommodation.	N/A
Accommodations/support specifics and notes	Any additional information regarding the support or accommodations.	N/A

The following table represents which fields display based on the Assessment and Assessment Manner selected (as indicated with an "X"):

Assessment	Assessment Manner	Content Area	A student with significant cognitive disability...	Support	Specifics & Notes
MAST	Without	• ELA • Math		X	X
	With	• ELA • Math		X	X

Assessment	Assessment Manner	Content Area	A student with significant cognitive disability...	Support	Specifics & Notes
Multi-State Alt Assessment (MSSA)	Alternate	• ELA • Math	X	X	X
DLM Alt Assessment	Alternate	• ELA • Math • Science	X	X	X
Montana Science	Without	• Science			
	With	• Science		X	X
Montana Alt Science	Alternate	• Science	X	X	X
ACCESS for ELLs	Without	• Listening • Speaking • Reading • Writing			
	With	• Listening • Speaking • Reading • Writing		X	X
Alternate ACCESS for ELLs	Alternate	• Listening • Speaking • Reading • Writing	X	X	X
ACT with Writing	Without	• Reading • English • Mathematics • Science • Writing			
	With	• Reading • English • Mathematics • Science • Writing		X	X

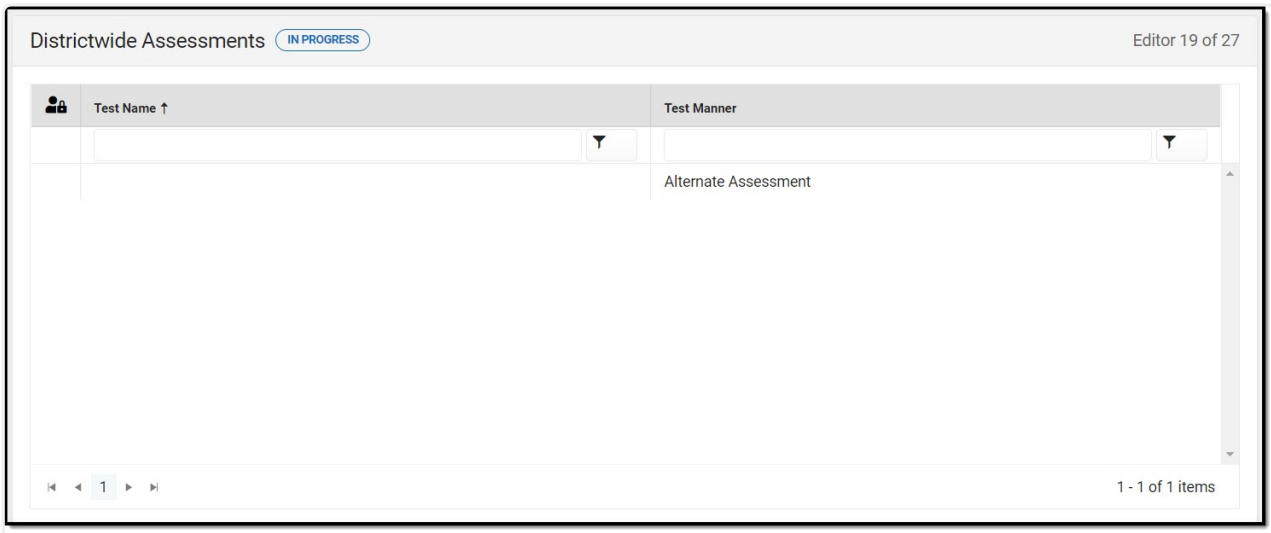
Assessment	Assessment Manner	Content Area	A student with significant cognitive disability...	Support	Specifics & Notes
Smarter Balanced	Without	• ELA • Math			
	With	• ELA • Math		X	X

Districtwide Assessments

The Districtwide Assessments editor lists student's level of participation or accommodation in district-required assessments.

Click here to expand...

Districtwide Assessments List Screen



Districtwide Assessments List Screen

Column Name	Description
Padlock Icon	The user currently editing the record.
Test Name	The name of the assessment.
Test Manner	The method in which the assessment is administered.

Districtwide Assessments Detail Screen



Districtwide Assessments Detail Screen

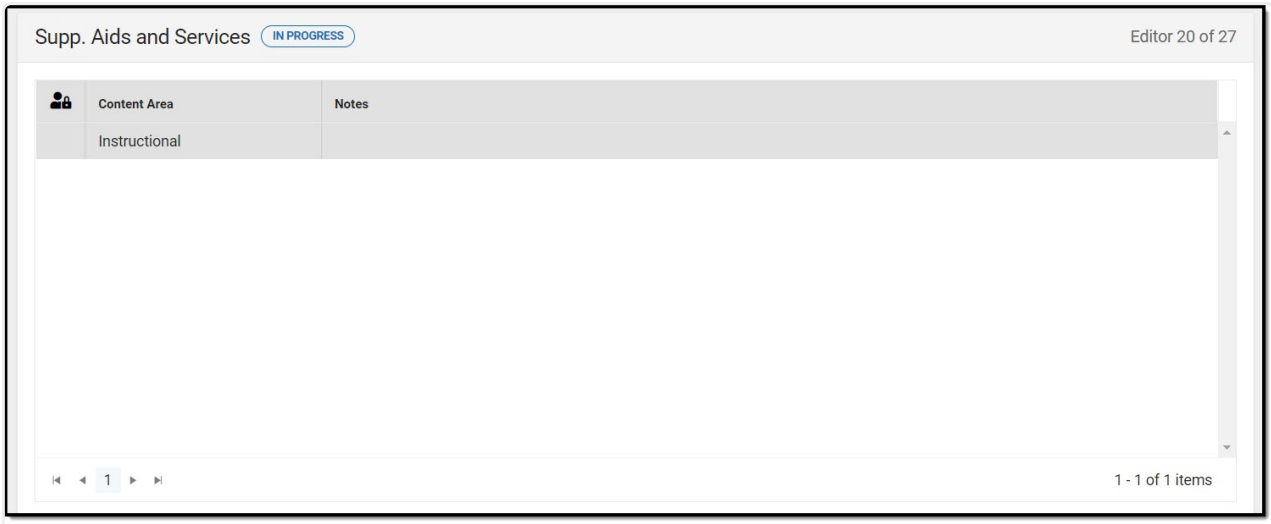
Field	Description	Validation
The student will participate in the Districtwide assessments in the following manner	Indicates how the student will participate in the district-wide assessment. Options include: • Without Accommodations • With Accommodations • Alternate Assessment • N/A (only for students not taking a districtwide assessment)	Only one option can be selected at a time. A selection must be made in order to Complete the editor.
Test Name	The name of the assessment.	This field is grayed out when "N/A" is selected above.
Accommodations	The type of accommodation.	This field is grayed out when "N/A" or "Without Accommodations" is selected above.

Supp. Aids and Services

The Supplementary Aids and Services editor lists the accommodations and modifications made to assist the student in participating in regular education.

Click here to expand...

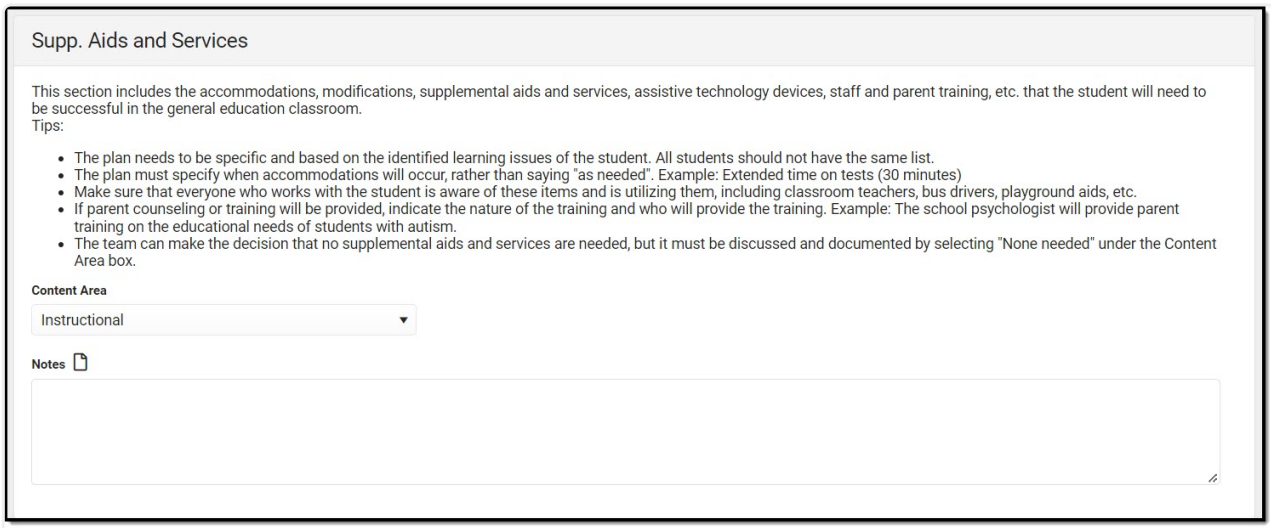
Supp. Aids and Services List Screen



Supp. Aids and Services List Screen

Column Name	Description
Padlock Icon	The user currently editing the record.
Content Area	The area addressed by the supplementary aid and services.
Notes	Any additional information regarding the supplemental aids and services.

Supp. Aids and Services Detail Screen



Supp. Aids and Services Detail Screen

Field	Description

Field	Description
Content Area	The area addressed by the supplementary aid and services. Options include: • Instructional • Classroom Assessment • Personnel • Parent • None Needed
Notes	Any additional information regarding the Supplemental Aids and Services.

Extended School Year

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



Extended School Year Editor

Click here to expand...

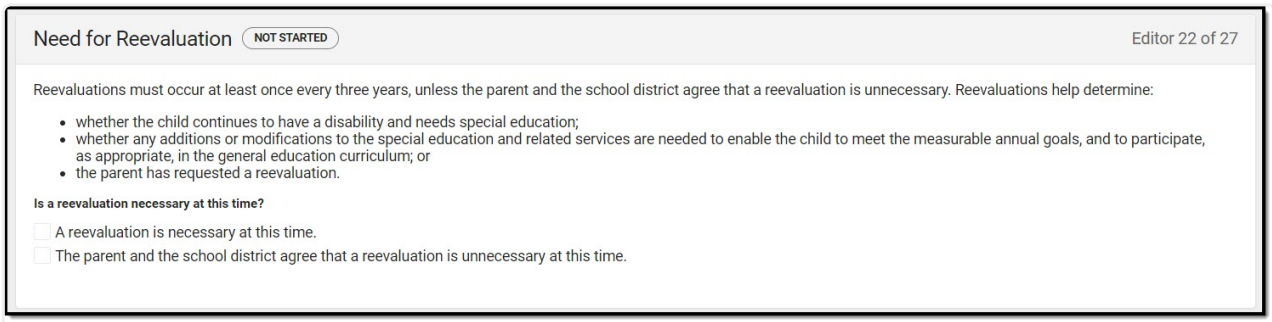
Field	Description	Validation
The need for Extended School Year Services	Indicates the student requires an Extended School Year service. Options include: • are not necessary for the student • are necessary for the student • will be determined by a later date	When "will be determined by a later date" is selected, the "Date determination will be made by" field displays.
Date determination will be made by:	The date the ESY service determination will be determined.	This field display when "will be determined by a later date" is selected above.

Field	Description	Validation
Describe in Detail the Extended School Year Services	A description of the service.	N/A

Need for Reevaluation

The Need for Reevaluation editor indicates if a reevaluation is necessary.

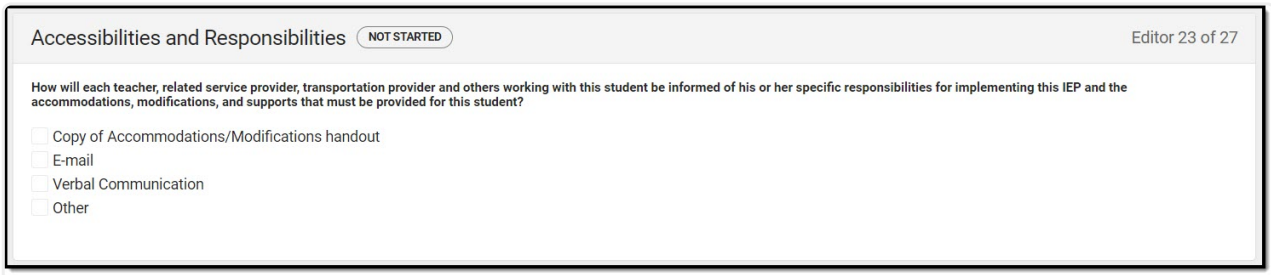
Only one option can be selected for the "Is a reevaluation necessary at this time?" field.



Need for Reevaluation Editor

Access. and Responsibilities

The Accessibility and Responsibilities editor describes how educational professionals will be notified of their responsibilities regarding the student's special education needs.



Accessibilities and Responsibilities Editor

Click here to expand...

Field	Description	Validation
How will each teacher, related service provider, transportation provider and others working with this student be informed of his or her specific responsibilities for implementing this IEP and the accommodations, modifications, and supports that must be provided for this student?	Indicates how educational professional will be notified of their responsibilities regarding the student's education needs. Options include: • Copy of Accommodations/Modifications handout • E-mail • Verbal Communication • Other:	Multiple options can be selected.
Specify:	A description of the method for providing information to educational professionals.	N/A

Meeting Participants

The Meeting Participants editor lists the team meetings held regarding the student, including individuals who were invited and who attended.

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

Click here to expand...

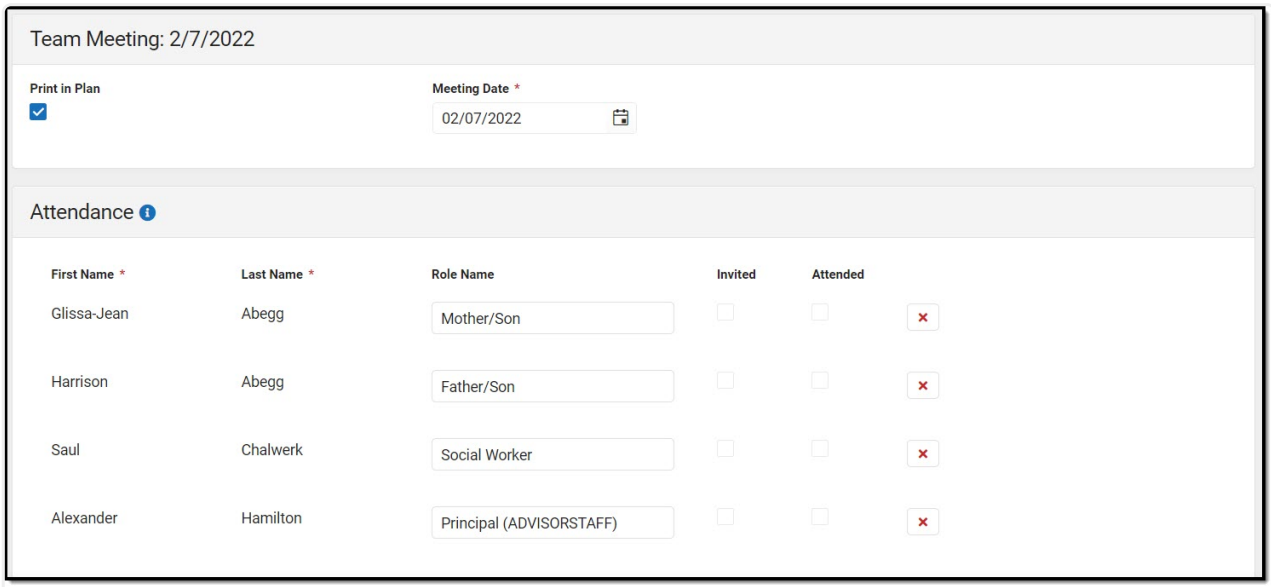
Meeting Participants List Screen



Meeting Participants List Screen

Column Name	Description
Padlock Icon	The user currently editing the record.
Meeting Date	The date of the meeting.
Print in Plan	Indicates this record prints.

Meeting Participants Detail Screen



Meeting Participants Detail Screen

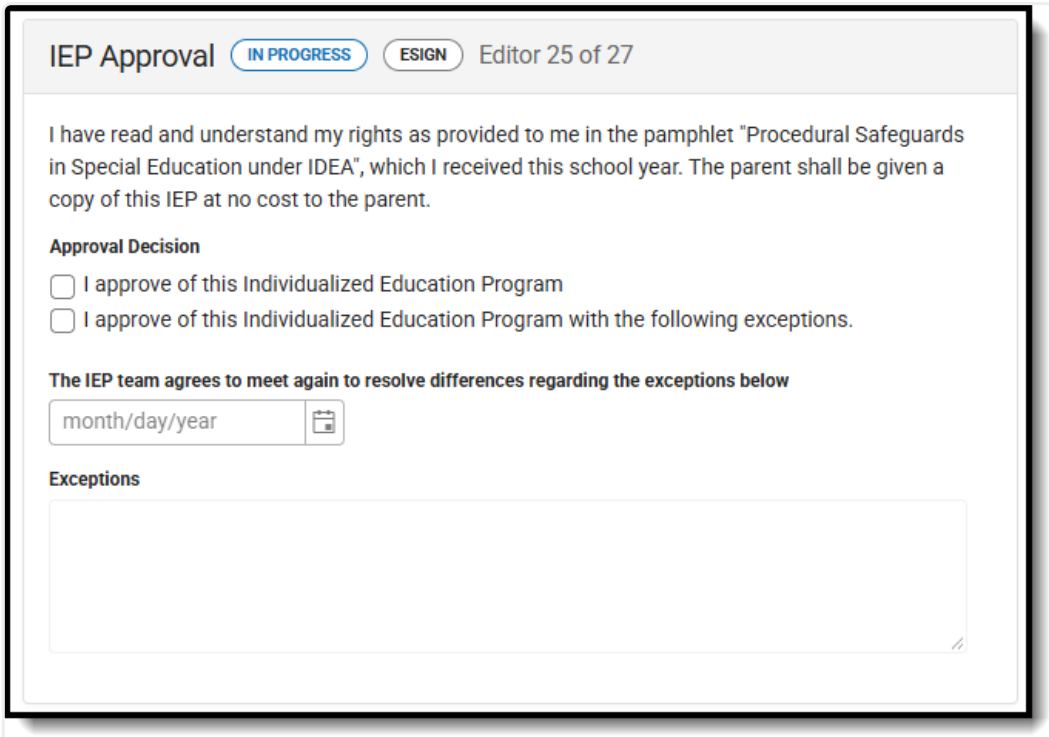
Field	Description	Validation
Print in Plan	Indicates this record prints.	N/A
Meeting Date *Required*	The date of the meeting.	N/A

Field	Description	Validation
Attendance		
First Name *Required*	The first name of the team member.	N/A
Last Name *Required*	The last name of the team member.	N/A
Role	The role of the team member.	This field pulls in the Title in from the Team Members tool, but can be modified as needed.
Invited	Indicates the team member was invited to the meeting.	Determines whether or not the team member displays on print.
Attended	Indicates the team member attended the meeting.	N/A
Delete Button	Removes the participant from the meeting.	N/A
Add	Creates a new participant to participate in the meeting who is not listed on the Team Members tool.	N/A
Refresh	Refreshes the team member list and sets any records originally brought in back to their original status.	N/A

IEP Approval

The IEP Approval editor indicates if the parent/guardian accepts and approves of the IEP.

This editor is often filled out and electronically signed by the student's parent/guardian. In order to send the plan for eSignature, this editor must be placed in the status **Complete Pending eSignature**. See the Montana Plan eSignature Editors process article for additional information.



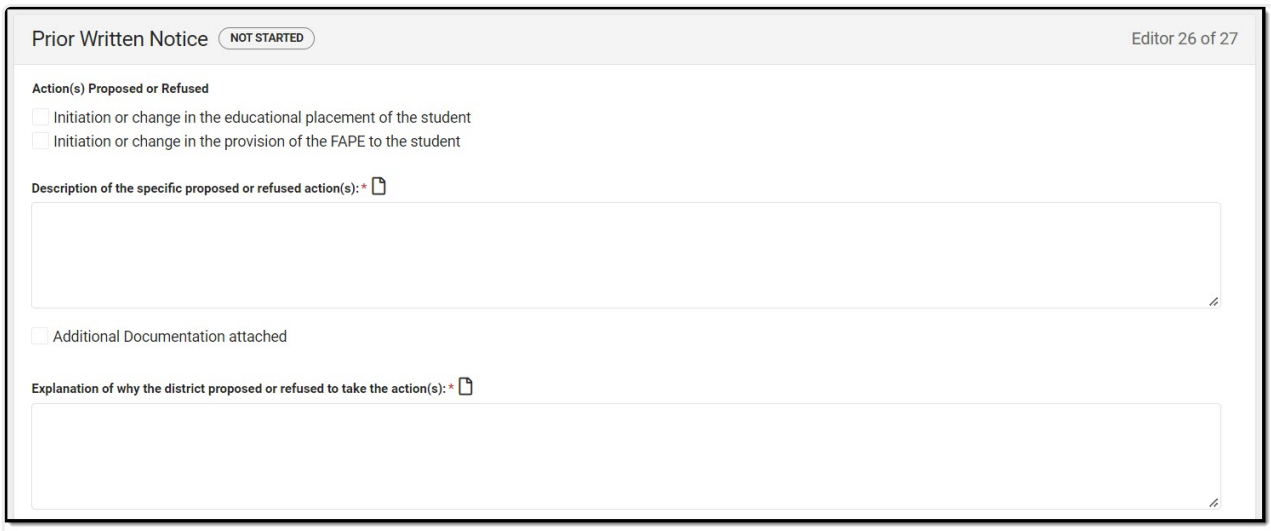
IEP Approval Editor

Click here to expand...

Fields	Description	Validation
Approval Decision	Indicates the IEP approval status. Options include: • I approve of this Individualized Education Program. • I approve of this Individualized Education Program with the following exceptions.	Only one option can be selected.
The IEP team agrees to meet again to resolve differences regarding the exceptions below. **Required*	The date the IEP approval determination will be made.	*This field becomes available and is required when the second check box is selected above.
Exceptions **Required*	A description of the exceptions.	*This field becomes available and is required when the second check box is selected above.

Prior Written Notice

The Prior Written Notice editor provides a space for descriptions and explanations related to proposed or refused actions for a student.



Prior Written Notice

Click here to expand...

Field	Description
Action(s) Proposed or Refused	Indicates the type of action proposed or refused. Options include: • Initiation or change in the educational placement of the student. • Initiation or change in the provision of the FAPE to the student
Description of the specific proposed or refused action(s): *Required*	A description of the proposed or refused actions.
Additional Documentation attached	Indicates additional documentation is attached to the IEP.
Explanation of why the district proposed or refused to take the action(s): *Required*	A description of why the district proposed or refused to take the proposed actions.
Additional Documentation attached	Indicates additional documentation is attached to the IEP.
Description of each evaluation procedure, assessment, record, or report the district used as a basis for the proposal or refusal: *Required*	A description of the evidence provided used as a basis for the proposal or refusal.
Additional Documentation attached	Indicates additional documentation is attached to the IEP.

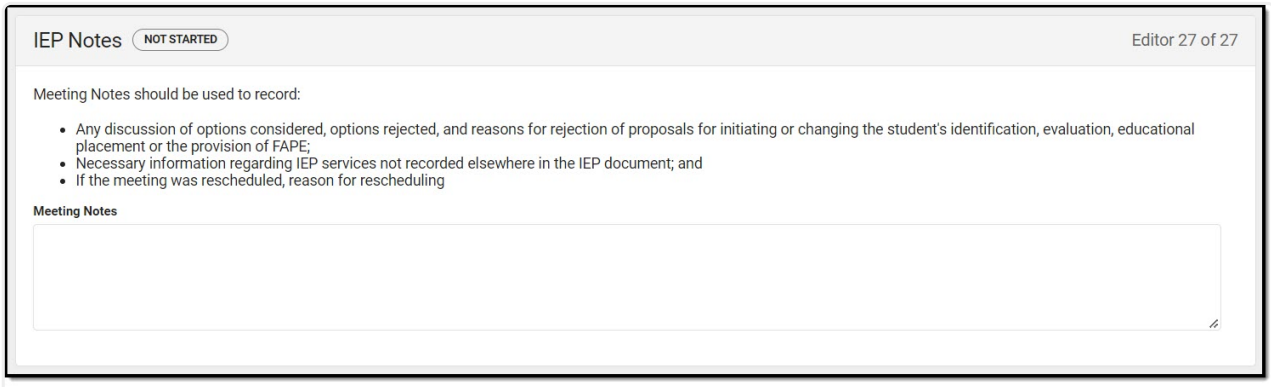
Field	Description
Description of any other options the district considered and the reasons why those options were rejected: *Required*	A description of alternative options the district considered.
Additional Documentation attached	Indicates additional documentation is attached to the IEP.
Description of other factors relevant to the district's proposal or refusal to take the action: *Required*	A description of any other factors involved in the district's decision.
Additional Documentation attached	Indicates additional documentation is attached to the IEP.

IEP Notes

The IEP Notes editor provides a space for any other relevant meeting notes to be included in the IEP.

Meeting Notes should be used to record:

- Any discussion of options considered, options rejected, and reasons for rejection of proposals for initiating or changing the student's identification, evaluation, educational placement or the provision of FAPE;
- Necessary information regarding IEP services not recorded elsewhere in the IEP document; and
- If the meeting was rescheduled, reason for rescheduling.



IEP Notes