Individual Education Plan (Massachusetts)

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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 Massachusetts. This document describes each editor, a description of each field on the editor, and any special considerations and instructions.

The current format of this document is the **MA IEP 2024**. Plan formats are selected in Plan Types.

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	The state of the editor. Statuses can be: • **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 to be 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. The following statuses are only available for the Nevada IEP: • **ESign** indicates that 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	Different editors have different save options. Click the arrow next to the Save & Stay button to view all saving options for any given editor. • **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 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 people 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 listing all applicable Enrollment records for the student. See the Enrollments tool documentation for additional information.
Cancel	Navigates the user to the Editor Home screen or to the List Screen for List editors.
Status	Changes the status of the editor. • **Complete** indicates the editor is finished. This makes the editor read-only. However, this does not lock the editor from further editing. To further edit after an editor is marked Complete, the user must click **In Progress.** • **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. To further edit after an editor is marked Not Needed, click the **In Progress** button. • **In Progress** only displays when the editor is in the Complete or Not Needed status and allows additional edits to be made. The following status is only available for the Nevada IEP: • **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 display. 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.
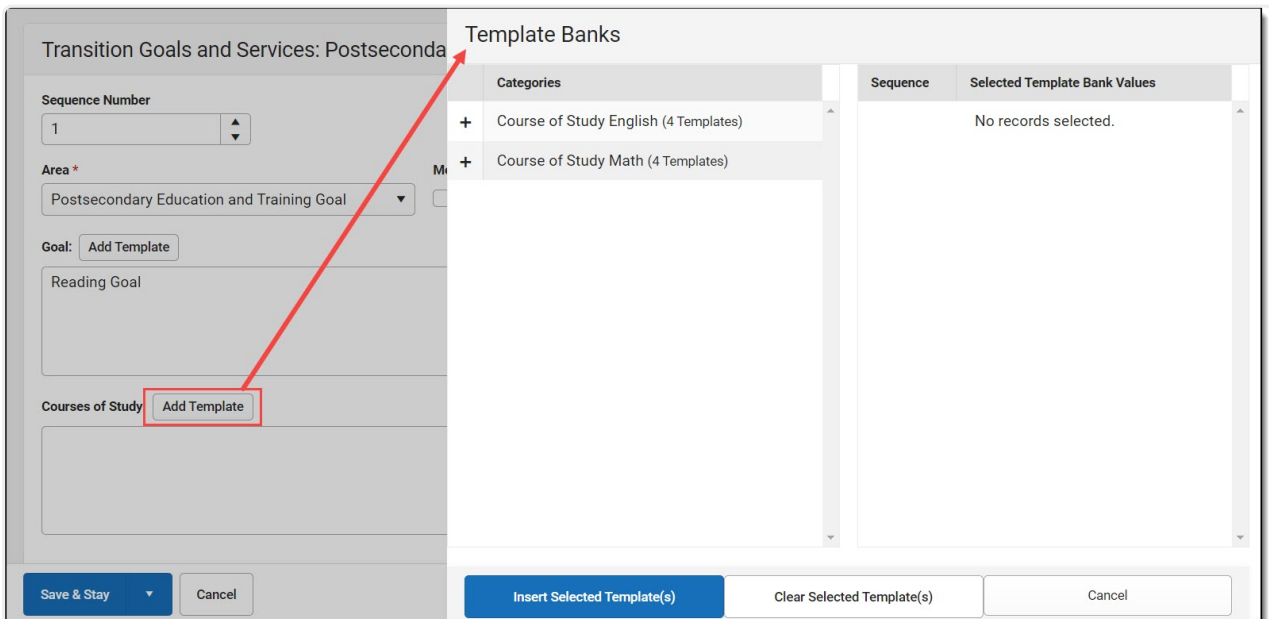
In order to release an editor, the user must:

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

Template Bank Side Panel

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

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.

Example Template Bank Selections in the Document

Text Editors

Images should not be inserted into text fields.

Editors

Education Plan (ADM-1) | Enrollment Information | Student Information | Parent/Guardian Information | Student and Parent Concerns | Student and Team Vision | Student Profile | PLAAFP: Academics | PLAAFP: Behavior/Social/Emotional | PLAAFP: Communication | PLAAFP: Additional Areas | Postsecondary Education Planning | Community and Interagency Connections | Transfer of Rights to Student | Decision-Making Options for Student | Transition to Adult Service Agency(ies) | Accommodations and Modifications | State/Districtwide & Alternate Assessments | Measurable Annual Goals | Schedule of Progress Reporting | Participation in General Education Setting | Consultation Services | Special Education Services | Related Services | Transportation | Schedule Modification | ESY Services | ESY Transportation Services | Additional Information | Response Section | Team Meeting | Amendment | Amendment - Additional Information | Amend Response

Education Plan (ADM-1)

The Education Plan editor includes general meeting and screening information and lists the dates associated with the plan, such as dates the plan is active.

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

Plan Header (ADM-1) Editor

▶ Click here to expand...

Enrollment Information

The Enrollment Information editor reports Special Education information from the student's Enrollment.

In order to Complete this editor AND lock the document, the **Refresh** button on the Enrollment Editor must be clicked then saved.

Enrollment Information (ADM-1) Editor

▶ Click here to expand...

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.

▶ 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 Demographics information for the student's guardian.

> Parent/guardians are pulled in from the Relationships tool. Only parent/guardians with a sequence number of 1 or 2 print.
>
> The **Remove** 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.
>
> This editor cannot be placed in a Not Needed status.

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

*Only records with a sequence of 1 or 2 will print.

SARA LINE - *MOTHER*

Print Sequence

1

Legal Guardian

Yes

Delete

Address

BROCKTON, MA 02301

Home Phone

Work Phone

Cell Phone

4

E-mail

Home Primary Language

Portuguese

Parent Preferred Mode of Communication

Email

Specify Other

RAFAEL FILIPE - *FATHER*

Print Sequence

2

Legal Guardian

Yes

Delete

Parent/Guardian Information Editor

▸ Click here to expand...

^Top

Student and Parent Concerns

The Student and Parent Concerns editor is used to document any concerns about the student's education from the student and/or parent/guardian(s). The text area for What concern(s) do you want this IEP to address? has a maximum of 6000 characters. This editor cannot be placed in a Not Needed status.

For the purposes of special educational decision-making, "parent" shall mean father, mother, legal guardian, person acting as a parent of the child, foster parent, or educational surrogate parent appointed in accordance with federal law.

What concern(s) do you want this IEP to address?

Example concerns.

Student and Parent Concerns Editor

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Student and Team Vision

The Student and Team Vision editor is used to document the student's goals as well as their Team's goals for the student.

Student and Team Vision Editor

▶ Click here to expand...

^Top

Student Profile

The Student Profile editor is used to document the student's disability, English Learner status, and need for Assistive Technology.

This editor cannot be placed in a Not Needed status.

Selecting Autism or Sensory Impairment on this editor make certain fields on other editors required.

The student is identified as having the following disability or disabilities. Include all that apply. *

☐ Autism   ☐ Health Impairment   ☑ Sensory Impairment
☐ Communication Impairment   ☐ Intellectual Impairment   ☑ Hearing
☐ Developmental Delay (ages 3-9)   ☐ Neurological Impairment   ☐ Vision
☐ Emotional Impairment   ☐ Physical Impairment   ☐ Deaf-Blind
                                                                       ☐ Specific Learning Disability

English Learner

Has the student been identified as an English Learner? *

Yes   ▼

If yes, describe the student's English Learner Education Program, English as a Second Language services, and progress toward English Language proficiency benchmarks *

Example

Identify any language needs and consider how they related to the student's IEP *

Example

Student Profile Editor

▶ Click here to expand...

^Top

PLAAFP: Academics

The Academic Present Levels of Academic Achievement and Functional Performance editor is used to document the students academic level and needs.

Describe the student's present levels of academic achievement and functional performance in the relevant areas listed below.
Consider the areas of learning listed below and underline complete only the sections that apply to the student. Include relevant information and data from sources such as initial or most recent evaluations; documentation from classroom performance; parent(s), student, and teacher observations; and curriculum-based and standardized assessments, including MCAS.

Briefly describe current academic performance
Check all that apply
☐ English Language Arts
☐ History and Social Sciences
☐ Math
☐ Science, Technology, and Engineering
Describe current academic performance

Strengths, interest areas and preferences

Present Levels of Academic and Functional Performance: Academics Editor

▶ Click here to expand...

PLAAFP: Behavior/Social/Emotional

The Behavior/Social/Emotional Present Levels of Academic Achievement and Functional Performance editor is used to document the students behavior/social/emotional level and needs.

Present Levels of Academic Achievement and Functional Performance: Behavioral/Social/Emotional NOT STARTED Editor 9 of 34

Briefly describe current behavioral/social/emotional performance.
Consider the use of positive behavioral interventions and supports, and other strategies, to address behavior that impedes learning.

Strengths, interest areas and preferences

Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities

Bullying

Present Levels of Academic Achievement and Functional Performance: Behavioral/Social/Emotional Editor

▶ Click here to expand...

PLAAFP: Communication

The Communication Present Levels of Academic Achievement and Functional Performance editor is used to document the students communication level and needs.

Briefly describe current communication performance.

Strengths, interest areas and preferences

Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities

Does the student require the use of augmentative and alternative communication (AAC)? Consider any AAC needs for non-speaking students or those with limited speech.

▼

If yes, describe how the Team will address the student's needs (including acquiring, designing, customizing, maintaining, repairing, and/or replacing AAC device/system).

Present Levels of Academic Achievement and Functional Performance: Communication Editor

▶ Click here to expand...

^Top

PLAAFP: Additional Areas

The Additional Area Present Levels of Academic Achievement and Functional Performance editor is used to document the students additional areas level and needs.

Additional Areas, as Applicable (such as activities of daily living, health, hearing, motor, sensory, and vision)
Briefly describe current performance and any applicable documentation. Please not that parent(s) are only asked to share health information voluntarily.

Strengths, interest areas and preferences

Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities

Deaf or Hard of Hearing

Present Levels of Academic Achievement and Functional Performance: Additional Areas Editor

▶ Click here to expand...

Postsecondary Education Planning

The Postsecondary Education Planning editor is used to describe the student's postsecondary education plans and needs.

Postsecondary Transition Planning* NOT STARTED	Editor 12 of 34

Complete for eligible students aged 14-21 and update annually. Complete also for students who are 13 and will turn 14 during this IEP period.

Postsecondary Transition

Education/training ⓘ
Briefly describe current performance.

Education/training: Strengths, interest areas, and preferences

Education/training: Impact of student's disability on involvement in the general education curriculum and/or specific area of postsecondary transition.

Postsecondary Education Planning Editor

▶ Click here to expand...

Community and Interagency Connections

The Community and Interagency Connections editor is used to document all agencies responsible for providing services for the student.

Community and Interagency Connections **IN PROGRESS**   Editor 13 of 34

👤🔒	Agency	School Liaison	Support Provided
	Example agency	Example role	Example description

|◀ ◀ **1** ▶ ▶| 1 - 1 of 1 items

Community and Interagency Connections List Screen

▶ Click here to expand...

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Transfer of Rights to Student

The Transfer of Rights to Student editor is used to document whether or not the student turns 17 during the timeframe of the IEP.

Transfer of Rights to Student **IN PROGRESS**   Editor 14 of 34

The student and parent(s) must be notified at least one year before the student's 18th birthday that decision-making rights will transfer from parent(s) to the student when the student turns 18.

Is the student 17 or will they turn 17 during the timeframe of this IEP?

No ▼

On what date was the student provided with the notice of transfer of rights and a copy of procedural safeguards concerning special education rights?

month/day/year 📅

On what date was the parent(s) provided with notice of transfer of rights and a copy of procedural safeguards concerning special education rights?

month/day/year 📅

Transfer of Rights to Student Editor

▶ Click here to expand...

^Top

Decision-Making Options for Student

The Decision Making Options for Student editor is used to document the student's decision determination when the student is 18 or older.

Decision-Making Options for Student Editor

▶ Click here to expand...

Transition to Adult Service Agency(ies)

The Transition to Adult Service Agency(ies) editor is used to document whether or not the student is within two years of exiting special education services.

Transition to Adult Service Agency(ies) Editor

▶ Click here to expand...

Accommodations and Modifications

The Accommodations and Modifications editor is used to document any changes the student requires in order to participate in the general education curriculum.

At least one accommodation AND at least one modification are required in order to Complete the editor.

👤🔒	Type of Accommodation/Modification	Location	Description of Accommodation/Modification
	Accommodation	Classroom accommodations	Example accommodation

|◄ ◄ **1** ► ►| 1 - 1 of 1 items

Accommodations/Modifications List Screen

▶ Click here to expand...

^Top

State/Districtwide & Alternate Assessments

The State or District-Wide Assessment editor includes types of assessments and the subjects in which the student receives accommodations.

State and/or Districtwide Assessment/Alternate Assessment NOT STARTED   Editor 18 of 34

Identify the state or districtwide assessments planned during the IEP period. Template
Consider MCAS (Grades 3-12), ACCESS (Grades K-12), etc.

How does the student participate in state and/or districtwide assessments?
[▼]

Please indicate which testing accommodations the student requires

English Language Arts Template

Math Template

State and/or Districtwide Assessment/Alternate Assessment Editor

▶ Click here to expand...

Measurable Annual Goals

The Measurable Annual Goals editor lists the goals associated with the IEP, each including the student's current abilities and the goal to be reached within the scope of the IEP.

		Sequence	Measurable Annual Goal
+		1	Example Goal

Measurable Annual Goals List Screen

▶ Click here to expand...

Schedule of Progress Reporting

The text field on this editor is limited to 8000 characters.

Schedule of Progress Reporting Editor

Participation in General Education Setting

The Participation in General Education Setting editor is used to document the extent to which the student participates in a general education setting.

Can the student's educational needs be met in the general education setting, with or without the use of supplementary aids and services? *

Yes   ▼

If no, provide an explanation of the extent to which the student will not participate in general education. Include a description of the specific supplementary aids and services considered before determining that the student would be removed from a general education class or activity.

Participation in General Education Setting Editor

▶ Click here to expand...

^Top

Consultation Services

The Consultation Services editor is used to document the consultation services the student requires.

Consultation Services IN PROGRESS   Editor 22 of 34

👤🔒	Goal Number(s)	Type of Service ↑	Location	Start Date	End Date
	1	Consultation Service 1	In school	09/18/23	09/17/24

|◀ ◀ 1 ▶ ▶| 1 - 1 of 1 items

Consultation Services List Screen

▶ Click here to expand...

^Top

Special Education Services

The Special Education Services editor is used to document the special education services the student requires.

Special Education Services List Screen

▶ Click here to expand...

Related Services

The Related Services editor is used to document the related services the student requires.

Related Services List Screen

▶ Click here to expand...

Transportation

The Transportation editor is used to document the student's transportation needs.

Transportation Services [IN PROGRESS]   Editor 25 of 34

Transportation will be provided in the same manner as it would be for students without disabilities. ⓘ
☑

The student requires transportation supports and/or services as a related service.
☐

  Specify type of transportation required by the student
  ☐ Student will be transported on a **regular** transportation vehicle with the following assistance, attendants, modifications, and/or specialized equipment and precautions
  ☐ Student will be transported on a **special** transportation vehicle with the following assistance, attendants, modifications, and/or specialized equipment and precautions

Specify the disability-related need(s) that require support(s) during transportation
(e.g., seizures, a tendency for motion sickness, behavioral or communication difficulties)

Transportation Services Editor

▶ Click here to expand...

Schedule Modification

The Schedule Modification editor is used to document any modifications needed for the student's school schedule.

Schedule Modification [NOT STARTED]   Editor 26 of 34

Does the student require a different duration to their school program, including the length of their day or year so that they can receive a free appropriate public education? *

[▼]

If yes, what are the student's disability-related needs that require a different schedule?

If yes, describe the change in schedule to the student's educational program.

If the student requires Extended School Year Services, please include the services they will receive (including, if applicable, positive behavioral supports and support/training for school personnel and/or parent[s]) during Extended School Year in the Extended School Year Services Editor.

Schedule Modification Editor

▶ Click here to expand...

ESY Services

The ESY Services editor is used to document the student's ESY Services.

	Goal Number(s)	Type of Service ↑	Location	Start Date	End Date
	1	Consultation Service 1	In school	09/18/23	09/17/24

ESY Services List Screen

▶ Click here to expand...

ESY Transportation Services

The ESY Transportation editor is used to document the student's ESY Transportation services.

ESY Transportation Services Editor

▶ Click here to expand...

Additional Information

The Additional Information editor is used to document any other information about the student. The text field available on this editor is limited to 8000 characters.

Additional Information Editor

Response Section

The Response Section editor is used to document the approval or rejection of the planned IEP.

Response Section Editor

▶ Click here to expand...

Team Meeting

The Team Meeting editor is used to document the gathering of the IEP team.

Team Meeting List Screen

▶ Click here to expand...

Amendment

The Amendment editor is used to document changes made to the IEP.

![icon]	Amendment Date	Change(s) Made to Existing IEP	Reason for Change(s)
	12/05/2023	example	

Amendment Editor (IN PROGRESS) Editor 32 of 34

⏮ ◀ 1 ▶ ⏭ 1 - 1 of 1 items

Amendment List Screen

▶ Click here to expand...

Amendment - Additional Information

The Amendment - Additional Information editor is used to document any additional information regarding the change(s) to the IEP. The field available on the editor is limited to 8000 characters.

Amendment - Additional Information (IN PROGRESS) Editor 33 of 34

Record other Amendment information not previously stated
(e.g., information about the student that is important to know but is not addressed through IEP goals and services)

Example amendment

Amendment Additional Information Editor

Amend Response

The Amend Response editor is used to document the acceptance or rejection of the amendment.

Amend Response (NOT STARTED)   Editor 34 of 34

School Assurance: I certify that the changes in this amendment are those recommended by the Team and that the indicated special education services will be provided.

Name and Role of LEA representative   **Date**

[   ]   [month/day/year   📅]

Response from parent(s) or student who has reached the age of majority with decision making rights:
It is important to tell the district your decision as soon as possible. Please indicate your response by checking the appropriate box below and returning a signed copy to the district.

I accept the IEP amendment
☐

I reject the following portions of the IEP amendment with the understanding that any portion(s) that I do not reject will be considered accepted and implemented immediately.
☐

    Rejected portions are as follows:

[   ]

I reject the IEP amendment
☐

Parent Comment: I would like to make the following comment(s) but realize any comments made that suggest changes to the proposed IEP will not be implemented unless the IEP or IEP amendment is changed.

[   ]

Amend Response Editor

▶ Click here to expand...

^Top