

Individual Education Plan (Montana) [.2239 - .2243]

Last Modified on 06/23/2023 12:05 pm CDT

You are viewing a previous version of this article. See [Individual Education Plan \(Montana\)](#) for the most current information.

[Editor Home](#) | [General IEP Information](#) | [Editor Types](#) | [Padlock Icon](#) | [Template Banks](#) | [Editors](#)

Classic View: Student Information > Special Ed > General > Documents

Search Terms: 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, a description of each field on the editor, and any special considerations and instructions.

The current print format of this document is the **MT IEP 2022.2**. Plan formats are selected in the [Special Ed Plan Types](#) tool.

Editor Home

The Editor Home lists the editors available on the student's Individual Education Plan.

Editor Home			
NAME	STATUS	MODIFIED BY	COMPLETED BY
Education Plan	IN PROGRESS	Demo Administrator 3/29/22 10:21 AM	>
Enrollment Information	IN PROGRESS	Demo Administrator 3/29/22 10:14 AM	>
Student Information	IN PROGRESS	Demo Administrator 3/29/22 10:09 AM	>
Parent/Guardian Information	IN PROGRESS	Demo Administrator 3/29/22 10:18 AM	>
Strengths/Concerns/Interests	NOT STARTED		>
Consideration of Special Factors	NOT STARTED		>
Transition Services	NOT STARTED		>

Editor Home

Header	Description
Name	The name of the editor.

Header	Description
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 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.
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 IEP Information

The following table lists the buttons available for the editors:


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 usually found within the detail screen of 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 Types section for additional information.
Refresh	<p>Retrieves a new copy of data from the student's record. This includes enrollment, student, parent/guardian, and team member information. This also returns any accidentally deleted people records. Manually entered fields do not change when the refresh button is clicked. The user must Save after clicking Refresh to capture changes.</p> <p>A side panel displays listing all applicable Enrollment records for the student. See the Enrollments tool documentation for additional information.</p>
Cancel	Navigates the user to the Editor Home screen or to the List Screen for list editors.

Button	Description
Status <i>i.e.</i> <i>Complete,</i> <i>Not</i> <i>Needed,</i> <i>etc.</i>	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. 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. 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.
Print	Prints the entire plan.
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. An example list editor is the [Meeting Participants](#) editor.

Padlock Icon

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 Master 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. Once the editing user navigates away from an editor, that editor becomes available to work on.

Template Banks

Certain fields within several editors have a paper icon  that displays next to their name. When the icon is clicked, a side panel displays with the available library of predetermined text for that field. [Template Banks](#) are managed in System Administration.

Editors

[Education Plan](#) | [Enrollment Information](#) | [Student Information](#) | [Parent/Guardian Information](#) | [Strengths/Concerns/Interests](#) | [Consideration of Special Factors](#) | [Transition Services](#) | [Postsecondary Goals](#) | [Course of Study](#) | [Transition Services Needed](#) | [Transfer of Rights](#) | [High School Graduation](#) | [PLAAFPs/MAGs](#) | [Progress Report Frequency](#) | [Special Education Services](#) | [Related Services](#) | [Least Restrictive Environment](#) | [Statewide Assessments](#) | [Districtwide Assessments](#) | [Supp. Aids and Services](#) | [Extended School Year](#) | [Need for Reevaluation](#) | [Access. and Responsibilities](#) | [Meeting Participants](#) | [IEP Approval](#) | [Prior Written Notice](#) | [IEP Notes](#)

The following section lists each editor and describes each field on the editor. Available editors include:

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

IN PROGRESS

Editor 1 of 27

Meeting Date *

Start Date *

End Date

Last Re-Evaluation

03/21/2022

03/22/2022

03/21/2023

month/day/year

Secondary Transition information is needed for this student

☐

Education Plan Editor

► [Click here to expand...](#)

Field	Description	Ad Hoc	Validation
Meeting Date <i>Required</i>	The day the team met.	Learner Planning > Learning Plans > meetingDate	N/A
Start Date <i>Required</i>	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 <i>Required</i>	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	<p>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.</p> <p>When marked, the following editors become available:</p> <ul style="list-style-type: none"> • Transition Services • Postsecondary Goals • Course of Student • Transition Services Needed • Transfer of Rights • High School Graduation <p>This checkbox can be selected and de-selected for student's younger than 15.</p>

[^ Back to Top](#)

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 IEP Information](#) section for additional information.

Enrollment Information

IN PROGRESS

Editor 2 of 27

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

Primary Disability

School Name	School Phone	Grade
Arthur Elementary	(555)555-7890	KG

District Information

District Number	District Name	District Phone
100	Plainview Schools	(763)555-5555
District Address		
100 Main Street, Suite 100, MT 55555		

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	<p>This field is pulled from the most recent locked evaluation.</p> <p>This field is read only.</p> <p>Up to 10 disabilities can display if entered on the Evaluation.</p> <ul style="list-style-type: none"> Multiple Disabilities are primary when there are more than one and Deaf/Blindness or Developmental Delay are NOT listed. When Deaf/Blindness or 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 <i>These fields are read only.</i>			
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

[^ Back to Top](#)

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 IEP Information](#) section for additional information.

Student Information
IN PROGRESS

Editor 3 of 27

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 Abegg	First Name Colton	Middle Name	Suffix
Age 6	Birthdate [REDACTED]	Gender M	
Federal Designation 4: Black or African American	Federal Race(s) 4: Black or African American	Race, Ethnicity (state)	
Address	Student Number [REDACTED]	State ID [REDACTED]	

Case Manager Information

Name	Title
Phone	

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 <i>These fields are read-only.</i>		
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

[^ Back to Top](#)

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
IN PROGRESS
Editor 4 of 27

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

Abegg, Harrison - Father

Print Sequence
1
Delete

Address

Home Phone (651)555-1694

Work Phone (555)555-1101

Cell Phone (555)555-1468

E-mail

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.

[^ Back to Top](#)

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

NOT STARTED

Editor 5 of 27

Student perception of strengths, preferences and interests: *

Student perception of strengths, preferences and interests is required

Parent perception of student strengths: *

School staff perception of student strengths: *

Strengths/Concerns/Interests

► [Click here to expand...](#)

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

[^ Back to Top](#)

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

NOT STARTED

Editor 6 of 27


Any items marked yes must be addressed in the IEP.

The student's behavior impedes his/her learning or that of others.*

The student has communication needs.*

The student requires assistive technology devices or services.*

EL status has changed since the editor was last saved. Resave the editor to update the printed document.

Has the student been determined to be an 'English Learner'? * 

NO

The following information is for students with Blindness or Visual Impairment.

☐ Not Applicable

The student needs training in orientation and mobility.

Consideration of Special Factors

► [Click here to expand...](#)

Field	Description	Validation
The student's behavior impedes his/her learning or that of others. <i>Required</i>	Indicates if the student's behavior impedes their learning or the learning of others.	Yes or No
The student has communication needs. <i>Required</i>	Indicates the student has communication needs.	Yes or No
The student requires assistive technology devices or services <i>Required</i>	Indicates the student requires assistive technology devices or services.	Yes or No
Has the student been determined to be an 'English Learner'? <i>Required</i>	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. <i>*Required</i>	A description of why Braille is not appropriate for the student.	*This field displays when the above question equals NO and is then required.

[^ Back to Top](#)

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
NOT STARTED

Editor 7 of 27

Student's Desired Post-School Activities

In the areas of postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation.

Results of Age-Appropriate Transition Assessments

Training

Education

Transition Services Editor

► [Click here to expand...](#)

Field	Description
Student's Desired Post-School Activities	A description of the student's post-secondary goals.

Field	Description
Results of Age-Appropriate Transition Assessments	
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.

[^ Back to Top](#)

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
NOT STARTED

Editor 8 of 27

Measurable postsecondary goals are based on age-appropriate transition assessments related to training, education, employment, and, if appropriate, independent living skills. Clearly specify the desired level of achievement.

Training or Education 

Employment 

Where appropriate, Independent Living Skills 

► [Click here to expand...](#)

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

[^ Back to Top](#)


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

Anticipated Graduation Date

month/day/year 

Credits Earned to Date

Total number of credits for graduation *





Total Credits

0.00

School Year:

School Year

Semester	Course	Credits
No records saved.		

0 - 0 of 0 items

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

Field	Description	Validation
Total number of credits for graduation <i>Required</i>	The total number of credits the student needs to graduate.	N/A
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 <i>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.</i>		
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

[^ Back to Top](#)

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
IN PROGRESS
Editor 10 of 27

Each area must be considered by the IEP Team.

Instruction


☐ Discussed, not needed

Transition Services Needed to Assist the Student in Meeting Postsecondary Goals (include timeline for achievement) 

Person or Agency Responsible 

Employment

☐ Discussed, not needed

Transition Services Needed to Assist the Student in Meeting Postsecondary Goals (include timeline for achievement) 

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

[^ Back to Top](#)

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
NOT STARTED

Editor 11 of 27

The student has been informed of his or her rights under IDEA that will transfer to the student on reaching the age of majority. The student must be informed at least one year before the student reaches age 18.

Date student was informed of the transfer of rights

month/day/year

Date student reaches the age of majority

06/10/2029

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.

[^ Back to Top](#)

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

NOT STARTED

Editor 12 of 27

- ☐ The IEP team determined that the student will meet the district's graduation requirements, or will successfully complete the measurable annual goals and will not need new measurable annual goals. The IEP team will not develop a new Individualized Education Program and the student is expected to graduate with a regular diploma at the end of the current school year.
- ☐ The IEP team determined that the student will not meet the district's graduation requirements, or will not successfully complete the measurable annual goals, and will need new measurable annual goals for the coming school year. The student is not expected to graduate with a regular diploma at the end of the current school year and the IEP team must develop a new Individualized Education Program for the next school year.
- ☐ The student will not meet the district's graduation requirements. The student will not receive a regular diploma. The district will not provide special education services for the next school year due to district policy on the age through which educational services are available to other students.

Student's Current Grade:
KG

High School Graduation Editor

► [Click here to expand...](#)

Field	Validation
The IEP team determined that the student <u>will meet</u> the district's graduation requirements, or will successfully complete the measurable annual goals <u>and</u> will not need new measurable annual goals. The IEP team will not develop a new Individualized Education Program and the student <u>is</u> expected to graduate with a regular diploma at the end of the current school year.	When marked, the other two checkboxes cannot be selected.
The IEP team determined that the student <u>will not meet</u> the district's graduation requirements, or <u>will not</u> successfully complete the measurable annual goals, and <u>will</u> need new measurable annual goals for the coming school year. The student <u>is not</u> expected to graduate with a regular diploma at the end of the current school year and the IEP team must develop a new Individualized Education Program for the next school year.	When marked, the other two checkboxes cannot be selected.
The student <u>will not meet</u> the district's graduation requirements. The student <u>will not receive</u> a regular diploma. The district <u>will not provide special education services</u> for the next school year due to district policy on the age through which educational services are available to other students.	When marked, the other two checkboxes cannot be selected.
Student's Current Grade	This is a read-only field.

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

IN PROGRESS

Editor 13 of 27

Service Area of Need ↑	Present Level of Academic Achievement and Functional Performance
Adapted Physical Education	

1

1 - 1 of 1 items

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

Area of Need

Service Area of Need *

Adapted Physical Education

Present Level of Academic Achievement and Functional Performance: 

In the section below, please describe the academic, developmental and functional strengths and needs of the student and how the disability affects involvement and progress in the regular curriculum or, for preschool children, involvement in appropriate activities. Test scores alone are insufficient.

Measurable Annual Goals

Goal

ESY

No records available.

PLAAFPs/MAGs Detail Screen

Field	Description	Validation
Area of Need <i>This header is replaced with the Service Area of Need when selected.</i>		
Service Area of Need Required	The area in which the student has need. Options include: <ul style="list-style-type: none"> 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 	N/A
Present Level of Academic Achievement and Functional Performance:	A description of the student's present level of academic achievement and functional performance.	N/A

Field	Description	Validation
Measurable Annual Goals <i>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.</i>		
Measurable Annual Goal and Objectives (side panel)		
Measurable Annual Goal	A description of the student's annual goal associated with this area of need.	N/A
ESY	Indicates this goal is a part of an extended school year program.	N/A
Objectives		
Objective	A description of the student's objective associated with this goal.	N/A
ESY	Indicates this objective is a part of an extended school year program.	N/A

[^ Back to Top](#)

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
NOT STARTED
Editor 14 of 27

When will progress reports on the measurable annual goal(s) be provided to the parents?
Quarter

Progress Report Frequency

► [Click here to expand...](#)

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

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 towards their annual goals. Options include: <ul style="list-style-type: none"> • 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.

[^ Back to Top](#)

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
IN PROGRESS

Editor 15 of 27

 Service Name ↑	Time	Start Date	End Date
Assistive Technology	60	03/22/22	03/21/23

1 - 1 of 1 items

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.

Column Name	Description
Start Date	The first day of service.
End Date	The last day of service.

Special Education Services Detail Screen

Special Education Service

Service *
Assistive Technology

Service Setting *
Special Education Setting

Service Position

Service Provider

Duration and Frequency

Start Date *
03/22/2022

End Date *
03/21/2023

Minutes per week *
60

Special Ed Services Detail Screen

Field	Description	Validation
Service <i>Required</i>	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 <i>Required</i>	The location of the service. Options include: <ul style="list-style-type: none"> 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.
Service Provider	The name of the service provider.	Service Provider options available in this dropdown are based on the hard-coded list created in the Special Ed Service Providers tool.
Start Date <i>Required</i>	The first day of service.	This date cannot be before the Start Date of the plan.
End Date <i>Required</i>	The last day of service.	This date cannot be after the End Date of the plan.

Field	Description	Validation
Minutes per week <i>Required</i>	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).

[^ Back to Top](#)

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 IN PROGRESS

Editor 16 of 27

	Service Name ↑	Time	Start Date	End Date
	Mental Health Services	30	03/22/22	03/21/23

1

1 - 1 of 1 items

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 Service

Service *

Mental Health Services

Service Setting *

Regular Education Setting

Service Position

Service Provider

Duration and Frequency

Start Date *

03/22/2022

End Date *

03/21/2023

Minutes per week *

30

Related Services Detail Screen

Field	Description	Validation
Service <i>Required</i>	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 <i>Required</i>	The location of the service. Options include: <ul style="list-style-type: none"> 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.
Service Provider	The name of the service provider.	Service Provider options available in this dropdown are based on the hard-coded list created in the Special Ed Service Providers tool.
Start Date <i>Required</i>	The first day of service.	This date cannot be before the Start Date of the plan.
End Date <i>Required</i>	The last day of service.	This date cannot be after the End Date of the plan.
Minutes per week <i>Required</i>	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).

[^ Back to Top](#)

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
NOT STARTED
Editor 17 of 27

The educational placement is based on the student's IEP.

The educational placement is as close as possible to the student's home.

The educational placement is in the school that the student would attend if he or she did not have a disability.

The IEP team considered any potential harmful effect of the educational placement on the student or on the quality of needed services.

If "No" is checked, explain why.

If the student's school day or week is shorter or longer than peers without disabilities, explain why.

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

[^ Back to Top](#)


Statewide Assessments

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

► [Click here to expand...](#)

Statewide Assessments List Screen

Statewide Assessments
IN PROGRESS
Editor 18 of 27

 Assessment Name ↑	Content Area
ACCESS for ELLs	Writing

1 - 1 of 1 items

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

The selection of accessibility supports (universal features, designated features, accommodations) is a systematic data based process that is made by educators familiar with individual student needs. For English Learners (ELs) and students being served by IEPs, supports should be discussed, selected, and documented at plan meetings. The supports that are provided on statewide assessments must be familiar to the student and match those supports and accommodations that are provided for classroom instruction and assessments throughout the school year.

Assessment *
ACCESS for ELLs

Assessment Manner *
With Accommodations

Content Area
Writing

Support/Accommodation
Individual Setting

Accommodations/support specifics and notes

Statewide Assessment Detail Screen

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

Field	Description	Validation
Assessment <i>Required</i>	The name of the assessment. Options include: <ul style="list-style-type: none"> • ACCESS for ELLs • ACT • Alternate ACCESS • Alt Science • Multi-State Alt Assessment (MSAA) • Science • Smarter Balanced • N/A 	N/A
Assessment Manner <i>Required</i>	The method in which the assessment was administered. Options include: <ul style="list-style-type: none"> • Without Accommodations • With Accommodations • Alternate 	Options available in the dropdown are determined by the Assessment selected above.
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: <ul style="list-style-type: none"> 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
ACCESS for ELLs	Without	<ul style="list-style-type: none"> Listening Speaking Reading Writing 			

Assessment	Assessment Manner	Content Area	A student with significant cognitive disability...	Support	Specifics & Notes
	With	<ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing 		X	X
ACT	Without	<ul style="list-style-type: none"> • Reading • English • Mathematics • Science • Writing 			
	With	<ul style="list-style-type: none"> • Reading • English • Mathematics • Science • Writing 		X	X
Alternate ACCESS	Alternate	<ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing 	X	X	X
Alt Science	Alternate	<ul style="list-style-type: none"> • Science 	X	X	X
Multi-State	Alternate	<ul style="list-style-type: none"> • ELA • Math 	X	X	X
Science	Without	<ul style="list-style-type: none"> • Science 			
	With	<ul style="list-style-type: none"> • Science 		X	X
Smarter Balanced	Without	<ul style="list-style-type: none"> • ELA • Math 			
	With	<ul style="list-style-type: none"> • ELA • Math 		X	X

[^ Back to Top](#)


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
IN PROGRESS
Editor 19 of 27

 Test Name ↑	Test Manner
	Alternate Assessment

1
1 - 1 of 1 items

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 Assessment

The student will participate in the Districtwide assessments in the following manner

▼

Test Name 

Accommodations 

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: <ul style="list-style-type: none"> 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.
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.

[^ Back to Top](#)

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 IN PROGRESS
Editor 20 of 27

Content Area	Notes
Instructional	

1 - 1 of 1 items

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

This section includes the accommodations, modifications, supplemental aids and services, assistive technology devices, staff and parent training, etc. that the student will need to be successful in the general education classroom.

Tips:

- The plan needs to be specific and based on the identified learning issues of the student. All students should not have the same list.
- The plan must specify when accommodations will occur, rather than saying "as needed". Example: Extended time on tests (30 minutes)
- Make sure that everyone who works with the student is aware of these items and is utilizing them, including classroom teachers, bus drivers, playground aids, etc.
- If parent counseling or training will be provided, indicate the nature of the training and who will provide the training. Example: The school psychologist will provide parent training on the educational needs of students with autism.
- The team can make the decision that no supplemental aids and services are needed, but it must be discussed and documented by selecting "None needed" under the Content Area box.

Content Area

Instructional

Notes

Supp. Aids and Services Detail Screen

Field	Description
Content Area	The area addressed by the supplementary aid and services. Options include: <ul style="list-style-type: none"> Instructional Classroom Assessment Personnel Parent None Needed
Notes	Any additional information regarding the Supplemental Aids and Services.

[^ Back to Top](#)

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
NOT STARTED
Editor 21 of 27

The need for Extended School Year Services

Describe in Detail the Extended School Year Services

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: <ul style="list-style-type: none"> 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.
Describe in Detail the Extended School Year Services	A description of the service.	N/A

[^ Back to Top](#)

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 NOT STARTED

Editor 22 of 27

Reevaluations must occur at least once every three years, unless the parent and the school district agree that a reevaluation is unnecessary. Reevaluations help determine:

- whether the child continues to have a disability and needs special education;
- whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals, and to participate, as appropriate, in the general education curriculum; or
- the parent has requested a reevaluation.

Is a reevaluation necessary at this time?

- ☐ A reevaluation is necessary at this time.
- ☐ The parent and the school district agree that a reevaluation is unnecessary at this time.

Need for Reevaluation Editor

[^ Back to Top](#)

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 NOT STARTED

Editor 23 of 27

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?

- ☐ Copy of Accommodations/Modifications handout
- ☐ E-mail
- ☐ Verbal Communication
- ☐ Other

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: <ul style="list-style-type: none"> • 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

[^ Back to Top](#)

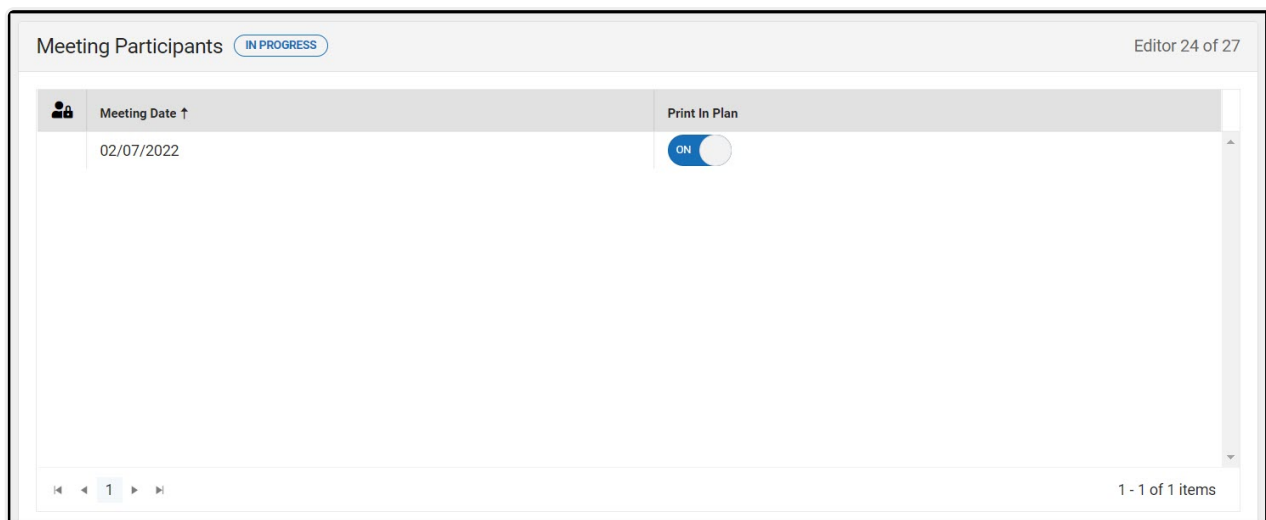
Meeting Participants

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

Team Meeting: 2/7/2022

Print in Plan







Meeting Date *

02/07/2022



Attendance

First Name *	Last Name *	Role Name	Invited	Attended	
Glissa-Jean	Abegg	Mother/Son	<input type="checkbox"/>	<input type="checkbox"/>	
Harrison	Abegg	Father/Son	<input type="checkbox"/>	<input type="checkbox"/>	
Saul	Chalwerk	Social Worker	<input type="checkbox"/>	<input type="checkbox"/>	
Alexander	Hamilton	Principal (ADVISORSTAFF)	<input type="checkbox"/>	<input type="checkbox"/>	

Meeting Participants Detail Screen

Field	Description	Validation
Print in Plan	Indicates this record prints.	N/A
Meeting Date <i>Required</i>	The date of the meeting.	N/A
Attendance		
First Name <i>Required</i>	The first name of the team member.	N/A
Last Name <i>Required</i>	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

Field	Description	Validation
Refresh	Refreshes the team member list and sets any records originally brought in back to their original status.	N/A

[^ Back to Top](#)

IEP Approval

The IEP Approval editor indicates if the case manager accepts and approves of the IEP.

IEP Approval

IN PROGRESS

Editor 25 of 27

I have read and understand my rights as provided to me in the pamphlet "Procedural Safeguards in Special Education under IDEA", which I received this school year. The parent shall be given a copy of this IEP at no cost to the parent.

Approval Decision

☒ I approve of this Individualized Education Program

☐ I approve of this Individualized Education Program with the following exceptions.

IEP Approval Editor

► [Click here to expand...](#)

Fields	Description	Validation
Approval Decision	Indicates the IEP approval status. Options include: <ul style="list-style-type: none"> 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. <i>*Required</i>	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: <i>*Required</i>	A description of the exceptions.	*This field becomes available and is required when the second check box is selected above.

[^ Back to Top](#)

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

NOT STARTED

Editor 26 of 27

Action(s) Proposed or Refused

☐ 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): *

☐ Additional Documentation attached

Explanation of why the district proposed or refused to take the action(s): *

Prior Written Notice

► [Click here to expand...](#)

Field	Description
Action(s) Proposed or Refused	Indicates the type of action proposed or refused. Options include: <ul style="list-style-type: none"> 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): <i>Required</i>	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): <i>Required</i>	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: <i>Required</i>	A description of the evidence provided used as a basis for the proposal or refusal.

Field	Description
Additional Documentation attached	Indicates additional documentation is attached to the IEP.
Description of any other options the district considered and the reasons why those options were rejected: <i>Required</i>	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: <i>Required</i>	A description of any other factors involved in the district's decision.
Additional Documentation attached	Indicates additional documentation is attached to the IEP.

[^ Back to Top](#)

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

NOT STARTED

Editor 27 of 27

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

Meeting Notes

IEP Notes

[^ Back to Top](#)

Previous Versions

[Individual Education Plan \(Montana\) \[.2223 - .2235\]](#)
