

Individual Education Plan (North Dakota)

Last Modified on 05/01/2026 10:10 am CDT

Tool Search: Special Ed Documents

The Individual Education Plan captures information about student special education plans and matches the required documentation provided by the state of North Dakota. 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 is **ND IEP 2025**. North Dakota is a State Edition. Districts cannot change the plan format.

Special Ed Document Editor ☆

Salo, Kevin M Grade: PK DOB: 01/01/2017

Student Information > Special Ed > Special Ed Document Editor

Related Tools ^

Editor Home - ND IEP i

NAME	STATUS	MODIFIED BY	COMPLETED BY
Plan Information	IN PROGRESS	System Administrator 12/15/25 7:18 AM	>
Student Information	IN PROGRESS	System Administrator 12/15/25 7:18 AM	>
Parent/Guardian Information	IN PROGRESS	System Administrator 12/15/25 7:18 AM	>
Enrollment Information	NOT STARTED		>

Print
Cancel

Editor Home

ISP Editors

The ISP is an exact copy of the IEP, with the following editors NOT included:

- Consideration of Special Factors
- Transition Present Levels of Academic and Functional Performance
- Transition Services
- Course of Study
- Transfer of Rights
- Participation in Statewide Academic Assessments
- Participation in District-wide Assessments
- Related Services
- Support for Parent/Guardian and School Personnel
- Extended School Year
- Extended School Year Services

Not Needed Status Information

The following editors can be placed in a Not Needed status. Editors marked as Not Needed do not print.

- Related Services
- Accommodations, Modifications, and Supplementary Aids and Services
- Support for Parent/Guardian and School Personnel
- Extended School Year Services

Plan Information

The Plan Header editor stores plan information as well as related dates.

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

Plan Information IN PROGRESS Editor 1 of 26

<p>IEP Type: (Required)</p> <input type="text" value="Initial"/>	<p>IEP Created Date: (Required)</p> <input type="text" value="04/02/2026"/>	
<p>IEP Meeting Date: (Required)</p> <input type="text" value="03/24/2026"/>	<p>Start Date: (Required)</p> <input type="text" value="04/02/2026"/>	<p>End Date:</p> <input type="text" value="03/24/2027"/>
<p>IEP Annual Review Date:</p> <input type="text" value="03/23/2027"/>	<p>Last Comprehensive Evaluation Date:</p> <input type="text" value="04/02/2026"/>	<p>Three Year Evaluation Date:</p> <input type="text" value="04/01/2029"/>
<p>IEP Age Group: (Required)</p> <input type="text" value="Secondary Transition"/>	<p>Initial IEP Date:</p> <input type="text" value="01/06/2026"/>	

*If the parent did not attend the IEP meeting, describe the efforts to arrange a mutually agreed upon time and place:

If meeting occurred more than one year since previous meeting, explain:

Plan Information Editor

▶ [Click here to expand...](#)

Field	Description	Additional Information
IEP Type <i>Required</i>	The type of plan. Options include: <ul style="list-style-type: none"> Initial Annual Review/Revision 	Ad hoc Inquiries: Student > Learner Planning > Learner Plans > iepType (learningPlan.iepType)
IEP Created Date <i>Required</i>	The day the IEP was created.	This field auto-populates to the day the plan is created. Ad hoc Inquiries: Student > Learner Planning > Learner Plans > iepCreated (learningPlan.iepCreated)
IEP Meeting Date <i>Required</i>	The day of the IEP meeting.	Ad hoc Inquiries: Student > Learner Planning > Learner Plans > iepMeetDate (learningPlan.iepMeetDate)

Field	Description	Additional Information
Start Date <i>Required</i>	The first day of the plan.	This date must be on or after the IEP Meeting Date. Ad hoc Inquiries: Student > Learner Planning > Learner Plans > iepStartDate (learningPlan.iepStartDate)
End Date	The last day of the plan.	This date auto-calculates to one year after the Start Date. Ad hoc Inquiries: Student > Learner Planning > Learner Plans > iepEndDate (learningPlan.iepEndDate)
IEP Annual Review Date	The projected IEP review date.	This field auto-populates to 365 days from the IEP Meeting Date, but can be modified as needed. Ad hoc Inquiries: Student > Learner Planning > Learner Plans > iepReviewDate (learningPlan.iepReviewDate)
Last Comprehensive Evaluation Date	The day of the student's last evaluation.	This field auto-populates from the most recent, locked Evaluation, when one exists (Eligibility Determination editor). Otherwise, this field can be modified as needed. Ad hoc Inquiries: Student > Learner Planning > Learner Plans > lastCompEvalDate (learningPlan.lastCompEvalDate)
Three Year Evaluation Date	The projected three-year evaluation date.	This field auto-populates to three years minus one day from the Date of Last Comprehensive Individual Assessment Report field, but can be modified as needed. Ad hoc Inquiries: Student > Learner Planning > Learner Plans > threeEvalDate (learningPlan.threeEvalDate)

Field	Description	Additional Information
IEP Age Group <i>Required</i>	The student's age group. Options include: <ul style="list-style-type: none"> • Preschool • School Aged K-15 • Transition 	When Preschool or School Aged 6-15 is selected: <ul style="list-style-type: none"> • The Present Levels of Academic and Functional Performance editor is available and required (the Not Needed status is disabled). • The following editors are automatically marked as Not Needed: "Transition Present Levels of Academic and Functional Performance," "Course of Study," and "Transition Services." When Transition is selected: <ul style="list-style-type: none"> • The School Aged Present Levels of Academic and Functional Performance editor is automatically marked as Not Needed. • The following editors are required: "Transition Present Levels of Academic and Functional Performance," "Course of Study," and "Transition Services" (the Not Needed status is disabled). Ad hoc Inquiries: Student > Learner Planning > Learner Plans > iepAgeGroup (learningPlan.iepAgeGroup)
Initial IEP Date	The student's previous IEP Start Date.	This field auto-populates with the Start Date from the student's most recent, locked Initial IEP, when it exists. Otherwise, this field can be modified as needed. Ad hoc Inquiries: Student > Learner Planning > Learner Plans > initialIEPDate (learningPlan.initialIEPDate)
*If the parent did not attend the IEP meeting, describe the efforts to arrange a mutually agreed upon time and place	A description of the efforts to work with the student's guardian(s) to agree upon a time and place to meet.	This field is limited to 8000 characters.

Field	Description	Additional Information
If meeting occurred more than one year since previous meeting, explain	An explanation for the delay of more than a year since the previous IEP meeting.	This field is limited to 8000 characters.

Student Information

The Student Information editor pulls demographic information regarding the student. This is mostly a read-only editor, with the exception of the Primary and Secondary Disability fields.

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

Student Information IN PROGRESS Editor 2 of 25

When a Plan is generated, a snapshot of the student's information is taken from Census. Click Refresh to retrieve current student information.

Last Name: [Redacted]	First Name: Kevin	Middle Name: Middle	Suffix:
Age: 8	Birthdate: [Redacted]	Gender: M	
Address: [Redacted] Bismark, ND 68597			
Student Number: [Redacted]			
Race: 6: White	Ethnicity: 6: White		
Primary Language Spoken at Home:			

Special Education Information

Primary Disability: (Required) AUT: Autism	Secondary Disability: [Redacted]
------------------------------------------------------	--------------------------------------------

Case Manager Information

Name: [Redacted]	Title: (SPEDSTAFF)
Phone:	

Student Information Editor

▶ [Click here to expand...](#)

Field	Description	Database and UI Location (when Refreshed is clicked)
Last Name	The student's last name.	Demographics > Last Name identity.lastName
First Name	The student's first name.	Demographics > First Name identity.firstName
Middle Name	The student's middle name.	Demographics > Middle Name identity.middleName
Suffix	The student's suffix.	Demographics > Suffix Name identity.suffix
Age	The student's age.	Demographics > Age
Birthdate	The student's birthdate.	Demographics > Birth Date identity.birthDate
Gender	The student's gender.	Demographics > Gender identity.gender
Address	The student's address.	Households > Address Information address.number; address.street; address.tag; address.prefix; address.dir; address.apt; address.city; address.state; address.zip
Student Number	The student's state ID number.	Demographics > State ID
Race	The student's race.	Demographics > Race/Ethnicity
Ethnicity	The student's ethnicity.	Demographics > Race/Ethnicity
Primary Language Spoken at Home	The student's home language.	Demographics > Home Primary Language identity.homePrimaryLanguage
Special Education Information		

Field	Description	Database and UI Location (when Refreshed is clicked)
Primary Disability <i>Required</i>	The student's first disability. Options include: <ul style="list-style-type: none"> • AUT: Autism • DB: Deaf-blindness • ED: Emotional Disability • HI: Deaf/Hard of Hearing • ID: Intellectual Disability • NCD: Non-Categorical Delay (Age 3-9 Only) • OHI: Other Health Impairments • OI: Orthopedic Impairments • SI: Speech/Language Impairments • SLD: Specific Learning Disabilities • TBI: Traumatic Brain Injury • VI: Visual Impairments 	N/A
Secondary Disability	The student's second disability. Options are the same as the Primary Disability field.	N/A
Case Manager Information		
Name	The first and last name of the team member.	Student Information > Special Ed Team Members > Case Manager
Title	The role of the team member.	Student Information > Special Ed Team Members > Case Manager > Title
Phone	The phone number of the team member.	Student Information > Special Ed Team Members > Case Manager > Work Phone
Email Address	The email address of the team member.	Student Information > Special Ed Team Members > Case Manager > Work Email

Parent/Guardian Information

The Parent/Guardian Information editor retrieves the contact information of the student's parent(s) or guardian(s).

The Refresh button retrieves a fresh copy of data from the parent/guardian's record.

Parent/Guardian Information IN PROGRESS Editor 3 of 25

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

Parent/Guardian

Print Sequence: i Remove

Name:

Address:

Home Phone: **Work Phone:** **Cell Phone:**

E-mail:

Relationship to student: (Required)

Specify Other:

Hide Parent Contact Information:

Primary Language Spoken at Home:

Parent/Guardian Information Editor

▶ [Click here to expand...](#)

Field	Description	Database and UI Location (when Refreshed is clicked)
Print Sequence	The order in which the parent/guardian displays.	N/A
Name	The name of the parent/guardian.	Demographics > Last Name, First Name identity.lastName identity.firstName

Field	Description	Database and UI Location (when Refreshed is clicked)
Address	The address of the parent/guardian.	Households > Address Information address.number; address.street; address.tag; address.prefix; address.dir; address.apt; address.city; address.state; address.zip
Home Phone	The parent/guardian's home phone.	Demographics > Personal Contact Information > Home Phone identity.homePhone
Work Phone	The parent/guardian's work phone.	Demographics > Personal Contact Information > Work Phone identity.workPhone
Cell Phone	The parent/guardian's cell phone.	Demographics > Personal Contact Information > Cell Phone identity.cellPhone
E-mail	The parent/guardian's email.	Demographics > Personal Contact Information > Email identity.email
Relationship to Student <i>Required</i>	The parent/guardian's relationship to the student. Options include: <ul style="list-style-type: none"> • Surrogate • Guardian • Foster Parent • Individual Acting in Place of Parent • Other 	N/A
Specify Other <i>*Required</i>	A description of the other type of relationship the guardian has with the student. *This field is available and required when Other is selected as the Relationship to Student field. This field is limited to 50 characters.	N/A

Field	Description	Database and UI Location (when Refreshed is clicked)
Hide Parent Contact Information	When marked, hides the parent's contact information from the printed document.	N/A
Primary Language Spoken at Home	The language the parent/guardian speaks at home.	Demographics > Home Primary Language identity.homePrimaryLanguage

Enrollment Information

The Enrollment Information editor is a read-only editor that retrieves district and school information for the student's enrollment location.

When the IEP is amended, the Enrollment Information editor is automatically set to In Progress status. Users must click the **Refresh** button to set the editor to Complete.

Enrollment Information
IN PROGRESS
Editor 4 of 27

Click Refresh to select or change Enrollment data. Information entered into this editor will NOT modify the student's current Enrollment record when the plan is locked.

Resident District: (Required)

Resident Plant:

Serving Plant:

Serving District:

Serving District Phone:

Serving District Address:

Special Education Unit:

Special Education Unit Address:

Placement:

Grade:

District Information

District Number:
08-001

District Name:
[redacted]

District Address:
[redacted] ND 77777

District Phone:
(555)555-5555

District SPED Address:

District SPED Phone:

Enrollment Information Editor

▶ [Click here to expand...](#)

Field	Description	Additional Information
Resident District	The student's district of residence.	Upon Refresh, this field is pulled from the District Residency tool, but can be manually edited.
Resident Plant	The building associated with the student's residence.	Upon Refresh, this field is pulled from the District Residency tool, but can be manually edited.
Serving District	The student's district providing service.	Upon Refresh, this field is pulled from the Enrollment tool but can be manually edited.
Serving District Address	The address of the district building.	Upon Refresh, this field is pulled from the District Residency tool, but can be manually edited.
Serving Plant	The building in which the student receives services.	Upon Refresh, this field is pulled from the District Residency tool, but can be manually edited.
Serving Plant Phone	The phone number of the building at which the student receives services.	Upon Refresh, this field is pulled from the District Residency tool, but can be manually edited.
Special Education Unit	The name of the special education building.	Upon Refresh, this field is pulled from the Enrollment tool but can be manually edited.
Special Education Unit Address	The location of the special education building.	Upon Refresh, this field is pulled from the District Residency tool, but can be manually edited.
Placement	The placement description for the student's enrollment.	Upon Refresh, this field is pulled from the District Residency tool, but can be manually edited.
Grade	The student's grade.	Upon Refresh, this field is pulled from the Enrollment tool and cannot be modified. Database Location: enrollment.grade
District Information		
District Number	The district number associated with the enrolled school.	District Information > State District Number
District Name	The district name associated with the enrolled school	District Information > Name

Field	Description	Additional Information
District Address	The district address associated with the enrolled school.	District Information > Address
District Phone	The district phone number associated with the enrolled school.	District Information > Phone
District SPED Address	The district special education address associated with the enrolled school.	District Information > SPED Address
District SPED Phone	The district special ed phone number associated with the enrolled school.	District Information > SPED Phone

Notice of Meeting

The Notice of Meeting editor documents the contact attempts for inviting team members to the team meeting.

▶ [Click here to expand...](#)

Notice of Meeting List Screen

Notice of Meeting IN PROGRESS Editor 5 of 27

	Meeting D... ↑	Meeting Location	Meeting Purpose	Print In Plan
	04/06/2026	School counselor's office	Initial Evaluation	<input checked="" type="checkbox"/>

Meeting Invitation List Screen

Column Name	Description
Padlock Icon	Indicates the user currently editing the record.
Meeting Date	The day of the meeting.
Meeting Location	The location of the meeting.
Meeting Purpose	The purpose of the meeting.
Print in Plan	Indicates this record prints.

Notice of Meeting Detail Screen

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

Meeting Invitation: 04/06/2026

Print in Plan: Print Student Invitation: Print Separate Guardian Letters:

Meeting Date: (Required) Meeting Time: (Required) Time Zone: (Required)

Meeting Location: (Required) School Contact Name and Phone Number: (Required)

Invite Date: (Required)

A copy of the Parental Rights for Public School Students Receiving Special Education Services - Notice of Procedural Safeguards was provided: Invite Creator:

Meeting Invitation Detail Screen

Field	Description	Additional Information
Print in Plan	Indicates this record prints.	This defaults to marked.
Print Student Invitation	When marked, a student invitation record prints.	N/A
Print Separate Guardian Letters	When marked, a separate invitation is printed for each guardian.	N/A
Meeting Date <i>Required</i>	The day of the meeting.	Ad hoc Inquiries: Student > Learner Planning > Learner Plans > Team Meeting > iepMeetDate (ndTeamMeeting.iepMeetDate)
Meeting Time <i>Required</i>	The time of the meeting.	Ad hoc Inquiries: Student > Learner Planning > Learner Plans > Team Meeting > iepMeetTime (ndTeamMeeting.iepMeetTime)
Time Zone <i>Required</i>	The time zone. Options are Central or Mountain.	N/A
Meeting Location <i>Required</i>	The location of the meeting.	This field is limited to 150 characters.
School Contact Name and Phone Number <i>Required</i>	The name and phone number of the school contact person.	N/A

Field	Description	Additional Information
Invite Date <i>Required</i>	The day of the invitation.	Ad hoc Inquiries: Student > Learner Planning > Learner Plans > Team Meeting > iepInviteDate (ndTeamMeeting.iepInviteDate)
A copy of the Parental Rights for Public School Students Receiving Special Education Services - Notice of Procedural Safeguards was provided	Indicates a copy of the Procedural Safeguards document was provided to the guardian(s).	Ad hoc Inquiries: Student > Learner Planning > Learner Plans > Team Meeting > proceduralSafeguards (ndTeamMeeting.proceduralSafeguards)
Invite Creator	The person who created the meeting invitation.	The options available pull in from the student's Special Ed Team Members tool.
Purpose of Meeting <i>Required</i>	The meeting's purpose. Options include: <ul style="list-style-type: none"> • Initial Evaluation • Graduation • Additional evaluation to determine student needs/programming. • Three year reevaluation to review continued need for special education services. • Discussion of evaluation results, development of an Integrated Written Assessment Report and determination if there is a disability under IDEA. • Development of an initial Individualized Education Program (IEP). This will include a transition plan if your child is 16 years of age within the coming year or is 16 or older. • Review or revision of your 	Multiple options can be selected.

Field	Description	Additional Information
	<p>child's Individualized Education Program (IEP). This will include a transition plan if your child is 16 years of age within the coming year or is 16 or older.</p> <ul style="list-style-type: none"> • Manifestation Determination Review (MDR) Required by IDEA when considering the exclusion of a student with a disability that constitutes a disciplinary change of placement. • Transfer of IEP. Review the oncoming IEP of a new student or student returning to the district. • Extended School Year Services. Annually, school district must determine if the student qualifies for extended school year services. • Amendment • Other 	
<p>Specify Other <i>*Required</i></p>	<p>The other reason for the meeting.</p>	<p>*This field is available and required when Other is selected as the Purpose of Meeting.</p>
<p>Contact Attempts <i>Click Add to insert additional contact attempt records in-line. Click Remove to delete records.</i></p>		
<p>Contact By</p>	<p>The person who made the contact attempt.</p>	<p>The options available pull in from the student's Special Ed Team Members tool.</p>
<p>Date of Contact</p>	<p>The contact attempt date.</p>	<p>N/A</p>
<p>Method of Contact</p>	<p>The contact method. Options include:</p> <ul style="list-style-type: none"> • In Person • Phone • Email • Mail • Text • Other 	<p>N/A</p>

Field	Description	Additional Information
Specify Other <i>*Required</i>	The other method of contact.	*This field is available and required when Other is selected as the Method of Contact.
Meeting Invitees <i>The people who automatically pull into this section come from the student's Special Ed Team Members tool, and their names cannot be modified.</i>		
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 <i>Required</i>	The role of the team member.	N/A
Specify Other <i>*Required</i>	The other role of the team member.	*This field is available and required when Other is selected as the Role.

Meeting Attendance

The Meeting Attendance editor documents who attended the team meeting. Data from this editor pulls in from the [Meeting Invitation](#) editor.

▶ [Click here to expand...](#)

Meeting Attendance List Screen

Meeting Attendance List Screen

Column Name	Description
Padlock Icon	Indicates the user currently editing the record.
Meeting Date	The day of the meeting.

Column Name	Description
Meeting Purpose	The meeting's purpose.
Print in Plan	Indicates this record prints.

Meeting Attendance Detail Screen

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

Team Meeting: 11/17/2025

Print in Plan:

Meeting Invitation: (Required)

Invite Date:
 11/17/2025

Meeting Date: 12/01/2025 **Meeting Time:** 12:00 PM **Time Zone:** Central

Meeting Location:
 School counselor's office

Purpose of Meeting:
 Initial Evaluation

Attendance

FIRST NAME(REQUIRED)	LAST NAME(REQUIRED)	ROLE(REQUIRED)	SPECIFY OTHER	ATTENDED	
		Special Education Teacher/Provider		Yes	<input type="button" value="Remove"/>

Meeting Attendance Detail Screen

Field	Description	Additional Information
Print in Plan	Indicates this record prints.	This defaults to marked.
Meeting Invitation Required	When marked, a student invitation record prints.	The options available in this dropdown pull in from the Meeting Invitation editor.
Invite Date	The day of the invitation.	This field is read-only.
Meeting Date	The day of the meeting.	This field is read-only.
Meeting Time	The time of the meeting.	This field is read-only.
Time Zone	The time zone. Options are Central or Mountain.	This field is read-only.

Field	Description	Additional Information
Meeting Location	The location of the meeting.	This field is read-only.
Purpose of Meeting <i>Required</i>	The meeting's purpose.	This field is read-only.
Attendance <i>The people who automatically pull into this section come from the Meeting Invitation editor and cannot be modified. Additional team member records can be manually entered.</i>		
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 <i>Required</i>	The role of the team member.	N/A
Specify Other <i>*Required</i>	The other role of the team member.	*This field is available and required when Other is selected as the Role.
Attended	Indicates the person attended the meeting.	N/A

Present Levels of Academic and Functional Performance

The Present Levels of Academic and Functional Performance editor documents the student's present levels of academic achievement and functional performance. The statement should include information about the student's specific strengths and weaknesses, unique patterns of functioning, and implications of the problem areas on the student's total functioning.

This editor is automatically marked as Not Needed when the IEP Age Group selected on the [Plan Information](#) editor is Secondary Transition.

Present Levels of Academic and Functional Performance NOT STARTED Editor 7 of 25

The present levels of academic achievement and functional performance (PLAAFP) is an integrated summary of data from all sources including parents. The statement should include information about the student's specific strengths and weaknesses, unique patterns of functioning, and implications of the problem areas on the student's total functioning. The information should also include how the child's disability affects the child's involvement and progress in the general education curriculum. Performance areas to be considered are:

Cognitive Functioning:
Listening skills, listening comprehension, ability to compared to same aged peers

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Present Levels of Academic and Functional Performance Editor

▶ [Click here to expand...](#)

Field	Description	Additional Information
Cognitive Functioning <i>*Required</i>	A description of the student's cognitive functioning, including listening skills, listening comprehension, and ability compared to same-aged peers.	*This field is required in order to mark this editor as Complete. The Template Bank associated with this field is PLAAFP > Cognitive Functioning.
Academic Performance <i>*Required</i>	A description of the student's academic performance, including reading, math, learning styles, etc.	*This field is required in order to mark this editor as Complete. The Template Bank associated with this field is PLAAFP > Academic Performance.
Communicative Status <i>*Required</i>	A description of the student's communicative status, including receptive and expressive language skills.	*This field is required in order to mark this editor as Complete. The Template Bank associated with this field is PLAAFP > Communicative Status.

Field	Description	Additional Information
Physical Characteristics <i>*Required</i>	A description of the student's physical characteristics, including medical, vision, hearing, and motor characteristics.	*This field is required in order to mark this editor as Complete. The Template Bank associated with this field is PLAAFP > Physical Status.
Emotional/Social Development <i>*Required</i>	A description of the student's emotional/social development, including social skills and leisure activities.	*This field is required in order to mark this editor as Complete. The Template Bank associated with this field is PLAAFP > Emotional/Social Development.
Adaptive Characteristics <i>*Required</i>	A description of the student's adaptive characteristics, including adaptive behavior, self-care, independent living, self-direction, health and safety, and work.	*This field is required in order to mark this editor as Complete. The Template Bank associated with this field is PLAAFP > Adaptive Characteristics.
Ecological Factors <i>*Required</i>	A description of the student's ecological factors, including functional skills and community participation, home/family, and neighborhood.	*This field is required in order to mark this editor as Complete. The Template Bank associated with this field is PLAAFP > Ecological Factors.
Other	Any other comments related to the student's present level of academic and functional performance.	The Template Bank associated with this field is PLAAFP > Other.

Transition Present Levels of Academic and Functional Performance

The Transition Present Levels of Academic and Functional Performance editor documents the student's present levels of academic achievement and functional performance. The statement should include information about the student's specific strengths and weaknesses, unique patterns of functioning, and implications of the problem areas on the student's total functioning.

This editor is automatically marked as Not Needed when the IEP Age Group selected on the [Plan](#)

[Information](#) editor is Preschool or School Aged 6-15.

Transition Present Levels of Academic and Functional Performance NOT STARTED Editor 8 of 27

The present levels of academic achievement and functional performance (PLAAFP) is an integrated summary of data from all sources. The statement should include information about the students specific strengths and weaknesses, unique patterns of functioning, and implications of the problem areas on the student's total functioning. The information should also include how the child's disability affects the child's involvement and progress in the general education curriculum. Performance areas to be considered are:

Cognitive Functioning: Add Template i

Listening skills, listening comprehension, ability to compared to same aged peers

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Transition Present Levels of Academic and Functional Performance Editor

▶ [Click here to expand...](#)

Field	Description	Additional Information
Cognitive Functioning <i>*Required</i>	A description of the student's cognitive functioning, including listening skills, listening comprehension, and ability compared to same-aged peers.	*This field is required in order to mark this editor as Complete. The Template Bank associated with this field is Transition PLAAFP > Cognitive Functioning.
Academic Performance <i>*Required</i>	A description of the student's academic performance, including reading, math, learning styles, etc.	*This field is required in order to mark this editor as Complete. The Template Bank associated with this field is Transition PLAAFP > Academic Performance.
Communicative Status <i>*Required</i>	A description of the student's communicative status, including receptive and expressive language skills.	*This field is required in order to mark this editor as Complete. The Template Bank associated with this field is Transition PLAAFP > Communicative Status.

Field	Description	Additional Information
Physical Characteristics <i>*Required</i>	A description of the student's physical characteristics, including medical, vision, hearing, and motor characteristics.	<p>*This field is required in order to mark this editor as Complete.</p> <p>The Template Bank associated with this field is Transition PLAAFP > Physical Characteristics.</p>
Emotional/Social Development <i>*Required</i>	A description of the student's emotional/social development, including social skills and leisure activities.	<p>*This field is required in order to mark this editor as Complete.</p> <p>The Template Bank associated with this field is Transition PLAAFP > Emotional/Social Development.</p>
Adaptive Characteristics <i>*Required</i>	A description of the student's adaptive characteristics, including adaptive behavior, self-care, independent living, self-direction, health and safety, and work.	<p>*This field is required in order to mark this editor as Complete.</p> <p>The Template Bank associated with this field is Transition PLAAFP > Adaptive Characteristics.</p>
Ecological Factors <i>*Required</i>	A description of the student's ecological factors, including functional skills and community participation, home/family, and neighborhood.	<p>*This field is required in order to mark this editor as Complete.</p> <p>The Template Bank associated with this field is Transition PLAAFP > Ecological Factors.</p>
Other	Any other comments related to the student's present level of academic and functional performance.	<p>The Template Bank associated with this field is Transition PLAAFP > Other.</p>

Field	Description	Additional Information
Jobs and Job Training	A description of the student's current level of performance in their job or job training skills.	<p>*This field is required in order to mark this editor as Complete.</p> <p>The Template Bank associated with this field is Transition PLAAFP > Jobs and Job Training.</p>
Recreation and Leisure	A description of the student's current level of performance in recreation and leisure.	<p>*This field is required in order to mark this editor as Complete.</p> <p>The Template Bank associated with this field is Transition PLAAFP > Recreation and Leisure.</p>
Home/Independent Living	A description of the student's current level of performance in their home/independent living skills.	<p>*This field is required in order to mark this editor as Complete.</p> <p>The Template Bank associated with this field is Transition PLAAFP > Home and Independent Living.</p>
Community Participation	A description of the student's current level of performance in community participation skills.	<p>*This field is required in order to mark this editor as Complete.</p> <p>The Template Bank associated with this field is Transition PLAAFP > Community Participation.</p>
Post-Secondary Training and Learning Opportunities	A description of the student's current level of performance in their post-secondary training and learning opportunities skills.	<p>*This field is required in order to mark this editor as Complete.</p> <p>The Template Bank associated with this field is Transition PLAAFP > Post Secondary Training and Learning Opportunities.</p>

Field	Description	Additional Information
Related Services	A description of the student's current level of performance in their related services.	<p>*This field is required in order to mark this editor as Complete.</p> <p>The Template Bank associated with this field is Transition PLAAFP > Related Services.</p>

Consideration of Special Factors

The Consideration of Special Factors editor documents the areas the team considers when creating the student's plan.

Consideration of Special Factors IN PROGRESS Editor 8 of 25

The IEP team must consider these factors while developing the IEP. Any factors checked yes must be addressed in the IEP.

Has the child been identified by the school district as a child with limited English proficiency? (Required)

Yes. The team must consider the language needs of the child as those needs relate to the child's IEP.

No. The team has considered the child is not a child with limited English Proficiency.

Is the child blind or visually impaired? (Required)

Yes. The IEP team must provide provide instruction in Braille and the use of the Braille unless the IEP Team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child.

No. The team has considered and the child is not a child with blindness or a vision impairment.

Is the student a student with deafness or hard of hearing? (Required)

Yes. The IEP team must consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level and full range of needs, including opportunities for direct instruction in the child's language and communication mode.

Consideration of Special Factors Editor

▶ [Click here to expand...](#)

Field	Description	Ad hoc Inquiries <i>Student > Learner Planning > Learner Plans > Consideration of Special Factors</i>
Has the child been identified by the school district as a child with limited English proficiency? <i>Required</i>	Options include: <ul style="list-style-type: none"> Yes. The team must consider the language needs of the child as those needs relate to the child's IEP. No. The team has considered the child is not a child with limited English Proficiency. 	limitedEnglish (ndSpecialFactors.limitedEnglish)

Field	Description	Ad hoc Inquiries <i>Student > Learner Planning > Learner Plans > Consideration of Special Factors</i>
<p>Is the child blind or visually impaired? <i>Required</i></p>	<p>Options include:</p> <ul style="list-style-type: none"> • Yes. The IEP team must provide provide instruction in Braille and the use of the Braille unless the IEP Team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child. • No. The team has considered and the child is not a child with blindness or a vision impairment. 	<p>blindVisImp (ndSpecialFactors.blindVisImp)</p>
<p>Is the student a student with deafness or hard of hearing? <i>Required</i></p>	<p>Options include:</p> <ul style="list-style-type: none"> • Yes. The IEP team must consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level and full range of needs, including opportunities for direct instruction in the child's language and communication mode. • No. The team has considered and the child is not a child with deafness or hard of hearing. 	<p>deafHardHear (ndSpecialFactors.deafHardHear)</p>

Field	Description	Ad hoc Inquiries <i>Student > Learner Planning > Learner Plans > Consideration of Special Factors</i>
<p>Does the student have communication needs? <i>Required</i></p>	<p>Options include:</p> <ul style="list-style-type: none"> • Yes. The IEP team must consider the communication needs of the child and address those needs in the IEP (i.e. present level, adaptations of educational services, annual goals, etc.). • No. The team has considered and the child is not a child with communication needs. 	<p>comNeeds (ndSpecialFactors.comNeeds)</p>
<p>Does the student need assistive technology devices and services? <i>Required</i></p>	<p>Options include:</p> <ul style="list-style-type: none"> • Yes. The IEP team has determined, after considering all areas related to the student’s present levels of academic achievement and functional performance, that the student needs assistive technology in order to access the general education curriculum. • No. • Assistive technology to be explored, further consideration is needed to determine if assistive technology is necessary. 	<p>atNeeds (ndSpecialFactors.atNeeds)</p>
<p>Does the child's behavior impede the child's learning or the learning of others? <i>Required</i></p>	<p>Options include:</p> <ul style="list-style-type: none"> • Yes. The IEP team must consider the use of positive behavioral interventions and supports and other strategies to address that behavior. • No. 	<p>behaviorImpede (ndSpecialFactors.behaviorImpede)</p>

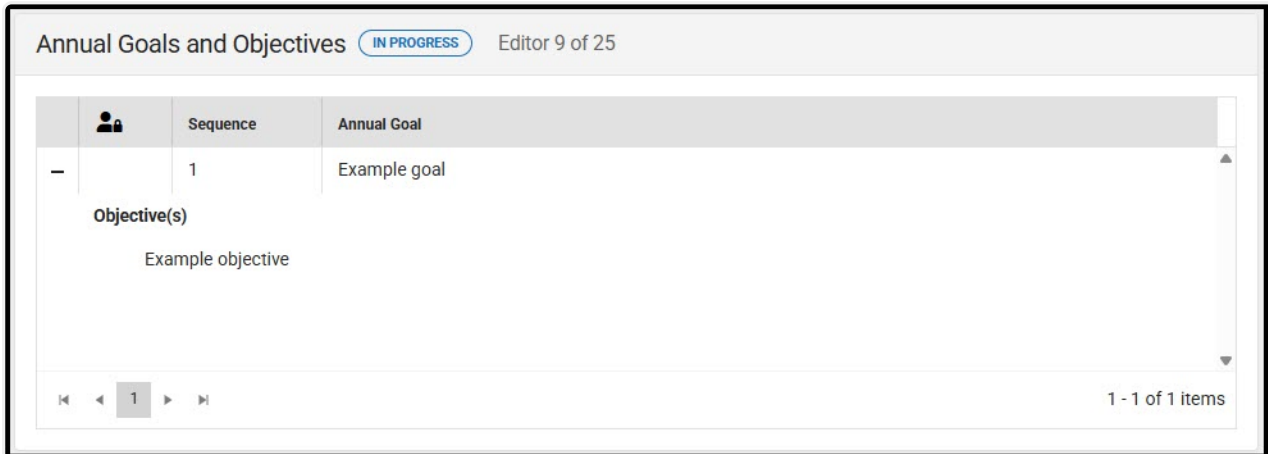
Annual Goals and Objectives

The Annual Goals and Objectives editor documents the student's goals and how progress towards

those goals is measured.

▶ [Click here to expand...](#)

Annual Goals and Objectives List Screen



Annual Goals and Objectives List Screen

Column Name	Description
Padlock Icon	Indicates the user currently editing the record.
Sequence	The order of the goal.
Annual Goal	The name of the goal.

Annual Goals and Objectives Detail Screen

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

Standard Selector

Use the Search Standards field to narrow down the list of standards. To select a standard, click on the standard. It will then appear in the "References From" field in the Annual Goals and Objectives below.

Search Standards: Show Archived: OFF

▶ ■ North Dakota Science Content Standards

Annual Goals and Objectives

Sequence: **(Required)**

ESY:

References From:

Annual Goal: **(Required)**
Describe intent/purpose, behavior and ending level

Annual Goals and Objectives Detail Screen

Field	Description	Additional Information
Standard Selector		
Search Standards	Allows users to search the list of North Dakota Content Standards.	Standards are imported using the Standards Bank tool. Standards must be associated with each school using the School Standard Setup tool.
Show Archived	Allows users to toggle whether to search for archived standards.	Defaults to Off.
> Standards Folder(s)	The list of standards is displayed in a series of folders that can be expanded/collapsed using the caret icons (>).	When selected, the standard gets inserted into the References From field below.
Annual Goals and Objectives		
Sequence Number <i>Required</i>	The order of the annual goal records.	Numbers automatically sequence with each new record created. Sequence numbers must be unique.

Field	Description	Additional Information
ESY	Indicates this goal is part of an extended school year program.	Goals marked as ESY display as read-only in the Extended School Year editor.
References From	The grade associated with the standard.	<p>This field automatically populates with the standard selected above when applicable.</p> <p>The Template Bank associated with this field is Annual Goals > References From.</p>
Annual Goal <i>Required</i>	The name of the annual goal.	<p>The Template Bank associated with this field comes from the Annual Goal Template Type.</p> <p>This field is limited to 8000 characters.</p>
Service Provider <i>Required</i>	The person responsible for facilitating progress toward and the measurement of the student's goals.	This field is limited to 150 characters.
How and when will periodic progress reports will be provided <i>Required</i>	A description of how progress will be reported for the student's goal.	<p>This field is limited to 8000 characters.</p> <p>The Template Bank associated with this field is Annual Goals > Periodic Reports Provided.</p>
<p>Short-Term Instructional Objectives <i>Click Add to create additional objectives for the goal.</i></p>		
Sequence Number	The order of the objective records.	N/A
Objective <i>Required</i>	The short-term objective towards reaching the student's annual goal.	<p>The Template Bank associated with this field comes from the Objective Template Type.</p> <p>This field is limited to 8000 characters.</p>

Field	Description	Additional Information
Service Provider <i>Required</i>	The person responsible for facilitating progress toward and the measurement of the student's short-term objectives.	This field is limited to 150 characters.

Transition Services

The Transition Services editor documents the student's post-high school goals and any activities or services required to achieve their goal.

This editor is automatically marked as Not Needed when the IEP Age Group selected on the [Plan Information](#) editor is Preschool or School Aged 6-15.

In order to mark this editor as Complete, either an Education/Training or Employment Transition Area record must be created. When an Independent Living Skills Transition Area record is created, one activity must be saved to mark this editor as Complete.

▶ [Click here to expand...](#)

Transition Services List Screen

Transition Services List Screen

Column Name	Description
Padlock Icon	Indicates the user currently editing the record.
Transition Area	The area associated with the goal.
Transition Goal	The first 100 characters of the transition goal.

Transition Services Detail Screen

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

Transition Services

Transition Area: (Required)

Education/Training Goal: (Required)
 After high school, I will:

Activities/Services

Transition Service: Example activity

Activity/Service needed to reach goal: (Required) Remove

Transition Services Detail Screen

Field	Description	Additional Information
Transition Services		
Transition Area <i>Required</i>	The area associated with the transition goal. Options include: <ul style="list-style-type: none"> • Education/Training • Employment • Independent Living Skills 	Ad hoc Inquiries: Student > Learner Planning > Learner Plans > Transition Services > transitionArea (ndTransitionServices.transitionArea)
[Transition Area] Goal <i>Required</i>	A statement of the student's transition goal.	This field is limited to 8000 characters.
Activities/Services <i>Click Add to create a new activity/service record.</i>		
Activity/Service needed to reach goal <i>Required</i>	A description of the activity or service the student requires to meet their transition goal.	This field is limited to 8000 characters.

Field	Description	Additional Information
Person/Agency Responsible <i>Required</i>	The person or agency responsible for facilitating progress toward and the measurement of the student's transition goal.	This field is limited to 150 characters. Ad hoc Inquiries: Student > Learner Planning > Learner Plans > Transition Services > personResponsible (ndTransitionServices. [personResponsible])
Timeline <i>Required</i>	The timeframe of the activity or service.	This field is limited to 150 characters.
Transition Services <i>Required</i>	The type of service associated with the activity. Options include: <ul style="list-style-type: none"> • Instruction • Community Experiences • Employment • Related Service • Adult Living • Daily Living • Functional Vocational Assessment 	Multiple options may be selected. Ad hoc Inquiries: Student > Learner Planning > Learner Plans > Transition Services > transitionServices (ndTransitionServices.transitionServices)

Graduation Information

The Graduation Information editor documents the student's anticipated graduation date and credits they've earned and need to earn to meet the graduation requirements of the district.

Graduation Information IN PROGRESS Editor 12 of 27

Anticipated Month and Year of Graduation: (Required)

Credits to be Earned:

Total Number of credits required by this district for graduation:

Will student exit secondary school with fewer credits than required of all students by the district?

If yes, identify the alternate document approved by the district that the student will receive:

Graduation Information Editor

▶ [Click here to expand...](#)

Field	Description	Additional Information
Anticipated Month and Year of Graduation <i>*Required</i>	The student's anticipated graduation date.	Database Location: SEPTransitionPlan.expectDate
Credits to be Earned	The number of credits the student needs to earn to graduate.	This field is limited to 150 characters. Database Location: SEPTransitionPlan.creditsNeeded
Total Number of credits required by this district for graduation	The total number of credits the district requires for graduation.	This field is limited to 150 characters. Database Location: SEPTransitionPlan.creditsTotal
Will student exit secondary school with fewer credits than required of all students by the district?	Options are Yes or No.	Database Location: SEPTransitionPlan.postSecondary
If yes, identify the alternate document approved by the district that the student will receive <i>*Required</i>	A description of the alternate document the student will receive.	*This field is available and required when Yes is selected above. This field is limited to 150 characters. Database Location: SEPTransitionPlan.alternateDoc

Course of Study

The Course of Study editor documents the student's list of courses required for graduation and credit requirements.

This editor is automatically marked as Not Needed when the IEP Age Group selected on the [Plan Information](#) editor is Preschool or School Aged 6-15.

▶ [Click here to expand...](#)

Course of Study List Screen

Course of Study IN PROGRESS Editor 13 of 27

Credits Earned Towards Graduation
6

	Grade	Term	School Year	Courses
	9	1	25-26	Math

Course of Study List Screen

Column Name	Description
Padlock Icon	Indicates the user currently editing the record.
Grade	The student's grade level for that school year.
Term	The term when the course took place.
School Year	The school year.
Courses	The first 100 characters of the courses the student took for that school year.

Course of Study Detail Screen

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

Course of Study

Grade Level: (Required) School Year: (Required)

Term	Course	Credits	
<input type="text" value="1"/>	<input type="text" value="Math"/>	<input type="text" value="6.00"/>	Remove

⏪ ⏩ 1 ⏪ ⏩
1 - 1 of 1 items

Add

Course of Study Detail Screen

Field	Description	Additional Information
-------	-------------	------------------------

Field	Description	Additional Information
Grade Level <i>Required</i>	The grade level of the student. Options include: <ul style="list-style-type: none"> • 7 • 8 • 9 • 10 • 11 • 12 • 18-21 	Database Location: <ul style="list-style-type: none"> • Code: SEPGenericSubForm.tinyint1 • Text: SEPGenericSubForm.varchar2 Ad hoc Inquiries: Student > Learner Planning > Learner Plans > Course of Study > grade (ndCourseOfStudy.grade)
School Year <i>Required</i>	The school year.	This field is limited to 5 characters, such as 25-26. Database Location: SEPGenericSubForm.varchar1 Ad hoc Inquiries: Student > Learner Planning > Learner Plans > Course of Study > schoolYear (ndCourseOfStudy.schoolYear)
The in-line table includes the following fields: <ul style="list-style-type: none"> • Term • Course • Credits 		

Transfer of Rights

The Transfer of Rights editor documents the team's discussion and the dates of the student's transfer of rights prior to their 18th birthday, the age of majority.

When the IEP Age Group (Plan Information editor) is Preschool or School Aged, this editor is automatically marked as Not Needed. When the IEP Age Group is Secondary, this editor is required and cannot be marked as Not Needed.

Transfer of Rights NOT STARTED Editor 14 of 27

Transfer of Rights
 No later than one year before the age of majority (18) the student and family must be informed of the educational transfer of rights.

Discussion of transfer of rights must be held and documentation here: **(Required)**

Date of IEP meeting when transfer of rights was discussed: **(Required)**

Procedural Safeguards
 Upon turning 18, the student and parent must receive written notification that the educational rights of the student have been transferred.

Date transfer of rights to student occurred and "Transfer of Rights to Student" form was signed, if applicable:

Transfer of Rights Editor

▶ [Click here to expand...](#)

Field	Description	Additional Information
Discussion of transfer of rights must be held and documentation here <i>Required</i>	A description of the transfer of rights discussion.	This field is limited to 8000 characters.
Date of IEP meeting when transfer of rights was discussed <i>Required</i>	The day of the discussion on the transfer of rights.	Ad hoc Inquiries: Student > Learner Planning > Learner Plans > Transfer of Rights > transferRightsDate (ndTransferRights.transferRightsDate)
Date transfer of rights to student occurred and "Transfer of Rights to Student" form was signed, if applicable	The day the student's transfer of rights occurred and documentation was signed, when applicable.	Ad hoc Inquiries: Student > Learner Planning > Learner Plans > Transfer of Rights > transferFormSign (ndTransferRights.transferFormSign)

Adaptation of Educational Services

The Adaptation of Educational Services editor identifies the student's needs for alternative formats of educational materials.

Adaptation of Educational Services IN PROGRESS Editor 14 of 25

Does the student need instructional and related core materials in an accessible specialized format? (Required)

Yes ▼

Identify the alternate format(s) needed for the student: (Required)

Audio ✕

Is the student eligible to receive NIMAS files as certified by a competent authority? (Required)

No ▼

Please ensure a completed verification of eligibility form is on file.

Adaptation of Educational Services Editor

▶ [Click here to expand...](#)

Field	Description	Additional Information
Does the student need instructional and related core materials in an accessible specialized format? <i>Required</i>	Options are Yes or No.	Ad hoc Inquiries: Student > Learner Planning > Learner Plans > Adaptation of Educational Services > accessFormatMaterials (ndAdaptationsServices.accessFormatMaterials)
Identify the alternate format(s) needed for the student <i>*Required</i>	Options include: <ul style="list-style-type: none"> • None • Braille • Large Print • Digital (e-text) • Audio 	*This field is available and required when Yes is selected above. Ad hoc Inquiries: Student > Learner Planning > Learner Plans > Adaptation of Educational Services > altFormats (ndAdaptationsServices.altFormats)
Is the student eligible to receive NIMAS files as certified by a competent authority? <i>*Required</i>	Options are Yes or No.	*This field is required when Yes is selected above. Ad hoc Inquiries: Student > Learner Planning > Learner Plans > Adaptation of Educational Services > nimasEligible (ndAdaptationsServices.nimasEligible)

Accommodations, Modifications, Supplementary Aids and Services

The Accommodations, Modifications, Supplementary Aids and Services editor documents any modifications or services the student requires based on their unique learning needs.

▶ [Click here to expand...](#)

Accommodations, Modifications, Supplementary Aids and Services List Screen

Accommodations, Modifications and Supplementary Aids and Services IN PROGRESS Editor 15 of 25						
	Sequen... ↑	Service	Frequency	Start Date	End Date	Location
	1	Example accommodation	Weekly	01/05/26	06/05/26	Reading

1 - 1 of 1 items

Accommodations, Modifications and Supplementary Aids and Services List Screen

Column Name	Description
Padlock Icon	Indicates the user currently editing the record.
Sequence	The order of the records.
Service	The name of the accommodation, modification, or supplementary aid and service.
Frequency	The frequency of service.
Start Date	The first day of service.
End Date	The last day of service.
Location	The location of service.

Accommodations, Modifications, Supplementary Aids and Services Detail Screen

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

Accommodations, Modifications and Supplementary Aids and Services

Sequence: (Required)

The school team will list any accommodations, modifications or supplementary aids and services the student needs based on their unique learning needs. These help the student reach yearly goals, stay involved in regular classroom activities, and learn alongside peers as much as possible.

Supports may include, but are not limited to how lessons are presented, extra time for assignments, changes to the learning environment, special tools, or different ways of completing work. If changes affect graduation requirements or post-secondary options, the team must discuss them. If the student uses special equipment, the team will outline how it will be checked and maintained. The IEP team must also consider any specific needs or challenges when making decisions.

Accommodations, Modifications and Supplementary Aids and Services: (Required)

Location: (Required) **Specify Other:**

Duration and Frequency

Start Date: (Required) **End Date: (Required)**

Frequency: (Required) **Specify Other:**

Accommodations, Modifications and Supplementary Aids and Services Detail Screen

Field	Description	Additional Information
Sequence Number <i>Required</i>	The order of the record.	Numbers automatically sequence with each new record created. Sequence numbers must be unique.
Accommodations, Modifications and Supplementary Aids and Services <i>Required</i>	The type of accommodations, modifications, supplementary aid, or service.	<p>This field is limited to 150 characters.</p> <p>The Template Bank associated with this field is Acc/Mod/SAS> Accommodations, Modifications, Supp Aids/Services.</p> <p>Ad hoc Inquiries: Student > Learner Planning > Learner Plans > Accom./Mod./Supplementary Aids and Services > accModSAS (ndSpedServiceSupplementary.accModSAS)</p>

Field	Description	Additional Information
Location <i>Required</i>	The location of service. Options include: <ul style="list-style-type: none"> • Reading • Math • Science • Social Studies • Electives • All Classes • Other 	Ad hoc Inquiries: Student > Learner Planning > Learner Plans > Accom./Mod./Supplementary Aids and Services > locationServicesSAS (ndSpedServiceSupplementary.locationServicesSAS)
Specify Other <i>*Required</i>	The other location of service.	*This field is available and required when Other is selected above. This field is limited to 150 characters.
Duration and Frequency		
Start Date <i>Required</i>	The first day of the service.	Ad hoc Inquiries: Student > Learner Planning > Learner Plans > Accom./Mod./Supplementary Aids and Services > serviceStartSAS (ndSpedServiceSupplementary.serviceStartSAS)
End Date <i>Required</i>	The last day of the service.	Ad hoc Inquiries: Student > Learner Planning > Learner Plans > Accom./Mod./Supplementary Aids and Services > serviceEndSAS (ndSpedServiceSupplementary.serviceEndSAS)
Frequency <i>Required</i>	The frequency of service. Options include: <ul style="list-style-type: none"> • Daily • Weekly • Monthly • Quarterly • Yearly • Other 	Ad hoc Inquiries: Student > Learner Planning > Learner Plans > Accom./Mod./Supplementary Aids and Services > frequencyServiceSAS (ndSpedServiceSupplementary.frequencyServiceSAS)
Specify Other <i>*Require</i>	The other frequency of service.	*This field is available and required when Other is selected above. This field is limited to 150 characters.

Participation in Statewide Academic Assessments

The Participation in Statewide Academic Assessments editor documents how the student will participate in statewide assessments.

Participation in Statewide Academic Assessments IN PROGRESS Editor 17 of 27

Assessment Participation

Describe the student's participation in State Academic Assessments: (Required)
 When completing this section, please consider the next scheduled testing window for the assessment selected.

Student will participate in ND A-PLUS ... ▾

Statewide Testing Accommodations 2026

School Year: Subject Area: (Required) ▾

Accessibility Tool: (Required) ✕

Participation in Statewide Academic Assessments Editor

▶ [Click here to expand...](#)

Field	Description	Additional Information
Assessment Participation		

Field	Description	Additional Information
Describe the student's participation in State Academic Assessments <i>Required</i>	Options include: <ul style="list-style-type: none"> • Student's current grade does not participate • Student will participate in ND A-PLUS without accommodations • Student will participate in ND A-PLUS with approved accommodations specified in Adaptation of Education Services area • Student will participate in the North Dakota Alternate Assessment 	Only one option can be selected. When "Student will participate in the North Dakota Alternate Assessment" is selected, a modal displays, "Students taking the North Dakota Alternate Assessment are required to have objectives on Annual Goals." Ad hoc Inquiries: Student > Learner Planning > Learner Plans > Participation in Statewide Academic Assessments > stateAssessParticipation (ndStatewideAssessments.stateAssessParticipation)
Statewide Testing Accommodations <i>Click Add to create another Statewide Testing Accommodations record.</i>		
School Year	The school year of the assessment.	This field is limited to 5 characters, such as 25-26.
Subject Area <i>Required</i>	The subject area of the assessment. Options include: <ul style="list-style-type: none"> • Reading • Writing • Math • Science (4, 8, 10) 	Ad hoc Inquiries: Student > Learner Planning > Learner Plans > Participation in Statewide Academic Assessments > subjectArea (ndStatewideAssessments.subjectArea)
Accessibility Tool	The type of accessibility tool. Options vary depending on the Subject Area.	Multiple options may be selected. Ad hoc Inquiries: Student > Learner Planning > Learner Plans > Participation in Statewide Academic Assessments > accessTool (ndStatewideAssessments.accessTool)

Participation in District-wide Assessments

The Participation in District-wide Academic Assessments editor documents how the student will participate in district-wide assessments.

Participation in District-wide Assessments NOT STARTED Editor 18 of 27

Describe the student's participation in district-wide assessments.

The team has discussed and considered the student's participation in regular district-wide assessment:

If the student will not participate in the regular district-wide assessment, describe why the child cannot participate and why the particular alternate assessment selected is appropriate:

Participation in District-wide Assessments Editor

Field	Description	Additional Information
The team has discussed and considered the student's participation in regular district-wide assessment	Indicates the student's IEP team discussed and considered the student's participation in regular district-wide assessments.	Ad hoc Inquiries: Student > Learner Planning > Learner Plans > Participation in District-wide Assessments > regDistrictParticipation (ndDistrictAssessments.regDistrictParticipation)
If the student will not participate in the regular district-wide assessment, describe why the child cannot participate and why the particular alternate assessment selected is appropriate	A description as to why the student will not participate in the district-wide assessment.	This field is limited to 8000 characters. The Template Bank for this field is District-Wide Assessments > Alternate Assessments.

Description of Activities with Students Without Disabilities

The Description of Activities with Students Without Disabilities editor documents the student's participation in activities with their peers without disabilities.

Description of Activities with Students Without Disabilities IN PROGRESS Editor 19 of 27

Physical Education: (Required)
Indicate type of physical education program that the student receives

Regular PE ▼

Comments:

Participation in Academic and Nonacademic Activities:

Description of Activities with Students Without Disabilities Editor

▶ [Click here to expand...](#)

Field	Description	Additional Information
Physical Education <i>Required</i>	Options include: <ul style="list-style-type: none"> Regular PE Adapted PE Not Required for this school year 	Ad hoc Inquiries: Student > Learner Planning > Learner Plans > Activities with Students Who Are Not Disabled > peType (ndNotDisabled.peType)
Comments	Any comments related to the student's participation in physical education.	This field is limited to 8000 characters.
Participation in Academic and Nonacademic Activities	Options include: <ul style="list-style-type: none"> Art Music Family/Consumer Science Trade and Industrial Education Vocational Education Other 	Multiple options may be selected. Ad hoc Inquiries: Student > Learner Planning > Learner Plans > Activities with Students Who Are Not Disabled > acadNonAcadParticipate (ndNotDisabled.acadNonAcadParticipate)
Specify Other <i>*Required</i>	The other activities in which the student participates.	*This field is available and required when Other is selected above. This field is limited to 150 characters.
Comments	Any comments related to the student's participation in academic and nonacademic activities.	This field is limited to 8000 characters.

Field	Description	Additional Information
Nonacademic and Extracurricular Services and Activities	Options include: <ul style="list-style-type: none"> • Counseling • Employment Referrals • Athletics • School Sponsored Clubs • Transportation • Recreation • Special Interest Groups • Other 	Multiple options may be selected. Ad hoc Inquiries: Student > Learner Planning > Learner Plans > Activities with Students Who Are Not Disabled > nonAcadExtraActivities (ndNotDisabled.nonAcadExtraActivities)
Specify Other <i>*Required</i>	The other services in which the student participates.	*This field is available and required when Other is selected above. This field is limited to 150 characters.
Comments	Any comments related to the student's participation in nonacademic and extracurricular services and activities.	This field is limited to 8000 characters.

Educational Environment

The Educational Environment editor documents the student's educational environment location. Overlapping days are not allowed.

▶ [Click here to expand...](#)

Educational Environment List Screen

The screenshot shows the 'Educational Environment' editor interface. At the top, it says 'IN PROGRESS' and 'Editor 19 of 25'. Below this is a table with the following data:

Setting	Start Date	End Date
Special Education Inside Regular Class 80% or more of Day	01/05/2026	06/05/2026

At the bottom of the table, there are navigation controls showing '1' and '1 - 1 of 1 items'.

Educational Environment List Screen

Column Name	Description
Padlock Icon	Indicates the user currently editing the record.
Setting	The educational environment.
Start Date	The first day of the setting.
End Date	The last day of the setting.

Educational Environment Detail Screen

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

Educational Environment

To the maximum extent appropriate, students with disabilities must be educated with their non-disabled peers. Special classes, separate schooling, or other removals from the general education environment occur only when the nature or severity of the disability is such that education in general education classes, even with the use of supplementary aids and services, cannot be achieved satisfactorily.

Describe the educational setting in which the student will receive services and support necessary to meet their unique needs, while participating with non-disabled peers to the maximum extent appropriate: **(Required)**

Example education environment

The IEP team has determined the student's educational placement will be:

Preschool Setting:

School Age Setting:

Start Date: (Required)

End Date: (Required)

Educational Environment Information

Educational Environment Detail Screen

Field	Description	Additional Information
<p>Describe the educational setting in which the student will receive services and support necessary to meet their unique needs, while participating with non-disabled peers to the maximum extent appropriate <i>Required</i></p>	<p>A description of the student's educational setting.</p>	<p>This field is limited to 8000 characters.</p> <p>The Template Bank for this field is Educational Environment > Describe Educational Setting.</p>

Field	Description	Additional Information
Preschool Setting	<p>Options include:</p> <ul style="list-style-type: none"> • 18: (A2) Other Early Childhood Program 10 hrs per wk or more • 19: (B1) Regular Early Childhood Program less than 10 hrs per wk • 20: (B2) Other Early Childhood Program less than 10 hrs per wk • 21: (C1) Early Childhood Special Education Prg - Separate Class • 22: (C2) Early Childhood Special Education Prg - Separate • School • 23: (C3) Early Childhood Special Education Prg - Residential • Facility • 24: (D1) Not Attending Spec Ed Prg - Home • 25: (D2) Not Attending Spec Ed Prg -Srv Provider Loc 	<p>This field is only available when the student is in grade K or less.</p> <p>When the IEP Age Group is School Age or Secondary, the Preschool Setting dropdown is unavailable. When Preschool is selected as the IEP Age Group, both the Preschool and School Age Setting dropdowns are available.</p> <p>Ad hoc Inquiries: Student > Learner Planning > Learner Plans > Educational Environment > preschoolSetting (ndEducationalEnvironment.preschoolSetting)</p>

Field	Description	Additional Information
School Age Setting	Options include: <ul style="list-style-type: none"> • 9: Special Education Inside Regular Class 80% or more of Day • 10: Special Education Inside Regular Class 40% to 79% of Day • 11: Special Education Inside Regular Class < 40% of Day • 12: Special Education in Separate School • 13 Special Education in Residential Facility • 14: Special Education in Homebound/Hospital • 15: Correctional Facilities • 16: Parentally Placed in Private School 	Either a Preschool Setting or a School-Age Setting can be selected, but not both. Ad hoc Inquiries: Student > Learner Planning > Learner Plans > Educational Environment > schoolAgeSetting (ndEducationalEnvironment.schoolAgeSetting)
Start Date <i>Required</i>	The first day of the educational placement.	Ad hoc Inquiries: Student > Learner Planning > Learner Plans > Educational Environment > placeStart (ndEducationalEnvironment.placeStart)
End Date <i>Required</i>	The last day of the educational placement.	Ad hoc Inquiries: Student > Learner Planning > Learner Plans > Educational Environment > placeEnd (ndEducationalEnvironment.placeEnd)
Educational Environment Information		
Is there a potential harmful effect to the student with this placement? <i>Required</i>	Options are Yes or No.	This question is not available on the ISP. The Template Bank for this field is Educational Environment > Harmful Effect. Ad hoc Inquiries: Student > Learner Planning > Learner Plans > Educational Environment > harmfulEffect (ndEducationalEnvironment.harmfulEffect)

Field	Description	Additional Information
If yes, describe the potential harmful effect to the student <i>*Required</i>	A description of the potential harmful effects to the student of this placement.	*This field is available and required when Yes is selected above.
Length of School Day	Options include: <ul style="list-style-type: none"> • Full School Day • Shorter or Longer Day Than Peers 	This question is not available on the ISP. Ad hoc Inquiries: Student > Learner Planning > Learner Plans > Educational Environment > lengthDay (ndEducationalEnvironment.lengthDay)
Explain why a shorter or longer day is necessary <i>*Required</i>	A description as to why a shorter or longer day is necessary for the student.	*This field is available and required when Short or Longer Day Than Peers is selected as the Length of School Day. This field is limited to 8000 characters. The Template Bank for this field is Educational Environment > Modified Day.

Special Education Services

The Special Education Services editor documents the services the student requires in a Special Education setting.

▶ [Click here to expand...](#)

Special Education Services List Screen

Special Education Services IN PROGRESS Editor 20 of 25

	Sequen... ↑	Service Provided	Duration/Frequency	Start Date	End Date
	1	Reading	60 minutes/Weekly	01/05/26	06/05/26

⏪ ⏩ 1 ⏪ ⏩

1 - 1 of 1 items

Special Education Services List Screen

Field	Description
Padlock Icon	The user currently editing the record.
Sequence	The order of the service records.
Service Provided	The name of the service.
Duration/Frequency	The duration and frequency of the service.
Start Date	The first day of the service.
End Date	The last day of the service.

Special Education Services Detail Screen

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

Special Education Services

Sequence: **(Required)**
 ▲▼

Special Education Services: **(Required)** ▼ Specify Other:

Type of Instruction: **(Required)** ▼ Specify Other:

Service Position: ▼ Specify Other:

Location of Services: ▼ Specify Other:

Duration and Frequency

Start Date: **(Required)** ▼▲

End Date: **(Required)** ▼▲

Amount of time (in minutes) **(Required)** ▼▲

Frequency: **(Required)** ▼ Specify Other:

Special Education Services Detail Screen

Field	Description	Additional Information
Special Education Services		
Sequence <i>Required</i>	The order of the service record.	N/A

Field	Description	Additional Information
Special Education Services <i>Required</i>	The type of service. Options include: <ul style="list-style-type: none"> • Math • Reading • Science • Social Studies • Written Language • Social Skills • Auditory Training • Adapted PE • Language • Braille Instruction • Speech • Other 	Ad hoc Inquiries: Student > Learner Planning > Learner Plans > Special Education Services > spedService (ndSpedServiceNormal.spedService)
Specify Other <i>*Required</i>	The other type of service.	*This field is available and required when Other is selected as the service. This field is limited to 150 characters.
Type of Instruction <i>Required</i>	The type of instruction. Options include: <ul style="list-style-type: none"> • 1:1 • Small Group • Large Group • Consultation - Direct • Consultation- Indirect • Other 	Ad hoc Inquiries: Student > Learner Planning > Learner Plans > Special Education Services > typeInstruction (ndSpedServiceNormal.typeInstruction)
Specify Other <i>*Required</i>	The other type of instruction.	*This field is available and required when Other is selected as the Type of Instruction. This field is limited to 150 characters.

Field	Description	Additional Information
Service Position <i>Required</i>	The service position of the person administering the service. Options include: <ul style="list-style-type: none"> • Special Education Teacher • General Education Teacher • Speech-Language Pathologist • Speech-Language Pathology Paraprofessional • Paraprofessional • Special Education Technician • Board Certified Behavior Analyst • Registered Behavior Technician • Deaf and Hard of Hearing Teacher • Vision Teacher • Adaptive PE Teacher • Other 	Ad hoc Inquiries: Student > Learner Planning > Learner Plans > Special Education Services > servicePosition (ndSpedServiceNormal.servicePosition)
Specify Other <i>*Required</i>	The other service position of the person administering the service.	*This field is available and required when Other is selected as the Service Position. This field is limited to 150 characters.
Location of Services	The location where the service takes place. Options include: <ul style="list-style-type: none"> • General Education • Special Education • Community Based • Other 	Ad hoc Inquiries: Student > Learner Planning > Learner Plans > Special Education Services > locationServices (ndSpedServiceNormal.locationServices)
Specify Other <i>*Required</i>	The other location of the service.	*This field is available and required when Other is selected as the Location of Services. This field is limited to 150 characters.
Duration and Frequency		

Field	Description	Additional Information
Start Date <i>Required</i>	The first day of the service.	Ad hoc Inquiries: Student > Learner Planning > Learner Plans > Special Education Services > serviceStart (ndSpedServiceNormal.serviceStart)
End Date <i>Required</i>	The last day of the service.	Ad hoc Inquiries: Student > Learner Planning > Learner Plans > Special Education Services > serviceEnd (ndSpedServiceNormal.serviceEnd)
Amount of Time (in minutes) <i>Required</i>	The amount of time in minutes the student receives the service.	Ad hoc Inquiries: Student > Learner Planning > Learner Plans > Special Education Services > minutesService (ndSpedServiceNormal.minutesService)
Frequency <i>Required</i>	How often the student receives the service. Options include: <ul style="list-style-type: none"> • Daily • Weekly • Monthly • Quarterly • Yearly • Other 	Ad hoc Inquiries: Student > Learner Planning > Learner Plans > Special Education Services > frequencyService (ndSpedServiceNormal.frequencyService)
Specify Other <i>*Required</i>	The other frequency of the service.	*This field is available and required when Other is selected as the Frequency. This field is limited to 150 characters.

Related Services

The Related Services editor documents any related services the student requires.

▶ [Click here to expand...](#)

Related Services List Screen

Related Services IN PROGRESS Editor 21 of 25

Sequen... ↑	Related Service	Duration/Frequency	Start Date	End Date
1	Audiology	60 minutes/Monthly	01/05/26	06/05/26

1 - 1 of 1 items

Related Services List Screen

Field	Description
Padlock Icon	The user currently editing the record.
Sequence	The order of the service records.
Related Service	The name of the service.
Duration/Frequency	The duration and frequency of the service.
Start Date	The first day of the service.
End Date	The last day of the service.

Related Services Detail Screen

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

Related Services

Sequence: (Required)

Related Services: (Required) **Specify Other:**

Type of Instruction: (Required) **Specify Other:**

Service Position: **Specify Other:**

Location of Services: **Specify Other:**

Duration and Frequency

Start Date: (Required) **End Date: (Required)** **Amount of time (in minutes) (Required)**

Frequency: (Required) **Specify Other:**

Related Services Detail Screen

Field	Description	Additional Information
Special Education Services		
Sequence <i>Required</i>	The order of the service record.	N/A

Field	Description	Additional Information
Related Services <i>Required</i>	The type of service. Options include: <ul style="list-style-type: none"> • Adapted PE • Aide • Assistive Technology • Audiology • Behavioral/Social Emotional Services • Counseling • Health Care • Interpreter • Language Services • Music Therapy • Occupational Therapy • Orientation and Mobility Services • Other • Parent Counseling • Parent Training • Physical Therapy • Psychological Services • Social Work • Speech Services • Transportation 	Ad hoc Inquiries: Student > Learner Planning > Learner Plans > Related Services > relatedService (ndSpedServiceRelated.relatedService)
Specify Other <i>*Required</i>	The other type of service.	*This field is available and required when Other is selected as the Related Service. This field is limited to 150 characters.
Type of Instruction <i>Required</i>	The type of instruction. Options include: <ul style="list-style-type: none"> • 1:1 • Small Group • Large Group • Consultation - Direct • Consultation- Indirect • Other 	Ad hoc Inquiries: Student > Learner Planning > Learner Plans > Related Services > typeInstructionRS (ndSpedServiceRelated.typeInstructionRS)
Specify Other <i>*Required</i>	The other type of instruction.	*This field is available and required when Other is selected as the Type of Instruction. This field is limited to 150 characters.

Field	Description	Additional Information
Service Position <i>Required</i>	The service position of the person administering the service. Options include: <ul style="list-style-type: none"> • Speech-Language Pathologist • Speech-Language Pathology Paraprofessional • Special Education Paraprofessional • Special Education Technician • Occupational Therapist • Occupational Therapy Assistant • Board Certified Behavior Analyst • Registered Behavior Technician • Audiologist • Psychologist • Social Worker • Sign Language Interpreter • Physical Therapist • Physical Therapy Assistant • Counselor • Orientation and Mobility Specialist • Nurse • Music Therapist • Bus Driver • Assistive Technology Specialist • School Psychologist • Other 	Ad hoc Inquiries: Student > Learner Planning > Learner Plans > Related Services > servicePositionRS (ndSpedServiceRelated.servicePositionRS)
Specify Other <i>*Required</i>	The other service position of the person administering the service.	*This field is available and required when Other is selected as the Service Position. This field is limited to 150 characters.

Field	Description	Additional Information
Location of Services	The location where the service takes place. Options include: <ul style="list-style-type: none"> • General Education • Special Education • Community Based • Other 	Ad hoc Inquiries: Student > Learner Planning > Learner Plans > Related Services > locationServicesRS (ndSpedServiceRelated.locationServicesRS)
Specify Other <i>*Required</i>	The other location of the service.	*This field is available and required when Other is selected as the Location of Services. This field is limited to 150 characters.
Duration and Frequency		
Start Date <i>Required</i>	The first day of the service.	Ad hoc Inquiries: Student > Learner Planning > Learner Plans > Related Services > serviceStartRS (ndSpedServiceRelated.serviceStartRS)
End Date <i>Required</i>	The last day of the service.	Ad hoc Inquiries: Student > Learner Planning > Learner Plans > Related Services > serviceEndRS (ndSpedServiceRelated.serviceEndRS)
Amount of Time (in minutes) <i>Required</i>	The amount of time in minutes the student receives the service.	Ad hoc Inquiries: Student > Learner Planning > Learner Plans > Related Services > minutesServiceRS (ndSpedServiceRelated.minutesServiceRS)
Frequency <i>Required</i>	How often the student receives the service. Options include: <ul style="list-style-type: none"> • Daily • Weekly • Monthly • Quarterly • Yearly • Other 	Ad hoc Inquiries: Student > Learner Planning > Learner Plans > Related Services > frequencyServiceRS (ndSpedServiceRelated.frequencyServiceRS)
Specify Other <i>*Required</i>	The other frequency of the service.	*This field is available and required when Other is selected as the Frequency. This field is limited to 150 characters.

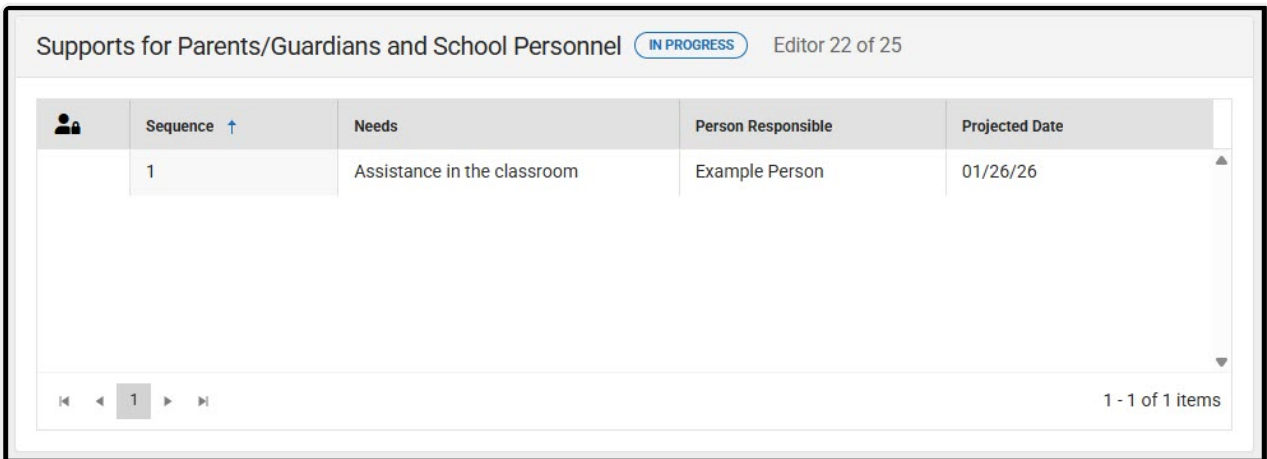
Support for Parent/Guardian and School

Personnel

The Support for Parent/Guardian and School Personnel editor documents any needs and services the student's parent/guardian(s) and/or school personnel require to aid in helping the student.

▶ [Click here to expand...](#)

Supports for Parent/Guardian and School Personnel List Screen



Sequence ↑	Needs	Person Responsible	Projected Date
1	Assistance in the classroom	Example Person	01/26/26

Supports for Parent/Guardian and School Personnel List Screen

Column Name	Description
Padlock Icon	Indicates the user currently editing the record.
Sequence	The order of the record.
Need	The first 100 characters of the identified need.
Person Responsible	The person or agency responsible for providing the service.
Projected Date	The last day of the service.

Supports for Parent/Guardian and School Personnel Detail Screen

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

Supports for Parents/Guardians and School Personnel

Sequence:

The IEP Team recommends the following training/support be provided to personnel and/or parent/guardian listed below to assist with the implementation of the student's IEP:

Support Required for: Name of Person Needing Support:

Needs: **(Required)**

Assistance in the classroom

Person Responsible: **(Required)** Projected Date: **(Required)**

Supports for Parents/Guardians and School Personnel Detail Screen

Field	Description	Additional Information
Sequence	The order of the record.	N/A
Support Required for	The title of the person requiring support. Options are School Personnel and Parent/Guardian.	Database Location: PlanServiceProvided.providerTitle Ad hoc Inquiries: Student > Learner Planning > Learner Plans > Supports for Parents/Guardians and School Personnel > supportRequiredRole (ndSpedServiceSupports.supportRequiredRole)
Name of Person Needing Support	The name of the person requiring support.	This field is limited to 150 characters. Database Location: PlanServiceProvided.providerName Ad hoc Inquiries: Student > Learner Planning > Learner Plans > Supports for Parents/Guardians and School Personnel > namePersonNeedSupport (ndSpedServiceSupports.namePersonNeedSupport)
Need Required	A description of the need.	This field is limited to 8000 characters. Database Location: PlanServiceProvided.needsAddressed

Field	Description	Additional Information
Person Responsible <i>Required</i>	The person or agency responsible for providing the service.	<p>This field is limited to 150 characters.</p> <p>Database Location: PlanServiceProvided.positionName</p> <p>Ad hoc Inquiries: Student > Learner Planning > Learner Plans > Supports for Parents/Guardians and School Personnel > personResponsibleSupport (ndSpedServiceSupports.personResponsibleSupport)</p>
Projected Date <i>Required</i>	The last day of service.	<p>Database Location: PlanServiceProvided.altEndDate</p> <p>Ad hoc Inquiries: Student > Learner Planning > Learner Plans > Supports for Parents/Guardians and School Personnel > projectDateSupport (ndSpedServiceSupports.projectDateSupport)</p>

Extended School Year

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

Extended School Year IN PROGRESS Editor 23 of 25

Extended School Year (ESY) services are special education or special education-related services that are provided to a student with a disability beyond the normal school year at no cost to the parent/adult student. The services are provided to address the maintenance of skills that are currently being learned or have been learned so the student does not suffer severe losses of social, behavioral, communication, academic or self-sufficiency skills during an interruption in instruction. If the IEP team determines this student is eligible for ESY services, a Prior Written Notice of Special Education Action will be completed and provided to the parent/adult student.

Extended school year must be considered for each student with a disability: (Required)
Justification of the decision made must be stated below.

The review of data indicated that ESY services are needed
 The team has determined ESY services are not necessary
 The team needs to collect further data before making a determination and will meet again

Date to reconvene for ESY decision:

Extended school year must be considered for each student with a disability. Justification for the teams decision: (Required)

Example

Extended School Year Editor

▶ [Click here to expand...](#)

Field	Description	Additional Information
Extended school year must be considered for each student with a disability	Options include: <ul style="list-style-type: none"> The review of data indicated that ESY services are needed The team has determined ESY services are not necessary The team needs to collect further data before making a determination and will meet again 	Only one option can be selected. The Template Bank for this field is ESY > Justification. Ad hoc Inquiries: Student > Learner Planning > Learner Plans > Extended School Year > esyConsidered (ndExtendedYear.esyConsidered)
Date to reconvene for ESY decision <i>*Required</i>	The date the team will meet to make the ESY determination.	*This field is available and required when "The team needs to collect further data before making a determination and will meet again" is selected above. Ad hoc Inquiries: Student > Learner Planning > Learner Plans > Extended School Year > esyReconveneDate (ndExtendedYear.esyReconveneDate)
Justification for the team's decision <i>Required</i>	A description describing the reason made the above determination.	This field is limited to 8000 characters.

Extended School Year Services

The Extended School Year Services editor documents the ESY services provided to the student.

When the "The review of data indicates that ESY services are needed" option is marked on the Extended School Year editor, at least one Extended School Year Services record must be created to mark this editor as Complete.

▶ [Click here to expand...](#)

Extended School Year Services List Screen

Extended School Year Services IN PROGRESS Editor 24 of 25

	Sequence ↑	Service Provided	Duration/Frequency	Start Date	End Date
	1	Math	30 minutes/Daily	01/05/26	01/30/26

1 - 1 of 1 items

Extended School Year Services List Screen

Field	Description
Padlock Icon	The user currently editing the record.
Sequence	The order of the service records.
Service Provided	The name of the service.
Duration/Frequency	The duration and frequency of the service.
Start Date	The first day of the service.
End Date	The last day of the service.

Extended School Year Services Detail Screen

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

Extended School Year Services

Sequence: (Required)

Extended School Year Services: (Required) **Specify Other:**

Type of Instruction: (Required) **Specify Other:**

Service Position: **Specify Other:**

Location of Services: **Specify Other:**

Duration and Frequency

Start Date: (Required) **End Date: (Required)** **Amount of time (in minutes): (Required)**

Frequency: (Required) **Specify Other:**

Extended School Year Services Detail Screen

Field	Description	Additional Information
Special Education Services		
Sequence <i>Required</i>	The order of the service record.	N/A

Field	Description	Additional Information
<p>Extended School Year Services <i>Required</i></p>	<p>The type of service. Options include:</p> <ul style="list-style-type: none"> • Math • Reading • Science • Social Studies • Written Language • Social Skills • Auditory Training • Adapted PE • Language • Braille Instruction • Speech • Aide • Assistive Technology • Audiology • Behavioral/Social Emotional Services • Counseling • Health Care • Interpreter • Language Services • Music Therapy • Occupational Therapy • Orientation and Mobility Services • Parent Counseling • Parent Training • Physical Therapy • Psychological Services • Social Work • Speech Services • Transportation • Other 	<p>Ad hoc Inquiries: Student > Learner Planning > Learner Plans > ESY Services > esyService (ndSpedServiceESY.esyService)</p>
<p>Specify Other <i>*Required</i></p>	<p>The other type of service.</p>	<p>*This field is available and required when Other is selected as the Extended School Year Service.</p> <p>This field is limited to 150 characters.</p>

Field	Description	Additional Information
Type of Instruction <i>Required</i>	The type of instruction. Options include: <ul style="list-style-type: none"> • 1:1 • Small Group • Large Group • Consultation - Direct • Consultation- Indirect • Other 	Ad hoc Inquiries: Student > Learner Planning > Learner Plans > ESY Services > typeInstructionESY (ndSpedServiceESY.typeInstructionESY)
Specify Other <i>*Required</i>	The other type of instruction.	*This field is available and required when Other is selected as the Type of Instruction. This field is limited to 150 characters.
Service Position <i>Required</i>	The service position of the person administering the service. Options include: <ul style="list-style-type: none"> • Teacher • General Education Teacher • Speech-Language Pathology Paraprofessional • Paraprofessional • Special Education Technician • Board Certified Behavior Analyst • Registered Behavior Technician • Deaf and Heard of Hearing Teacher • Vision Teacher • Adapted PE Teacher • Other 	Ad hoc Inquiries: Student > Learner Planning > Learner Plans > ESY Services > servicePositinESY (ndSpedServiceESY.servicePositinESY)
Specify Other <i>*Required</i>	The other service position of the person administering the service.	*This field is available and required when Other is selected as the Service Position. This field is limited to 150 characters.

Field	Description	Additional Information
Location of Services	The location where the service takes place. Options include: <ul style="list-style-type: none"> • General Education • Special Education • Community Based • Other 	Ad hoc Inquiries: Student > Learner Planning > Learner Plans > ESY Services > locationServeESY (ndSpedServiceESY.servicePositinESY)
Specify Other <i>*Required</i>	The other location of the service.	*This field is available and required when Other is selected as the Location of Services. This field is limited to 150 characters.
Duration and Frequency		
Start Date <i>Required</i>	The first day of the service.	Ad hoc Inquiries: Student > Learner Planning > Learner Plans > ESY Services > serviceStartESY (ndSpedServiceESY.serviceStartESY)
End Date <i>Required</i>	The last day of the service.	Ad hoc Inquiries: Student > Learner Planning > Learner Plans > ESY Services > serviceEndESY (ndSpedServiceESY.serviceEndESY)
Amount of Time (in minutes) <i>Required</i>	The amount of time in minutes the student receives the service.	Ad hoc Inquiries: Student > Learner Planning > Learner Plans > ESY Services > minutesServiceESY (ndSpedServiceESY.minutesServiceESY)
Frequency <i>Required</i>	How often the student receives the service. Options include: <ul style="list-style-type: none"> • Daily • Weekly • Monthly • Quarterly • Yearly • Other 	Ad hoc Inquiries: Student > Learner Planning > Learner Plans > ESY Services > frequencyServiceESY (ndSpedServiceESY.frequencyServiceESY)
Specify Other <i>*Required</i>	The other frequency of the service.	*This field is available and required when Other is selected as the Frequency. This field is limited to 150 characters.

Additional Documentation

The Additional Documentation editor documents additional information about the individual education plan process for the student. This editor does not print.

When Preschool is selected as the IEP Age Group (Plan Information editor), this editor is required and cannot be marked as Not Needed. When the Age Level is School Age or Secondary, this editor is automatically marked as Not Needed.

Additional Documentation NOT STARTED Editor 26 of 27

Did this child transition from Part C services (early childhood)? Date of Part C Referral

Was the IEP completed after 3rd birthday?

Reason for IEP being completed after 3rd birthday

Additional Documentation Editor

▶ [Click here to expand...](#)

Fieldq	Description	Additional Information
Did this child transition from Part C services (early childhood)?	Indicates whether or not the student transitioned from early childhood services.	This field pulls in from the "Did this child transition from Part C services (early childhood)?" question on the Additional Documentation editor of the most recent, locked Evaluation. This field is read-only.
Date of Part C Referral	The day of the Part C referral.	This field pulls in from the "Date of Part C Referral" question on the Additional Documentation editor of the most recent, locked Evaluation. This field is read-only.
Was the IEP completed after 3rd birthday? <i>*Required</i>	Options include: <ul style="list-style-type: none"> • Yes • No 	*This field is available and required when Yes is selected for the "Did this child transition from Part C services (early childhood)?" question.

Fieldq	Description	Additional Information
<p>Reason for IEP being completed after 3rd birthday <i>*Required</i></p>	<p>Options include:</p> <ul style="list-style-type: none"> • Parent does not present the child • Child moves before evaluation process is completed • Extreme weather conditions • Limited access to qualified evaluator • Multi-Disciplinary Team missed deadline • Parent refusal to provide consent caused delays in evaluation or initial services • The child was referred to Part C less than 90 days before their 3rd birthday 	<p>*This field is available and required when Yes is selected for the "Was the IEP completed after 3rd birthday?" question.</p> <p>Ad hoc Inquiries: Student > Learner Planning > Learner Plans > iepafter3Birthday</p>

Prior Written Notice of Special Education Action

The Prior Written Notice of Special Education Action editor documents the proposed or refused actions considered by the IEP team and the notice dates provided to the parent/guardian(s).

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 **North Dakota Plan eSignature Editors** process article for additional information.

▶ [Click here to expand...](#)

Prior Written Notice List of Special Education Action Screen

Prior Written Notice IN PROGRESS ESIGN Editor 25 of 25

	Date of Prior Written Notice ↑	Reason for Prior Written Notice
	01/01/26	Initial evaluation of your child for special education services*, Eligible for special education and ...

1 - 1 of 1 items

Prior Written Notice List Screen

Column Name	Description
Padlock Icon	The user currently editing the record.
Date of Prior Written Notice	The day of the prior written notice.
Reason for Prior Written Notice	The first 100 characters of the reason for the prior written notice.

Prior Written Notice of Special Education Action Detail Screen

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

Prior Written Notice of Special Education Action

Date of Prior Written Notice: (Required)

This notice informs you of the action proposed or refused by the district:

Evaluation:

- Initial evaluation of your child for special education services*
- Refuses initial evaluation of your child for special education services
- Reevaluation of your child for special education services*
- Refuses reevaluation of your child for special education services
- Additional evaluation of your child related to their IEP*
- Refuses additional evaluation of your child related to their IEP
- Independent Educational Evaluation (IEE)
- Refuses Independent Educational Evaluation (IEE)
- Functional Behavior Assessment (FBA)*
- Other

*Parent/guardian written consent required

Prior Written Notice Detail Screen

Field	Description	Additional Information
Date of Prior Written Notice Required	The day of the prior written notice.	Ad hoc Inquiries: Student > Learner Planning > Learner Plans > Prior Written Notice > datePWN (ndPWN.datePWN)
Evaluation	The type of evaluation. Options include: <ul style="list-style-type: none"> • Initial evaluation of your child for special education services* • Refuses initial evaluation of your child for special education services • Reevaluation of your child for special education services* • Refuses reevaluation of your child for special education services • Additional evaluation of your child related to their IEP* • Refuses additional evaluation of your child related to their IEP • Independent Educational Evaluation (IEE) • Refuses Independent Educational Evaluation (IEE) • Functional Behavior Assessment (FBA)* • Other 	Multiple options may be selected.
Specify Other <i>*Required</i>	The Other type of evaluation.	*This field is available and required when Other is selected as the Evaluation. This field is limited to 150 characters.

Field	Description	Additional Information
Identification	The student's special education identification. Options include: <ul style="list-style-type: none"> • Eligible for special education and related services • No longer eligible for special education and related services • No longer qualifies for special education and related services (Graduated with a regular diploma or reached maximum age) • Eligibility is being changed to • No longer in need of related services in the area of • Other 	Multiple options may be selected.
Eligibility changed to	The new special education eligibility of the student.	This field is limited to 150 characters.
Related Service area	The related service area.	This field is limited to 150 characters.
Specify Other <i>*Required</i>	The other identification for the student.	*This field is available and required when Other is selected as the Identification. This field is limited to 150 characters.
Educational Placement	The student's educational placement. Options include: <ul style="list-style-type: none"> • Initial placement determination • Change the child's placement to • Refuses changing the child's placement to • Because of disciplinary action, the district will change the child's placement to • The child is no longer in need of related services in the area of • Other 	Multiple options may be selected.
Change placement to	The new education placement.	This field is limited to 150 characters.

Field	Description	Additional Information
Disciplinary action placement change	The student's placement change based on disciplinary action.	This field is limited to 150 characters.
Related Service area	The related service area.	This field is limited to 150 characters.
Specify Other <i>*Required</i>	The student's other educational placement.	*This field is available and required when Other is selected as the Educational Placement. This field is limited to 150 characters.
Provision of FAPE	Options include: <ul style="list-style-type: none"> • Change in accommodations/modifications • Change in services • Other 	Multiple options may be selected.
Specify Other <i>*Required</i>	The other provision of FAPE.	*This field is available and required when Other is selected as the Provision of FAPE. This field is limited to 150 characters.
Day Action Will Take Effect <i>Required</i>	The day the new action takes effect.	Ad hoc Inquiries: Student > Learner Planning > Learner Plans > Prior Written Notice > actionEffectDate (ndPWN.actionEffectDate)
1. Explanation of why the district proposed or refused to take action(s) <i>Required</i>	A description of why the district proposed or refused to take action.	Ad hoc Inquiries: Student > Learner Planning > Learner Plans > Prior Written Notice > actionProposedRefused (ndPWN.actionProposedRefused)

Field	Description	Additional Information
2. Description of the evaluation procedures, tests, records and reports used to make the decision <i>Required</i>	A description of the documentation and evidence used to make the determination.	N/A
3. Description of options considered prior to this decision and the reason each option was declined <i>Required</i>	A description of prior options considered and why those options were declined.	N/A
4. Description of other relevant factors that contributed to this decision <i>Required</i>	A description of any other relevant factors when making the determination.	N/A
Sign and return the CONSENT FOR EVALUATION form. Assessment(s) to be used are noted on the attached form	Indicates the parent/guardians must sign the Consent for Evaluation form.	N/A
Complete the enclosed and return it to us	Indicates the parent/guardians must sign the PWN and return it.	N/A

Field	Description	Additional Information
A copy of the "Parental Rights for Public School Students Receiving Special Education Services - Notice of Procedural Safeguards" is enclosed	Indicates a copy of the Procedural Safeguards document was provided to the parent/guardians.	Ad hoc Inquiries: Student > Learner Planning > Learner Plans > Prior Written Notice > proceduralSafeguards (ndPWN.proceduralSafeguards)