

# Illinois Individual Education Plan

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**Classic Path:** Student Information > Special Ed > General > Documents

**Search Terms:** Special Ed Documents

The editors available on the Individual Education Plan provide all required information by the State of Illinois. Editors and fields are listed below. Included here are descriptions of editors and any specific instructions for entering data into Campus, as well as the section of the print format in which the information will appear.

The current format of this document is the **IL IEP 2022 Format**. Plan formats are selected in [Plan Types](#).

Save
 Save & Continue
 Print

Plan Outline illEP22	Plan Information												
<ul style="list-style-type: none"> <li>Plan Information</li> <li>Student Information</li> <li>Parent/Guardian Information</li> <li>Enrollment Information</li> <li>Procedural Safeguards</li> <li>Meeting Participants</li> <li>Documentation of Evaluation Results</li> <li>Eligibility Determination (NOT SLD)</li> <li>Intervention/Eval Results (SLD)</li> <li>Eligibility Determination (SLD)</li> <li>Present Levels</li> <li>Transition Assessments</li> <li>Post-Secondary Outcomes</li> <li>Course of Study</li> <li>Transition Services</li> <li>Home Based Services</li> <li>Functional Behavioral Assessment</li> <li>Behavioral Intervention Plan</li> <li>Reporting on Goals</li> <li>Goals and Objectives</li> <li>Educational Accommodations and Supports</li> <li>District Level Assessments</li> <li>State Academic Assessments</li> <li>Assessment Accommodations</li> <li>General Ed. Services</li> <li>SPED Services</li> <li>Related Services</li> <li>Educational Environment(EE) Calculation (Ages 3-5)</li> <li>Educational Environment(EE) Calculation(Ages 6-21)</li> <li>Educational Services &amp; Placement</li> <li>Placement Options Considered</li> </ul>	<p><b>Purpose of Conference (check all that apply)</b></p> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Review of Existing Data</td> <td><input type="checkbox"/> IEP Review/Revision</td> <td><input type="checkbox"/> Secondary Transition</td> </tr> <tr> <td><input type="checkbox"/> Initial Evaluation/Eligibility</td> <td><input type="checkbox"/> Annual Review</td> <td><input type="checkbox"/> Graduation</td> </tr> <tr> <td><input type="checkbox"/> Reevaluation</td> <td><input type="checkbox"/> FBA/BIP</td> <td><input type="checkbox"/> Other: <input style="width: 100px;" type="text"/></td> </tr> <tr> <td><input type="checkbox"/> Initial IEP</td> <td><input type="checkbox"/> Manifestation Determination</td> <td></td> </tr> </table> <p>Date of Meeting: <input style="width: 100px;" type="text"/> Date of Most Recent Evaluation: <input style="width: 100px;" type="text"/> Date of Next Reevaluation: <input style="width: 100px;" type="text"/></p> <p>*Plan Start Date: <input style="width: 100px;" type="text"/> *Plan End Date: <input style="width: 100px;" type="text"/></p> <p><b>Interpreter Services</b></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No Did the parent request, or otherwise indicate, that an interpreter was necessary to ensure meaningful parental involvement for this meeting?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No If "yes", was an interpreter provided for the meeting? If "yes", in what language was the interpretation provided? <input style="width: 150px;" type="text"/></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No Did the parent request that the interpreter serve no other role in the meeting? If "yes", was this request granted? Explanation: <input style="width: 300px;" type="text"/></p>	<input type="checkbox"/> Review of Existing Data	<input type="checkbox"/> IEP Review/Revision	<input type="checkbox"/> Secondary Transition	<input type="checkbox"/> Initial Evaluation/Eligibility	<input type="checkbox"/> Annual Review	<input type="checkbox"/> Graduation	<input type="checkbox"/> Reevaluation	<input type="checkbox"/> FBA/BIP	<input type="checkbox"/> Other: <input style="width: 100px;" type="text"/>	<input type="checkbox"/> Initial IEP	<input type="checkbox"/> Manifestation Determination	
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<input type="checkbox"/> Initial IEP	<input type="checkbox"/> Manifestation Determination												

*IEP Editors*

Editor names which appear in **bold** indicate that information has been entered and saved in that editor.

# Individual Education Plan Editors

The following table lists the editors available on the student's Individual Education Plan, the section(s) of the print format that include the entered information, a Description what the editor is used for and any special considerations and instructions for using the editor.

Editor Name	Section of the Printed Form	Description	Special Considerations or Instructions
<b>Plan Information</b>	Header and Purpose of Conference Sections	The Plan Header Editor includes the initial date information related to the student's IEP and basic information concerning the student's IEP meeting.	<p><b>Plan Start</b> and <b>End Date</b> are both required fields. <b>Plan Start Date</b> will default to one day after the Meeting Date <b>Plan End Date</b> will default to one year after the entered Start Date minus one day.</p> <p>This editor must be saved before proceeding to other editors. Once the editor is saved, the Created By and Date and Modified By and Date will be recorded at the bottom of the editor.</p>

Editor Name	Section of the Printed Form	Description	Special Considerations or Instructions
<b>Student Information</b>	Student Identification Information	The Student Demographics editor populates basic information about the student such as demographic information and student and school address.	<p>Clicking <b>Refresh Student Information</b> will synchronize the information in the editor with the most recent information about the student, from the <a href="#">Demographics</a>, <a href="#">Households</a>, <a href="#">Enrollments</a> and <a href="#">School</a> tools.</p> <p>The last three fields in this editor, <b>Graduation Date</b>, <b>Medicaid Number</b> and <b>Placement is in Resident School</b> are not populated automatically.</p>
<b>Parent/Guardian Information</b>	Parent/Guardian Information	The Parent/Guardian Demographics Editor populates based on established student/guardian relationships created on the student's <a href="#">Relationships</a> tab or indicated by the guardian checkbox on the <a href="#">Households</a> tab. The editor includes <a href="#">Demographics</a> information for the student's guardian.	Clicking <b>Refresh Guardian Information</b> will synchronize information in the editor with the most recent information from the student's guardian's <a href="#">Demographics</a> and <a href="#">Households</a> tool.

Editor Name	Section of the Printed Form	Description	Special Considerations or Instructions
<b>Enrollment Information</b>	Student Identification Information	The Enrollment Editor populates basic special education information based on selections made in the State Reporting and Special Ed Fields sections of the student's active <a href="#">Enrollments</a> tool.	Clicking <b>Get Special Ed Status from Enrollment</b> will synchronize the information in the editor with the most recent information from the student's <a href="#">Enrollments</a> tool. District and School information does not populate automatically. Once an IEP is completed and locked, the values in the editor will update in <a href="#">Enrollments</a> .
<b>Procedural Safeguards</b>	Procedural Safeguards	The Procedural Safeguards Editor indicates that the Parent/Guardians were informed of their rights regarding the IEP and includes what documents were provided to them. The editor describes any communication with the student and the student's parents/guardians regarding their rights and education plan documents.	N/A

Editor Name	Section of the Printed Form	Description	Special Considerations or Instructions
<b>Meeting Participants</b>	Participants	The Meeting Participants Editor lists meetings that can include the student, the student's team members and the student's parents/guardians. Each meeting record describes the type and location of the meeting, as well as lists basic dates regarding the student's IEP.	Team members must be created on the <a href="#">Team Members</a> tool before attendees can be added to a meeting. Meetings will only be included in the printed IEP if the <b>Print in IEP</b> checkbox is marked.
<b>Documentation of Evaluation Results</b>	Documentation of Evaluation Results	The Documentation of Evaluation Results editor records conclusions reached through the evaluation concerning the student's strengths and deficits in various areas of education.	N/A
<b>Eligibility Determination (NOT SLD)</b>	Eligibility Determination: All Disabilities (Other than Specific Learning Disability)	The Eligibility Determination (NOT SLD) editor records the student's determined disabilities (other than specific learning disabilities) and how that determination was made.	N/A

Editor Name	Section of the Printed Form	Description	Special Considerations or Instructions
<b>Intervention/Eval Results (SLD)</b>	Documentation of Intervention/Evaluation Results (Specific Learning Disability)	The Intervention/Eval Results (SLD) editor records initial performance discrepancies found for the student and the results of steps taken to address those discrepancies.	N/A
<b>Eligibility Determination (SLD)</b>	Eligibility Determination (Specific Learning Disability)	The Eligibility Determination (SLD) editor records the student's determined specific learning disabilities and how that determination was made.	N/A
<b>PLAAFP</b>	Present Levels of Academic Achievement and Functional Performance	The PLAAFP (Present Levels of Academic Achievement and Functional Performance) editor provides a summary of the student's current achievement in school, including strengths and areas needing improvement. Users must also describe how the student's disability will affect participation in school and post secondary endeavors.	N/A

Editor Name	Section of the Printed Form	Description	Special Considerations or Instructions
<b>Transition Assessments</b>	Age-Appropriate Transition Assessments section of the Secondary Transition area	The Transition Assessments Editor is designed to record the assessments which were administered to determine the student's need for Transition Services. This information can be used as part of the student's IEP in preparing the student for post-secondary life.	This section is divided into <b>Employment, Education, Training and Independent Living Skills</b> . Measurable goals are established based on these assessments in the Post Secondary Outcomes editor.
<b>Post Secondary Outcomes</b>	Post-Secondary Outcomes	The Post Secondary Outcomes Editor is used to establish measurable post secondary goals and outcomes for the student based on the Transition Assessments that have been completed.	N/A
<b>Course of Study</b>	Course of Study	The Course of Study Editor is used to record long-range educational plans based on the student's future plans for high school and afterwards, detailed in the Transition Assessments and Post Secondary Outcomes sections.	N/A
<b>Transition Services</b>	Transition Services	The Transition Services editor describes the services provided to the student during the transition from school to post-secondary life.	N/A

<b>Editor Name</b>	<b>Section of the Printed Form</b>	<b>Description</b>	<b>Special Considerations or Instructions</b>
<b>Home Based Services</b>	Home-Based Support Services Program	The Home Based Services Editor records plans for the student to receive services after the age of 18 in a home setting, if the student is considered eligible.	This editor does not include the actual implementation of these services, but rather plans for determining eligibility, enrolling the student and developing an assistance program.
<b>Functional Behavioral Assessment</b>	Functional Behavioral Assessment (as appropriate)	The Functional Behavioral Assessment editor records the information gathered to determine if the student would benefit from a Behavioral Intervention Plan.	N/A
<b>Behavioral Intervention Plan</b>	Behavior Intervention Plan (as appropriate)	The Behavioral Intervention Plan editor records the plan reached by the team to address a specific target behavior.	N/A
<b>Reporting on Goals</b>	Reporting on Goals	The Reporting on Goals Editor indicates the ways in which the student's parent will be notified of progress towards the achievement of the student's Goals and Objectives.	N/A



Editor Name	Section of the Printed Form	Description	Special Considerations or Instructions
<b>Goals and Objectives</b>	Goals and Objectives/ Benchmarks	The Goals and Objectives editor lists the annual goals the student is working toward within the time frame of the IEP and the objectives or benchmarks identified to achieve those goals.	<a href="#">Template Banks</a> are established in System Administration and available by clicking the white paper icon next the header of the summary section.
<b>Special Factors</b>	Consideration of Special Factors	The Special Factors editor indicates if the student requires any supplementary aids and/or services due to special disability factors.	N/A
<b>Linguistic and Cultural Accomm.</b>	Linguistic and Cultural Accommodations	The Linguistic and Cultural Accommodations editor indicates if the student receives any accommodations as a result of linguistic or cultural causes.	N/A
<b>Supp. Aids, Accomm. and Modifications</b>	Supplementary Aids, Accommodations and Modifications	The Accommodations and Supports Editor provides the option to list the accommodations and aids the student receives as part of the IEP. The second section of the editor includes additional supports for school personnel.	N/A

Editor Name	Section of the Printed Form	Description	Special Considerations or Instructions
<b>District Level Assessments</b>	Classroom-Based Assessments, District-Wide Assessments,	The District Level Assessments editor indicates if the student requires accommodations to participate in district assessments or if the student will take alternate assessments instead.	N/A
<b>State Academic Assessments</b>	State Academic Assessments, State Assessment of Language Proficiency and Assessment Accommodations	The State Academic Assessments editor indicates which assessments the student will participate in, with and without accommodations.	N/A
<b>Assessment Accommodations</b>	Assessment Accommodations	The Assessment Accommodations editor lists accommodations provided to the student for participating in specific assessments.	Mark the <b>Print in IEP</b> checkbox to include the accommodation in the printed document.

Editor Name	Section of the Printed Form	Description	Special Considerations or Instructions
<p><b>General Ed. Services</b></p>	<p>Participation in General Education Classes and Participation in Special Education Classes/Services</p>	<p>The General Ed. Services Editor describes the in-classroom services the student receives as part of the IEP.</p>	<p>Only active <a href="#">Services</a> with a Type of <i>Class</i> can be included in this editor. <a href="#">Services</a>, <a href="#">Service Providers</a> and <a href="#">Service Positions</a> are established in System Administration.</p> <p>Services report in the General Education or Special Education sections of the printed IEP based on <b>Location of Services</b> selected for the Service - Inside or Outside General Education.</p>
<p><b>SPED Services</b></p>	<p>Participation in General Education Classes and Participation in Special Education Classes/Services</p>	<p>The Special Education Services editor lists services provided to the student in a Special Education setting.</p>	<p>Only active <a href="#">Services</a> with a Type of <i>Normal Service</i> can be included in this editor. <a href="#">Services</a>, <a href="#">Service Providers</a> and <a href="#">Service Positions</a> are established in System Administration.</p> <p>Services report in the General Education or Special Education sections of the printed IEP based on <b>Location of Services</b> selected for the Service - Inside or Outside General Education.</p>

Editor Name	Section of the Printed Form	Description	Special Considerations or Instructions
<b>Related Services</b>	Participation in General Education Classes and Participation in Special Education Classes/Services	The Related Services editor lists additional services provided to the student.	<p>Only active <a href="#">Services</a> with a Type of <i>Related</i> can be included in this editor. <a href="#">Services</a>, <a href="#">Service Providers</a> and <a href="#">Service Positions</a> are established in System Administration.</p> <p>Services report in the General Education or Special Education sections of the printed IEP based on <b>Location of Services</b> selected for the Service - Inside or Outside General Education.</p>
<b>Educational Environment (EE) Calculation (Ages 3-5)</b>	Educational Environment (EE) Calculation (Ages 3-5)	The EE Calculation Ages 3-5 editor records the minutes the student spends in regular early childhood and special education early childhood services.	N/A
<b>Educational Environment (EE) Calculation (Ages 6-21)</b>	Educational Environment (EE) Calculation (Ages 6-21)	The EE Calculation Ages 6-21 editor records minutes the student spends in and out of a General Education Setting.	N/A

<b>Editor Name</b>	<b>Section of the Printed Form</b>	<b>Description</b>	<b>Special Considerations or Instructions</b>
<b>Educational Services &amp; Placement</b>	Educational Environment Considerations	The Educational Services and Placement Editor describes the student's educational environment, including the extent to which the student is educated with other students who are non-disabled.	N/A
<b>Placement Options Considered</b>	Placement Considerations	The Placement Options Considered Editor lists considerations and ramifications of the IEP, the possible reasons each placement option could be rejected and whether the IEP team accepted the placement.	N/A
<b>Transportation</b>	Transportation	The Transportation editor indicates if any special transportation services are provided to the student.	N/A
<b>Extended School Year</b>	Extended School Year Services	The Extended School Year editor indicates if extended school year services are needed for the student to complete his or her education.	N/A

Editor Name	Section of the Printed Form	Description	Special Considerations or Instructions
<b>Manifestation Determination</b>	Manifestation Determination (as appropriate)	The Manifestation Determination editor records behavioral concerns and whether those concerns are determined to be as a result of the student's disability or not.	N/A
<b>Additional Notes</b>	Additional Notes/Information	The Additional Notes editor provides a space for notes and comments regarding the student's IEP meetings.	N/A
<b>Autism Considerations</b>	Autism Considerations	The Autism Considerations editor records student needs and how those needs are addressed specifically in relation to a disability on the autism spectrum.	<a href="#">Template Banks</a> are established in System Administration and available by clicking the white paper icon next the header of the summary section.

## Previous Versions

[Individual Education Plan \(Illinois\) \[.2215 and previous\]](#)