

Montana Individual Education Plan

Last Modified on 10/22/2022 9:34 am CDT

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

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

Search Terms: Special Ed Documents

The Individual Education Plan is used to capture student special education plan information and match the required documentation provided by the state of Montana. This document describes each editor, a description of each field on the editor, and any special considerations and instructions.

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

Editor Home

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

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

Editor Home

Header	Description
Name	The name of the editor.

Header	Description
Status	<p>The state of the editor. Statuses can be:</p> <ul style="list-style-type: none"> • In Progress indicates a user has entered and saved data in that editor. • Not Started is the default status for all editors. • Complete indicates a user has clicked the Complete button on the editor and the editor is read only. This does not lock the editor from further editing, but indicates the user considers the editor to be finished. • Not Needed indicates a user has clicked the Not Needed button on the editor. This is usually done for editors that do not apply to the student.
Modified By	The date and the user by whom the editor was last edited.
Completed By	The date and the user who clicked the Complete button for that editor.

General IEP Information

The following table lists the buttons available for the editors:


Button	Description
Save	<p>Different editors have different save options. Click the arrow next to the Save & Stay button to view all saving options for any given editor.</p> <ul style="list-style-type: none"> • Save captures progress and navigates the user to the Editor Home or to the List Screen for List editors. See the Editor Types section for additional information. • Save & Stay captures progress and keeps the user on the current editor. This save button is the default save option and usually found within the detail screen of List editors, such as Goals and Objectives. • Save & Next captures progress and navigates the user to the next editor. • Save & New captures progress and creates a new record. This save button is usually found within the detail screen of a list editor, such as Goals and Objectives. See the Editor Types section for additional information.
Refresh	<p>Retrieves a new copy of data from the student's record. This includes enrollment, student, parent/guardian, and team member information. This also returns any accidentally deleted people records. Manually entered fields do not change when the refresh button is clicked. The user must Save after clicking Refresh to capture changes.</p> <p>A side panel displays listing all applicable Enrollment records for the student. See the Enrollments tool documentation for additional information.</p>
Cancel	Navigates the user to the Editor Home screen or to the List Screen for list editors.

Button	Description
Status <i>i.e.</i> <i>Complete,</i> <i>Not</i> <i>Needed,</i> <i>etc.</i>	Changes the status of the editor. <ul style="list-style-type: none"> • Complete indicates the editor is finished. This makes the editor read-only. However, this does not lock the editor from further editing. To further edit after an editor is marked Complete, the user must click In Progress. • Not Needed indicates the editor does not apply to the student's plan. This makes the editor read only. However, this does not lock the editor from further editing. To further edit after an editor is marked Not Needed, click the In Progress button. • In Progress only displays when the editor is in the Complete or Not Needed status and allows additional edits to be made.
Print	Prints the entire plan.
Editors	Opens a side panel listing all the available editors and their status. Select an editor from this list to navigate to that editor or click Close to collapse the side panel.
Previous	Navigates the user to the previous editor.
Next	Navigates the user to the next editor.

Editor Types


There are two types of editors available: List or Basic editors. When navigating to a Basic editor, the list of fields within the editor display. List editors display a list of all records within that editor. Clicking an existing record or the New button opens the detail view for an individual record. An example list editor is the [Meeting Participants](#) editor.

Padlock Icon

Only one user at a time can actively work on an editor. A person with a padlock icon  displays in the Editors side panel, Editor Home, and Master Screen of list editors indicating which editors currently have users working on them. Hovering over the icon displays the name of the user who has checked out the editor, including the current user (you).

Editors that are currently being edited are read only for all other users. The name of the person working on the editor displays in the header. Once the editing user navigates away from an editor, that editor becomes available to work on.

Template Banks

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

Editors

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

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

Education Plan

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

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

Education Plan IN PROGRESS
Editor 1 of 27

Meeting Date * <input type="text" value="03/21/2022"/>	Start Date * <input type="text" value="03/22/2022"/>	End Date <input type="text" value="03/21/2023"/>	Last Re-Evaluation <input type="text" value="month/day/year"/>
Secondary Transition information is needed for this student <input type="checkbox"/>			

Education Plan Editor

▶ [Click here to expand...](#)

^ [Back to Top](#)

Enrollment Information

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

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

Enrollment Information IN PROGRESS
Editor 2 of 27

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

Primary Disability

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

District Information

District Number	District Name	District Phone
100	Plainview Schools	(763)555-5555

District Address

[Redacted Address]

Enrollment Information Editor

▶ [Click here to expand...](#)

^ [Back to Top](#)

Student Information

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

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

Student Information IN PROGRESS
Editor 3 of 27

When a plan is generated, a snapshot of the student's information is taken from Census. Click Refresh to retrieve a new copy of data.

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

Case Manager Information

Name	Title
Phone	

Student Information Editor

▶ [Click here to expand...](#)

^ [Back to Top](#)

Parent/Guardian Information

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

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

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

Parent/Guardian Information IN PROGRESS
Editor 4 of 27

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

Abegg, Harrison - Father

Print Sequence	<input type="text" value="1"/>	<input type="button" value="Delete"/>
Address	<div style="background-color: #ccc; height: 15px; width: 100%;"></div>	
Home Phone	Work Phone	Cell Phone
(651)555-1694	(555)555-1101	(555)555-1468
E-mail		

Parent/Guardian Information Editor

▶ [Click here to expand...](#)

[^ Back to Top](#)

Strengths/Concerns/Interests

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

Strengths/Concerns/Interests Editor 5 of 27

Student perception of strengths, preferences and interests: *

! Student perception of strengths, preferences and interests is required

Parent perception of student strengths: *

School staff perception of student strengths: *

Strengths/Concerns/Interests

[▶ Click here to expand...](#)

[^ Back to Top](#)

Consideration of Special Factors

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

Consideration of Special Factors Editor 6 of 27

Any items marked yes must be addressed in the IEP.

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

The student has communication needs. *

The student requires assistive technology devices or services. *

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

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

NO

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

Not Applicable

The student needs training in orientation and mobility.

Consideration of Special Factors

[▶ Click here to expand...](#)

[^ Back to Top](#)

Transition Services

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

student.

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

Transition Services NOT STARTED
Editor 7 of 27

Student's Desired Post-School Activities 📄

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

Results of Age-Appropriate Transition Assessments

Training 📄

Education 📄

Transition Services Editor

▶ [Click here to expand...](#)

[^ Back to Top](#)

Postsecondary Goals

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

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

Postsecondary Goals Editor 8 of 27

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

Training or Education

Employment

Where appropriate, Independent Living Skills

Postsecondary Goals Editor

▶ [Click here to expand...](#)

^ [Back to Top](#)

Course of Study

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

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

Course of Study

Anticipated Graduation Date

Credits Earned to Date Total number of credits for graduation* Total Credits 0.00

School Year:

School Year

Semester	Course	Credits
No records saved.		
<input type="text"/>		0 - 0 of 0 items

Course of Study

[▶ Click here to expand...](#)

[^ Back to Top](#)

Transition Services Needed

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

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

Transition Services Needed
IN PROGRESS
Editor 10 of 27

Each area must be considered by the IEP Team.

Instruction

Discussed, not needed

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

Person or Agency Responsible 📄

Employment

Discussed, not needed

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

Transition Services Needed

[▶ Click here to expand...](#)

[^ Back to Top](#)

Transfer of Rights

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

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

Transfer of Rights NOT STARTED
Editor 11 of 27

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

Date student was informed of the transfer of rights

month/day/year

Date student reaches the age of majority

06/10/2029

Transfer of Rights Editor

▶ [Click here to expand...](#)

^ [Back to Top](#)

High School Graduation

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

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

High School Graduation NOT STARTED
Editor 12 of 27

The IEP team determined that the student **will meet** the district's graduation requirements, or will successfully complete the measurable annual goals **and** will not need new measurable annual goals. The IEP team will not develop a new Individualized Education Program and the student **is** expected to graduate with a regular diploma at the end of the current school year.

The IEP team determined that the student **will not meet** the district's graduation requirements, **or will not** successfully complete the measurable annual goals, and will need new measurable annual goals for the coming school year. The student **is not** expected to graduate with a regular diploma at the end of the current school year and the IEP team must develop a new Individualized Education Program for the next school year.

The student **will not meet** the district's graduation requirements. The student **will not receive** a regular diploma. The district **will not provide special education services** for the next school year due to district policy on the age through which educational services are available to other students.

Student's Current Grade:
KG

High School Graduation Editor

▶ [Click here to expand...](#)

^ [Back to Top](#)

PLAAFPs/MAGs

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

[▶ Click here to expand...](#)

[^ Back to Top](#)

Progress Report Frequency

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

Progress Report Frequency NOT STARTED Editor 14 of 27

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

Quarter ▼

Progress Report Frequency

[▶ Click here to expand...](#)

[^ Back to Top](#)

Special Education Services

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

[▶ Click here to expand...](#)

[^ Back to Top](#)

Related Services

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

[▶ Click here to expand...](#)

[^ Back to Top](#)

Least Restrictive Environment

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

Least Restrictive Environment Editor 17 of 27

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

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

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

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

If "No" is checked, explain why.

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

Least Restrictive Environment Editor

▶ [Click here to expand...](#)

^ [Back to Top](#)

Statewide Assessments

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

▶ [Click here to expand...](#)

^ [Back to Top](#)

Districtwide Assessments

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

▶ [Click here to expand...](#)

^ [Back to Top](#)

Supp. Aids and Services

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

▶ [Click here to expand...](#)

^ [Back to Top](#)

Extended School Year

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

Extended School Year Editor 21 of 27

NOT STARTED

The need for Extended School Year Services

Describe in Detail the Extended School Year Services 📄

Extended School Year Editor

▶ [Click here to expand...](#)

[^ Back to Top](#)

Need for Reevaluation

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

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

Need for Reevaluation Editor 22 of 27

NOT STARTED

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

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

Is a reevaluation necessary at this time?

A reevaluation is necessary at this time.

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

Need for Reevaluation Editor

[^ Back to Top](#)

Access. and Responsibilities

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

Accessibilities and Responsibilities NOT STARTED

Editor 23 of 27

How will each teacher, related service provider, transportation provider and others working with this student be informed of his or her specific responsibilities for implementing this IEP and the accommodations, modifications, and supports that must be provided for this student?

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

Accessibilities and Responsibilities Editor

▶ [Click here to expand...](#)

^ [Back to Top](#)

Meeting Participants

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

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

▶ [Click here to expand...](#)

^ [Back to Top](#)

IEP Approval

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

IEP Approval IN PROGRESS

Editor 25 of 27

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

Approval Decision

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

IEP Approval Editor

▶ [Click here to expand...](#)

^ [Back to Top](#)

Prior Written Notice


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

Prior Written Notice NOT STARTED
Editor 26 of 27


Action(s) Proposed or Refused

Initiation or change in the educational placement of the student

Initiation or change in the provision of the FAPE to the student

Description of the specific proposed or refused action(s):* 

Additional Documentation attached

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

Prior Written Notice

▶ [Click here to expand...](#)

[^ Back to Top](#)

IEP Notes

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

Meeting Notes should be used to record:

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

Meeting Notes should be used to record:

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

Meeting Notes

IEP Notes

[^ Back to Top](#)

Previous Versions

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

[Individual Education Plan \(Montana\) \[.2211 - .2219\]](#)