

Individual Education Plan (Hawaii) [.2223 - .2227]

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The Individual Education Plan is used to capture student special education plan information and match the required documentation provided by the state of Hawaii. This document describes each editor, the section(s) of the print format that include the entered information, a description of each field on the editor, and any special considerations and instructions.

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

Plan formats are selected in [Plan Types](#). Documented below is the IEP with Transition, with references to editors that are not included on the without Transition Plan. The current print formats include:

- [HI IEP with Transition 2022](#)
- [HI IEP without Transition 2022](#)

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	System Administrator 1/3/22 10:06 AM	>
Enrollment Information	IN PROGRESS	System Administrator 1/3/22 10:08 AM	>
Student Information	IN PROGRESS	System Administrator 1/3/22 10:06 AM	>
Parent/Guardian Information	IN PROGRESS	System Administrator 1/3/22 10:13 AM	>
Conference Announcement	IN PROGRESS	System Administrator 1/3/22 10:13 AM	>
Conference Notification	IN PROGRESS	System Administrator 1/3/22 10:43 AM	>
Conference Actual	IN PROGRESS	System Administrator 1/3/22 10:46 AM	>
Effects of Disability	IN PROGRESS	System Administrator 1/3/22 10:48 AM	>
Considerations of Special Factors	NOT STARTED		>
Present Levels of Academic Achievement and Functional Performance	IN PROGRESS	System Administrator 1/3/22 10:51 AM	>

Editor Home

Header	Description
Name	The name of the editor.
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
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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 Master 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 will 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	<p>Navigates the user to the Editor Home screen or to the Master Screen for List editors.</p>
Status <i>i.e. Complete, Not Needed, etc.</i>	<p>Changes the status of the editor.</p> <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 will have to 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	<p>Prints the entire plan.</p>
Editors	<p>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.</p>
Previous	<p>Navigates the user to the previous editor.</p>

Button	Description
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 master list of all records within that editor. Clicking an existing record or the New button will open the detail view for an individual record. An example list editor is the **Goals and Objectives** 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 pane, 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 next to their name. When the icon is clicked, a side panel displays with the available library of predetermined text for that field. See the [Template Banks](#) article for additional information.

Editors

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

[Education Plan](#) | [Enrollment Information](#) | [Student Information](#) | [Parent/Guardian Information](#) | [Conference Announcement](#) | [Conference Notification](#) | [Conference Actual](#) | [Effects of Disability](#) | [Considerations of Special Factors](#) | [Present Levels of Academic Achievement and Functional Performance](#) | [Supplementary Aids and Services](#) | [Program Modifications](#) | [Supports for School Personnel](#) | [Special Education / Specially Designed Instruction](#) | [Related Services](#) | [Transition Services](#) | [Postsecondary Goals](#) | [Course of Study](#) | [Transition Services Needed](#) | [Extended School Year](#) | [State-Wide Assessments](#) | [Least Restrictive Environment](#) | [Prior Written Notice](#)

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 23

Plan Type *
Initial

IEP Conference Date
N/A

Start Date ⓘ
01/03/2022

IEP Annual Due Date
month/day/year

Reevaluation Due Date *
01/03/2023

Initial Consent Date ⓘ
N/A

For Agency Use Only:

Parent was provided an explanation and copy of the procedural safeguards.

Date safeguards provided
month/day/year

Parent was provided a copy of the IEP at no cost.

Date IEP provided
month/day/year

Education Plan Editor

▶ [Click here to expand...](#)

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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 Evaluation Information section for additional information.

Enrollment Information IN PROGRESS
Editor 2 of 23

Click Refresh to retrieve a new copy of data from a selected Enrollment record. Information entered into this editor will modify the student's current Enrollment record when the plan is locked.

Eligibility Category
Deaf: Deaf

Special Ed Status *
1: Receiving Services

District
██████████

Complex Area
██████████

Grade
12

School Name
Campbell High School

School Phone
██████████

School Year
21-22

Enrollment Information Editor

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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 23

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 [REDACTED]	First Name Justin Ryan	Middle Name R	Suffix
Age 17	Birthdate [REDACTED]	Gender M	
Language at Home A: English	First Language A: English	Most Used Language A: English	
Address [REDACTED] HI 96706	Student Number [REDACTED]	State ID [REDACTED]	

Case Manager Information

Name	Title
Phone	

Student Information Editor

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Parent/Guardian Information

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

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 will also return any accidentally deleted people. Manually entered fields will 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 23

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.

Rod - Father

Print Sequence Delete

Address HI 96706

Home Phone Work Phone Cell Phone

E-mail

Interpreter Required

Rose - Mother

Print Sequence Delete

Address HI 96706

Home Phone Work Phone Cell Phone

E-mail

Interpreter Required

Parent/Guardian Information Editor

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Conference Announcement

The Conference Announcement editor is used to document planned meetings of the IEP team.

This editor is not optional and must be completed.

▶ [Click here to expand...](#)

Conference Notification

The Conference Notification editor is used to document when notifications were sent out informing the team of meetings.

▶ [Click here to expand...](#)

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Conference Actual

The Conference Actual editor is used to document meetings that took place.

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Effects of Disability

The Effects of Disability editor is used to document the ways in which the student's disability impacts them.

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Considerations of Special Factors

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

Considerations of Special Factors NOT STARTED
Editor 9 of 23

Considerations when developing an IEP (check all that were considered)
The following factors must be considered:

- a. Strengths of the student and concerns of parents for enhancing the education of the student.
- b. Results of the initial or most recent evaluation.
- c. As appropriate, performance on any general State or district-wide assessment.
- d. Age of the student and the age-appropriateness of the setting.
- e. Special Factors (see items 1-6 below).

1. Does the student's behavior impede the student's learning or the learning of others?
If yes, the team must consider, if appropriate, strategies to address the behavior (including positive behavioral interventions, strategies and supports).

2. Is the student limited in English proficiency?
If yes, the team must consider the student's language needs as these needs relate to the IEP.

3. Is the student blind or visually impaired?
If yes, the team must provide instruction in Braille and the use of Braille, unless it determines, after an appropriate evaluation, that instruction in Braille or use of Braille is not appropriate.

4. Does the student have any communication needs?
If yes, the team must consider and address these needs.

5. Is the student deaf or hard of hearing?
If yes, the team must consider and address the full range of academic, language, communication and instructional needs, including the need to provide opportunities for communication and instruction in the student's language and communication mode.

6. Does the student require assistive technology devices and services?

Consideration of Special Factors Editor

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Present Levels of Academic Achievement and Functional Performance

The Present Levels of Academic Achievement and Functional Performance (PLAAFP) editor is used to document the student's current level of academic achievement and functional performance.

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Supplementary Aids and Services

The Supplementary Aids and Services editor is used to describe any additional services needed.

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Program Modifications

The Program Modifications editor is used to document any program changes the student needs to meet their needs.

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Supports for School Personnel

The Supports for School Personnel editor is used to document any supports needed to aid staff.

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Special Education / Specially Designed Instruction

The Special Education/Specially Designed Instruction editor is used to document the student's specially designed instruction.

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Related Services

The Related Services editor is used to document any related services to be provided to the student.

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Transition Services

The Translation Services editor is used to document any transition services to be provided to the student.

This editor is not available on the HI IEP without Transition plan.

Transition Services

Age Level of Student*

The Student is pursuing

Student's Interests and Desired Post-School Activities:
In the areas of postsecondary education, vocational education, integrated employment (including support employment), continuing and adult education, adult services, independent living or community participation.

Transition Assessments

DATE OF ASSESSMENT	TRANSITION ASSESSMENT	OTHER (SPECIFY)
No records available.		

Results of Age-Appropriate Transition Assessments

Training

Transition Services

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Postsecondary Goals

The Postsecondary Goals editor is used to document the student's goals post school.

This editor is not available on the HI IEP without Transition plan.



Postsecondary Goals Editor 17 of 23

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

Education

Employment

Where appropriate, Independent Living Skills

Postsecondary Goals

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Course of Study

The Course of Study editor is used to document the student's credits and graduation requirements.

This editor is not available on the HI IEP without Transition plan.

Course of Study

Describe below a coordinated set of activities designed within the results-oriented process to:

- focus on improving the academic and functional achievement of the student;
- directly relate to the student's measurable postsecondary goals and the student's strengths, preferences and interests; and
- promote movement from school to post-school settings and activities.

Anticipated Graduation Date

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

School Year:

School Year

QUARTER	COURSE	CREDITS
No records available.		

School Year:

Course of Study

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Transition Services Needed

The Transition Services Needed editor is used to document if the student requires transition services.

This editor is not available on the HI IEP without Transition plan.

Transition Services Needed
NOT STARTED
Editor 19 of 23

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)

Person or Agency Responsible

Community Experiences
Discussed, not needed

Transition Services Needed

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Extended School Year

The Extended School Year editor is used to document the student's participation in an extended school year program.

Extended School Year NOT STARTED
Editor 20 of 23

An extended school year is to be included in the Individualized Education Program (IEP) whenever it is found to be necessary to enable the student with a disability to receive an appropriate education, that is, specialized instruction and related services which are individually designed to provide an educational benefit to the student with a disability. Eligibility for such a program depends upon many factors including, but not limited to: the nature of the disabling condition; severity of the disabling condition; areas of learning crucial to attaining the goal of self-sufficiency and independence from caretakers; extent of regression caused by interruption of educational programming; and rate or recoupment following interruption of educational programming. Data to determine eligibility for ESY needs to be documented in the PLAAFP of the IEP.

The student is in need of an Extended School Year

The student is in need of an Extended School Day

The student is in need of an Extended School Year during the following Quarter(s)

Fall
 Winter
 Spring
 Summer

Comments

Extended School Year Goals

The following goals have been marked as being part of ESY.

No records available.

Extended School Year Editor

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State-Wide Assessments

The State-Wide Assessments editor is used to document any accommodations the student requires when taking state administered tests

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Least Restrictive Environment

The Least Restrictive Environment editor records information related to the student's placement and interaction with non-disabled peers.

Least Restrictive Environment IN PROGRESS
Editor 22 of 23

<p>Total Building Instructional Weekly Minutes * Minutes per week instructional time available for this student (excluding lunch)</p> <input style="width: 100%; border: 1px solid #ccc;" type="text" value="120"/>	<p>Total Special Ed Weekly Minutes * Minutes per week of special ed & related services for this student (excluding lunch)</p> <input style="width: 100%; border: 1px solid #ccc;" type="text" value="30"/>	<p>Percent of Time Student Spends in a General Education Setting Building Instructional minutes minus Special Ed minutes divided by Building Instructional minutes.</p> <p>75.00%</p>
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The student is *

LRE Continuum *

LRE Continuum Description
11: Special Education Setting

Explain the extent, if any, that the student will not participate with nondisabled students in the general education class, extracurricular and other non-academic activities. *

Example

Least Restrictive Environment

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Prior Written Notice

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

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