

Individual Education Plan (Hawaii) [.2231 - .2235]

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

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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 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.

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 7/21/22 10:25 AM	>
Enrollment Information	IN PROGRESS	System Administrator 7/21/22 10:27 AM	>
Student Information	IN PROGRESS	System Administrator 7/21/22 10:25 AM	>
Parent/Guardian Information	IN PROGRESS	System Administrator 7/21/22 10:30 AM	>
Conference Announcement	NOT STARTED		>
Conference Notification	NOT STARTED		>
Conference Actual	NOT STARTED		>

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 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 or 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	<p>Navigates the user to the Editor Home screen or to the List 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 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	<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 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 **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 List 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  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](#) | [Conference Announcement](#) | [Conference Notification](#) | [Conference Actual](#) | [Considerations of Special Factors](#) | [PLAAFP: Eligibility and the Effects of the Disability](#) | [PLAAFP: Transition Planning](#) | [Present Levels of Academic Achievement and Functional Performance](#) | [Special Education / Specially Designed Instruction](#) | [Related Services](#) | [Supplementary Aids and Program Modifications](#) | [Assistive Technology](#) | [Supports for School Personnel](#) | [Transportation](#) | [Additional Plans](#) | [Least Restrictive Environment](#) | [Extended School Year](#) | [State-Wide Assessments](#) | [Transition Services Plan](#) | [Appropriate Measurable Postsecondary Goals](#) | [Transition Services / Activities Needed](#) | [Courses of Study](#) | [Prior Written Notice](#)

The following section lists each editor and describes each field on the editor.

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 Editor 1 of 26

Plan Type *
Annual

IEP Conference Date N/A	Start Date ⓘ 09/05/2022	IEP Annual Due Date month/day/year
Reevaluation Due Date * 08/07/2023	Initial Consent Date ⓘ N/A	

For Agency Use Only:

<input type="checkbox"/> Parent/legal guardian was provided a copy of the procedural safeguards in his/her native language or other mode of communication.	Date safeguards provided to parent/legal guardian month/day/year
<input type="checkbox"/> Parent/legal guardian was provided a copy of IEP at no cost.	Date IEP provided to parent/legal guardian month/day/year
<input type="checkbox"/> Parent/legal guardian was provided with the opportunity to take the parent involvement survey.	Date opportunity 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 IEP 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

▶ [Click here to expand...](#)

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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 26

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 Amelia	Middle Name L	Suffix
Age 13	Birthdate ██████████	Gender F	
Language at Home A: English	First Language A: English	Most Used Language A: English	
Address ██████████	Student Number ██████████	State ID ██████████	

Case Manager Information

Name Ahmal Allen	Title School Staff (SPEDSTAFF)
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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 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 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

▶ [Click here to expand...](#)

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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.

▶ [Click here to expand...](#)

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Considerations 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.

Considerations of Special Factors
NOT STARTED
Editor 8 of 26

Considerations when developing an IEP
 The IEP team must consider the factors including special factors in the development, review, and revision of each student's IEP.

The IEP care coordinator should review and explain the factors prior to developing the PLAAFP so that the IEP team understands what they need to consider when developing the IEP.

The following factors must be considered:

1. Strengths of the student
2. Concerns of parents (if any) for improving academic and functional performance in school
3. Results of the initial or most recent evaluation
4. Academic, developmental, functional needs of the student
5. Results of State and district assessment

Special Factors must be considered (see items 1-6 below)
After the IEP team has developed the IEP, the IEP care coordinator should go back and indicate if the Special Factors that were checked off were addressed.

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

2. The student is limited in English proficiency.
 If yes, the IEP team must consider the student's language needs as those needs relate to the IEP.

Consideration of Special Factors

▶ [Click here to expand...](#)

PLAAFP: Eligibility and the Effects of the Disability

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

PLAAFP: Eligibility and the Effects of the Disability IN PROGRESS Editor 9 of 26

IEP teams must document the impact of the disability (how it impacts progress academically, developmentally, functionally) (§§300.320-300.324), and the root cause (why the student is unable to access standards, progress in the general curriculum and/or engage and participate in age appropriate activities). Information must be sufficient to enable the IEP team to design good instruction and make appropriate service decisions.

Eligibility Category

ASD: Autism Spectrum Disorder Specify Other

The student's disability impacts the following academic areas:

This is found in the eCSSS ESR and the Eligibility Criteria section of the IC ESR. If this information is not found in the ESR, review assessment reports and consult with the assessors. If more information in this area is needed, a re-evaluation should be considered.

Listening Comprehension × Speaking × Functional Writing × Specify Other

The student's disability is impacting the following functions in the school environment:

This is found in the eCSSS ESR and the Eligibility Criteria section of the IC ESR. If this information is not found in the ESR, review assessment reports and consult with the assessors. If more information in this area is needed, a re-evaluation should be considered.

Behavior × Attention × Specify Other

The root cause of the impact:

This is found in the eCSSS ESR and the Eligibility Criteria section of the IC ESR. If this information is not found in the ESR, review assessment reports and consult with the assessors. If more information in this area is needed, a re-evaluation should be considered.

Example root

PLAAFP: Eligibility and the Effects of the Disability Editor

▶ [Click here to expand...](#)

PLAAFP: Transition Planning



The PLAAFP: Transition Planning editor is used to document age-appropriate transition plans for the student.

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

PLAAFP: Transition Planning Editor 10 of 26

Age-appropriate transition assessments help students identify their preferences, interests, needs and strengths in relation to education, training, employment and where appropriate independent living skills.

For each student beginning at age 14 (of younger if determined appropriate by the IEP team), the Age Appropriate Transition Assessments must be administered.

Age-Appropriate Transition Assessments			
DATE OF ASSESSMENT	ASSESSMENT	OTHER (SPECIFY)	
05/16/2022 	Observation		
Add Assessment			

Transition Planning

Student Preferences, Interests, Needs and Strengths:

Student's transition plan preferences...

PLAAFP: Transition Planning

▶ [Click here to expand...](#)

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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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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.

▶ [Click here to expand...](#)

Supplementary Aids and Program Modifications

The Supplementary Aids and Program Modifications editor is used to describe any additional services needed and/or program modifications to be provided for the student.

▶ [Click here to expand...](#)

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Assistive Technology

The Assistive Technology editor is used to document any assistive technology, including devices, augmented alternative communication (AAC), adaptive equipment, and/or assistive technology services, to be provided for the student.

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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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Transportation

The Transportation editor is used to document the student's transportation needs, if applicable.

Transportation NOT STARTED
Editor 17 of 26

Ambulatory (without assistance)

Additional Supports

Single Rider (notification required)
 Adult Support
 Skilled Nurse

Special Equipment Used by Student

<input type="checkbox"/> Electric Wheelchair	<input type="checkbox"/> Hearing Aids	<input type="checkbox"/> Manual Wheelchair
<input type="checkbox"/> Oxygen	<input type="checkbox"/> Walker	<input type="checkbox"/> White Cane
<input type="checkbox"/> Crutches	<input type="checkbox"/> Braces, orthotics or head gear for protection	<input type="checkbox"/> Other

Challenging Behaviors

<input type="checkbox"/> Aggressive	<input type="checkbox"/> Self-Injurious
<input type="checkbox"/> Defiant	<input type="checkbox"/> Anxious
<input type="checkbox"/> Habits to note	<input type="checkbox"/> Does not do well with too much stimulus
<input type="checkbox"/> Other	

Transportation Editor

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Additional Plans

The Additional Plans editor is used to document any additional plans required to further support the student and their needs.

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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 19 of 26

Removal of students from the regular educational environment shall occur only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

The extent (including amount) to which the student will not participate with nondisabled students in the regular classroom and in extracurricular and other nonacademic activities.
 Include the extent which is the percent of time the student will not participate in the regular education environment.

Example

The student will not participate with nondisabled students in the regular classroom and in extracurricular and other nonacademic activities for the following reasons:
 Explain why the student will not participate with nondisabled students in the regular classroom and in extracurricular and other nonacademic activities.

Example

Total Regular Class(s) Weekly Minutes: *	Total Amount of Time in the Regular Class(s) Weekly Minutes: *	Percent of Time Student Spends in Regular Class:
2,400	1,800	25.00%

The student is *

Least Restrictive Environment Editor

▶ [Click here to expand...](#)

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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 26

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 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.

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

Extended School Year Goals

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

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

▶ [Click here to expand...](#)

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Transition Services Plan

The Translation Services Plan 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 Plan NOT STARTED
Editor 22 of 26

Transition Services are designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the student to facilitate the movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.

Age Level of Student *
 For each student beginning at age 14 (or younger if determined appropriate by the IEP team), the Course of Study must be completed. At age 16 and older, all sections of Transition Services must be completed.

Graduation requirements provided to the student/parents/legal guardians?

The Student is pursuing

Beginning at age 14 or younger if appropriate, statement of transition service needs include the following

Select a Transition Service Need ...

Age of Majority

Transition Services Plan Editor

▶ [Click here to expand...](#)

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Appropriate Measurable Postsecondary Goals

The Appropriate Measurable 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.

Appropriate Measurable Postsecondary Goals NOT STARTED
Editor 23 of 26

Postsecondary goals measure an outcome that occurs after the student has completed high school.

Appropriate measurable postsecondary goals are based on age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills. There must be a goal for Education, Training and Employment. Independent Living goal is needed if appropriate. Find more resources here: [Writing Measures](#), [Transition TA](#).

Education

Training

Employment

Appropriate Measurable Postsecondary Goals Editor

▶ [Click here to expand...](#)

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Transition Services / Activities Needed

The Transition Services / Activities 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 / Activities Needed NOT STARTED
Editor 24 of 26

Find more resources here: [Sample Activities Strategies](#), [Coordinated Set of Transition Activities](#), [Domain Transition Goal Examples](#).

EDUCATION

Measurable Postsecondary Goals
Example education goal

Transition Activities/Services ⓘ
Identify the Transition Services/Activities needed to assist the student in reaching their Measurable Postsecondary Goals in the areas of Education, Training, Employment and Independent Living if appropriate.

Agency Responsibilities ⓘ

TRAINING

Measurable Postsecondary Goals

Transition Services / Activities Needed Editor

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Courses of Study

The Courses 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.

Courses of Study NOT STARTED
Editor 25 of 26

Courses of study are a description of activities and/or classes the student will complete to achieve their desired postsecondary goal(s).

For each student beginning at age 14 (or younger if determined appropriate by the IEP team), the Course of Study must be completed.

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

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

<p>Anticipated Graduation Date</p> <input style="width: 90%;" type="text" value="month/day/year"/>	<p>Summary of Performance to be developed this school year.</p> <p>The SOP must be completed during the final year of the student's high school education.</p> <input style="width: 90%;" type="text"/>	
<p>Credits Earned to Date:</p> <input style="width: 90%;" type="text"/>	<p>Total number of credits for graduation:*</p> <input style="width: 90%;" type="text"/>	<p>Total Credits</p> <p>0.00</p>

School Year:

Courses of Study Editor

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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.

[▶ Click here to expand...](#)

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Previous Versions

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

