Individual Education Plan (Pennsylvania) [.2132 - .2211]

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

Search Terms: Documents

The Individual Education Plan is used to capture student special education plan information and match the required documentation provided by the state of Pennsylvania. 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

The current print format of this document is the **PA IEP 2021.2**. Plan formats are selected in Plan Types.

Editor Home

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

PA Editor Home

Header	Description
Name	The name of the editor.
Status	The state of the editor. Statuses can be: • **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

Button	Description
Save	Different editors have different save options. Click the arrow next to the Save & Stay button to view all saving options for any given editor. • **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	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. A side panel displays listing all applicable Enrollment records for the student. See the Enrollments tool documentation for additional information.
Cancel	Navigates the user to the Editor Home screen or to the Master Screen for List editors.
Status *i.e. Complete, Not Needed, etc.*	Changes the status of the editor. • **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	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.

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 | Revisions | Team Meetings | Special Considerations | PLAAFP | Transition Goals and Services | State Assessments | Local Assessments | Plan Goals | Services | Gifted Supports | Extended School Year | Educational Placement | Educational Environment | Communication Plan | Behavior Plan Team Meeting | Behavior Plan Assessment Summary | Behavior Plan Sections A-C

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.

Meeting Date: *
01/04/2021

Implementation Date: *
01/05/2021

Anticipated Duration Date: *
01/03/2022

Was this student placed by an agency?

Other Information:

The LEA and parent have agreed to make the following changes to the IEP without convening an IEP meeting, as documented by:

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.

If the most recent locked Evaluation for the student was created using the classic Campus style, the **Refresh** button retrieves information from the student's Enrollment record. If the most recent locked Evaluation for the student was created using the updated Campus style, the **Refresh** button retrieves the Eligibility Date(s) and Disability information from the Evaluation. All other fields still pull from the Enrollment record.

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.

Primary Disability
2121: Autistic/Autism

Secondary Disability

Tertiary Disability

Special Ed Status
Y: Has IEP

Special Ed Setting/Environment
19: Inside regular class >=80% of the day   ▼

Resident District
:

Resident School

School of Attendance
Erie High School

School Phone
(714)555-9894x660

School Year
20-21

Grade
10

District Information

District Number
105252602

District Name
School District City of Erie

District Address
148 WEST 21ST, ERIE, PA 16502

District Phone
(713)555-5919x932

District SPED Address

District SPED Phone

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 Editor

▶ Click here to expand...

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 Editor

▶ Click here to expand...

Revisions

The Revisions editor is used to document any IEP changed.

Revisions List Screen

▶ Click here to expand...

Team Meetings

The Team Meeting editor lists the team meetings held regarding the student and the participants of the meeting. Team Meetings display based on the Meeting Date. The **Print in Plan** slider must be marked On for the team meeting record to appear on the printed document.

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 will have to be created each time they are included in a meeting.

👥	Meeting Date	Meeting Location	Print In Plan
	03/23/21	Conference Room	OFF

Team Meeting In Progress — Editor 6 of 21

Team Meeting List Screen

▶ Click here to expand...

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Special Considerations

The Special Considerations editor describes other factors that may affect the student's progress, including behavioral issues, limited English proficiency, visual or hearing impairment, communication needs, or assistive technology.

Special Considerations the IEP Team must consider before developing the IEP. Any factors checked as yes must be addressed in the IEP.

Is the student blind or visually impaired? *
If yes, the IEP must include a description of the instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student.

Yes ▾

Is the student deaf or hard of hearing? *
If yes, the IEP must include a communication plan to address the following: language and communication needs; opportunities for direct communications with peers and professional personnel in the student's language and communication mode; academic level; full range of needs, including opportunities for direct instruction in the student's language and communication mode; and assistive technology devices and services. Indicate in which section of the IEP these considerations are addressed. The Communication Plan must be completed and is available at www.pattan.net.

Yes ▾

Does the student have communication needs? *
If yes, student needs must be addressed in the IEP (i.e., present levels, specially designed instruction (SDI), annual goals, etc.)

Yes ▾

Does the student need assistive technology devices and/or services? *
If yes, student needs must be addressed in the IEP (i.e., present levels, specially designed instruction, annual goals, etc.)

Yes ▾

Does the student have limited English proficiency? *
If yes, the IEP team must address the student's language needs and how those needs relate to the IEP.

Yes ▾

Does the student exhibit behaviors that impede his/her learning or that of others? *
If yes, the IEP team must develop a Positive Behavior Support Plan that is based on a functional assessment of behavior and that utilizes positive behavior techniques. Results of the functional assessment of behavior may be listed in the Present Levels section of the IEP with a clear measurable plan to address the behavior in the Goals and Specially Designed Instruction sections of the IEP or in the Positive Behavior Support Plan if this is a separate document that is attached to the IEP. A Positive Behavior Support Plan and a Functional Behavioral Assessment form are available at www.pattan.net.

Yes ▾

Other (specify):

Special Considerations Editor

▸ Click here to expand...

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PLAAFP

The Present Level of Academic Achievement and Functional Performance (PLAAFP) editor describes the academic, developmental, and functional needs of the student, including the student's current strengths, parental concerns, the student's needs, the results of assessments, and the impact of the student's exceptionality on their progress.

PLAAFP List Screen

▶ Click here to expand...

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Transition Goals and Services

The Transition Goals and Services editor lists measurable goals based on transition assessments related to specific areas of the student's development.

Transition Goals and Services List Screen

State Assessments

The State Assessments editor is used to document the state or alternative tests the student will participate.

State Assessments Editor

Local Assessments

The Local Assessments editor is used to document the type of local assessment the student will participate in.

Local Assessments Editor
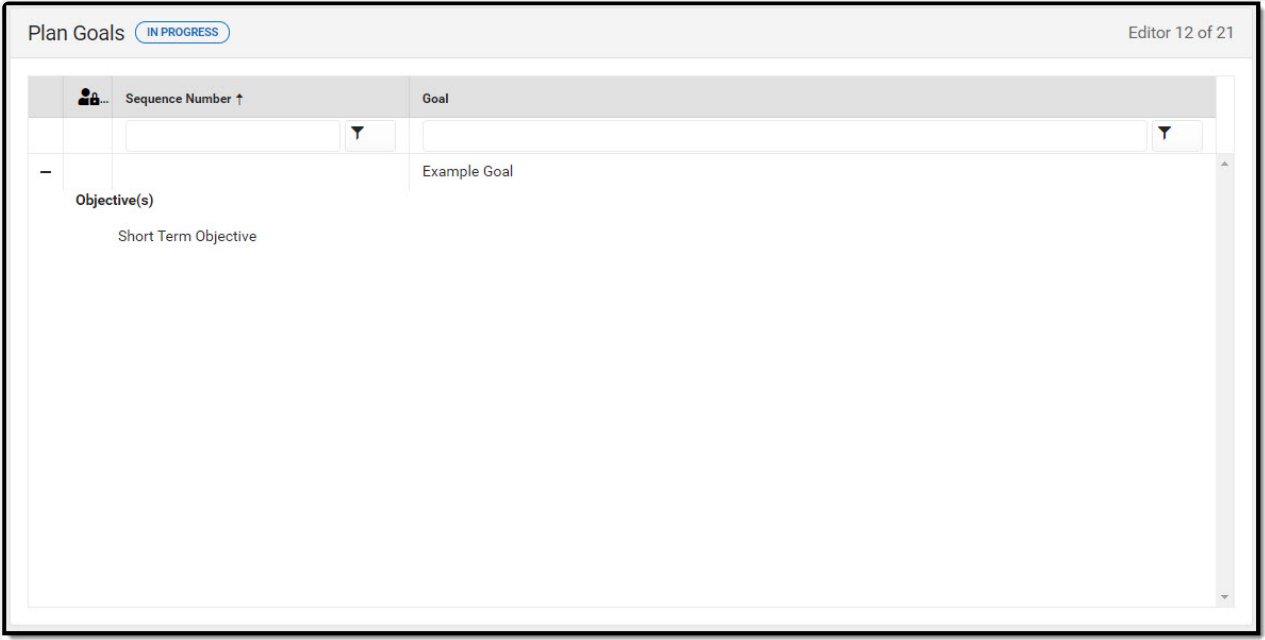
Plan Goals

The Plan Goals editor lists goals for the student in regards to their IEP. This includes Condition, Name, Behavior, and Criteria for the goal.

Plan Goal List Screen

Services

The Services editor is used to document supplemental aids and services, as well as adaptations, accommodations, or modifications to the regular education curriculum for the student.

	Sequence ↑ 2	Service Type ↑ 1	Service	Projected Beginning	Anticipated Duration	Area
		Positive Behavior Support Plan	Example Service	01/05/21	01/03/22	PBSP

Services List Screen

▶ Click here to expand...

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Gifted Supports

The Gifted Supports editor lists the gifted support services for a student identified as gifted who also is identified as a student with a disability.

Gifted Supports IN PROGRESS   Editor 14 of 21

	Sequence ↑	Support
	1	Gifted

Gifted Supports List Screen

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

Educational Placement

The Educational Placement editor identifies the extent of the student's participation in general education alongside non-disabled, same age peers.

Educational Placement Editor

Educational Environment

The Educational Environment editor identifies the percentage of time the student participates in the regular classroom with individuals with and without disabilities.

Educational Environment Editor

Communication Plan

The Communication Plan editor is used to document the student's communication needs.

This editor only needs to be filled out for students marked as deaf or hard of hearing in the Special Considerations editor.

COMMUNICATION PLAN FOR A CHILD WHO IS DEAF OR HARD OF HEARING

I. Language and Communication Needs

1. The student's current Primary LANGUAGE is one or more of the following (select all that apply)

Spoken English ✕

2a. The student's current primary RECEPTIVE COMMUNICATION MODE is one or more of the following (select all that apply)

American Sign Language ✕

2b. The student's current primary EXPRESSIVE COMMUNICATION MODE is one or more of the following (select all that apply)

Select Expressive Communication Mode ...

3. Is the language and/or mode of communication the student is using adequate with his/her family/caregivers?

B	i	U	A:	≣ ▾	≣ ▾	≣	≣	¶:	🔗	⊞		↶	↷	::	?

4. Is the language and/or mode of communication the student is using adequate with his/her peers?

B	i	U	A:	≣ ▾	≣ ▾	≣	≣	¶:	🔗	⊞		↶	↷	::	?

Communication Plan Editor

▶ Click here to expand...

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Behavior Plan Team Meeting

The Behavior Plan Team Meeting is used to documents meetings held to discuss the student's behavior plan.

This editor only needs to be filled out for students who have been identified as exhibiting behaviors that impede his/her learning or that of others within the Special Considerations editor.

👤🔒	Meeting Date ↑	Meeting Location	Print In Plan
	03/02/21	Classroom E	ON

Behavior Plan Team Meeting List Screen

▶ Click here to expand...

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Behavior Plan Assessment Summary

The Behavior Pan Assessment Summary is used to describe the student's overall behavior concerns and plan to address those concerns.

The IEP Services that are to be addressed in the student's Positive Behavior Support Plan are:

- Positive Behavior Support Plan: Example Service

Antecedents to the behavior of concern *

| B | *i* | U | A: | | ☰ ▾ | ☰ ▾ | ☷ | ☷ | ¶: | | 🔗 | ⊞ | | ↰ | ↱ | ⛶ | ? |

Behavior of concern *

| B | *i* | U | A: | | ☰ ▾ | ☰ ▾ | ☷ | ☷ | ¶: | | 🔗 | ⊞ | | ↰ | ↱ | ⛶ | ? |

Behavior Plan Assessment Summary

▸ Click here to expand...

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Behavior Plan Sections A-C

The Behavior Plan Sections A-C editor is used to document prevention strategies and replacement behavior for the student.

Program Modifications and Specially Designed Instruction for the Positive Behavior Support Plan

A. Antecedent (prevention) Strategies

| B | *i* | U | A: | ☰ ▾ | ☰ ▾ | ☲ | ☲ | ¶: | 🔗 | ⊞ | � | ↷ | ⤢ | ? |

B. Replacement Behavior

| B | *i* | U | A: | ☰ ▾ | ☰ ▾ | ☲ | ☲ | ¶: | 🔗 | ⊞ | ↺ | ↷ | ⤢ | ? |

▸ Click here to expand...

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Previous Versions

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