

Campus Default IEP

Last Modified on 02/04/2026 10:13 am CST

Tool Search: Special Ed Documents

The Campus Default IEP is available for users to document special ed information. This document describes each editor, each field on the editor, and any special considerations and instructions. **The Default Private School Plan is an exact copy of the Individual Education Plan, which is documented below.** See the [Plan and Evaluation Information](#) article for guidance on navigating this document and its general functionality.

The current print format is **Campus Default IEP 2024**. Print formats are managed using the [Special Ed Plan Type Setup](#) tool.

Editor Home - Campus Default IEP i			
NAME	STATUS	MODIFIED BY	COMPLETED BY
Plan Information	IN PROGRESS	System Administrator 1/3/25 8:23 AM	>
Student Information	IN PROGRESS	System Administrator 1/3/25 8:25 AM	>
Parent/Guardian Information	IN PROGRESS	System Administrator 1/3/25 8:36 AM	>
Enrollment Information	IN PROGRESS	System Administrator 1/3/25 8:38 AM	>
Team Meeting	IN PROGRESS	System Administrator 1/3/25 8:42 AM	>
Reporting Progress to Parents/Guardians	NOT STARTED		>
Present Level of Academic Achievement and Functional Performance	NOT STARTED		>
Special Factors	NOT STARTED		>
Goals and Objectives	IN PROGRESS	System Administrator 1/3/25 9:36 AM	>
LRE	NOT STARTED		>
Special Education Services	NOT STARTED		>

Campus Default IEP Editor Home

Plan Information

The Plan Header editor stores plan information as well as related dates.

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

Plan Information IN PROGRESS

Editor 1 of 21

Meeting Date *
01/02/2025 

Start Date *
01/03/2025 

End Date *
01/03/2026 

Evaluation Date *
01/01/2025 

Plan Information Editor

► [Click here to expand...](#)

Field	Description
Meeting Date <i>Required</i>	The day the student's special ed team met.
Start Date <i>Required</i>	The first day of the plan.
End Date <i>Required</i>	The last day of the plan.
Evaluation <i>Required</i>	The day of the last evaluation for the student.

Student Information

The Student Information editor pulls demographic information regarding the student. This is a read-only editor.

The **Refresh** button retrieves a fresh copy of data from the student's record.

Student Information IN PROGRESS

Editor 2 of 21

When a Plan is generated, a snapshot of the student's information is taken from Census. Click Refresh to retrieve current student information.

Last Name

First Name

Suha

Middle Name

Suffix

Birthdate

10/28/2019

Address

Home Phone

Student Number

Race, Ethnicity (State)

Case Manager Information

Name

Donna

Title

Paraprofessional (SPEDSTAFF)

Phone

Student Information Editor

▶ [Click here to expand...](#)

Field Name	Description	Database and UI Location (when Refreshed is clicked)
Last Name	The student's last name.	Demographics > Last Name identity.lastName
First Name	The student's first name.	Demographics > First Name identity.firstName
Middle Name	The student's middle name.	Demographics > Middle Name identity.middleName
Suffix	The student's suffix.	Demographics > Suffix Name identity.suffix
Birthdate	The student's birthdate.	Demographics > Birth Date identity.birthDate
Address	The student's address.	Households > Address Info address.number; address.street; address.tag; address.prefix; address.dir; address.apt; address.city; address.state; address.zip

Field Name	Description	Database and UI Location (when Refreshed is clicked)
Home Telephone	The student's home telephone number.	Demographics > Household phone
Student Number	The student's ID number.	Enrollment > Student Number identity.studentNumber
Race, Ethnicity (state)	The student's state race/ethnicity.	Demographics > Race, Ethnicity (state) identity.raceEthnicity
Case Manager Information		
Name	The first and last name of the team member.	Student Information > Special Ed Team Members
Title	The role of the team member.	Student Information > Special Ed Team Members
Phone	The phone number of the team member.	Student Information > Special Ed Team Members

Parent/Guardian Information

The Parent/Guardian Information editor pulls the contact information of the student's parent/guardian(s).

The **Refresh** button retrieves a fresh copy of data from the parent/guardian's record.

Parent/Guardian Information IN PROGRESS

Editor 3 of 21

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

Parent/Guardian

Print Sequence 1 ▼ Remove

Name
Ricky Donald - Foster Mother

Address
CA 95255

Home Phone [REDACTED]

Work Phone [REDACTED]

Cell Phone [REDACTED]

E-mail [REDACTED]

Home Primary Language
English

Parent/Guardian Information Editor

▶ [Click here to expand...](#)

Field	Description
Print Sequence	The order in which the parent/guardian displays.
Name	The name of the parent/guardian.
Address	The address of the parent/guardian.
Home Phone	The parent/guardian's home phone.
Work Phone	The parent/guardian's work phone.
Cell Phone	The parent/guardian's cell phone.
Email	The parent/guardian's email.
Home Primary Language	The language the parent/guardian speaks at home.

Enrollment Information

The Enrollment Information editor is a read-only editor that pulls in district and school information where the student is enrolled. This editor also documents the student's disability(ies).

Enrollment Information IN PROGRESS

Editor 4 of 21

Click Refresh to select or change Enrollment data. Information entered into this editor will modify the student's current Enrollment record when the plan is locked.

Primary Disability: (Required)

220: Hard of Hearing (HH)

Secondary Disability:

[dropdown menu]

Special Ed Status

1: Receiving Services

Special Ed Setting

520: Service provider's location

Entry Date

month/day/year


Resident District

Calaveras Unified

District Information
District Number

0561564

District Name

[redacted]

District Address

CA 95249-0788

District Phone

[redacted]

District SPED Address

CA 95249

District SPED Phone

[redacted]

Enrollment Information Editor

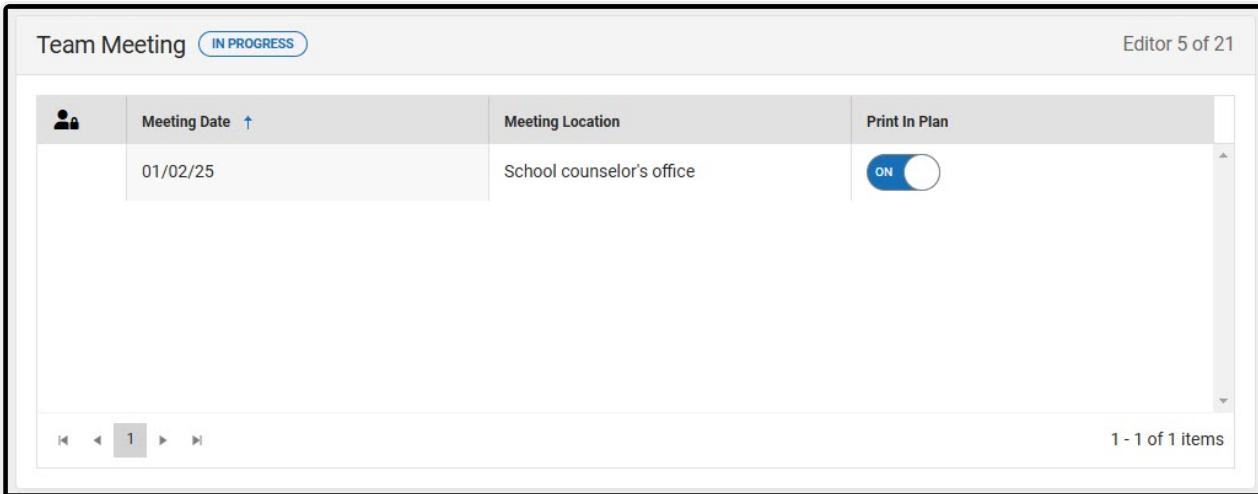
▶ [Click here to expand...](#)

Field	Description	Validation
Primary Disability <i>Required</i>	The student's first disability. Options available are dependent on your state.	N/A
Secondary Disability	The student's second disability, when applicable. The options available are the same as the Primary Disability options.	N/A
Special Ed Status	The student's special ed status. Options available are dependent on your state.	N/A
Special Ed Setting/Environment	The student's special ed environment. Options available are dependent on your state.	N/A
Resident District	The student's district of residence.	This field pulls in from the student's Enrollment record when available but can be manually edited.
District Information		
District Number	The district number associated with the Enrolled school.	District Information > State District Number

Field	Description	Validation
District Name	The district name associated with the Enrolled school.	District Information > Name
District Address	The district address associated with the Enrolled school.	District Information > Address
District Phone	The district phone number associated with the Enrolled school.	District Information > Phone
District SPED Address	The district special education address associated with the Enrolled school.	District Information > SPED Address
District SPED Phone	The district special ed phone number associated with the Enrolled school.	District Information > SPED Phone

Team Meeting

The Team Meeting editor documents information regarding the meeting date and attendance for team members.



The screenshot shows a table with one row of data. The columns are labeled 'Meeting Date ↑', 'Meeting Location', and 'Print In Plan'. The 'Meeting Date' cell contains '01/02/25'. The 'Meeting Location' cell contains 'School counselor's office'. The 'Print In Plan' cell contains a blue 'ON' toggle switch. At the bottom of the table, there is a navigation bar with arrows and the text '1 - 1 of 1 items'.

Team Meeting IN PROGRESS Editor 5 of 21

Meeting Date ↑	Meeting Location	Print In Plan
01/02/25	School counselor's office	<input checked="" type="checkbox"/> ON

1 - 1 of 1 items

Team Meeting List Screen

▶ [Click here to expand...](#)

Team Meeting List Screen

Column Name	Description
Padlock Icon	Indicates the person editing the Team Meeting record.
Meeting Date	The day of the team meeting.
Meeting Location	The location of the meeting.

Column Name	Description
Print in Plan	Indicates this team meeting record displays on the printed plan.

Team Meeting Detail Screen

Select an existing record or click **New** to view the detail screen.

Team Meeting: 1/2/2025

Print in Plan

Meeting Date * 

Meeting Time 

Meeting Location

Comments
Example

Attendance 

FIRST NAME *	LAST NAME *	ROLE	INVITED	ATTENDED	
Donna		Paraprofessional (SPEDSTAFF)	<input type="checkbox"/>	<input type="checkbox"/>	Remove

Add **Refresh**

Team Meeting Detail Screen

Field	Description	Validation
Print in Plan	Indicates this team meeting record displays on the printed document.	This defaults to unmarked.
Meeting Date <i>Required</i>	The day of the team meeting.	N/A
Meeting Time	The time of the meeting.	N/A
Meeting Location	The location of the meeting.	This field is limited to 200 characters.
Attendance		

Field	Description	Validation
First Name <i>Required</i>	The first name of the team member.	This field populates from the First Name field on the Special Ed Team Members tool and is read-only. When null, users can manually enter team members. This field is limited to 100 characters.
Last Name <i>Required</i>	The last name of the team member.	This field populates from the Last Name field on the Special Ed Team Members tool and is read-only. When null, users can manually enter team members. This field is limited to 100 characters.
Role <i>Required</i>	The role of the team member.	This field populates from the Role field on the Special Ed Team Members tool and is read-only. When null, users can manually enter team members. This field is limited to 50 characters.
Invited	Indicates this team member was invited to the team meeting.	N/A
Attended	Indicates this team member attended the meeting.	N/A

Reporting Progress to Parents/Guardians

The Reporting Progress to Parents/Guardians editor documents the manner in which progress is reported to the student's parent/guardian. There are two text fields on this editor that are limited to 200 characters.

Reporting Progress to Parents/Guardians NOT STARTED

Editor 6 of 21

The student's progress toward the annual goals and the extent to which the progress is sufficient to enable the student to achieve the goals will be reported to the parents as follows

Method of reporting to parents/guardians

Frequency of reporting to parents/guardians

Reporting Progress to Parents/Guardians Editor

Present Level of Academic Achievement and Functional Performance

The Present Levels (PLAAFP) editor includes the student's present academic achievement and functional performance levels, including the assessment conducted to determine the level, resulting skills determined, and needs identified.

Present Level of Academic Achievement and Functional Performance NOT STARTED Editor 7 of 21

Present Level of Academic Achievement and Functional Performance and Educational Needs, including how the student's disability affects his/her involvement and progress in the Pre-K-12 general curriculum Add Template

Communication Add Template

Motor Add Template

Emotional/Social/Behavioral Add Template

Self-help Add Template

Present Level of Academic Achievement and Functional Performance Editor

► Click here to expand...

Field	Description	Validation
Present Level of Academic Achievement and Functional Performance and Educational Needs, including how the student's disability affects his/her involvement and progress in the Pre-K-12 general curriculum	A description of how the student's disability impacts their participation and progress in the general education curriculum.	This field's Special Ed Template Bank is named IEP PLAAFP. This field is limited to 8000 characters.

Field	Description	Validation
Communication	<p>The student's communication level of performance.</p>	<p>This field's Special Ed Template Bank is named IEP PLAAFP: Communication.</p> <p>This field is limited to 8000 characters.</p>
Motor	<p>The student's motor level of performance.</p>	<p>This field's Special Ed Template Bank is named IEP PLAAFP: Motor.</p> <p>This field is limited to 8000 characters.</p>
Emotional/Social/Behavioral	<p>The student's emotional/social/behavioral level of performance.</p>	<p>This field's Special Ed Template Bank is named IEP PLAAFP: Social.</p> <p>This field is limited to 8000 characters.</p>
Self-help	<p>The student's self help level of performance.</p>	<p>This field's Special Ed Template Bank is named IEP PLAAFP: Self Help.</p> <p>This field is limited to 8000 characters.</p>
Student Strengths	<p>A description of the student's strengths.</p>	<p>This field's Special Ed Template Bank is named IEP PLAAFP: Student Strengths.</p> <p>This field is limited to 8000 characters.</p>
Educational concerns of parent(s) and student	<p>A description of any parent/guardian concerns.</p>	<p>This field's Special Ed Template Bank is named IEP PLAAFP: Parent Concerns.</p> <p>This field is limited to 8000 characters.</p>

Field	Description	Validation
For students age 16 or older, how were the student's interests and preferences considered if the student did not attend this IEP meeting	A description of the student's interests and preferences.	<p>This field's Special Ed Template Bank is named IEP PLAAFP: Student Preference.</p> <p>This field is limited to 8000 characters.</p>

Special Factors

The Special Factors editor documents any special factors to consider as part of the student's plan.

Special Factors NOT STARTED Editor 8 of 21

Physical Education

Transportation

Does the student have behavior which impedes his/her learning or the learning of others?

If yes, consider, if appropriate, strategies including positive behavioral interventions and supports to address that behavior. Behavior intervention plan must be developed and attached.

Does the student have limited English proficiency?

If yes, include the language needs that relate to this IEP

If visually impaired, does the student need instruction in Braille or the use of Braille?

If yes, provide for instruction in Braille and the use of Braille, unless the IEP Team determines that instruction in Braille or the use of Braille is not appropriate for the student (after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media, including evaluation of future needs for instruction in Braille or the use of Braille). Document decisions below

Special Factors Editor

► [Click here to expand...](#)

Field	Description	Validation
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Field	Description	Validation
Physical Education	Options include: <ul style="list-style-type: none"> • Regular • Adapted • Not Required 	N/A
Transportation	Options are Regular or Special.	N/A
Does the student have behavior which impedes his/her learning or the learning of others?	Options are Yes or No.	N/A
If yes, consider, if appropriate, strategies including positive behavioral interventions and supports to address that behavior. Behavior intervention plan must be developed and attached <i>*Required</i>	A description of the strategies to address that behavior.	*This field is available and required when Yes is selected from the "Does the student have behavior which impedes his/her learning or the learning of others?" field. The Special Ed Template Bank associated with this field is called Campus Default IEP: Special Factors; Behavior Comments. This field is limited to 8000 characters.
Does the student have limited English proficiency?	Options are Yes or No.	N/A
If yes, include the language needs that relate to this IEP <i>*Required</i>	A description of the student's language needs.	*This field is available and required when Yes is selected from the "Does the student have limited English proficiency?" field. This field is limited to 8000 characters.
If visually impaired, does the student need instruction in Braille or the use of Braille?	Options are Yes or No.	N/A

Field	Description	Validation
<p>If yes, provide for instruction in Braille and the use of Braille, unless the IEP Team determines that instruction in Braille or the use of Braille is not appropriate for the student (after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media, including evaluation of future needs for instruction in Braille or the use of Braille). Document decisions below</p> <p><i>*Required</i></p>	<p>A description of the Braille decision.</p>	<p>*This field is available and required when Yes is selected from the "If visually impaired, does the student need instruction in Braille or the use of Braille?" field.</p> <p>This field is limited to 8000 characters.</p>
<p>Does the student have communication needs that could impede his/her learning?</p>	<p>Options are Yes or No.</p>	<p>N/A</p>
<p>If yes, identify the communication needs</p> <p><i>*Required</i></p>	<p>A description of the student's communication needs.</p>	<p>*This field is available and required when Yes is selected from the "Does the student have communication needs that could impede his/her learning?" field.</p> <p>This field is limited to 8000 characters.</p>
<p>Is the student deaf or hard of hearing?</p>	<p>Options are Yes or No.</p>	<p>N/A</p>

Field	Description	Validation
If yes, identify the communication needs including (a) the student's language; (b) opportunities for direct communication with peers and professional personnel in the student's language and communication mode; and (c) academic level and full range of needs including opportunities for direct instruction in the student's language and communicative mode <i>*Required</i>	A description of the student's communication needs.	*This field is available and required when Yes is selected from the "Is the student deaf or hard of hearing?" field. This field is limited to 8000 characters.
Does the student need assistive technology services or devices?	Options are Yes or No.	N/A
If yes, describe the student's assistive technology needs <i>*Required</i>	A description of the student's assistive technology needs.	*This field is available and required when Yes is selected from the "Does the student need assistive technology services or devices?" field. The Special Ed Template Bank associated with this field is called Campus Default IEP: Special Factors; Assistive Tech. This field is limited to 8000 characters.

Goals and Objectives

The Goals and Objectives editor describes annual goals set for the student and how that goal is measured.

Goals and Objectives IN PROGRESS

	User	Sequence ↑	Measurable Annual Goal
-	1	Goal Name	Objective(s) Objective - Short Term Benchmark

Editor 9 of 21

1 - 1 of 1 items

Goals and Objectives List Screen

▶ [Click here to expand...](#)

Goals and Objectives List Screen

Column Name	Description
Padlock Icon	Indicates the person editing the Team Meeting record.
Sequence	The order of the records.
Measurable Annual Goal	The name of the goal.

Goals and Objectives Detail Screen

Select an existing record or click **New** to view the detail screen.

Goals

Sequence Number *



Name

Present Level of Academic and Achievement and Functional Performance Data

Annual Goal [Add Template](#)

Objectives

Objective: Short Term Benchmark

[Delete](#)

Short Term Objective/Benchmark gauging progress toward the annual goal

Goals and Objectives Detail Screen

Field	Description	Validation
Goal		
Name	The name of the goal.	This field is limited to 200 characters.
Present Level of Academic and Achievement and Functional Performance Data	The student's present levels of academic achievement.	This field is limited to 8000 characters.
Annual Goal	A description of the goal.	<p>The Special Ed Template Bank associated with this field is called IEP Goal.</p> <p>This field is limited to 8000 characters.</p>
Objectives		
Short Term Objective/Benchmark gauging progress toward the annual goal	The student's short-term goal.	This field is limited to 8000 characters.

Field	Description	Validation
How will progress be measured	How the short-term goal will be measured.	This field is limited to 8000 characters.

LRE

The Least Restrictive Environment/Placement editor documents where the student receives services.

Least Restrictive Environment NOT STARTED Editor 10 of 21

The student will

Fully participate with students who are nondisabled in the general education setting except for the time spent in separate special education programs/services provided outside of the general education classroom as specified in this IEP

If no, explain

Be fully involved in and progress in the general education curriculum

If no, explain

Have the same opportunity as general education students to participate in nonacademic and extracurricular activities

If no, explain

Least Restrictive Environment Editor

► [Click here to expand...](#)

Field	Description	Validation
Fully participate with students who are nondisabled in the general education setting except for the time spent in separate special education programs/services provided outside of the general education classroom as specified in this IEP	Options are Yes or No.	N/A
If no, explain <i>*Required</i>	A description of why the student will not fully participate with nondisabled peers.	*This field is available and required when No is selected above. This field is limited to 8000 characters.
Be fully involved in and progress in the general education curriculum	Options are Yes or No.	N/A
If no, explain <i>*Required</i>	A description of why the student is not fully involved in the general education curriculum.	*This field is available and required when No is selected from the "Be fully involved in and progress in the general education curriculum" field.
Have the same opportunity as general education students to participate in nonacademic and extracurricular activities	Options are Yes or No.	N/A
If no, explain <i>*Required</i>	A description of why the student will not participate in nonacademic or extracurricular activities.	*This field is available and required when No is selected from the "Have the same opportunity as general education students to participate in nonacademic and extracurricular activities" field.

Special Education Services

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

setting.

Special Education Services NOT STARTED

	Service ↑	Time	Start Date	End Date
No records available.				

Special Education Services List Screen

▶ [Click here to expand...](#)

Special Education Services List Screen

Column Name	Descriptions
Padlock Icon	Indicates the person currently editing the record.
Service	The type of service.
Time	The number of minutes the student receives services.
Start Date	The first day of service.
End Date	The last day of service.

Special Education Services Detail Screen

Select an existing record or click **New** to view the detail screen.

Special Education Services

<p>Service *</p> <div style="border: 1px solid #ccc; padding: 5px; width: 100%; height: 25px; margin-bottom: 5px;"></div> <p>Service Position</p> <div style="border: 1px solid #ccc; padding: 5px; width: 100%; height: 25px; margin-bottom: 5px;"></div> <p>Special Ed Location</p> <div style="border: 1px solid #ccc; padding: 5px; width: 100%; height: 25px; margin-bottom: 5px;"></div>	<p>General Ed Location</p> <div style="border: 1px solid #ccc; padding: 5px; width: 100%; height: 25px; margin-bottom: 5px;"></div> <p>Duration and Frequency</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: left; vertical-align: top;"> <p>Start Date *</p> <input style="width: 100%; border: 1px solid #ccc; padding: 2px; margin-bottom: 5px;" type="text" value="01/03/2025"/> CALENDAR </td> <td style="width: 33%; text-align: left; vertical-align: top;"> <p>End Date *</p> <input style="width: 100%; border: 1px solid #ccc; padding: 2px; margin-bottom: 5px;" type="text" value="01/03/2026"/> CALENDAR </td> <td style="width: 33%; text-align: left; vertical-align: top;"> <p>Frequency *</p> <div style="border: 1px solid #ccc; padding: 5px; width: 100%; height: 25px; margin-bottom: 5px;"></div> </td> </tr> <tr> <td style="text-align: left; vertical-align: top;"> <p>Direct Minutes per Session *</p> <div style="border: 1px solid #ccc; padding: 2px 10px; width: 100%; height: 25px; margin-bottom: 5px;"></div> </td> <td style="text-align: left; vertical-align: top;"> <p>Number of Sessions *</p> <div style="border: 1px solid #ccc; padding: 2px 10px; width: 100%; height: 25px; margin-bottom: 5px;"></div> </td> <td style="text-align: left; vertical-align: top;"> </td> </tr> <tr> <td style="text-align: left; vertical-align: top;"> <p>Indirect Minutes per Session *</p> <div style="border: 1px solid #ccc; padding: 2px 10px; width: 100%; height: 25px;"></div> </td> <td></td> <td></td> </tr> </table>	<p>Start Date *</p> <input style="width: 100%; border: 1px solid #ccc; padding: 2px; margin-bottom: 5px;" type="text" value="01/03/2025"/> CALENDAR	<p>End Date *</p> <input style="width: 100%; border: 1px solid #ccc; padding: 2px; margin-bottom: 5px;" type="text" value="01/03/2026"/> CALENDAR	<p>Frequency *</p> <div style="border: 1px solid #ccc; padding: 5px; width: 100%; height: 25px; margin-bottom: 5px;"></div>	<p>Direct Minutes per Session *</p> <div style="border: 1px solid #ccc; padding: 2px 10px; width: 100%; height: 25px; margin-bottom: 5px;"></div>	<p>Number of Sessions *</p> <div style="border: 1px solid #ccc; padding: 2px 10px; width: 100%; height: 25px; margin-bottom: 5px;"></div>		<p>Indirect Minutes per Session *</p> <div style="border: 1px solid #ccc; padding: 2px 10px; width: 100%; height: 25px;"></div>		
<p>Start Date *</p> <input style="width: 100%; border: 1px solid #ccc; padding: 2px; margin-bottom: 5px;" type="text" value="01/03/2025"/> CALENDAR	<p>End Date *</p> <input style="width: 100%; border: 1px solid #ccc; padding: 2px; margin-bottom: 5px;" type="text" value="01/03/2026"/> CALENDAR	<p>Frequency *</p> <div style="border: 1px solid #ccc; padding: 5px; width: 100%; height: 25px; margin-bottom: 5px;"></div>								
<p>Direct Minutes per Session *</p> <div style="border: 1px solid #ccc; padding: 2px 10px; width: 100%; height: 25px; margin-bottom: 5px;"></div>	<p>Number of Sessions *</p> <div style="border: 1px solid #ccc; padding: 2px 10px; width: 100%; height: 25px; margin-bottom: 5px;"></div>									
<p>Indirect Minutes per Session *</p> <div style="border: 1px solid #ccc; padding: 2px 10px; width: 100%; height: 25px;"></div>										

Special Education Services Detail Screen

Field	Description	Validation
Service Required	The service type.	The values available in this dropdown are district-defined from the Special Ed Services tool.
Service Position	The role of the person providing the service.	The values available in this dropdown are district-defined from the Special Ed Service Positions tool.
Special Ed Location	The location of the service.	This field is limited to 150 characters.
General Ed Location	The location of the general education environment.	This field is limited to 150 characters.
Duration and Frequency		
Start Date Required	The first day of service.	N/A
End Date Required	The last day of service.	N/A
Direct Minutes per Session Required	The number of direct minutes the student receives service per session.	N/A
Number of Sessions Required	The number of sessions per service.	N/A
Frequency Required	The frequency of service. Options include: <ul style="list-style-type: none">• yearly• termly• monthly• weekly• daily	N/A
Indirect Minutes per Session Required	The number of indirect minutes the student receives service per session.	N/A

Related Services

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

Related Services
NOT STARTED

Editor 12 of 21



Service ↑

Time

Start Date

End Date

No records available.

Related Services List Screen

▶ [Click here to expand...](#)

Related Services List Screen

Column Name	Descriptions
Padlock Icon	Indicates the person currently editing the record.
Service	The type of service.
Time	The number of minutes the student receives services.
Start Date	The first day of service.
End Date	The last day of service.

Related Services Detail Screen

Select an existing record or click **New** to view the detail screen.

Related Services

Service *

Service Position

Special Ed Location

General Ed Location

Duration and Frequency

Start Date *

End Date *

Direct Minutes per Session *

Number of Sessions *

Frequency *

Indirect Minutes per Session *

Related Services Detail Screen

Field	Description	Validation
Service Required	The service type.	The values available in this dropdown are district-defined from the Special Ed Services tool.
Service Position	The role of the person providing the service.	The values available in this dropdown are district-defined from the Special Ed Service Positions tool.
Location	The location of the service.	This field is limited to 150 characters.
General Ed Location	The location of the general education environment.	This field is limited to 150 characters.
Duration and Frequency		
Start Date Required	The first day of service.	N/A
End Date Required	The last day of service.	N/A
Direct Minutes per session Required	The number of direct minutes the student receives service per session.	N/A
Number of Sessions Required	The number of sessions per service frequency.	N/A
Service Frequency Required	The frequency of service. Options include: <ul style="list-style-type: none"> • yearly • termly • monthly • weekly • daily 	N/A
Indirect Minutes per Session	The number of indirect minutes the student receives service per session.	N/A

Supplementary Aids and Services

The Supplementary Aids and Services editor lists supplementary aids and services provided to the student in a Special Education setting.

Supplementary Aids and Services NOT STARTED

Editor 13 of 21



Service ↑

Time

Start Date

End Date

No records available.

Supplementary Aids and Services List Screen

▶ [Click here to expand...](#)

Supplementary Aids and Services List Screen

Column Name	Descriptions
Padlock Icon	Indicates the person currently editing the record.
Service	The type of service.
Time	The number of minutes the student receives services.
Start Date	The first day of service.
End Date	The last day of service.

Supplementary Aids and Services Detail Screen

Select an existing record or click **New** to view the detail screen.

Supplementary Aids and Services

Service *

Service Position

Special Ed Location

General Ed Location

Duration and Frequency

Start Date *

End Date *

Direct Minutes per Session *

Number of Sessions *

Frequency *

Indirect Minutes per Session *

Supplementary Aids and Services Detail Screen

Field	Description	Validation
Service Required	The service type.	The values available in this dropdown are district-defined from the Special Ed Services tool.
Service Position	The role of the person providing the service.	The values available in this dropdown are district-defined from the Special Ed Service Positions tool.
Location	The location of the service.	This field is limited to 150 characters.
General Ed Location	The location of the general education environment.	This field is limited to 150 characters.
Duration and Frequency		
Start Date Required	The first day of service.	N/A
End Date Required	The last day of service.	N/A
Direct Minutes per session Required	The number of direct minutes the student receives service per session.	N/A
Number of Sessions Required	The number of sessions per service frequency.	N/A
Service Frequency Required	The frequency of service. Options include: <ul style="list-style-type: none"> • yearly • termly • monthly • weekly • daily 	N/A
Indirect Minutes per Session	The number of indirect minutes the student receives service per session.	N/A

Extended School Year

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

Extended School Year NOT STARTED

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Are extended school year services required for this student? *

If yes, services must be described within this IEP or in attached documentation

Extended School Year Editor

Field	Description	Validation
Are extended school year services required for this student? <i>Required</i>	Options are Yes or No.	N/A
If yes, services must be described within this IEP or in attached documentation <i>Required</i>	A description of the ESY service.	*This field is available and required when Yes is selected above. The Special Ed Template Bank associated with this field is called Campus Default IEP: Extended School Year. This field is limited to 8000 characters.

Transition Plan/Graduation Statement

The Transition Plan/Graduation Statement editor documents the student's transition plan after graduation or graduation statement.

Transition Plan/Graduation Statement

NOT STARTED

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Student preferences and interests for transition services

Student needs related to transition

All of the following Post-School activities have been considered and those checked are necessary for this transition plan

<input type="checkbox"/> Post Secondary Education	<input type="checkbox"/> Vocational Training
<input type="checkbox"/> Employment (including supported)	<input type="checkbox"/> Adult Services
<input type="checkbox"/> Independent Living	<input type="checkbox"/> Community/Leisure
<input type="checkbox"/> Related Services	<input type="checkbox"/> Other

Specify Other

Beginning at age 16, and updated annually, identify the proposed high school outcome for the student

The student will graduate or complete high school upon satisfactory attainment of one of the following

Describe IEP determined graduation requirements

Transition Plan/Graduation Statement Editor

► [Click here to expand...](#)

Field	Description	Validation
Student preferences and interests for transition services	A description of the student's preferences and interests for transition services.	This field is limited to 8000 characters.
Student needs related to transition	A description of the student's transition needs.	This field is limited to 8000 characters.
All of the following Post-School activities have been considered and those checked are necessary for this transition plan	Options include: <ul style="list-style-type: none"> • Post Secondary Education • Employment (including supported) • Independent Living • Related Services • Vocational Training • Adult Services • Community/Leisure • Other 	N/A

Field	Description	Validation
Specify Other <i>*Required</i>	A description of the other post-school activities.	*This field is available and required when Other is selected above. This field is limited to 200 characters.
Beginning at age 16. and updated annually, identify the proposed high school outcome for the student		
The student will graduate or complete high school upon satisfactory attainment of one of the following	Options include: <ul style="list-style-type: none"> • Diploma: State-mandated graduation requirements (No additional documentation) • Diploma: IEP determined graduation requirements • Certificate of Completion: Complete IEP Goals and Benchmarks as final outcome for high school course of study and exit at age 22 	N/A
Describe IEP determined graduation requirements <i>*Required</i>	A description of the IEP determined graduation requirements.	*This field is available and required when "Diploma: IEP determined graduation requirements" is selected above. This field is limited to 8000 characters.

Course of Study

The Course of Study editor documents all courses the student must complete before graduation and how this coursework aligns with their post-secondary goals.

User	Course of Study	Start Date ↑	End Date
	Math 9	01/02/25	05/30/25

◀ ▶ 1 ▶ ▶

1 - 1 of 1 items

Course of Study List Screen

▶ [Click here to expand...](#)

Course of Study List Screen

Column Name	Description
Padlock Icon	Indicates the person currently editing the record.
Course of Study	The first 100 characters of the course of study description.
Start Date	The first day of the course.
End Date	The last day of the course.

Course of Study Detail Screen

Select an existing record or click **New** to view the detail screen.

Course of Study

Beginning with the IEP during which the student will turn 16, and updated annually, project the courses/classes which will be needed to reach desired post-school outcomes.

[Course of Study](#) [Add Template](#)

Start Date *

month/day/year

End Date *

month/day/year

Course of Study Detail Screen

Field	Description	Validation
Course of Study	A description of the student's courses.	The Special Ed Template Bank associated with this field is called Campus Default IEP: Transition Service; Course of Study. This field is limited to 8000 characters.
Start Date Required	The first day of the course.	N/A
End Date Required	The last day of the course.	N/A

Transition Activities/Strategies

The Transition Activities/Strategies editor documents any transition activities or strategies needed for the student and the responsible agency administering the activity/strategy.

Transition Activities/Strategies NOT STARTED Editor 17 of 21

Beginning at age 16, and updated annually, identify the student's transition service needs along with the agency responsible (school district or outside agency) for delivering these services. These identified agencies need to be involved in the development and review of transition goals and benchmarks or this IEP. If an agency fails to meet its obligations, the team will reconvene to consider other options

District and Participating Agency Responsibilities

Education/Instruction Activity/Strategy [Add Template](#)

Responsible Agency **Start Date** **End Date**

month/day/year  month/day/year 

Community Experiences Activity/Strategy [Add Template](#)

Responsible Agency **Start Date** **End Date**

month/day/year  month/day/year 

Employment Activity/Strategy [Add Template](#)

Transition Activities/Strategies Editor

▶ [Click here to expand...](#)

Field	Description	Validation
Activity/Strategy <i>*Required</i>	<p>There are multiple activity/strategy fields on this editor, they include:</p> <ul style="list-style-type: none"> • Education/Instruction Activity/Strategy • Community Experiences Activity/Strategy • Employment Activity/Strategy • Adult Living Activity/Strategy • Daily Living Skills Activity/Strategy • Functional Vocational Evaluation Activity/Strategy 	<p>*This field is required to Complete the editor.</p> <p>The Special Ed Template Bank associated with these fields are:</p> <ul style="list-style-type: none"> • Campus Default IEP: Transition Activities; Education/Instruction • Campus Default IEP: Transition Activities; Community Exp. • Campus Default IEP: Transition Activities; Employment • Campus Default IEP: Transition Activities; Adult Living • Campus Default IEP: Transition Activities; Daily Living Skills • Campus Default IEP: Transition Activities; Functional Vocational Eval. <p>This field is limited to 8000 characters.</p>
Responsible Agency <i>*Required</i>	<p>The agency responsible for administering the activity/strategy. There is a Responsible Agency field for every Activity/Strategy field.</p>	<p>*This field is required to Complete the editor.</p> <p>This field is limited to 200 characters.</p>
Start Date	<p>The first day of activity/strategy. There is a Start Date field for every Activity/Strategy field.</p>	N/A
End Date	<p>The last day of activity/strategy. There is a End Date field for every Activity/Strategy field.</p>	N/A

District-Wide Assessments

The District-Wide Assessments editor documents any state or district-wide assessments and any accommodations or modifications the student requires.

District-Wide Assessments IN PROGRESS

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Person	District-Wide Assessment	Accommodations	Non-Allowable Accommodations	Initial/Retake	Date
	Example Assessment				01/20/25

District-Wide Assessments List Screen

- ▶ [Click here to expand...](#)

District-Wide Assessments List Screen

Column Name	Description
Padlock Icon	Indicates the person currently editing the record.
District-Wide Assessment	The assessment.
Accommodations	The assessment accommodations.
Non-Allowable Accommodations	Any non-allowable accommodations for the assessment.
Initial/Retake	Indicates the assessment was an initial or retake test.
Date	The day of the assessment.

State and District-Wide Assessments Detail Screen

Select an existing record or click **New** to view the detail screen.

District-Wide Assessments

Refer to *Participation in District-Wide Assessments Guidelines*, *Participation in District-Wide Assessments Worksheets*, and *ELO/NRT Assess Calendar* to complete this section.

District-Wide Assessment [Add Template](#)

Example Assessment

Date

01/20/2025

Test Administration

▼

Accommodation [Add Template](#)

With Non-Allowable Accommodations [Add Template](#)

Alternate Assessment [Add Template](#)

District-Wide Assessments Detail Screen

Field	Description	Validation
District-Wide Assessment	The assessment.	The Special Ed Template Bank associated with this field is called Campus Default IEP District-Wide Assessment. This field is limited to 500 characters.
Date	The day of the assessment.	N/A
Test Administration	Options are: <ul style="list-style-type: none">• Initial• Retake	N/A
Accommodations	The assessment accommodations.	The Special Ed Template Bank associated with is called Campus Default IEP Accommodation. This field is limited to 8000 characters.

Field	Description	Validation
With Non-Allowable Accommodations	Any non-allowable accommodations for the assessment.	The Special Ed Template Bank associated with is called Campus Default IEP Non-Allowable Accommodation. This field is limited to 8000 characters.
Alternate Assessment	The name of the alternate assessment, if applicable.	The Special Ed Template Bank associated with is called Campus Default IEP: Alt. District-Wide Assessment. This field is limited to 8000 characters.

Alternate District-Wide Assessments

The Alternate District-Wide Assessments editor documents any state or district-wide alternate assessments the student will take.

Alternate District-Wide Assessments IN PROGRESS

	District-Wide Assessment	Alternate Performance Rubric	Date
	Alt Assessment		01/15/25

Alternate District-Wide Assessments List Screen

▶ [Click here to expand...](#)

Alternate District-Wide Assessments List Screen

Column Name	Description
Padlock Icon	Indicates the person currently editing the record.
District-Wide Assessment	The assessment.
Alternate Performance Rubric	The first 100 characters of the
Date	The day of the assessment.

Alternate District-Wide Assessments Detail Screen

Select an existing record or click **New** to view the detail screen.

Alternate District-Wide Assessments

Refer to *Participation in District-Wide Assessments Guidelines*, *Participation in District-Wide Assessments Worksheets*, and *ELO/NRT Assess Calendar* to complete this section.

District-Wide Assessment [Add Template](#)

Alt Assessment

Date

01/15/2025

Alternate Assessment Performance Rubric

Alternate District-Wide Assessments Detail Screen

Field	Description	Validation
District-Wide Assessment	The assessment.	The Special Ed Template Bank associated with is called Campus Default IEP Alternate Assessment. This field is limited to 500 characters.
Date	The day of the assessment.	N/A
Alternate Performance Rubric	The first 100 characters of the rubric description.	This field is limited to 8000 characters.

IEP Signature Page

The IEP Signature Page editor documents the parent/guardian(s)' or student's (if over 18) consent of the proposed plan documented in the rest of the IEP. Multiple checkboxes can be selected.

IEP Signature Page NOT STARTED

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Signature indicates that I was invited to participate in the IEP preparation. I have had explained to me the due process rights and procedures, and I have received a copy of the following

Check all that apply

<input type="checkbox"/> Parental Rights in Special Education	<input type="checkbox"/> IEP and Meeting Minutes
<input type="checkbox"/> Individualized Transition Plan	<input type="checkbox"/> Eligibility Report
<input type="checkbox"/> Evaluation Report - Initial or Reevaluation	<input type="checkbox"/> Alternate Assessment Information

Copies of the attached documents are provided to parent to serve as actions proposed or refused. Implementation date shall be approximately one week after meeting date to provide opportunity for parental review and input.

IEP Signature Page Editor

ISP Signature Page

This editor only applies to Private School Plans. The ISP Signature Page editor documents the parent/guardian(s)' or student's (if over 18) consent of the proposed plan documented in the rest of the IEP. Multiple checkboxes can be selected.

ISP Signature Page NOT STARTED

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No private school child (includes home schooled) with a disability has an individual right to receive some or all of the special education and related services that the child would receive if enrolled in public school pursuant to paragraph (3) of subsection(a) of Section 300.455 of Title 34 of the Code of Federal Regulations. Should the parent enroll their child in the public school, the district will develop an ISP which provides a Free and Appropriate Public Education (FAPE). The responsibility of 'child find' to locate, identify, and evaluate individuals, who are suspected of having a disability, applies not only to students who attend public schools but also to students attending private and home schools.

This is to certify that I was invited to participate in the development of the Service Plan and its contents. I understand that the Service Plan does not guarantee FAPE (Free and Appropriate Public Education) nor does it guarantee all due process rights and procedures under IDEA. I have received the following

- Parental Rights
- Eligibility Report(s)
- Service Plan
- Evaluation Report(s)

Copies of the attached documents are provided to parent to serve as actions proposed or refused. Implementation date shall be approximately one week after meeting date to provide opportunity for parental review and input.

ISP Signature Page Editor

State-Specific Information

Fields vary by state. Click the links below for your state's localized Individual Education Plan documentation.

- [Arizona](#)
- [Bureau of Indian Education](#)
- [Colorado](#)
- [Connecticut](#)
- [Delaware Elementary IEP](#)
- [Delaware Preschool IEP](#)
- [Delaware Private School Plan](#)
- [Delaware Secondary IEP](#)
- [Georgia](#)
- [Idaho](#)
- [Illinois IEP](#)
- [Illinois Individual Service Plan](#)
- [Kansas](#)
- [Kentucky IEP](#)
- [Kentucky Private School Plan](#)
- [Maine](#)
- [Mariana Islands](#)
- [Massachusetts](#)
- [Michigan IEP](#)
- [Michigan Outcome Measures Plan](#)
- [Michigan Individual Family Service Plan](#)
- [Michigan Permission to Place](#)
- [Michigan Non-Public Service Plan](#)
- [Minnesota IEP](#)
- [Minnesota Individual Family Service Plan](#)
- [Minnesota Individual Service Plan](#)
- [Missouri](#)
- [Montana IEP](#)
- [Montana Private School Plan](#)
- [Montana Outcome Measures Plan](#)
- [Montana Summary of Performance](#)
- [Nebraska IEP](#)
- [Nebraska Individual Family Service Plan](#)
- [Nevada IEP](#)
- [Nevada Service Plan](#)
- [Nevada Data Plan](#)
- [New York](#)
- [North Dakota](#)
- [Ohio IEP](#)
- [Ohio Personal Service Plan](#)
- [Oregon Data Plan](#)
- [Pennsylvania](#)
- [Rhode Island IEP](#)
- [Rhode Island Individual Family Service Plan](#)
- [South Dakota](#)
- [Tennessee Data Plan](#)
- [Texas Data Plan](#)
- [Utah Data Plan](#)
- [Vermont IEP](#)
- [Vermont IEP Ages 3-5](#)
- [Virginia](#)
- [Wisconsin IEP](#)
- [Wisconsin Individual Service Plan](#)
- [Wisconsin Imported Plan](#)
- [Wyoming IEP](#)
- [Wyoming Comparable Service Plan](#)