

# 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 <span></span>			
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 \*


Start Date \*


End Date \*


Evaluation Date \*


Plan Information Editor

► [Click here to expand...](#)

Field	Description
<b>Meeting Date</b> <i>Required</i>	The day the student's special ed team met.
<b>Start Date</b> <i>Required</i>	The first day of the plan.
<b>End Date</b> <i>Required</i>	The last day of the plan.
<b>Evaluation</b> <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	Middle Name	Suffix
	Suha		
Birthdate			
10/28/2019			
Address	Home Phone		
Student Number			
Race, Ethnicity (State)			
Case Manager Information			
Name	Title		
Donna	Paraprofessional (SPEDSTAFF)		
Phone			

Student Information Editor

► [Click here to expand...](#)

Field Name	Description	Database and UI Location (when Refreshed is clicked)
<b>Last Name</b>	The student's last name.	Demographics > Last Name identity.lastName
<b>First Name</b>	The student's first name.	Demographics > First Name identity.firstName
<b>Middle Name</b>	The student's middle name.	Demographics > Middle Name identity.middleName
<b>Suffix</b>	The student's suffix.	Demographics > Suffix Name identity.suffix
<b>Birthdate</b>	The student's birthdate.	Demographics > Birth Date identity.birthDate
<b>Address</b>	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)
<b>Home Telephone</b>	The student's home telephone number.	Demographics > Household phone
<b>Student Number</b>	The student's ID number.	Enrollment > Student Number identity.studentNumber
<b>Race, Ethnicity (state)</b>	The student's state race/ethnicity.	Demographics > Race, Ethnicity (state) identity.raceEthnicity
<b>Case Manager Information</b>		
<b>Name</b>	The first and last name of the team member.	Student Information > Special Ed Team Members
<b>Title</b>	The role of the team member.	Student Information > Special Ed Team Members
<b>Phone</b>	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

Work Phone

Cell Phone

E-mail

Home Primary Language

English

Parent/Guardian Information Editor

► [Click here to expand...](#)

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

**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**

**District Address**  
CA 95249-0788

**District Phone**

**District SPED Address**  
CA 95249

**District SPED Phone**

Enrollment Information Editor

► [Click here to expand...](#)



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

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

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"/>

1
1 - 1 of 1 items

Team Meeting List Screen

► [Click here to expand...](#)

## Team Meeting List Screen

Column Name	Description
<b>Padlock Icon</b>	Indicates the person editing the Team Meeting record.
<b>Meeting Date</b>	The day of the team meeting.
<b>Meeting Location</b>	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 \*

01/02/2025

Meeting Time

12:00 PM

Meeting Location

School counselor's office

Comments

Example

Attendance

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

Add

Refresh

Team Meeting Detail Screen

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



Field	Description	Validation
<b>First Name</b> <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.
<b>Last Name</b> <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.
<b>Role</b> <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.
<b>Invited</b>	Indicates this team member was invited to the team meeting.	N/A
<b>Attended</b>	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
<b>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</b>	A description of how the student's disability impacts their participation and progress in the general education curriculum.	<p>This field's <a href="#">Special Ed Template Bank</a> is named IEP PLAAFP.</p> <p>This field is limited to 8000 characters.</p>

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

Field	Description	Validation
<b>For students age 16 or older, how were the student's interests and preferences considered if the student did not attend this IEP meeting</b>	A description of the student's interests and preferences.	<p>This field's <a href="#">Special Ed Template Bank</a> 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
<b>Physical Education</b>	Options include: <ul style="list-style-type: none"> <li>• Regular</li> <li>• Adapted</li> <li>• Not Required</li> </ul>	N/A
<b>Transportation</b>	Options are Regular or Special.	N/A
<b>Does the student have behavior which impedes his/her learning or the learning of others?</b>	Options are Yes or No.	N/A
<b>If yes, consider, if appropriate, strategies including positive behavioral interventions and supports to address that behavior. Behavior intervention plan must be developed and attached</b> <i>*Required</i>	A description of the strategies to address that behavior.	<p>*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.</p> <p>The <a href="#">Special Ed Template Bank</a> associated with this field is called Campus Default IEP: Special Factors; Behavior Comments.</p> <p>This field is limited to 8000 characters.</p>
<b>Does the student have limited English proficiency?</b>	Options are Yes or No.	N/A
<b>If yes, include the language needs that relate to this IEP</b> <i>*Required</i>	A description of the student's language needs.	<p>*This field is available and required when Yes is selected from the "Does the student have limited English proficiency?" field.</p> <p>This field is limited to 8000 characters.</p>
<b>If visually impaired, does the student need instruction in Braille or the use of Braille?</b>	Options are Yes or No.	N/A

Field	Description	Validation
<b>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</b> <i>*Required</i>	A description of the Braille decision.	<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>
<b>Does the student have communication needs that could impede his/her learning?</b>	Options are Yes or No.	N/A
<b>If yes, identify the communication needs</b> <i>*Required</i>	A description of the student's communication needs.	<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>
<b>Is the student deaf or hard of hearing?</b>	Options are Yes or No.	N/A

Field	Description	Validation
<b>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</b> <i>*Required</i>	A description of the student's communication needs.	<p>*This field is available and required when Yes is selected from the "Is the student deaf or hard of hearing?" field.</p> <p>This field is limited to 8000 characters.</p>
<b>Does the student need assistive technology services or devices?</b>	Options are Yes or No.	N/A
<b>If yes, describe the student's assistive technology needs</b> <i>*Required</i>	A description of the student's assistive technology needs.	<p>*This field is available and required when Yes is selected from the "Does the student need assistive technology services or devices?" field.</p> <p>The <a href="#">Special Ed Template Bank</a> associated with this field is called Campus Default IEP: Special Factors; Assistive Tech.</p> <p>This field is limited to 8000 characters.</p>

## 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
Editor 9 of 21

	Sequence ↑	Measurable Annual Goal
—	1	Goal Name

Objective(s)

Objective - Short Term Benchmark

1 - 1 of 1 items

Goals and Objectives List Screen

▶ [Click here to expand...](#)

## Goals and Objectives List Screen

Column Name	Description
<b>Padlock Icon</b>	Indicates the person editing the Team Meeting record.
<b>Sequence</b>	The order of the records.
<b>Measurable Annual Goal</b>	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

Objectives

Objective: Short Term Benchmark

Delete

Short Term Objective/Benchmark gauging progress toward the annual goal

Goals and Objectives Detail Screen

Field	Description	Validation
<b>Goal</b>		
<b>Name</b>	The name of the goal.	This field is limited to 200 characters.
<b>Present Level of Academic and Achievement and Functional Performance Data</b>	The student's present levels of academic achievement.	This field is limited to 8000 characters.
<b>Annual Goal</b>	A description of the goal.	The <a href="#">Special Ed Template Bank</a> associated with this field is called IEP Goal.  This field is limited to 8000 characters.
<b>Objectives</b>		
<b>Short Term Objective/Benchmark gauging progress toward the annual goal</b>	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
<b>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</b>	Options are Yes or No.	N/A
<b>If no, explain</b> <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.
<b>Be fully involved in and progress in the general education curriculum</b>	Options are Yes or No.	N/A
<b>If no, explain</b> <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.
<b>Have the same opportunity as general education students to participate in nonacademic and extracurricular activities</b>	Options are Yes or No.	N/A
<b>If no, explain</b> <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
Editor 11 of 21

	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
<b>Padlock Icon</b>	Indicates the person currently editing the record.
<b>Service</b>	The type of service.
<b>Time</b>	The number of minutes the student receives services.
<b>Start Date</b>	The first day of service.
<b>End Date</b>	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

Service \*

▼

Service Position

▼

Special Ed Location

General Ed Location

Duration and Frequency

Start Date \*

01/03/2025

End Date \*

01/03/2026

Direct Minutes per Session \*

▲

▼

Number of Sessions \*

▲

▼

Frequency \*

▼

Indirect Minutes per Session \*

▲

▼

Special Education Services Detail Screen

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

01/03/2025

End Date \*

01/03/2026

Direct Minutes per Session \*

Number of Sessions \*

Frequency \*

Indirect Minutes per Session \*



Field	Description	Validation
<b>Service</b> <i>Required</i>	The service type.	The values available in this dropdown are district-defined from the <a href="#">Special Ed Services</a> tool.
<b>Service Position</b>	The role of the person providing the service.	The values available in this dropdown are district-defined from the <a href="#">Special Ed Service Positions</a> tool.
<b>Location</b>	The location of the service.	This field is limited to 150 characters.
<b>General Ed Location</b>	The location of the general education environment.	This field is limited to 150 characters.
<b>Duration and Frequency</b>		
<b>Start Date</b> <i>Required</i>	The first day of service.	N/A
<b>End Date</b> <i>Required</i>	The last day of service.	N/A
<b>Direct Minutes per session</b> <i>Required</i>	The number of direct minutes the student receives service per session.	N/A
<b>Number of Sessions</b> <i>Required</i>	The number of sessions per service frequency.	N/A
<b>Service Frequency</b> <i>Required</i>	The frequency of service. Options include: <ul style="list-style-type: none"> <li>• yearly</li> <li>• termly</li> <li>• monthly</li> <li>• weekly</li> <li>• daily</li> </ul>	N/A
<b>Indirect Minutes per Session</b>	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
Editor 14 of 21

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

## 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
Editor 15 of 21

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

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

Field	Description	Validation
<b>Specify Other</b> <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.
<b>Beginning at age 16. and updated annually, identify the proposed high school outcome for the student</b>		
<b>The student will graduate or complete high school upon satisfactory attainment of one of the following</b>	Options include: <ul style="list-style-type: none"> <li>• Diploma: State-mandated graduation requirements (No additional documentation)</li> <li>• Diploma: IEP determined graduation requirements</li> <li>• Certificate of Completion: Complete IEP Goals and Benchmarks as final outcome for high school course of study and exit at age 22</li> </ul>	N/A
<b>Describe IEP determined graduation requirements</b> <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.

Course of Study IN PROGRESS
Editor 16 of 21

	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
<b>Padlock Icon</b>	Indicates the person currently editing the record.
<b>Course of Study</b>	The first 100 characters of the course of study description.
<b>Start Date</b>	The first day of the course.
<b>End Date</b>	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
<b>Course of Study</b>	A description of the student's courses.	The <a href="#">Special Ed Template Bank</a> associated with this field is called Campus Default IEP: Transition Service; Course of Study.  This field is limited to 8000 characters.
<b>Start Date</b> <i>Required</i>	The first day of the course.	N/A
<b>End Date</b> <i>Required</i>	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  

---

Community Experiences Activity/Strategy Add Template

Responsible Agency  Start Date   End Date  

---

Employment Activity/Strategy Add Template

Transition Activities/Strategies Editor


► [Click here to expand...](#)

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

## 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
Editor 18 of 21

	District-Wide Assessment	Accommodations	Non-Allowable Accommoda...	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
<b>Padlock Icon</b>	Indicates the person currently editing the record.
<b>District-Wide Assessment</b>	The assessment.
<b>Accommodations</b>	The assessment accommodations.
<b>Non-Allowable Accommodations</b>	Any non-allowable accommodations for the assessment.
<b>Initial/Retake</b>	Indicates the assessment was an initial or retake test.
<b>Date</b>	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
<b>District-Wide Assessment</b>	The assessment.	<p>The <a href="#">Special Ed Template Bank</a> associated with this field is called Campus Default IEP District-Wide Assessment.</p> <p>This field is limited to 500 characters.</p>
<b>Date</b>	The day of the assessment.	N/A
<b>Test Administration</b>	<p>Options are:</p> <ul style="list-style-type: none"> <li>• Initial</li> <li>• Retake</li> </ul>	N/A
<b>Accommodations</b>	The assessment accommodations.	<p>The <a href="#">Special Ed Template Bank</a> associated with is called Campus Default IEP Accommodation.</p> <p>This field is limited to 8000 characters.</p>

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

## 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
Editor 19 of 21

	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
<b>Padlock Icon</b>	Indicates the person currently editing the record.
<b>District-Wide Assessment</b>	The assessment.
<b>Alternate Performance Rubric</b>	The first 100 characters of the
<b>Date</b>	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
<b>District-Wide Assessment</b>	The assessment.	<p>The <a href="#">Special Ed Template Bank</a> associated with is called Campus Default IEP Alternate Assessment.</p> <p>This field is limited to 500 characters.</p>
<b>Date</b>	The day of the assessment.	N/A
<b>Alternate Performance Rubric</b>	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

Editor 20 of 21

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

☐ Parental Rights in Special Education
 ☐ IEP and Meeting Minutes

☐ Individualized Transition Plan
 ☐ Eligibility Report

☐ Evaluation Report - Initial or Reevaluation
 ☐ 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

Editor 21 of 21

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](#)